



ORGANIZATION OF EASTERN CARIBBEAN STATES  
EDUCATION SECTOR STRATEGY

# **OECS PRIMARY GRADES' LEARNING STANDARDS**

## **FOR LANGUAGE ARTS**

**GRADES K – 6**



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**SECTION A**

**INTRODUCTION  
TO THE  
OECS LEARNING STANDARDS**







## BACKGROUND

The Organisation of Eastern Caribbean States (OECS) member countries have made significant strides in increasing access to primary education and secondary education. The Net Primary Enrollment Rate (6-11 year age children) is close to 100%. Gross enrollment rate at the secondary level (11-16 years) are also approaching 100%. However, low-learning outcomes remain the major challenge faced by the education sector in all OECS countries.

In order to address the underlying causes of low learning outcomes, the OECS countries developed a Regional Education Strategy "Every Learner Succeeds" whose focus is ensuring that all children learn and succeed in school. The strategy was developed in a consultative manner and has been endorsed by the OECS Ministerial Forum for implementation. With the aim of enhancing the quality of education, the Education Sector Strategy sets out the education priorities for the period 2012-2021.

The "Every Learner Succeeds" regional education strategy is results based and includes the following imperatives:

- (i) improve the quality and accountability of education leadership;
- (ii) improve teacher quality, management and motivation;
- (iii) improve the quality of teaching and learning using learner-centered approaches;
- (iv) improve curriculum and *strategies for assessment to meet the needs of all learners*;
- (v) increase access to quality early childhood development services;
- (vi) provide opportunities for all learners to develop the knowledge, skills and attitudes to enable them to progress to further education and training and productive employment; and
- (vii) increased access to and relevance of tertiary and continuing education.

In order to implement this Regional Education Strategy, the OECS countries have received a World Bank GPE-funded Education Plan Development Grant to provide for technical assistance for finalizing the development of an education quality framework, and to develop an implementation framework and assessment framework for primary grades. The World Bank has been designated as the Supervising Entity for this grant. The implementation plan encompasses all education sector activities to be implemented as part of the OECS Education Sector Strategy (OESS).

A portion of the grant funding has been used to develop regional learning standards for the primary grades. The purpose of the learning standards is to serve as a regional benchmark for the quality of primary pupils' learning outcomes that are to be achieved in each of the nine member countries of the OECS. The learning standards are built on regional consensus of what pupils need to know and be able to do in Mathematics, Science & Technology, History and Literacy as represented in both the OECS Harmonized Primary Curriculum, and in the Caribbean Primary Exit Assessment (CPEA).



## CXC – An Overview

The Caribbean Examinations Council (CXC)<sup>®</sup> was established in 1972 under Agreement by the Participating Governments in the area to conduct examinations and then award certificates and diplomas on the results of any conducted examinations. The Council is also empowered to regulate the conduct of any such examinations and prescribe the qualification requirements of candidates and the fees payable by them.

It comprises sixteen (16) Participating Territories: Anguilla, Antigua and Barbuda, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago and Turks and Caicos Islands.

CXC has over 40 years of experience in developing syllabuses, formulating tests, administering examinations, issuing results and analysing statistics for large-scale examinations. CXC also engages in the provision of orientation and training of teachers to deliver our syllabuses, as well as training in item generation and fundamentals of classroom assessment.

CXC has introduced a comprehensive suite of qualifications to meet the needs of the region: Caribbean Primary Exit Assessment<sup>™</sup> (CPEA<sup>™</sup>); Caribbean Certificate of Secondary Level Competence<sup>®</sup> (CCSLC<sup>®</sup>); Caribbean Vocational Qualification (CVQ); Caribbean Secondary Education Certificate<sup>®</sup> (CSEC<sup>®</sup>); Caribbean Advanced Proficiency Examination<sup>®</sup> (CAPE<sup>®</sup>); and the CXC Associate Degree<sup>®</sup> (CXC \_AD<sup>®</sup>).

