



TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>B1 – Listening and speaking for enjoyment and to express personal response to literature.</p>	<p>15. Prepare and give an informative oral presentation about a topic of interest/an event.</p> <p>16. Formulate questions to get information about/to investigate a particular topic.</p> <p>17. Listen to poems introduced in class and talk about personal response to them.</p> <p>18. Listen to poetry, song lyrics, to discover the rhythm of language and to talk about their response to the material.</p> <p>20. Give an oral presentation in which they talk about their personal response to literature they have read.</p> <p>23. Recite a poem, dramatic monologue with expression.</p>	<p>Panel discussion</p> <p>Journal writing, recitation</p> <p>Port folio</p> <p>Debating</p> <p>Choral speaking, elocution</p>
<p>B2 – Listening and speaking for understanding</p>	<p>23. Listen to reconstruct the meaning of a message characterized by hesitations, false starts, etc.</p> <p>25. Listen to an oral presentation to find out the main idea and to explain what it is.</p> <p>26. Give oral descriptions of places, objects, people.</p> <p>27. Give oral reports based on current events, books they have read, movies they have seen, experiments they have conducted.</p>	<p>Questioning/teacher-made tests</p> <p>Use of art and craft.</p> <p>Performance tasks, journal writing and portfolios.</p>
<p>B3 – Listening and speaking to evaluate concepts</p>	<p>31. Listen to distinguish fantasy from reality; fact from opinion/belief.</p>	<p>Performance tasks, journals</p>

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<p>B4 – Vocabulary building and concept development for oral communication in classrooms and other contexts.</p> <p>C – Voice skills – developing clear diction – enunciation, pronunciation</p> <p>D – Attitudes and interests</p>	<p>35. Recognize high frequency words and their meaning used in oral discourse.</p> <p>36. Understand and use more words that are used figuratively in texts/presentations that they listen to.</p> <p>37. Use words for their figurative and metaphorical meanings in their oral presentations.</p> <p>38. Interpret the meanings of words in the context in which they are used.</p> <p>39. Project and modulate voice effectively in making oral presentations.</p> <p>40. Articulate clearly and use correct stress assignment in pronouncing words.</p> <p>41. Adjust volume, pitch and tone appropriately according to the situation and requirements of a particular presentation.</p> <p>42. Vary the rate of speech and pace speech appropriately to convey meaning of the oral message effectively.</p> <p>44. Share ideas and participation in oral activities in the classroom.</p> <p>45. Listen attentively and critically to oral presentations and give appropriate responses.</p> <p>46. Ask appropriate questions of a speaker for information and clarification.</p>	<p>Dictionary skills. Teacher-made tests (context-clues).</p> <p>Journals, samples</p> <p>Use of debates</p> <p>Teacher-made tests Dictionary drills/context clues</p> <p>Speaking checklist</p> <p>Observations / checklists / anecdotal records.</p>

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<p><b>Reading</b></p> <p>A – Understanding about texts                      - Organization and content</p> <p>B – Word recognition, decoding and developing fluency</p> <p>C1 – Constructing meaning: critical reading and thinking</p>	<p>47. Give oral presentations that provide information, explain a process, present a narrative and a response to literature.</p> <p>1. Use their knowledge of text structure and organization to help them understand the content.</p> <p>3. Determine how (and analyse) specific features of a text e.g. headings, graphics, charts, diagrams, illustrations, maps are used to make the text clear to a reader.</p> <p>5. Recognize an increasing number of high frequency words at grade level.</p> <p>6. Determine the meaning of words by inspecting the contexts in which they are used.</p> <p>7. Use knowledge of word patterns, derivations/roots and affixes to identify familiar words and decode new ones.</p> <p>8. Read texts at grade level aloud with fluency and expression, using appropriate phrasing, pacing and intonation to indicate understanding.</p> <p>9. Use reading strategies learnt in earlier grades to help with their understanding of a text.</p> <p>10. Identify the main ideas in a text and the information given by the author to support these ideas.</p> <p>13. Ask questions of a text and of themselves as they read to help them understand it.</p> <p>15. Distinguish between facts and opinions in a text.</p>	<p>Journal writing</p> <p>Word bingo</p> <p>Teacher-made tests</p>

