

SUBJECT: Language Arts

Grade: Four

Term: Two

BROAD OUTCOMES: Writing

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A-1. Writing for self and for a chosen audience	1. use various forms of writing for personal purposes: <ul style="list-style-type: none"> - diary entries - journal entries as resources for writing - friendly letters - formal letters - lists, notes of different kinds and short messages 2. use personal resources for writing e.g., observations, reading, conversations (talking to others, interviews), reflection, memory 3. write a composition with a clear sense of the purpose and audience for whom it is intended	1. checklist, observation, rubric, portfolio (sample of best work, edited final drafts) 2. checklist and peer critique, observation 3. checklist, rubric
A-2. Writing to develop academic proficiency	4. write complete, clear and coherent sentences 5. use different text types based on their purposes for writing 6. write the following types of composition <ul style="list-style-type: none"> - summaries - paragraphs that focus on a central idea - explaining a simple process - reports of different kinds (e.g., science reports) - descriptions of people, places and objects in which they use sensory details - stories based on real and imagined experiences - response to literature, including: book reports, comparisons of stories, character sketches, comparisons of characters, blurbs for stories 7. use dialogue in a story 8. use strategies of exposition to organise paragraphs	4. checklist, observation, peer critique, self assessment / anecdotal notes 5. peer critique, questioning, checklist, self assessment / anecdotal notes 6. checklist, rubric, interview, peer critique, self assessment / anecdotal notes 7. observation (visual or auditory), checklist, self assessment / anecdotal notes 8. peer critique, rubric, checklist, self assessment /

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	<ul style="list-style-type: none"> - develop from a topic sentence and include relevant supporting details - present points in a chronological / sequential order - present similarities and differences - present cause and effect - present a question and provide a series of answers <p>9. write compositions consisting of several paragraphs focused on a central idea and which has an introduction, supporting information presented in paragraphs and an appropriate conclusion</p>	<p>anecdotal notes</p> <p>9. checklist, self assessment / anecdotal notes, observation</p>
B. Writing process strategies	<p>10. use process strategies to plan, write, revise and edit their compositions</p> <p>11. use a variety of strategies to generate ideas for writing</p> <p>12. use a simple sentence outline to plan a composition</p> <p>13. modify their outlines based on how the composition shapes up during the writing</p> <p>14. use other strategies they have learned for organising their compositions</p> <p>15. write interesting and clear introductions and endings for their compositions</p> <p>16. select an appropriate title for original compositions</p> <p>17. improve their writing by including sentences of more varied structure</p> <p>18. use a checklist as a guide to revise, proofread and edit their own writing</p>	<p>10. observation, anecdotal notes, rubric, checklist</p> <p>11. checklist, rubric, observation, anecdotal records</p> <p>12. checklist, rubric, observation, anecdotal records</p> <p>13. checklist, rubric, observation, anecdotal records</p> <p>14. checklist, rubric, observation, anecdotal records</p> <p>15. checklist, rubric, observation, anecdotal records</p> <p>16. checklist, rubric, observation, anecdotal records</p> <p>17. checklist, rubric, observation, anecdotal records</p> <p>18. checklist, rubric, observation, anecdotal records, peer critique</p>
C. Research Skills	<p>19. use a dictionary and thesaurus as an aid to writing</p> <p>20. use an encyclopaedia and other reference texts to find information</p>	<p>19. observation, anecdotal records</p> <p>20. observation, anecdotal records</p>

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	21. access information from different sources, (e.g., print and electronic references) in class, school, the public libraries and the Internet 22. show understanding of basic computer concepts such as: keyboard, mouse, cursor, hard drive, CD drive, software, memory, disk drive, and menu 23. use basic computer applications for inputting text and finding reference materials	21. observation, anecdotal records 22. observation, anecdotal records, checklist, questioning, project 23. observation, anecdotal records, checklist, questioning, project
D. Conventions of written and oral English	24. use the conventions of English appropriate to grade level in writing 25. write legibly and show more consistent control of handwriting	24. rubric, checklist 25. observation, anecdotal records
D-1. Grammar	26. distinguish between sentences that are spoken and written in Standard English, Creole and CIV 27. write sentences in which the parts of speech are used correctly 28. use verbs, pronouns and coordinating conjunctions correctly in writing 29. revise writing to check for - agreement of pronouns with their antecedents - correct use of regular and irregular verbs in all tenses - distinguish between contractions <i>it's</i> and possessive <i>its</i>	26. observation, rubric, checklist, peer critique, self assessment 27. observation, rubric, checklist, peer critique, self assessment 28. observation, rubric, checklist, peer critique, self assessment 29. observation, rubric, checklist, peer critique, self assessment
D-2. Sentence Structure	30. write English sentences that are clear, coherent and well formed 31. use appropriate structures to combine sentences	30. observation, rubric, checklist, peer critique, self assessment 31. observation, rubric, checklist, peer critique, self

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	<p>32. revise sentences for completeness, clarity and coherence</p> <p>33. revise sentences for sustained use of English</p>	<p>assessment</p> <p>32. observation, rubric, checklist, peer critique, self assessment</p> <p>33. observation, rubric, checklist, peer critique, self assessment</p>
D-3. Punctuation	<p>34. punctuate sentences using the marks learned in earlier grades correctly (the full stop, capital letter, question mark, exclamation mark, comma)</p> <p>35. use inverted commas to indicate direct speech (quotations), titles of articles, stores and poems</p> <p>36. use the apostrophe to indicate the possessive case in nouns</p> <p>37. underline book titles</p>	<p>34. observation, rubric, checklist, peer critique, self assessment</p> <p>35. observation, rubric, checklist, peer critique, self assessment</p> <p>36. observation, rubric, checklist, peer critique, self assessment</p> <p>37. observation</p>
D-4. Spelling	<p>38. use and spell correctly suffixes and the words in which they occur</p> <p>39. use strategies thy have learned to spell high frequency words correctly</p> <p>40. use their knowledge about subjects across the curriculum to develop specialised vocabularies and to use these productively in school work</p> <p>41. distinguish between the spelling of common homonyms</p>	<p>38. cloze procedure, dictation</p> <p>39. checklist, dictation, cloze procedure</p> <p>40. cloze procedure, observation, word journals, checklist</p> <p>41. cloze procedure, observation, word journals, checklist</p>