

SUBJECT: LANGUAGE ARTS

GRADE: FIVE

TERM: ONE

BROAD OUTCOMES: LISTENING AND SPEAKING

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A) Interpersonal Communication  1. Listening and speaking to interact socially	1. Listen to develop language awareness and to distinguish between Standard English and Non-Standard varieties	- Use of dialogue in Non-Standard English then translate in Standard English
	2. Listen attentively to understand direction and instructions and to follow them	- Demonstrate by carrying out simple instructions, Quizzes
	4. Observe a speaker to interpret his/her non verbal message	- Observation, miming and retelling
	5. Observe paralinguistic clues [volume, rate of speech, pitch, tone] facial expression and body language to determine a speaker's emotional tone.	- Student imitation of speaker
	6. Observe non-verbal clues to understand a speaker's message	- Student will be allowed to use sign language to class and individuals will explain meaning
	7. Adjust register and tone as appropriate to the Communicative Situation and context	
	8. Observe the conventional courtesies in conversation	- Demonstrations
	9. Ask for clear instructions and directions	- Following given directions
	10. Give clear instructions and directions to a listener	
	2. Communicating to give and get information	11. Listen to determine the gist of a speaker's contribution
12. Listen to a speaker's contribution and give a short summary of it		- Journal writing, retelling
13. Listen to an oral report to follow the main points determine the sequence of events and to give an accurate account of it later		- Teacher made tests
14. Ask a speaker for clarification about the subject matter of his/her contribution		- Oral questioning
15. Prepare and give an informative oral presentation about a topic of interest/an event		- Sample speaking
16. Formulate questions to get information about/ to investigate a particular topic		- Oral questioning
B)- 1 Listening and Speaking to express personal response to literature	17. Listen to poems introduced in class and talk about personal response to them	- Recitation, portfolio
	18. Listen to poetry, song, lyrics to discover the rhythm of language and to talk about their response to the material	- Recording pupils own poems/songs and listening to them, portfolio
	19. Give an oral presentation in which they retell/tell about a story they have read	- Use of checklist for story elements
	20. Give an oral presentation in which they talk about their personal response to literature they have read	- Sample speaking self assessment

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B)- 1 Listening and Speaking to express personal response to literature	21. Give an oral presentation in which they summarise the plot of a narrative/present a character sketch	- Questioning, Teacher made test
	22. Give an oral presentation in which they use details/examples /supporting information from the text they read as evidence for the conclusion they draw about the text	- Use of checklists
	23. Recite a poem, dramatic monologue with expression	- Journal writing
B)- 2 Listening and speaking for understanding	22. Listen to make inferences about implied meanings	- Questioning
	24. Listen to an oral presentation to draw appropriate conclusions from it	- Use of journal
	25. Listen to an oral presentation to find out the main ideas and to explain what it is	- Questioning
	27. Give oral reports based on current events, books they have read, movies they have seen, experiments they have conducted	- Projects
	28. Decide on the organization and point of view they will use for an oral presentation, prepare it and give it	- Checklist
	29. Decide on the topic for an oral presentation and use appropriate details and supporting information [facts, examples, explanations] to develop it	- Panel discussions
	30. Give an oral summary of books they have read, of important events and plans	- Panel discussions
B) – 4 Vocabulary building and concept development in classrooms and other contexts	35. Recognise high frequency words and their meaning used in oral discourse	- Observation
	38. Interpret the meaning of words in the context in which they are used	- Quizzing
C) Voice Skills- developing clear diction-enunciation, pronunciation	40. Articulate clearly and use correct stress assignment in pronouncing words.	- Repeat correct pronunciation
	43. Provide emphasis as needed in appropriate places to allow the listener to follow the points being made and for effective delivery	- Running record
D) Attitude and Interest	44. Share ideas and participate in oral activities in the classroom	- Debating
	45. Listen attentively and critically to oral presentation and give appropriate responses	- Sample speaking self-assessment
	46. Ask appropriate questions of a speaker for information and clarification	- Oral student questioning
	47. Give oral presentation that provide information, explain a process, present a narrative and a response to literature	- Use of checklist, portfolio

