

**SUBJECT: Language Arts – Writing**

**GRADE: Two (2)**

**TERM: ONE (1)**

**BROAD OUTCOMES:**

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A. Writing for self	<ol style="list-style-type: none"><li>1. Maintain a personal response journal to write about the books they have read.</li><li>2. Write a simple list, for example, a list of the tasks to be done for home-work.</li><li>3. Fill out a simple form, e.g. an application to join the local library</li></ol>	Conferencing  Checklist  Checklist
B. writing for a chosen audience and to accomplish school work	<ol style="list-style-type: none"><li>4. Use pre-writing strategies to generate ideas for writing</li><li>5. Use a web or other appropriate graphic organiser (or strategy) to group ideas for writing</li><li>6. Write simple three step instruction / directions</li><li>7. Write a short account based on a personal experience</li><li>8. Write a description of an object or a person or a place</li></ol>	Questioning (P.T)  Observation (P.T)  Checklist  Conferencing  Checklist (P.T)

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
	<p>9. Write a story using the element of story grammar as a framework</p> <p>10. Use high frequency words encountered in reading in their writing</p> <p>11. Use high frequency function words in their writing</p> <p>12. Use the process strategies they have learned to revise and improve their writing</p> <p>13. Use verbs and norms correctly in their writing</p> <p>14. Write clear and complete sentences in Standard English</p> <p>15. Spell high frequency content and function words at level correctly in their writing</p> <p>16. Use the punctuation marks they have learned correctly in their writing (see list of Standard Grades 1 and 2)</p>	<p>Checklist</p> <p>Observation</p> <p>Observation</p> <p>Checklist (P.T)</p> <p>Checklist / observation</p> <p>Checklist</p> <p>Checklist</p> <p>Checklist / observation</p>
C. Writing Process Strategies	<p>17. Use different strategies to generate ideas for writing (e.g. brainstorming, reading, reflecting on experiences)</p> <p>18. Select topics / subjects for writing</p> <p>19. Use web / clusters / to organize their ideas for writing</p>	<p>Questioning</p> <p>Questioning</p> <p>Observation</p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
	20. Rea over their writing, reflect on it and discuss the ideas they have expressed  21. Revise and edit their writing and prepare a clean corrected copy to submit to teacher	Conferencing / interview  Checklist
D. Reading and Writing Connections	22. Express their responses to a story they have read in writing, drawing, role-play  23. Read stories they have written to their classmates and elicit feedback from them  24. Use reading as a resource for writing	Observation / checklist / conferencing  Conferencing  Questioning
E. Conventions of English	25. Write sentences in English that are well-formed  26. Use the punctuation marks they have learned appropriately and correctly in their writing  27. Use appropriate spacing between words  28. write legibly, paying attention to the shape of upper case and lower case letters	Checklist  Checklist  Checklist  Checklist / observation
E – 1 Grammar	29. Use nouns and verbs correctly in sentences  30. Use the parts of speech correctly in both their planned oral presentation and in their writing  31. Read over their written work to check the accuracy of the grammar of their sentences	Checklist  Checklist / observation  Conferencing
E – 2 Sentence Structure	32. Write complete and well-formed sentences	Checklist (P.T)

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
E – 3 Punctuation	33. Use the punctuation marks they have learned in Grade 1 and Grade 2 accurately (Standards V. 9C. I – ii, p 48 and V.8 Ci – iii, p.112)	Checklist
E – 4 Spelling	34. Use quotation marks in the dialogue of stories	Checklist
F. Attitudes and Interest	35. Use the spelling strategies they have learned to spell correctly the high frequency words they encounter in reading, across all content areas, in their writing	Checklist
	36. Spell high utility and function words correctly in their writing	Observation / checklist
	37. Spell frequently encountered prefixes and suffixes correctly	Checklist
	38. Monitor the spelling of words as they write independently	Observation
	39. Read over and revise their writing to correct spelling mistakes they have made	Conferencing
	40. Show willingness to share their writing with classmates; to listen to, to read and to comment on what they have listened to or read	Conferencing
	41. Respond appropriately to the feedback given on their writing by teachers and classmates	Observation
	42. Participate in writing process activities that require them to read over and revise their work to improve	Checklist