Over the years, the organisation has developed and expanded its repertoire of services in several consultancy areas related to Training and Professional Development, Measurement and Evaluation Services, Examinations Development and Production, Examinations Administration and Security as well as Syllabus and Curriculum Development, to name a few.

In developing the OECS Primary Grades' Learning Standards, CXC has devised a set of standards and descriptors that describe the knowledge, skills and attributes a pupil should attain by the end of Primary Grade 6. The standards describe educational objectives that concisely delineate what pupils are expected to know and be able to do by the end of a grade level. The learning standards are sequenced according to learning progression across grades, where each grade level learning expectations build on previous expectations while preparing the pupils for more challenging concepts and coursework at the higher level.



## GENERAL FRAMEWORK OF THE LEARNING STANDARDS

### GOAL

**To document a set of standards and associated descriptors that describe the skills and attributes a pupil should attain by the end of Primary Grade 6.**

The OECS Primary Grades Learning Standards describe the overarching long-term educational goals that pupils should have achieved by the time they complete a specific grade or education level. These learning standards describe the important knowledge, skills and personal attributes that educators should be continuously addressing and cultivating at all stages throughout the pupils' educational journey at the primary level. This must be done to ensure that the pupils are prepared for success at the secondary level and beyond.

### OBJECTIVES

The Learning Standards detailed in this document are concise, clearly articulated descriptions of what pupils are expected to know and reliably demonstrate on successful completion of a grade level. It is expected that the Learning Standards will provide benchmarks for relevant educational progress and be utilised in the formulation of policies aimed at improving and enhancing the quality of the teaching-learning transactions. In addition, the Learning Standards can be used as guides in structuring instructional units as well as in determining how content learning should proceed within and across the primary grades in broad sub-related topic areas.

### STRUCTURE

The Learning Standards are detailed for four content areas – Language Arts, Mathematics, Science and Technology and Social Studies. The standards have been developed based on international benchmarks drawn from several international education systems including the Caribbean, Australia, Canada, Singapore and the United Kingdom. These content-related standards may be integrated in a system of developing learning indicators at the classroom level that will help determine learning growth in the pupils over time. Consequently, by knowing beforehand the expected standards the pupils are expected to meet by the end of a grade level, teachers can design assignments and assessments to determine whether pupils are moving towards achieving specific learning standards. This system will also inform whether remedial action is required on an individual pupil or group basis.

The Learning Standards also address learning progressions across the grade levels. The progressions establish learning expectations of pupils at a specific level as well as learning needs and abilities at a particular stage of their intellectual, emotional, social and physical development. These progressions represent clearly articulated learning sequences in that the standards are purposefully designed to prepare pupils to meet the standards of the next grade level.



## FORMAT

Each Learning Standard or cluster of related standards is tied to an overarching strand. The strand is sub-divided into sub-strands to ensure adequate coverage of the knowledge, skills and attributes required for achievement across the content area. These sub-strands represent content standards.

Each standard represents a performance standard and is formatted as follows:

- Each Learning Standard is identified by an alpha numeric descriptor that indicates the content area (subject), the grade level and the strand and sub-strand if applicable, and the standard number.

E.g.

**Standard Descriptor: ST.3.TE.NT.3**

Where,

<b>ST</b>	represents the content area – <b>Science and Technology</b>
<b>3</b>	represents the <b>Grade level</b>
<b>TE</b>	represents the <b>Strand – Technology</b>
<b>NT</b>	represents the <b>Sub-Strand – Nature of Technology</b>
<b>3</b>	represents the <b>Standard Number</b>

The content area codes are assigned as follows:

Language Arts – **LA**

Mathematics – **MT**

Science and Technology – **ST**

Social Studies – **SS**

Information on the coding for the strands and sub-strands will be given in Section B of this document.



