

3 SUBJECT: LANGUAGE ARTS

4 GRADE: THREE

TERM: One

5 BROAD OUTCOMES: Listening & Speaking

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A1. Listening and speaking to interact socially	<ol style="list-style-type: none">1. Listen to determine the purpose of a speaker's message.2. Listen to respond appropriately in a conversation.3. Use politely appropriate tone and language in conversations both in and out of classroom.4. Vary level of formality according to context, situation and audience/interlocutor.5. Use appropriate strategies for opening and closing (formal) conversations.6. Take turns appropriately in conversation.7. Ask questions to elicit information and seek clarification from a speaker.8. Answer questions in order to explain and clarify a message.	<ul style="list-style-type: none">• Sample listening self assessment• Sample developing phase listening checklist• Observation• Sample oral language assessment
A2. Communicating to get and to give information.	<ol style="list-style-type: none">9. Listen to determine the gist of a message.10. Listen to follow sequence of events in a report given by a speaker.11. Listen to follow directions on how to get from one location to another.12. Listen to follow simple instructions given orally on how to make or to do something.13. Give someone directions on how to get from one place to another.14. Ask relevant questions to get specific information.15. Use well- formed sentences to convey information.16. Use Standard English for Oral communication and for giving planned presentations in class.	<ul style="list-style-type: none">• Sample listening self assessment• Retelling• Checklist
B1. Listening and speaking for enjoyment and to express personal response.	<ol style="list-style-type: none">17. Listen to determine and appreciate the rhythmic structure of selected literary texts appropriate to grade level.18. Listen to express a personal response to poems, stories and other types of literary material.19. Recite a favourite poem with fluency and expression.	<ul style="list-style-type: none">• Retelling• checklist
B2. Listening and speaking to develop comprehension.	<ol style="list-style-type: none">20. Listen to follow the chronology of events in an oral report.	<ul style="list-style-type: none">• Sample Listening Self Assessment

	<p>21. Listen to determine the main point in a spoken message.</p> <p>22. Listen to a short extract to summarize the information.</p> <p>23. Listen to an oral communication to paraphrase and explain what has been said.</p>	<ul style="list-style-type: none"> • Checklist
B3. Listening and speaking to evaluate oral media communication	<p>24. Listen to evaluate the speaker's contribution in a dialogue or discussion.</p> <p>25. Listen to distinguish between opinions and verifiable facts in a speaker's contribution.</p> <p>26. Compare and evaluate the same news items as presented on radio, T.V and print media.</p> <p>27. Listen to conversational exchange to distinguish between the use of Standard English and Creole.</p>	<ul style="list-style-type: none"> • Listening • Checklist
C. Vocabulary and Concept Development	<p>28. Listen to identify word contractions used by a speaker.</p> <p>29. Listen to determine word meaning from the context of their use in an oral presentation.</p> <p>30. Listen to determine homophones in a listening text.</p> <p>31. Use high frequency words with appropriate meanings in oral presentations.</p> <p>32. Use words for their literal, figurative, connotative meanings in oral presentations.</p> <p>33. Use clear and exact vocabulary to convey the message and to establish the tone.</p>	<ul style="list-style-type: none"> • Listening checklist
D. Voice Skills	<p>34. Modulate voice, vary tones, pitch and pace speech appropriately in making a planned presentation.</p> <p>35. Project voice and use appropriate volume in making a presentation.</p> <p>36. Use proper phrasing and assign stress appropriately to words in making an oral presentation.</p> <p>37. Use appropriate intonation for different sentence types.</p>	<ul style="list-style-type: none"> • Listening Checklist
E. Attitudes for effective oral communication	<p>38. Show willingness to initiate and maintain conversation for school -related tasks.</p> <p>39. Show respect for the ideas /opinions of others.</p> <p>40. Speak confidently in conversational exchanges and during class presentations.</p> <p>41. Show willingness to invest time in listening and speaking activities to develop oral communications skills.</p>	<ul style="list-style-type: none"> • Observation • Sample Developing Phase Speaking Checklist

8 SUBJECT: Language Arts

9 GRADE: Three (3)

TERM: ONE (1)