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BROAD OUTCOMES: READING

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A) Understanding about texts- organization and context	1. Use their knowledge of text structure and organization to help them understand the content	
	2. Explain the purpose of main text types	- Panel discussion
	3. Determine how (and analyse) specific features of a text [e.g. headings, graphics, charts, diagrams, illustrations, maps] are used to make text clear to a reader	
	4. Use different parts of a text [e.g. glossary, table of contents index] to help them locate information easily	- Questioning
B) Word recognition decoding and developing fluency	5. Recognize an increasing number of high frequency words at grade level	- Sample sight word assessment
	6. Determine the meanings of words by inspecting the context in which they are used	- Teacher made test
	7. Use knowledge of words, patterns, derivation/root word and affixes to identify familiar words and decode new ones	- WRAT 3
	8. Read text at grade level aloud with fluency and expressions, using appropriate phrasing, pacing and intonation to indicate understanding	- Checklist, report, debate
C – 1 Constructing meaning: critical reading and thinking	9. Use reading strategies learned in earlier grades to help with their understanding of a text	
	10. Identify the main ideas in a text and the information given by the author to support these ideas	- Retelling
	11. Distinguish between main idea and supporting details in a text	- Oral, teacher made test
	12. Use background knowledge and information given in a text to make inferences and draw conclusion about it	- Questioning
	13. Ask questions of the text and of themselves as they read to help them understand it	- Questioning
	14. Make predictions about-text outcomes based on explicit and explicit information given	- Student would make predictions for the end of a story that they have not heard
C – 2 Responding to Literature	16. Identify and explain the main features of literacy texts such as poetry, fiction, drama and non-fiction	
	17. Identify main events of the plot and discuss the way in which the actions of	

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C – 2 Responding to Literature	characters influence these events and the story outcome	
	18. Discuss the resolution of the plot in relation to the other main events	
	19. Identify the nature of the conflict of the plot and discuss how the actions of characters contribute to the complication	
C – 3 Vocabulary Building and Concept development	21. Identify commonly used synonyms and antonyms and discuss their meanings in the literary-texts they read	- Cloze procedure, songs which include examples and meaning of synonyms
	22. Use root words and affixes to interpret the meaning of complex words they encounter in their reading	
D) Reading and Writing Connections	25. Respond to texts they have read by writing about them in several ways: - responses that present their reactions and responses to what they have read - reports about the books they have read, about the experiments they have conducted in Science, Poems, Short fiction, Skits, Plays	- Report, panel discussion
E) Attitude and Interest	26. Read aloud expository and narrative text fluently accurately and with confidence	- Oral presentation with checklist
	27. Engage in sustained silent, independent reading everyday	
	28. View and use books as an important source of information and enjoyment	
	29. Use library and (other) resources in search for books of interest	
	30. Show willingness to read and to make progress at a higher grade level	

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BROAD OUTCOMES: WRITING

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A- 1 Writing for self/for personal pleasure and enjoyment	1. Maintain a journal to record ideas for their writing and as a resource for their creative writing	- Journals
	3. Fill out forms for different purposes (e.g. library membership, immigration)	- Sample forms
A-2 Writing for others	4. Write friendly letters and more formal letters to mark particular occasion	- Checklists, portfolios
A2.1 Writing for chosen audiences and for communication with others	5. Shape their writing for an identifiable audience	
	6. Select the text types best suited to their purpose and audience	- Samples
	7. Write down clear instructions, directions for others to follow	
A2.2 Writing for school purposes	10. Write clear and coherent compositions	- Portfolios Checklists
	11. Write a story (narrative composition) consisting of more than one paragraph	
	12. Describe a setting for the composition	
	13. Present a plot with a clear situation and development	
	14. Present as good and satisfying ending for the narrative	- Use of template (story)
	15. Present the events of the story by showing (not telling) what happened	- Presentation of puppet show
	17. Development coherent paragraphs with clear topic and supporting details	
	18. Organize the events and ideas in chronological (effective) order	
	19. Use appropriate connectives and subordinating conjunctions to link sentences effectively and to extend the meaning logically from one to the next	
	20. Use appropriate transitional expressions to link paragraphs and to develop the ideas clearly from one paragraph to another	
	21. Write a clear introductory paragraph that presents the topic and a good concluding paragraph that summarizes the information or closes the composition in an appropriate way.	
B. Using process strategies for shaping their writing	25. Use Standard English consistently in writing their compositions	
	26. Use a clear simple pattern to develop their composition that shows a clear line of thought	
	27. Use process strategies to improve the compositions they have written	- Checklist for editing and revising

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
B. Using process strategies for shaping their writing	28. Revise, shift (change) words and sentences to clarify ideas and create text that is coherent and readable	
B. Using process strategies for shaping their writing	30. Edit to ensure that the technical aspects of writing are accurate	
C. Research Skills	31. Use various resources for locating information that they need for their writing (e.g. the dictionary, other textual features such as end notes, bibliography, glossary)	
	32. Use the thesaurus to check for synonyms/alternative words for creating varied and interesting diction) in their writing	
D. Technical aspects of 1. Language Conventions for writing and speaking	34. Use well formed grammatical sentences in Standard English to express their ideas	
C- 3 Grammar	42. Use the parts of speech accurately in their sentences	
	43. Recognise the functions of parts of speech that are modified when certain prefixes and suffixes are added	
D) Attitudes & Interest	45. Persevere to complete writing tasks	
	46. Revise and reorder sentences for clarity and better organization	
	47. Show resourcefulness in finding information needed for performing selected writing tasks	
	48. Discuss their writing with teacher and classmates, accept feedback on their writing and respond to comments made about it in group discussions	