## BENEFITS TO BE DERIVED

It is envisaged that the following benefits will be derived by consistent integration of the Learning Standards in the teaching-learning transactions across the OECS grouping:

- **Consistent use of the Learning Standards across the grouping will help guide the planning, implementation and assessment of pupil learning.**  
This contributes to the streamlining of instruction and ensures that teaching practices deliberately focus on agreed learning benchmarks. The Standards will also assist in the planning of focused instruction to meet the specific needs of pupils
- **The Learning Standards will encourage equitable learning experiences.**  
By organizing concepts and skills around the standards identified as those which all pupils should attain at designated points of time, educators will ensure that all pupils at the primary level within the grouping are afforded adequate and equitable opportunities to learn.
- **Consistent use of the Learning Standards will reduce overlap and aid in the scaffolding of the curriculum.**  
The standards are articulated and aligned within and across the grade levels in such a way that the overlap of knowledge and skills is reduced or avoided. In addition, the standards are designed so that content is scaffolded by increasing the depth, breadth and cognitive complexity as pupils move from one grade level to the next.
- **Standardisation of the preparation of all pupils in the OECS for secondary level education.** Adherence to regional standards would be beneficial for an increasingly mobile population that is taking advantage of job opportunities available across the OECS territories. This standardisation would make it easier for pupils to settle into new schools when they move from one territory to another.

It must be noted that Learning Standards found in this document do not dictate the teaching methodologies or curriculum design that should be employed in order for pupils to attain the standards associated with any content area and respective grade levels.



## BASIC GUIDELINES FOR USING THE LEARNING STANDARDS

The OECS Primary Grade Learning Standards may be utilised in the development of learning objectives and learning indicators. In most instances, the learning objectives will be similar to the Learning Standards. However, it is expected that the learning objectives will be more specific and have a narrower focus than the standards.

In utilising the learning standards in their everyday teaching activities, educators are encouraged to use the following approach:

1. When designing a unit/lesson plan, it is beneficial to compare your current curriculum with the standards for the respective grade level in the content area.
2. Check to see how many standards are addressed for the particular unit/lesson by the curriculum. Determine whether additional activities or content will be required in order to ensure that the pupils will achieve the required standard(s).
3. Using the standards as a foundation, ensure that the learning experiences designed support the key learning areas addressed in the standards.
4. Utilise the standards to ensure that teacher expectation and proposed learning experiences are appropriate for the pupils. This can be achieved by focusing on a specific strand within the learning standard.
5. Link the learning standards to daily learning activities by determining which strands and sub-strands will be addressed in a particular lesson and deciding how specific learning experiences will build pupils' learning and support their skill and attribute development. Formative assessment is one tool that should be utilised to identify knowledge and skills that may require specific attention on an individual pupil or whole group basis.



## LINKING LEARNING STANDARDS AND LEARNING OBJECTIVES

As stated previously, learning standards are concise, specific, written descriptors of what pupils are expected to know and be able to do at a specific stage of their education. The standards detail long-term educational goals which indicate what pupils should have learned and be able to do by the end of a grade level. It must be noted that learning standards do not describe or prescribe a particular teaching practice, curriculum or assessment method.

On the other hand, learning objectives are brief statements that describe what pupils will be expected to learn by the end of a unit, lesson, project or course. These forms of objectives represent short-term academic goals that are established by teachers for pupils who are working towards meeting a long-term goal or learning standard. The learning objectives also articulate the academic expectations of pupils so that they know what is expected of them.

It must be noted, that the terms standards, learning expectations, learning outcomes and achievement expectations are sometimes used interchangeably. There are two forms of standards that are used in curriculum and assessment literature – content standards and performance standards.

- Content standards are broad statements that describe specific content areas that pupils should learn at each grade level.
- Performance standards incorporate content standards and define the level of work that demonstrates achievement of the content standards.

In the OECS Primary Grades' Learning Standards for Grades K – 6, the content standards are given in the general learning outcomes for each grade level, while the performance standards are described in the respective tables under the strands and sub-strands.

The learning standards form the foundation of what is taught in the classroom. Therefore, in creating learning objectives from the standards, the teacher determines **what** they want pupils to learn and **how** the pupils will demonstrate that learning. This allows teachers the flexibility of determining how the standard should be reached and what additional information should be taught. See examples below.

