

SUBJECT: LANGUAGE ARTS

GRADE: FIVE

TERM: THREE

BROAD OUTCOMES: LISTENING AND SPEAKING

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A) 1. Communicating to interact socially	2. Listen attentively to understand direction and instructions and to follow them	- Performance tasks/Checklist
	3. Relay with accuracy messages that they have listened to	- Performance tasks
	4. Observe a speaker to interpret his/her non verbal message	- Observation
	5. Observe paralinguistic clues [volume, rate of speech, pitch, tone] facial expressions and body language to determine a speaker's emotional tone.	- Checklist
	7. Adjust register and tone as appropriate to the Communicative Situation and context	- Observation
A- 2. Communicating to give and get information	11. Listen to determine the gist of a speaker's contribution	- Journal/quick writes
	12. Listen to a speaker's contribution and give a short summary of it	- Journal writing/ quick writes
	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	- Debating
	14. Ask a speaker for clarification about the subject matter of his/her contribution	- Checklist
	15. Prepare and give an informative oral presentation about a topic of interest/an event	- Checklist/quick writes
	16. Formulate questions to get information about/ to investigate a particular topic	- Running record
B)- 1 Listening and Speaking for enjoyment and to express personal response to literature	17. Listen to poems introduced in class and talk about personal response to them	- Running record/ Journal writing
	18. Listen to poetry, song, lyrics to discover the rhythm of language and to talk about their response to the material	- Project work
	19. Give an oral presentation in which they retell/tell about a story they have read	- Retelling, drawing pictures depicting the story
	20. Give an oral presentation in which they talk about their personal response to literature they have read	- Journal writing
	23. Recite a poem, dramatic monologue with expression	- Choral speaking, elocution
B)- 2 Listening and speaking for understanding	25. Listen to an oral presentation to find out the main ideas and to explain what it is	- Quick writes
	27. Give oral reports based on current events, books they have read, movies they have seen, experiments they have conducted	- Projects - checklist
	30. Give an oral summary of books they have read, of important events and plans	- Journals/ quick writes
B)- 3 Listening and speaking to evaluate concepts	32. Listen to identify and discuss critically persuasive techniques used in advertisements	- Art and Craft/Checklist

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
B)- 3 Listening and speaking to evaluate concepts	33. Listen to identify and discuss critically the techniques used in selected speech acts such as flattery/exaggerated praise	- Teacher made tests
	34. Pace their oral presentation effectively, give appropriate emphasis to important points, vary tempo and voice quality, and use clear diction	- Debating - checklist
B) – 4 Vocabulary building and concept development for oral communication in classrooms and other contexts	35. Recognise high frequency words and their meaning used in oral discourse	- Teacher made tests
	37. Use words for their figurative and metaphorical meanings in their oral presentations	- Teacher made tests
C) Voice Skills- developing clear diction-enunciation, pronunciation	39. Project and modulate voice effectively in making oral presentation	- Oral presentations by individual students
	40. Articulate clearly and use correct stress assignment in pronouncing words.	- Observation
	41. Adjust volume, pitch and tone appropriately according to the situation and requirements of the particular presentation	- Panel discussion
	42. Vary the rate of speech and pace speech appropriately to convey the meaning of the oral message effectively	- Panel discussion
	43. Provide emphasis as needed in appropriate places to allow the listener to follow the points being made and for effective delivery	- Debating - checklist
D) Attitude and Interest	44. Share ideas and participate in oral activities in the classroom	- Individual oral presentations
	45. Listen attentively and critically to oral presentation and give appropriate responses	- Critique sessions- checklist
	46. Ask appropriate questions of a speaker for information and clarification	- Anecdotal Record Oral questioning by students after a speech by a resource person
	47. Give oral presentations that provide information, explain a process, present a narrative and a response to literature	- 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	- Use of template for story Grammar
	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	
B) Word recognition decoding and developing fluency	5. Recognize an increasing number of high frequency words at grade level	- Use word list e.g. Fry's
	6. Determine the meanings of words by inspecting the context in which they are used	- Teacher made test
	8. Read text at grade level aloud with fluency and expressions, using appropriate phrasing, pacing and intonation to indicate understanding	
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	- Quiz
	13. Ask questions of the text and of themselves as they read to help them understand it	- Students' questions
C – 3 Vocabulary Building and Concept development	22. Use root words and affixes to interpret the meaning of complex words they encounter in their reading	
	23. Identify root derivations from Latin to Greek and affixes to interpret the meanings of complex words they encounter in the literary materials that they read	
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	- Readers theatre
E) Attitude and Interest	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. Show mastery over the forms of writing for personal purposes	- A portfolio could be used so that students could place all the different forms of writing
	2. Maintain a journal to record ideas for their writing and as a resource for their creative writing	- Journal entries could also be placed in a portfolio
A2.1 Writing for chosen audiences and for communication with others	4. Write friendly letters and more formal letters to mark particular occasion	- Students would use a checklist to ensure that they include the various parts of the letter
	5. Shape their writing for an identifiable audience	- Samples
	6. Select the text types best suited to their purpose and audience	
	8. Write a persuasive letter	
A2.2 Writing for school purposes	9. Write material to persuade others(e.g. posters, flyers, notices, advertisements)	- Projects (students will be asked to create a poster for their school's show)
	10. Write clear and coherent compositions	
	17. Develop coherent paragraphs with clear topic and supporting details	
	18. Organize the events and ideas in chronological (effective) order	- Checklist
	19. Use appropriate connectives and subordinating conjunctions to link sentences effectively and to extend the meaning logically from one to the next	- Teacher made tests
	20. Use appropriate transitional expressions to link paragraphs and to develop the ideas clearly from one paragraph to another	- Paragraph building/sequencing Checklist
	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.	- Paragraph building, checklist
	23. Write persuasive compositions/letter(e.g. present a position and support it with evidence and examples that are relevant	- Portfolio
	24. Write their responses to literature (e.g. book report) that show an understanding of the literary work; interpretive comments that show their understanding of the plot structure of the text, the character traits and motives	- Journal writing Portfolio
	25. Use Standard English consistently in writing their compositions	- Checklist, dialogue
26. Use a clear simple pattern to develop their composition that shows a clear line of thought		

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
B. Using process strategies for shaping their writing	27. Use process strategies to improve the compositions they have written	- Checklist
	28. Revise, shift (change) words and sentences to clarify ideas and create text that is coherent and readable	
	29. Add or delete as needed to clarify text and organize ideas effectively	- Using a checklist
	30. Edit to ensure that the technical aspects of writing are accurate	
C. Research Skills	33. Use the electronic media to create a simple document that they have written	- Sample document
D. 1. Language Conventions for writing and speaking	34. Use well formed grammatical sentences in Standard English to express their ideas	
	36. Use words for their demonstrative and connotative meaning	
	37. Select words that are best suited to their purpose for writing and for the intended audience	
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	