10 BROAD OUTCOMES _____

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TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>READING</p> <p>A1 – Decoding and Word Recognition</p>	<ol style="list-style-type: none"> 1. Use familiar words families to decode new and unfamiliar words 2. Use learned strategies (syllabication, word parts, phonics) to decode unknown words 3. Identify high frequency words 4. Decode multi-syllabic words 5. Read a variety of materials at grade level accurately and fluently 6. Read and interpret increasingly complex sentences 7. Decode words with silent letters e.g. g- (as in <i>gnome</i>); k-(knee); b-(lamb); w- (answer) 	<ul style="list-style-type: none"> • Sample sight word assessment • Running record • Phonological awareness diagnostic assessment form • Graph phonic checklist • Observation • Teacher • Checklist • Observation • Games

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
B – Vocabulary development	<p>8. Use the context of a sentence to determine the meaning of an unknown word</p> <p>9. Use affixes (prefixes and suffixes) to determine the meaning of an unknown word</p> <p>10. Use definitions, information included in parenthesis (brackets), restatements, to determine the meaning of unfamiliar words</p> <p>11. Identify synonyms, antonyms, homonyms, homophones and homographs in materials they read</p> <p>12. Use their knowledge of synonyms, antonyms, homonyms, homophones and homographs where appropriate to determine word meanings</p> <p>13. Use a dictionary to check on the meaning, pronunciation and other characteristics of word</p> <p>14. Use a thesaurus as a reference to select the right/most appropriate word for a given context</p> <p>15. Identify multi-syllabic words and words with complex clusters encountered in their reading and use these words appropriately in their oral and written communication</p>	<ul style="list-style-type: none"> • Worksheets • Performance test • Quizzes • Cloze test

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>C – Reading Comprehension</p> <p>C 1 – Construct meaning</p>	<p>16. Identify and use the appropriate collective names for animals</p> <p>17. Extend vocabulary by identifying and making productive use of technical terms and other new words encountered in subjects across the curriculum</p> <p>18. Extend vocabulary by using learned strategies to achieve ownership of words encountered in reading</p> <p>19. Use Word Banks productively to record and make note of the new words encountered in reading and their meanings</p> <p>20. Use the strategies learned in the earlier grades to understand materials read in Grade 3</p> <p>21. Read and understand material across the curriculum, at grade level</p> <p>22. Relate prior knowledge, to information given in a reading selection to make an appropriate inference</p>	<ul style="list-style-type: none"> • Performances test • Quizzes • Peer assessment • Retelling

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
C – Critical Reading	<p>23. Use background knowledge, experience and selective information in a reading selection to form a judgement about a particular point or issue</p> <p>24. Generate questions about the text based on prior knowledge as an aid to understanding</p> <p>25. Answer questions at the literal (explicit level) about a reading selection</p> <p>26. Answer questions at the implicit (inferential level) about a reading selection</p> <p>27. Use question and answer relationship (QAR) strategies to identify answers to questions about a reading selection</p> <p>28. Apply the comprehension skills learned in earlier grades to understand the meaning of a text</p> <p>29. Use think and search strategies to make correct inferences about a text</p> <p>30. Identify the main idea in a reading selection</p> <p>31. Identify supporting details in a paragraph</p>	<ul style="list-style-type: none"> • Performances test • Oral and written assessment • Checklist

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
	<p>32. Read more challenging texts at the Grade 3 level and interpret them beyond the literal level</p> <p>33. Read a variety of texts independently</p> <p>34. Relate background knowledge with information given in a text to make an inference</p> <p>35. Skim parts of a text to get relevant facts</p> <p>36. Scan a text to get an idea of the gist of it</p> <p>37. Use knowledge of print conventions as an aid in constructing the meaning of a text</p> <p>38. Distinguish between relevant and superfluous material in an informational passage</p> <p>39. Use comprehension strategies employed in language arts to understand material in subjects across the curriculum</p>	<ul style="list-style-type: none"> • Quizzes • Retelling • Book reports • Journals • Checklist • Portfolio • Performance test

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
D – Responding to Literature	<p>56. Identify rhythmic patterns and rhyming words in poetry</p> <p>57. Identify the speaker (persona) in a poem</p> <p>58. Identify the narrator of a story</p> <p>59. Distinguish between and use terms that refer to the elements of story grammar (setting, plot, character, theme)</p> <p>60. Compare two familiar stories they have read</p> <p>61. Compare the main characters in stories they have read</p> <p>62. Determine what a character is like based on what the narrator and other characters say</p>	<ul style="list-style-type: none"> • Storytelling checklist • Story retelling record for the developing and early developing phase • Dramatization • debate • Observation • journals