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C2 – Responding to literature	<p>20. Identify the characters in a work of fiction, describe them, contrast their actions, motives, and discuss their relationships with other characters.</p> <p>21. Identify most common figures of speech (e.g. simile, metaphor, personification, hyperbole, onomatopoeia) and talk about their use and effectiveness in the texts.</p>	<p>Use of templates – story, grammar</p> <p>Samples</p>
C3 – Vocabulary building and concept development	<p>22. Use root words and affixes to interpret the meaning of complex words they encounter in their reading.</p> <p>24. Identify and interpret the figurative language/literary devices that they encounter in the materials they read.</p>	
D – Reading and writing connections	<p>25. Respond to texts they have read by writing about them in several ways.</p>	
E – Attitudes and interest	<p>26. Read aloud expository and narrative texts fluently, accurately and with confidence.</p> <p>27. Engage in sustained, silent independent reading every day.</p> <p>28. View and use books as an important source of information and enjoyment.</p> <p>29. Use library (and other) resources to search for books of interest.</p> <p>30. Show willingness to read and to make progress towards reading materials at a higher grade level.</p>	

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p><b>Writing</b></p> <p>A1 – Writing for self/for personal pleasure and enjoyment</p> <p>A2.1 – Writing for chosen audiences and for communication with others.</p> <p>A2.2 – Writing for school purposes</p>	<p>1. Show mastery over the forms of writing for personal purposes.</p> <p>2. Maintain a journal to record ideas for their writing and as a resource for their creative writing.</p> <p>5. Shape their writing for an identifiable audience.</p> <p>6. Select the text types best suited for to their purpose and audience.</p> <p>10. Write clear and coherent compositions.</p> <p>16. Write expository compositions consisting of more than one paragraph.</p> <p>17. Develop coherent paragraphs with clear topic and supporting details.</p> <p>18. Organize the events and ideas in chronological (effective) order.</p> <p>19. Use appropriate connectives and subordinating conjunctions to link sentences effectively and to extend the meaning logically from one to the next.</p> <p>20. Use appropriate transitional expressions to link paragraphs and to develop the ideas clearly from one paragraph to another.</p> <p>21. Write a clear introductory paragraph that presents a topic and a good concluding paragraph that summarises the information or closes the composition in an appropriate way.</p>	<p>Portfolio</p> <p>Journal writing</p> <p>Samples</p> <p>Portfolios</p> <p>Performance tasks</p> <p>Performance tasks</p> <p>Cloze passages</p> <p>Performance task Quizzes</p> <p>Samples of students work</p>

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
<p>D1 – Language conventions for writing and speaking</p>	<p>23. Write persuasive compositions/letters (e.g. present a position and support it with evidence and examples that are relevant).</p> <p>24. Write their responses to literature that show an understanding of literary work; interpretive comments that show an understanding of the plot, the character traits and motives.</p> <p>25. Use Standard English consistently in writing their compositions.</p> <p>26. Use a clear simple pattern to develop their compositions and that shows a clear line of thought.</p> <p>27. Use process strategies to improve the compositions they have written.</p> <p>28. Revise, shift/change words and sentences to clarify ideas and create a text that is coherent and readable.</p> <p>30. Edit to ensure that the technical aspects of writing are accurate.</p> <p>31. Use various resources for locating information that they need for their writing.</p> <p>34. Use well-formed, grammatical sentences in Standard English to express their ideas.</p> <p>35. Use punctuation marks correctly to show understanding of the use of full stop, capital letters, commas, inverted commas, semi-colon.</p>	<p>Create book covers Keep logs</p> <p>Checklist</p> <p>Samples</p> <p>Sample capitalization and punctuation inventory</p>