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
	<p>it</p> <p>43. Show a positive attitude towards learning to spell new words</p> <p>44. Use appropriate strategies for learning to spell new and unfamiliar words</p> <p>45. Show willingness to work at the writing conventions and to write legibly</p> <p>46. Show willingness to monitor their use of standard English and to correct errors of grammar in their writing and speech</p>	<p>Attitude inventory</p> <p>Checklist</p> <p>Attitude inventory</p> <p>Attitude inventory / checklist</p>

**SUBJECT: Language Arts**

**GRADE: Two (2)**

**TERM: ONE (1)**

**BROAD OUTCOMES: Reading**

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A. Decoding and word recognition	<ol style="list-style-type: none"><li>1. Use different strategies for decoding words, including: use of known / familiar letter clusters and orthographic combinations in words;  syllabication patterns;  blending phonemes and sounding out</li><li>2. Decode multi-syllable words</li><li>3. Recognize and read compound words</li><li>4. Use context and surrounding text to identify words</li><li>5. Use structure in which the word occurs as an aid to decoding difficult words</li></ol>	Checklist / retelling       Checklist  Retell  Observation / conferencing  Observation / conferencing

B. Vocabulary Development	<p>6. Use the part of a compound word to figure out the meaning of the whole word</p> <p>7. Use the context and surrounding text to determine the meaning of an unknown word</p> <p>8. Identify high frequency content and function words in the materials they read at grade level and show that they understand their meaning</p> <p>9. Identify synonyms and antonyms that they encounter in their reading</p>	<p>Observation / conferencing</p> <p>Observation</p> <p>Questioning</p> <p>Questioning / observation</p>
C. Reading and Comprehension - constructing meaning	<p>10. Relate their prior knowledge and background experience to a text as an aid in understanding it</p> <p>11. Use visual information such as charts to interpret and understand meaning in an expository reading selection</p> <p>12. Use various comprehension strategies to help them understand the meaning of what they read</p> <p>13. Identify the main idea in a text</p> <p>14. Determine cause and effect relationships in the selections that they read</p> <p>15. Apply the strategies they have learned, to read and understand materials in the language arts and other subjects at grade level across the curriculum</p>	<p>Questioning</p> <p>Conferencing / questioning</p> <p>Questioning / conferencing</p> <p>Questioning</p> <p>Questioning / conferencing</p> <p>Checklist / book report</p>
D. Text Features	16. Use title cover illustration, the first sentence to	Questioning / discussing

	<p>make predictions about the content of a reading selection</p> <p>17. Use charts and diagrams to clarify the meaning of an expository text.</p> <p>18. Indicate the contribution of graphs, diagrams and charts to an expository selection</p> <p>19. Identify features of an expository paragraph</p> <p>20. Identify the characteristics of different types of expository texts</p> <p>21. Distinguish between texts that deal with reality and those that deal with fantasy</p> <p>22. Use the title and cover illustration to make a prediction about the content of a story</p> <p>23. Discuss the contribution of illustrations to a narrative text</p> <p>24. Read and talk about a wide variety range of literary material appropriate to grade level</p>	<p>Questioning</p> <p>Discussing</p> <p>Checklist</p> <p>Checklist</p> <p>Checklist</p> <p>Questioning / discussing</p> <p>Discussing / questioning</p> <p>Conferencing / discussing</p>
E. Attitudes and Interest	<p>25. Show positive attitude towards reading</p> <p>26. Show willingness to search for new books to read in the class and school library</p> <p>27. Show interest in listening to books, read by the</p>	<p>Attitude inventory</p> <p>Attitude inventory</p> <p>Observation</p>

	<p>teacher and to stories retold by classmates</p> <p>28. Show willingness to ask questioning of teachers and classmates about the stories and other materials that are read</p> <p>29. Read for various purposes and set purposes for reading</p> <p>30. Select texts for reading based on interest</p>	<p>Questioning / discussing / conferencing</p> <p>Checklist / attitude inventory</p> <p>Attitude inventory</p>
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**Subject:** Language Arts