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
E – Reading and writing connections	<p>63. Use the blurb of a text to determine the usefulness and relevance of the text</p> <p>64. Recognize features of poems that appeal to the senses (e.g. alliteration, onomatopoeia, simile)</p> <p>65. Determine the underlying theme or message conveyed by the author of a narrative</p> <p>66. Use reading as a resource for writing</p> <p>67. Apply what they have learned about features of text types to their own writing as appropriate</p> <p>68. Use a reading journal to record observations and ideas as a resource for writing</p> <p>69. Focus their attention on the reading selection during independent silent reading</p> <p>70. Show willingness to try new and more challenging texts</p>	<ul style="list-style-type: none"> • Book reports • Observation • Interviews • Checklist • Journals

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>A – 2. Writing to develop academic proficiency</p>	<ol style="list-style-type: none"> 5. Use a diary for recording personal information 6. Write simple list and notes for accomplishing everyday tasks 7. Use journals to record ideas for writing and writing samples 8. Record brief (telephone) message conveyed by a speaker 9. Write with a clear purpose and a particular audience in mind 10. Develop an expository paragraph from a topic sentence and provide supporting details that explain and clarify the topic sentence 11. Write an expository paragraph that focuses on a central idea 12. Write simple directions that indicate clearly how to get from one place to another 13. Write simple instructions on how to make or do something 	<ul style="list-style-type: none"> • Diary • Sample story telling checklist • Teacher made test

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
	<p>14. Write simple notice about an upcoming school or community event</p> <p>15. Write an account of an event based on personal experience</p> <p>16. Write a report of a simple experiment</p> <p>17. Represent the information in a simple chart in the form of a paragraph of a few sentences</p> <p>19. Write a factual account of an event</p> <p>20. Write a story with a beginning, a middle and an end; with a clear setting, character (s) and events that make up a plot</p> <p>21. Select words carefully to convey the intended meaning of the written communication</p>	<ul style="list-style-type: none"> • Check list (e.g. editing, revising, publishing etc.) • Portfolio • Oral assessment • Peer assessment

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>B – Writing process strategies</p>	<p>22. Use the process strategies learned in earlier grades to revise and edit their writing</p> <p>23. Use pre-writing strategies such as brainstorming to generate ideas for their writing</p> <p>24. Use a cluster or a simple outline to organize their ideas and plan their writing</p> <p>25. Read over their writing to improve the organization of ideas, word choice and clarity of sentences</p> <p>26. Work with classmate to read, respond to and discuss compositions they have written</p> <p>27. Edit writing to produce a good final product</p> <p>28. Use the computer and appropriate software to compose, revise and edit their writing</p> <p>29. Prepare their writing for publication in the class or school magazine or the authors' wall space in the class</p> <p>30. Show understanding of the organization of reference materials such as a dictionary,</p>	<ul style="list-style-type: none"> • Teacher made test • Performance test • Portfolios • Checklist • Observation • Check list speaking checklist) • Portfolios • Observation

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
C – Research skills	<p>thesaurus and encyclopedia</p> <p>31. Use the available print reference materials to read about a selected topic</p> <p>32. Use technological, online reference resources to read about a selected topic</p> <p>33. Make notes in their own words based on what they have read</p> <p>34. Paraphrase information</p> <p>35. Use quotation marks to indicate information taken directly from a printed or technological source</p> <p>36. Use their notes to write a paragraph about a selected topic</p> <p>37. Show mastery of the writing conventions learned in earlier grades</p> <p>38. Write and speak using the conventions Standard English appropriate to age level</p>	<ul style="list-style-type: none"> • Quizzes • Observation • Checklist • Formal test • Interviews • Oral assessment • retelling • Peer assessment

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
	<p>47. Use subjects and verbs correctly in sentences</p> <p>48. Read or listen to a communication to identify appropriate use of pronouns, adjectives and articles</p> <p>49. Use pronouns, adjectives and articles correctly in writing and speaking</p> <p>50. Identify instances on inappropriate agreement between pronouns and their antecedents and use correct pronouns in writing and speaking</p> <p>51. Use present, past and future tenses accurately in speaking and writing</p> <p>52. Distinguish between the use of possessive <i>its</i> and the contraction <i>it's</i> (meaning it is)</p> <p>53. Identify and use correctly <i>there, their there's theirs</i> and <i>they</i> in writing</p> <p>54. Proofread their writing to identify and correct grammar errors</p> <p>55. Write complete, clear and well formed sentences</p>	<ul style="list-style-type: none"> • Sample capitalization and punctuation inventory • Checklist • Teacher made test • Quizzes • Peer assessment • Observation • Interview • Sample sight word assessment • Sample graphophonic checklist • Sight word assessment form • Phonological diagnostic

