

SUBJECT: LANGUAGE ARTS

GRADE: GRADE ONE

TERM: TWO

BROAD OUTCOMES: LISTENING AND SPEAKING

TOPIC	SPECIFIE OBJECTIVES	ASSESSMENT
A) Interpersonal Communication 1. Listening and speaking to interact socially	1. Listen attentively to speakers in conversational exchanges	1. Oral Assessment drawing
	2. Listen to determine the gist of a message	2. Oral Written Assessment
	3. Listen to determine a speaker's emotional tone	Oral Assessment/Checklist
	4. Use turn-taking conventions appropriately	
	5. Express feelings orally about situations and events of interest	
	6. Communicate simple messages orally	
2. Communicating to give and get information	7. Ask for directions	Quizzes, Teacher made Test
	8. Give simple directions to someone to get from one place to another	
	9. Listen to and follow simple two and three step instructions	
	10. Use appropriate language (directional/deictic terms) to give directions (e.g. turn right, go straight ahead. (See Glossary)	
B) Listen and speak to develop oral proficiency in English 1. Listening for enjoyment and speaking to express personal response	14. Listen to stories and express a personal response orally (e.g. say whether or not they like them and why)	- Oral Assessment, Complete graphic organisers
	16. Recite poems, jingles, rhymes and limericks paying attention to the rhythm of the language and expressing a personal response to selections	- Role play
	17. Describe a familiar scene or a favourite place	- Oral & Written Assessment
	18. Listen to determine whether a sentence or series of sentences is expressed in Standard English or in a Creole or CIV (see Glossary/Teachers' Guide)	- Checklist
	2. Listen and speak to develop Comprehension	19. Listen to an account of an event or situation to make a prediction about its outcome.
20. Listen to determine the sequence of events in a short expository selection		
21. Retell the events that happened in the beginning, middle and the end of a story		
22. Retell familiar stories and use elements of story grammar to discuss them		
23. Listen to an oral communication to determine the message and to relay it		
C) Vocabulary and Concept Development	24. Identify the new words in a short selection that is read aloud	- Running Records, Teacher made Test
	25. Use contextual clues to help determine the meaning of an unknown word in a sentence read aloud	- Phonological Awareness, Diagnostic Assessment
	27. Identify descriptive words in a short selection that is read aloud	

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
C) Vocabulary and Concept Development	28. Listen to identify rhyming words in a selection	
D) Voice Skills	29. Listen to a letter name given in an oral prompt and produce the sound of the letter	- Phonemic Awareness Assessment
	30. Use appropriate intonation patterns for different sentence types	- Oral Assessment Reader's Theatre
	31. Enunciate clearly in choral renditions and in planned individuals presentations	- Choral Speaking or Readers' Theatre Checklist
	32. Use tone appropriate to specific (conversational) contexts	
	33. Speak clearly, confidently and pace rate of speech appropriately	
F) Attitudes for effective Oral Communication	34. Listen attentively in conversational exchanges and during presentations given by others	- Observation/Checklist
	35. Use accepted principles for conversational exchanges, e.g. signally for a turn to speak, responding at appropriate times	
	36. Participate in class discussions and other oral activities organized for the class	
	37. Adhere to established classroom rules for listening tasks and other activities	
	38. Share information, ideas and opinions	
	39. Participate in activities for oral language development	

SUBJECT: LANGUAGE ARTS

GRADE: GRADE ONE

TERM: TWO

BROAD OUTCOMES: READING

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A) Concepts about print	1. Identify the name of the author and the title of a book	- Allow pupils to design their book covers, following directions Books with illustrations
	2. Distinguish between letters, words and sentences	- Sample letter recognition and letter sound assessment
	3. Read from left to right, and from top to bottom of the page	- Observation
B) Decoding and Word	4. Produce the sounds of the letters of the alphabet including vowel sounds and consonant blends	
	5. Recognise and read high frequency words	- Sample sight word assessment, Checklist games, running records
	6. Recognise and read high frequency function words (e.g. the, an, that, be have)	
	7. Use familiar letter combination to decode one-syllable words	
	8. Use knowledge of syllable structure as an aid to decoding unfamiliar and longer words.	
	9. Match spoken with printed words that are familiar	
	10. Identify and sound out rhyming words in a reading selection	
C) Vocabulary Development	11. Identify new words in reading selections	
	12. Use context and surrounding text to understand the meanings of new and unknown words	
	13. Use high frequency words in oral and written work	
	14. Sort words into appropriate categories	
	15. Identify common/significant environment signs	Draw environmental sign
D) Comprehension 1. Construction meaning	16. Use comprehension strategies learned to understand the meaning of what has been read	
	17. Relate prior knowledge and background experience to the reading selection as an aid to constructing its meaning	A variety of reading materials for grade level
	18. Use simple linking words (e.g. connectives (and, but) and function words (an, the this, that) to determine the relationships between ideas expressed in sentences	- Linking Word Checklist