**Grade:** Two

Term: One

**Broad Outcomes:** Listening and Speaking

<b>Topic</b>	<b>Specific Objectives</b>	<b>Assessment</b>
A. Interpersonal Communication	1. Listen attentively to speakers(s) in conversational exchanges.	Retelling
A-1 Listening and Speaking to interact socially	2. Listen to detect the emotional tone of a speaker.	Attitude inventory
	3. Listen to get the gist of a message.	Oral questioning
	4. Listen to determine the sequence of a series of events described.	Retelling
	5. Listen to determine the communication purpose of a speaker	Questioning
	6. Listen to draw on the appropriate conclusion from a spoken message	Questioning
	7. Identify the use for common contractions in a spoken communication and determine. Their meanings.	Checklist, Observation
	8. Use language that is appropriate to situation and context for routine Exchanges, e.g. greeting, leave taking, apologizing, requesting.	Behavior checklist
	9. Use the oral conventions of English in planned oral presentations	Checklist, Observation
2. Communication to get and give information.	10. Listen to news items and paraphrase what was said.	Retell
	11. Formulate appropriate questions to get the information they need.	Questioning
	12. Give factual information about events based on first hand knowledge.	Retell
	13. Give a factual account presenting information in a logical sequence.	Retell
	14. Ask for directions.	Retell
	15. Give clear directions.	Role-play with a checklist

	16. Stay on topic in an oral communication/presentation.	Role-play with a checklist.
	17. Give relevant and appropriate answers to questions asked.	Checklist, observation.
	18. Use standard English to express ideas and engage in discussions on subject content in Class	Checklist, questioning
	19. Explain a simple process.	Retell
B-1. Listening for enjoyment and Speaking to express a personal response.	20. Listen to stories and other literacy selections and express a personal response to them.	Retell, questioning, attitude inventory
	21. Listen to identify rhyming words in poems and other literacy selections.	Checklist
	22. Recite poems, limericks and other literacy selections, paying attention to the rhythm of the language	
	23. Retell familiar/ favorite stories. Use the descriptive words they know in their stories and descriptions.	Retell
B-2. Listen and speak to develop Comprehension.	24. Describe reactions/emotional attitude to stories listened to or viewed.	Attitude inventory
	25. Listen to understand the nature and purpose of tasks set in the classroom and perform them.	Checklist
	26. Listen to draw appropriate conclusions from spoken messages	Retell
	27. Listen to determine the speaker's purpose in an oral communication	Checklist
	28. Listen to a short extract and paraphrase it.	Retell
	29. Listen to distinguish between fantasy and reality	Oral questioning
C. Vocabulary and Concept Development	30. Give opinion in response to a particular point of view expressed by another.	questioning
	31. Use high frequency words learned in the language Arts and subjects across the curriculum in spoken messages and planned oral presentation.	Checklist
	32. Listen to identify common contractions in an oral communication.	Checklist, observation

	33. Listen to a short extract to identify the high frequency utility words in it (e.g. and, so But, then, said, this, that ,when ,then)	Checklist
	34. use words with their appropriate stress patterns in spoken messages and planned oral presentations.	Observation, checklist
D. Voice Skills.	35. use well-formed sentences in planned oral presentations	Observation, checklist
	36. Use the appropriate sounds for the letters and letter combinations in words.	Checklist-
	37. Vary volume, moderate tone and adjust pace as appropriate to different situations.	Observation
E. Attitude for effective oral communication.	38. Pronounce words clearly.	Retelling
	39. Use appropriate intonation for different sentence types.	Retelling
	40. Listen to the ideas and opinions expressed by others.	Questioning
	41. Show willingness to share ideas, opinions and views.	Attitude inventory
	42. Respond appropriately to a speaker in a conversational exchange.	Conferencing
	43. Show willingness to participate I activities for developing oral communication.	Attitude inventory
	44. Show an effort to use Standard English in planned oral presentations, to express ideas. And I discussion about content in the language arts and other subject areas.	Checklist , observation
	45. Use the conventions for oral English in planned oral presentations.	Checklist, Observation
	46. Speak clearly, confidently and pace the rate of speech appropriately according to the situation.	Observation, checklist

