

SUBJECT: LANGUAGE ARTS

GRADE: GRADE ONE

TERM: THREE

BROAD OUTCOMES: LISTENING AND SPEAKING

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A) Interpersonal Communication 1. Listening and speaking to interact socially	1. Listen attentively to speakers in conversational exchanges	Sample Listening Self Assessment
	2. Listen to determine the gist of a message	
	3. Listen to determine a speaker's emotional tone	
	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	11. Ask question to elicit clarification about specific topics	- Sample Choral Speaking and/ Reader's Theatre Checklist
	12. Use Standard English to communicate about topics in language arts and subjects across the curriculum	
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)	- Teacher made test
	15. Listen to stories and retell favourite ones	- Teacher made test
	16. Recite poems, jingles, rhymes and limericks paying attention to the rhythm of the language and expressing a personal response to selections	- Phonological Assessment Diagnostic 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)	- Oral Reading Assessment
2. Listen and speak to develop Comprehension	19. Listen to an account of an event or situation to make a prediction about its outcome.	- Sample Listening Self Assessment - Oral Assessment
	20. Listen to determine the sequence of events in a short expository selection	- Observation
	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	- Sample Listening Self Assessment - Oral Assessment - Observation
	25. Use contextual clues to help determine the meaning of an unknown word in a sentence read aloud	
	27. Identify descriptive words in a short selection that is read aloud	
	28. Listen to identify rhyming words in a selection	

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
D) Voice Skills	29. Listen to a letter name given in an oral prompt and produce the sound of the letter	- Phonological Awareness & Diagnostic Assessment
	30. Use appropriate intonation patterns for different sentence types	- Oral Assessment
	31. Enunciate clearly in choral renditions and in planned individuals presentations	
	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	- Self Assessment - 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: THREE

BROAD OUTCOMES: READING

TOPIC	SPECIFIE 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	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
1. Construction meaning	19. Read the messages that their own writing conveys	- Oral Assessment, Teacher made Test

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
D) Comprehension 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	- Oral, retell
	38. Talk about the characters in a story and say why they like or do not like them	
	39. Compare stories that they have read	
	40. Compare characters in stories that they have read	
41. Express a personal response to stories that they have listened		
F) Attitude and Interest	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: THREE

BROAD OUTCOMES: WRITING

TOPIC	SPECIFIE OBJECTIVES	ASSESSMENT
B) Writing to accomplish	1. Write s short expository paragraph of two or three sentences about a chosen topic that they have read about and discussed in class	- Portfolio
C) Writing Process	2. Discuss their ideas for writing before they begin to write	- Graphic organisers
	3. Use a simple cluster chart to organize their ideas for writing	- Portfolio
	4. Read over their work and correct obvious mistakes	- Self Assessment, Checklist
	5. Use a short list of questions to check their writing and to revise what they have written	
D) Reading and Writing	6. Read their own writing and answer questions about it	- Peer Assessment Checklist
	7. Read the work of other students and ask question about it	
E 1. Grammar	8. Use common contractions appropriately in writing the dialogue used by characters in their stories	- Teacher made Test - Oral Reading Assessment
E 3. Punctuation	9. Use a capital letter - after a full stop - at the beginning of a sentence - for the pronoun I - for the names of people	- Teacher made Test - Sample Capitalization and Punctuation Inventory
	10. Use the full stop, question mark and exclamation mark appropriately at the end of sentence	- Quizzes, Running Records
E 4. Spelling	11. Spell high frequency sight words at Grade level	
	12. Spell one syllable words of three and four (CVC; CCVC,;CVCC)	
	13. Use alternative spelling for long vowel sounds (e.g. ee; ea; ie)	
	14. Use strategies for learning to spell (see Teacher’s Guide)	
F) Attitudes and Interest	15. Show willingness to write independently	- Observation
	16. Show interest in working on their writing letters and words	- Oral Assessment - Checklist - Observation
	17. Talk about their writing	
	18. Discuss the feedback given to them on their writing	
19. Use Standard English for their planned oral and written presentation		
	20. Show effort in learning to spell high frequency words	

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
F) Attitudes and Interest	21. Persevere with using the writing conventions; - write clearly and legibly - write well-formed sentences and correct mistakes - use punctuation marks appropriately	- Self Assessment - Checklist