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
	<ul style="list-style-type: none">• the names of geographical areas (town, cities, parishes, islands, countries)• holidays (e.g. New Year's day)• special events• historical periods <p>63. Show mastery of the skills and strategies learned in earlier grades to spell words correctly at grade level</p> <p>64. Spell multi-syllable and compound words correctly</p> <p>65. Use the individual words in a compound word as an aid to spell the whole word correctly</p> <p>66. Spell high frequency words encountered in reading</p> <p>67. Use spelling rules where appropriate as an aid to spell words correctly</p> <p>68. Show interest and enthusiasm in writing</p>	

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
E- Attitudes and Interest	<p>69. Show increasing interest and engagement in writing for self and others</p> <p>70. Show increasing commitment to writing across the curriculum to complete a range of assignments</p> <p>71. Show interest in using available technology to compost and revise their writing</p> <p>72. Use the available technology to enhance work that is intended for display</p> <p>73. Work on projects that incorporate all the domains of language arts</p>	

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SUBJECT: LANGUAGE ARTS

GRADE: THREE

TERM: Two

BROAD OUTCOMES: Listening and Speaking

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A1. Listening and speaking to interact socially	<ol style="list-style-type: none">1. Ask questions to elicit information and seek clarification from a speaker.2. Answer questions in order to explain and clarify a message.	<ul style="list-style-type: none">• Listening Checklist• Interview• Observation• Sample Listening• Self Assessment
A2. Communicating to get and to give information.	<ol style="list-style-type: none">3. Listen to determine the gist of a message.4. Ask relevant questions to get specific information.5. Use well- formed sentences to convey information.6. Use Standard English for Oral communication and for giving planned presentations in class.	<ul style="list-style-type: none">• Listening Checklist• Interview• Observation• Sample Listening• Self Assessment
B1. Listening and speaking for enjoyment and to express personal	<ol style="list-style-type: none">7. Listen to determine and appreciate the rhythmic structure of selected literary texts appropriate to grade level.8. Listen to express a personal response to poems, stories and	<ul style="list-style-type: none">• Sample Choral Speaking or Reader's Theatre Checklist

<p>response.</p>	<p>other types of literary material.</p> <p>9. Describe familiar objects, people and places.</p> <p>10. Tell about an interesting personal experience.</p> <p>11. Tell and imagine story that has beginning, middle and an end.</p> <p>12. Retell a story based on a personal experience.</p> <p>13. Plan and present a dramatic presentation based on personal experience or a poem or narrative.</p>	
<p>B2. Listening and speaking to develop comprehension.</p>	<p>14. Listen to an oral communication to paraphrase and explain what has been said.</p> <p>15. Listen to identify supporting points in an oral presentation.</p> <p>16. Give a planned oral presentation that is organized around a main topic and provide adequate details to develop the main idea.</p> <p>17. Use appropriate visual support to provide clarification in making a planned oral presentation.</p>	<ul style="list-style-type: none"> • Sample Listening Self Assessment • Checklist
<p>B3. Listening and speaking to evaluate oral media communication</p>	<p>18. Listen to evaluate the speaker’s contribution in a dialogue or discussion.</p> <p>19. Listen to distinguish between opinions and verifiable facts in a speaker’s contribution.</p> <p>20. Compare and evaluate the same news items as presented on radio, T.V and print media.</p> <p>21. Listen to conversational exchange to distinguish between the use of Standard English and Creole</p> <p>22. Listen to evaluate oral presentations made by self, classmates and others.</p>	<ul style="list-style-type: none"> • listening • Checklist
<p>C. Vocabulary and Concept Development</p>	<p>23. Listen to identify word contractions used by a speaker.</p> <p>24. Listen to determine word meaning from the context of</p>	<ul style="list-style-type: none"> • Sample Phonological Awareness Diagnostic Assessment