Subject: Language Arts

Grade: Two

Broad Outcomes: **Listening and Speaking**

Topic	Specific Objectives	Assessment
A. Interpersonal Communication	1. Listen attentively to speaker(s) in conversational exchanges.	
A-1 Communicating to get and give information.	2. Listen to detect the emotional tone of a speaker.	
	3. Listen to determine the communicative purpose of a speaker.	
	4. Listen to draw an appropriate conclusion from a spoken message.	
	5. Identify the use of common contractions in a spoken communication and determine their meanings.	
	6. Use language that is appropriate to situation and context for routine exchanges, e.g. greeting, leave taking, apologizing, requesting	
	7. Use the oral conventions of English in planned oral presentations.	
	A-2	
8. Communicating to get and give information.		
9. Listen to news items and paraphrase		
10. Formulate appropriate questions to get the information they need.		
	11. Give a factual account presenting information in a logical sequence.	
	12. Stay on topic in an oral communication /presentation.	
	13. Give relevant and appropriate answers to questions asked.	

	14. Use Standard English to express ideas and engage in discussions on subject content in class.	
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**SUBJECT: Language Arts – Writing**

**GRADE: Two (2)**

**TERM: TWO (2)**

**BROAD OUTCOMES:**

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A. Writing for self	<ol style="list-style-type: none"> <li>1. Maintain a personal response journal to write about the books they have read.</li> <li>2. Write a simple list, for example, a list of the tasks to be done for home-work.</li> <li>3. Fill out a simple form, e.g. an application to join the local library</li> </ol>	<p>Conferencing</p> <p>Checklist</p> <p>Checklist</p>
B. Writing for a chosen audience and to accomplish school work	<ol style="list-style-type: none"> <li>4. Use a web or other appropriate graphic organiser (or strategy) to group ideas for writing</li> <li>5. Write a friendly letter to a chosen addressee</li> <li>6. Write a short account based on a personal</li> </ol>	<p>Observation (P.T)</p> <p>Checklist</p> <p>Conferencing</p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
	<p>experience</p> <p>7. Write a short expository paragraph, organising information around a central idea</p> <p>8. Write a story using the elements of story grammar as a frame work</p> <p>9. Use high frequency words encountered in reading in their writing</p> <p>10. Use high frequency words in their writing</p> <p>11. Use verbs and norms correctly in their writing</p> <p>12. Spell high frequency content and function words at level correctly in their writing</p> <p>13. Use the punctuation marks they have learned correctly in their writing</p>	<p>Checklist</p> <p>Checklist</p> <p>Observation</p> <p>Observation</p> <p>Checklist</p> <p>Checklist</p> <p>Checklist / observation</p>
C. Writing Process Strategies	<p>14. Use different strategies to generate ideas for writing (e.g. brainstorming, reading, reflecting on experiences)</p> <p>15. Use web / clusters / to organize their ideas for writing</p>	<p>Questioning</p> <p>Observation</p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
	16. Read over their writing, reflect on it and discuss the ideas they have expressed  17. Revise and edit their writing and prepare a clean corrected copy to submit to teacher  18. Write a short paragraph in which they express their response to a story they have read  19. Write legibly, paying attention to the shape of upper and lower case letters	Conferencing / interview  Checklist  Checklist  Checklist / observation
E – 1 Grammar	20. Use nouns and verbs correctly in sentences  21. Use the parts of speech correctly in both their planned oral presentations and in their writing  22. Read over their written work to check the accuracy of the grammar of their sentences	Checklist  Checklist / observation  Conferencing
E – 2 Sentence Structure	23. Write complete and well-formed sentences  24. Write sentences that are understandable and state the intended meaning clearly	Checklist (P.T)  Checklist
E – 3 Punctuation	25. Use the punctuation marks they have learned in Grade 1 and Grade 2 accurately  26. Use quotation marks in the dialogue of stories	Checklist  Checklist
E – 4 Spelling	27. Use the spelling strategies they have learned to spell correctly the high frequency words they encounter in reading, across all content areas, in their writing	Checklist