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
D) Comprehension	19. Read the messages that their own writing conveys	- Oral Assessment, Teacher made Test
1. Construction meaning	20. Read and follow short, written instructions and directions	- Checklist
D -2 Critical Reading	21. Ask questions of themselves and of the text as they read	- Self Assessment Checklist
	22. Make inferences about the materials presented in the reading selections that are read to them/that they read	
	23. Draw conclusions about the materials that they read/that are read to them	- Checklist, quick writes
	24. Formulate and express an opinion/judgement about the materials that are read to them/that they read	
D – 3 Text Features	25. Identify and distinguish between different text types: poetry, prose; expository, narrative	- Quick Writes
D- 3 A. Features of Expository Text	26. Identify the central idea or topic of a short expository paragraph	- Oral Assessment - Checklist
	27. Indicate the order/sequence in which the ideas in a short expository paragraph are presented	- Graphic organisers - Oral Assessment
D 3. B. Feature of Narrative text	28. Identify the names of the author and illustrator of a narrative selection	Sample Story telling Checklist
	29. Identify the beginning, middle and end of a story	
	30. Identify the setting and characters of a story	
	31. Discuss the characteristics of the setting of a story	
	32. Discuss the traits of the characters in a story	
	33. Identify the main events in a story	
E) Responding to Literature	34. Identify the events of a story that make up the plot	- Retell, graphic organizers, teacher made test Anecdotal record
	36. Discuss the main idea (or theme) of a story that they have listened to, read or viewed	
	37. Discuss how a conflict in a selected story is resolved	
	38. Talk about the characters in a story and say why they like or do not like them	- Oral, retell
	39. Compare stories that they have read	
	40. Compare characters in stories that they have read	
F) Attitude and Interest	41. Express a personal response to stories that they have listened	
	42. Listen attentively to reading done by teacher and other students	- Retelling
	43. Ask and answer questions about the selections read in class	- Teacher made Test
	44. Read short selections aloud in class when asked to do so	- Oral Assessment
	45. Read silently everyday and discuss what was read with teacher and classmates	- Discussion

SUBJECT: LANGUAGE ARTS

GRADE: GRADE ONE

TERM: TWO

BROAD OUTCOMES: WRITING

TOPIC	SPECIFIE OBJECTIVES	ASSESSMENT
A) Writing for self	1. Write short, clear sentences, using the words they know, including high frequency words that they encounter in their reading	- Quick writes
	2. Write a short account of a personal	- Portfolio
B) Writing to accomplish	3. Write a story and share it with teacher & classmate	- Oral Assessment, Checklist
	4. Write a short description (two or three sentences) about a familiar object, person, place	- Portfolio
	5. Use the descriptive words they know in their stories and descriptions	
C) Writing Process	6. Discuss their ideas for writing before they begin to write	- Oral Assessment, graphic organisers
	7. Use a simple cluster chart to organize their ideas for writing	- Self Assessment, Checklist
	8. Read over their work and correct obvious mistakes	
	9. Use a short list of questions to check their writing and to revise what they have written	
D) Reading and Writing	10. Write stories based on ideas triggered by their reading	- Portfolio
	11. Read their own writing and answer questions about it	- Oral Assessment, Teacher made Test
	12. Read the work of other students and ask question about it	
	13. Use an illustration from a reading selection as the basis for writing a short focused paragraph	- Portfolio
E) Conventions of Writing	14. Shape letters, letter clusters and words	- Checklist, Observation
	15. Leave spaces between the words in the sentences they write	
	16. Leave appropriate spacing between the words in their sentences	- Checklist, Observation, Test
	17. Use Standard English in their planned written (and oral) school work	
E 1. Grammar	18. Use possessive singular pronouns correctly	- Quizzes, Oral Assessment
E 2. Sentence Structure	19. Write clear and complete sentences, using the words they know	- Portfolio,
E 3. Punctuation	20. Use a capital letter <ul style="list-style-type: none">- after a full stop- at the beginning of a sentence- for the pronoun I- for the names of people	Sample Capitalization and Punctuation Inventory games

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
E 3. Punctuation	21. Use the full stop, question mark and exclamation mark appropriately at the end of sentence	
E 4. Spelling	22. Spell high frequency sight words at Grade level	Running Records Games Teacher made Test
	23. Spell one syllable words of three and four (CVC; CCVC,;CVCC)	
	24. Use alternative spelling for long vowel sounds (e.g. ee; ea; ie)	
	25. Use strategies for learning to spell (see Teacher's Guide)	
F) Attitudes & Interest	26. Show willingness to write independently	- Observation
	27. Show interest in working on their writing letters and words	- Self Assessment, Checklist
	28. Talk about their writing	
	29. Discuss the feedback given to them on their writing	
	30. Use Standard English for their planned oral and written presentation	- Checklist
	31. Show effort in learning to spell high frequency words	- Observation
	32. Persevere with using the writing conventions; - write clearly and legibly - write well-formed sentences and correct mistakes - use punctuation marks appropriately	- Checklist, Observation - Teacher made Test