	<p>their use in an oral presentation.</p> <p>25. Listen to determine homophones in a listening text.</p> <p>26. Use high frequency words with appropriate meanings in oral presentations.</p> <p>27. Use words for their literal, figurative, connotative meanings in oral presentations.</p> <p>28. Use clear and exact vocabulary to convey the message and to establish the tone.</p>	Form
D. Voice Skills	<p>29. Modulate voice, vary tones, pitch and pace speech appropriately in making a planned presentation.</p> <p>30. Project voice and use appropriate volume in making a presentation.</p> <p>31. Use proper phrasing and assign stress appropriately to words in making an oral presentation.</p> <p>32. Use appropriate intonation for different sentence types.</p>	<ul style="list-style-type: none"> • Listening Checklist
E. Attitudes for effective oral communication	<p>33. Show willingness to initiate and maintain conversation for school -related tasks.</p> <p>34. Show respect for the ideas /opinions of others.</p> <p>35. Speak confidently in conversational exchanges and during class presentations.</p> <p>36. Show willingness to invest time in listening and speaking activities to develop oral communications skills.</p>	<ul style="list-style-type: none"> • Observation • Sample Developing Phase Speaking Checklist

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38 **SUBJECT: LANGUAGE ARTS**

39 **GRADE: THREE**

TERM: Three

40 **BROAD OUTCOMES: Listening and Speaking**

TOPIC	SPECIFIC OUTCOMES	ASSESSMENT
A1. Listening and speaking to interact socially	<ol style="list-style-type: none"> 1. Ask questions to elicit information and seek clarification from a speaker. 2. Answer questions in order to explain and clarify a message. 	<ul style="list-style-type: none"> • Listening Checklist • Interview • Observation • Sample Listening • Self Assessment
A2. Communicating to get and to give information.	<ol style="list-style-type: none"> 3. Listen to determine the gist of a message. 4. Ask relevant questions to get specific information. 5. Use well- formed sentences to convey information. 6. Use Standard English for Oral communication and for giving planned presentations in class 	<ul style="list-style-type: none"> • Listening Checklist • Interview • Observation • Sample Listening • Self Assessment
B1. Listening and speaking for enjoyment and to express personal response.	<ol style="list-style-type: none"> 7. Listen to determine and appreciate the rhythmic structure of selected literary texts appropriate to grade level. 8. Plan and present a dramatic presentation based on personal experience or a poem or narrative. 	<ul style="list-style-type: none"> • Sample Choral Speaking or Reader’s Theatre Checklist

<p>B2. Listening and speaking to develop comprehension.</p>	<p>9. Listen to an oral communication to paraphrase and explain what has been said.</p> <p>10. Listen to identify supporting points in an oral presentation.</p> <p>11. Give a planned oral presentation that is organized around a main topic and provide adequate details to develop the main idea.</p> <p>12. Use appropriate visual support to provide clarification in making a planned oral presentation.</p>	<ul style="list-style-type: none"> • Sample Listening Self Assessment Checklist
<p>B3. Listening and speaking to evaluate oral media communication</p>	<p>13. Listen to evaluate the speaker's contribution in a dialogue or discussion.</p> <p>14. Listen to distinguish between opinions and verifiable facts in a speaker's contribution.</p> <p>15. Compare and evaluate the same news items as presented on radio, T.V and print media.</p> <p>16. Listen to conversational exchange to distinguish between the use of Standard English and Creole</p> <p>17. Listen to evaluate oral presentations made by self, classmates and others.</p>	<ul style="list-style-type: none"> • Listening Checklist
<p>C. Vocabulary and Concept Development</p>	<p>18. Listen to identify word contractions used by a speaker</p> <p>19. Listen to determine word meaning from the context of their use in an oral presentation.</p> <p>20. Listen to determine homophones in a listening text.</p> <p>21. Use high frequency words with appropriate meanings in oral presentations.</p> <p>22. Use words for their literal, figurative, connotative meanings in oral presentations.</p> <p>23. Use clear and exact vocabulary to convey the message and to establish the tone.</p>	<ul style="list-style-type: none"> • Teacher made test • Quizzes • Interviews
<p>D. Voice Skills</p>	<p>24. Modulate voice, vary tones, pitch and pace speech</p>	<ul style="list-style-type: none"> • Listening Checklist

	<p>appropriately in making a planned presentation.</p> <p>25. Project voice and use appropriate volume in making a presentation.</p> <p>26. Use proper phrasing and assign stress appropriately to words in making an oral presentation.</p> <p>27. Use appropriate intonation for different sentence types.</p>	
E. Attitudes for effective oral communication	<p>28. Show willingness to initiate and maintain conversation for school -related tasks.</p> <p>29. Show respect for the ideas /opinions of others.</p> <p>30. Speak confidently in conversational exchanges and during class presentations.</p> <p>31. Show willingness to invest time in listening and speaking activities to develop oral communications skills.</p>	<ul style="list-style-type: none"> • Observation