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
	<p>28. Spell high utility and function words correctly in their writing</p> <p>29. Spell frequently encountered prefixes and suffixes correctly</p> <p>30. Monitor the spelling of words as they write independently</p> <p>31. Read over and revise their writing to correct spelling mistakes they have made</p>	<p>Observation / checklist</p> <p>Checklist</p> <p>Observation</p> <p>Conferencing</p>
F. Reading and Writing Connections	<p>32. Read the stories they have written to their classmate and elicit feedback from them</p> <p>33. Use reading as a resource for writing</p>	<p>Conferencing</p> <p>Questioning</p>
G. Conventions of English	<p>34. Write sentences in English that are well-formed</p> <p>35. Use the punctuation marks they have learned appropriately and correctly in their writing</p> <p>36. Read over their writing to transform creole and O.I.V. structures into Standard English</p> <p>37. Use appropriate spacing between words</p>	<p>Checklist</p> <p>Checklist</p> <p>Checklist</p> <p>Checklist</p>
H. Attitudes and Interest	<p>38. Show willingness to share their writing with classmates; to listen to, to read and to comment on what they have listened to or read</p> <p>39. Respond appropriately to the feedback given on their writing by teachers and classmates</p>	<p>Conferencing</p> <p>Observation</p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
	<p>40. Participate in writing process activities that require them to read over and revise their work to improve it</p> <p>41. Show a positive attitude towards learning to spell new words</p> <p>42. Use appropriate strategies for learning to spell new and unfamiliar words</p> <p>43. Show willingness to work at the writing conventions and to write legibly</p> <p>44. Show willingness to monitor their use of standard English and to correct errors of grammar in their writing and speech</p>	<p>Checklist</p> <p>Attitude inventory</p> <p>Checklist</p> <p>Attitude inventory</p> <p>Attitude inventory / checklist</p>

**SUBJECT: Language Arts**

**GRADE: Two (2)**

**TERM: TWO (2)**

**BROAD OUTCOMES: Reading**

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A. Decoding and word recognition	<ol style="list-style-type: none"><li>1. Use different strategies for decoding words, including:  use of known / familiar letter clusters and orthographic combinations in words;  syllabication patterns;  blending phonemes and sounding out  looking at the shape of the whole word</li><li>2. Decode multi-syllable words</li><li>3. Recognize and read prefixes and suffixes</li><li>4. Use context and surrounding text to identify words</li><li>5. Use sentence structure in which the word occurs</li></ol>	Checklist / retelling           Checklist  Checklist  Observation / conferencing  Observation / conferencing

	as an aid to decoding difficult words	
B. Vocabulary Development	<p>6. Use the context and surrounding text to determine the meaning of an unknown word</p> <p>7. Identify high frequency content and function words in the materials they read at grade level and show that they understand their meaning</p> <p>8. Identify synonyms and antonyms that they encounter in their reading</p> <p>9. Explain the meaning of common prefixes and suffixes that occur in the words they read at grade level</p> <p>10. Identify and show that they understand the meaning signalled by common inflectional group</p>	<p>Observation</p> <p>Questioning</p> <p>Questioning / observation</p> <p>Questioning</p> <p>Questioning</p>
C. Reading and Comprehension C-1 Constructing meaning	<p>11. Relate their prior knowledge and background experience to a text as an aid in understanding it</p> <p>12. Use visual information such as charts to interpret and understand meaning in an expository reading selection</p> <p>13. Use various comprehension strategies to help them understand the meaning of what they read e.g. :</p>	<p>Questioning</p> <p>Conferencing / questioning</p> <p>Questioning / conferencing</p>

	<ul style="list-style-type: none"> <li>- read over difficult phrases, sentences and paragraphs to connect ideas</li> <li>- read on</li> <li>- self correct, reading the right word when they make an error</li> <li>- use question and answer relationship (QARs) to locate answer to specifies questions and to make inferences</li> </ul> <p>14. Draw conclusions about the information presented in texts that they read</p> <p>15. Identify the main (central idea) in a text</p> <p>16. Distinguish between main idea and supporting details</p> <p>17. Distinguish between relevant and irrelevant details used to support a central idea</p>	<p>Questioning</p> <p>Questioning / conferencing</p> <p>Questioning / retell</p> <p>Questioning</p> <p>Questioning / conferencing</p> <p>Questioning / conferencing</p>
C- 2 (Critical reading)	<p>18. Distinguish between relevant and irrelevant information in reading selection</p> <p>19. Formulate and express a judgement about (ideas, events, information presented in) texts they read</p> <p>20. Apply the strategies they have learned to read and understand materials in the Language Arts and other subject grade level across the curriculum</p>	<p>Questioning / conferencing</p> <p>Conferencing / discussing</p> <p>Checklist / book reports</p>
C- 3 Text Features	<p>21. Use title cover illustration, the first sentence to make predictions about the content of a reading selection</p>	<p>Questioning / discussing</p>

	<p>22. Use charts and diagrams to clarify the meaning of an expository text.</p> <p>23. Indicate the contribution of graphs, diagrams and charts to an expository selection</p> <p>24. Identify features of an expository paragraph</p> <p>25. Identify the characteristics of different types of expository texts (e.g. recipes, informational articles, how to articles) at level</p> <p>26. Use the table of contents and chapter headings to find information in an expository text</p>	<p>Questioning</p> <p>Discussing</p> <p>Checklist</p> <p>Checklist</p> <p>Checklist</p>
D. Responding to Literature	<p>27. Use the title cover illustration to make a prediction about the content of a story</p> <p>28. Predict the outcome of a story based on the events and the actions of characters</p> <p>29. Discuss the contribution of illustration to a narrative text</p> <p>30. Use the elements of story grammar to identify and discuss new and unfamiliar narratives</p> <p>31. Read and talk about a wide and varied range of literary material appropriate to grade level</p>	<p>Questioning / discussing</p> <p>Questioning / discussing</p> <p>Discussing / questioning</p> <p>Checklist</p> <p>Discussing / conferencing</p>
E. Attitudes and Interest	<p>32. Show positive attitude towards reading</p>	<p>Attitude inventory</p>

	<p>33. Show willingness to search for new books to read in the class and school library</p> <p>34. Show interest in listening to books, read by the teacher and to stories retold by classmates</p> <p>35. Read for various purposes and set purposes for reading</p> <p>36. Select texts for reading based on interest</p>	<p>Attitude inventory</p> <p>Observation</p> <p>Checklist / attitude inventory</p> <p>Attitude inventory</p>
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**SUBJECT: Language Arts – Writing**

**GRADE: Two (2)**

**TERM: THREE (3)**

**BROAD OUTCOMES:**

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A. Writing for self	<ol style="list-style-type: none"><li data-bbox="1016 695 1704 764">1. Write a simple list, for example, a list of the tasks to be done for home-work.</li><li data-bbox="1016 808 1704 878">2. Fill out a simple form, e.g. an application to join the local library</li></ol>	Checklist  Checklist
B. Writing for a chosen audience and to accomplish school work	<ol style="list-style-type: none"><li data-bbox="1016 917 1704 987">3. Use a web or other appropriate graphic organiser (or strategy) to group ideas for writing</li><li data-bbox="1016 1031 1704 1062">4. Write a friendly letter to a chosen addressee</li><li data-bbox="1016 1105 1704 1175">5. Write a short account based on a personal experience</li><li data-bbox="1016 1219 1704 1289">6. Write a short expository paragraph, organising information around a central idea</li><li data-bbox="1016 1333 1704 1352">7. Write a story using the elements of story grammar</li></ol>	Observation (P.T)  Checklist  Conferencing  Checklist  Checklist

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
	<p>as a frame work</p> <p>8. Use high frequency words encountered in reading in their writing</p> <p>9. Use high frequency functions words in their writing</p> <p>10. Use verbs and norms correctly in their writing</p> <p>11. Use the process strategies they have learned to revise and improve their writing</p> <p>12. Use the punctuation marks they have learned correctly in their writing</p> <p>13. Write clear and complete sentences in Standard English</p> <p>14. Spell high frequency content and function words at level correctly in their writing</p>	<p>Observation</p> <p>Observation</p> <p>Checklist</p> <p>Checklist</p> <p>Checklist / observation</p> <p>Checklist</p> <p>Checklist</p>
C. Writing Process Strategies	<p>15. Use different strategies to generate ideas for writing (e.g. brainstorming, reading, reflecting on experiences)</p> <p>16. Use web / clusters / to organize their ideas for writing</p> <p>17. Read over their writing, reflect on it and discuss the ideas they have expressed</p>	<p>Questioning</p> <p>Observation</p> <p>Conferencing / interview</p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
	<p>18. Use checklist for the conventions for written English to check their writing for corrections of sentence structure, grammar and punctuation</p> <p>19. Select topics / subject for writing</p>	<p>Checklist</p> <p>Questioning</p>
D. Reading and Writing Connections	<p>20. Write s short paragraph in which they express their response to a book they have read</p> <p>21. Read the stories they have written to their classmate and elicit feedback from them</p> <p>22. Use reading as a resource for writing</p> <p>23. Write sentences in English that are well formed</p> <p>24. Read over their writing to transform creole and CIV structures into Standard English</p> <p>25. Use the punctuation marks they have learned appropriately and correctly in their writing</p> <p>26. Use appropriate spacing between words</p> <p>27. Write legibly paying attention to the shape of uppercase and lowercase letters</p>	<p>Checklist</p> <p>Conferencing</p> <p>Questioning / checklist</p> <p>Checklist</p> <p>Checklist</p> <p>Checklist</p> <p>Checklist</p> <p>Checklist / observation</p>
	28.	
E – 1 Grammar	29. Use nouns and verbs correctly in sentences	Checklist

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
	<p>30. Use the parts of speech correctly in both their planned oral presentations and in their writing</p> <p>31. Read over their written work to check the accuracy of the grammar of their sentences</p>	<p>Checklist / observation</p> <p>Conferencing</p>
E – 2 Sentence Structure	<p>32. Write complete and well-formed sentences</p> <p>33. Write sentences that are understandable and state the intended meaning clearly</p>	<p>Checklist (P.T)</p> <p>Checklist</p>
E – 3 Punctuation	<p>34. Use the punctuation marks they have learned in Grade 1 and Grade 2 accurately (Standards V. 9C.i –ii, p. 48 and V. 8. 8C.I – iii, p.112)</p> <p>35. Use quotation marks in the dialogue of stories</p>	<p>Checklist</p> <p>Checklist</p>
E – 4 Spelling	<p>36. Use the spelling strategies they have learned to spell correctly the high frequency words they encounter in reading, across all content areas, in their writing</p> <p>37. Spell high utility and function words correctly in their writing</p> <p>38. Spell frequently encountered prefixes and suffixes correctly</p> <p>39. Monitor the spelling of words as they write independently</p> <p>40. Read over and revise their writing to correct</p>	<p>Checklist</p> <p>Observation / checklist</p> <p>Checklist</p> <p>Observation</p> <p>Conferencing</p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
H. Attitudes and Interest	spelling mistakes they have made	
	41. Show willingness to share their writing with classmates; to listen to, to read and to comment on what they have listened to or read	Conferencing
	42. Respond appropriately to the feedback given on their writing by teachers and classmates	Observation
	43. Participate in writing process activities that require them to read over and revise their work to improve it	Checklist
	44. Show a positive attitude towards learning to spell new words	Attitude inventory
	45. Use appropriate strategies for learning to spell new and unfamiliar words	Checklist
	46. Show willingness to work at the writing conventions and to write legibly	Attitude inventory
47. Show willingness to monitor their use of standard English and to correct errors of grammar in their writing and speech	Attitude inventory / checklist	

**SUBJECT: Language Arts**

**GRADE: Two (2)**

**TERM: THREE (3)**

**BROAD OUTCOMES: Reading**

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A. Decoding and word recognition	1. Use different strategies for decoding words, including:  use of known / familiar letter clusters and orthographic combinations in words;  syllabication patterns;  blending phonemes and sounding out  looking at the shape of the whole word	Checklist / retelling

<p>B. Vocabulary Development</p>	<ol style="list-style-type: none"> <li>2. Decode multi-syllable words</li> <li>3. Recognize and read prefixes and suffixes</li> <li>4. Use context and surrounding text to identify words</li> <li>5. Use sentence structure in which the word occurs as an aid to decoding difficult words</li> <li>6. Use context and surrounding text to determine the meaning of an unknown word</li> <li>7. Explain the meaning of common prefixes and suffixes that occur in the words they read at grade level</li> <li>8. Identify high frequency content and function words in the materials they read at grade level and show that they understand their meanings</li> <li>9. Identify and show that they understand the meanings signalled by common inflectional endings</li> <li>10. Identify synonyms and antonyms that they encounter in their reading</li> </ol>	<p>Checklist</p> <p>Checklist</p> <p>Observation / conferencing</p> <p>Observation / conferencing</p> <p>Observation / checklist</p> <p>Questioning</p> <p>Questioning</p> <p>Questioning</p> <p>Observation / questioning</p>
<p>C Reading and Comprehension - C – 1 Constructing meaning</p>	<ol style="list-style-type: none"> <li>11. Relate their prior knowledge and background experience to a text as an aid in understanding</li> </ol>	<p>Questioning</p>

	<p>12. Use visual information such as charts to interpret and understand meaning in an expository reading selection</p> <p>13. Use various comprehension strategies to help them understand the meaning of what they read e.g.:</p> <ul style="list-style-type: none"> <li>- read over difficult phrases, sentences and paragraphs to connect ideas</li> <li>- read on</li> <li>- self correct, reading the right word when they make an error</li> <li>- use question and answer relationships (QARs) to locate answers to specific questions and to make inferences</li> </ul> <p>14. Identify the main (central) idea in a text</p> <p>15. Draw conclusions about information presented in texts that they read</p> <p>16. Distinguish between main idea and supporting details</p>	<p>Conferencing / questioning</p> <p>Questioning / conferencing</p> <p>Questioning</p> <p>Questioning / conferencing</p> <p>Questioning</p> <p>Retelling</p> <p>Questioning / conferencing</p>
C – 2 Critical Reading	<p>17. Distinguish between relevant and irrelevant details used to support a central idea</p> <p>18. Use linking words to help them understand relationships between clauses and sentences in a text</p>	<p>Questioning / conferencing</p> <p>Questioning</p>

	<p>19. Formulate and express a judgement about the (ideas, events, information presented in) texts that they read</p> <p>20. Determine cause and effect relationships in the selections that they read</p> <p>21. Confirm or disconfirm their predictions about a text after reading on</p> <p>22. Apply the strategies they have learned, to read and understand materials in the language arts and other subjects at grade level across the curriculum</p> <p>23. Use title cover illustration, the first sentence to make predictions about the content of a reading selection</p> <p>24. Use the table of contents and chapter headings to find information on an expository text</p> <p>25. Distinguish between the features of stories, poems and plays (at level)</p>	<p>Conferencing / discussing</p> <p>Questioning</p> <p>Questioning / discussion</p> <p>Checklist / book report</p> <p>Questioning / discussing</p> <p>Questioning</p> <p>Checklist</p>
D. Responding to Literature	<p>26. Use the title cover illustration to make a prediction about the content of a story</p> <p>27. Predict the outcome of a story based on the events and the actions of characters</p> <p>28. Discuss the contribution of illustration to a narrative text</p>	<p>Questioning / discussing</p> <p>Questioning / discussing</p> <p>Discussing / questioning</p>

	29. Use the elements of story grammar to identify and discuss new and unfamiliar narratives	Checklist
	30. Read two short stories and compare them	Questioning / discussion
	31. Compare the print version of a story with the video version	Observation / discussion
	32. Read and talk about a wide and varied range of literary material appropriate to grade level	Discussing / conferencing
	33. Show a positive attitude towards reading	Attitude inventory
	34. Show willingness to search for new books to read in the class and school library	Attitude inventory
	35. Show interest in listening to books read by the teacher and to stories retold by classmates	Observation
	36. Show willingness to ask questions of teachers and classmates about stories and other material that are read	Questioning / conferencing
	37. Read for various purposes and set purposes for reading	Checklist
	38. Select text for reading based on interest	Attitude inventory