### Example 1. Mathematics

#### **Learning Standard Addressed: MT.6.UM.LM.2**

*Working in small groups, use knowledge of relationship between units of length to convert from a larger unit to a smaller unit (e.g. metres to centimetres) using measures that are equivalent to whole or fractional parts (halves, quarters, and tenths) of the larger unit.*



**Suggested Learning Objective:**

- WHAT?** Pupils working in groups of three, will compute lengths and areas of the classroom to create a plan or blueprint drawing of the classroom indicating the scale used.
- HOW?** Groups will then make a presentation to the class on why their plan or blueprint is accurate.

**Example 2. Language Arts**

**Learning Standard Addressed: LA.4.R.UT.3**

*Ask and answer questions, who, what, when, where, when, why, and how to demonstrate understanding of key details in text.*

**Suggested Learning Objective:**

- WHAT?** Working in pairs, pupils will read the story entitled “Paco Takes a Bath”. Pupils will then complete the fishbone organiser to help them identify the key details of the story.
- HOW?** Each pair will then discuss their completed organizer with the whole class. Each organizer will be assessed using pre-determined criteria.







## **SECTION B**

### **OECS LEARNING STANDARDS by Grade Level**



# Language Arts

## INTRODUCTION

Language is the principal means through which pupils create thoughts and communicate their ideas with others. The Language Arts learning standards recognise the processes of thinking that support the pupils' capability to use language to make meaning of texts whether they are interacting with texts created by others or creating texts of their own.

The main goal of the Language Arts standards is to empower pupils to communicate efficiently through speech and writing using Standard English. The learning standards supports literacy development through both integrated experiences and teaching of discrete skills in speaking and listening, reading and writing.

As pupils use, interact, and create texts, they increase their knowledge, experience and manipulation of language. The curriculum also promotes pupils' understanding of self and others as well as their ability to be clear and accurate in their communication.

The standards also provide opportunities for stability and integration among the three strands - Oral Language (listening and speaking), Reading and Writing. While the strands are described independently for the purpose of explanation, it is expected that an integrated approach will be taken so that the interrelationships between and among the language processes are almost indistinguishable; the processes of making meaning from and with texts are continual and recursive in nature.

Listening and Speaking share a reciprocal relationship and are intimately connected to the thinking process. They provide pupils with ideas and allow them to communicate these ideas to others. The development of speaking and listening is the foundation on which reading and writing are built.

The area of reading will help pupils to develop their comprehension and analytical skills, while writing will provide pupils with opportunities to discover meaning, explore possibilities, reflect on experiences and exercise their imagination as they communicate through a variety of genres as they write for different purposes.

The Language Arts standards encourage pupils to use cognitive processes such as analyzing, determining importance, inferring, making connections, monitoring comprehension, predicting, synthesizing and visualizing to make meaning. Focusing on these processes while pupils speak, listen, read and write will support the development of lifelong literacy learning.

Even though the standards are divided into the three strands, it is hoped that users will indeed employ an integrated approach as no one strand can be successfully taught in isolation



## Organisation of the Learning Standards

The Learning Standards are developmentally appropriate for each grade level. Overall, each level provides the foundation for the next higher level.

The organisation consists of three (3) main content domains (strands):

1. Listening and Speaking (LS)
2. Reading (R)
3. Writing (WR)

Each content domain is further sub-divided into relevant concepts/ topic areas (sub-strands):

1. Listening and Speaking (LS)
  - Listening Comprehension LC
  - Developing Comprehension Skills CS
  - Giving and Getting Information GI
  - Vocabulary Building VB
  - Social Interaction SI
  - Listening and Speaking Reflection LR
  - Listening for Enjoyment LE
2. Reading (R)
  - Reading/Knowledge of Books KB
  - Phonological and Phonemic Awareness PA
  - Reading Decoding RD
  - Vocabulary Building VB
  - Reading Comprehension RC
  - Reading and Writing Conventions RW
  - Reading Literature RL
  - Reading for Purpose RP
  - Understanding Content/Context/  
Organisation of text UT
  - Visual Literacy VL
  - Attitudes and Interest AI
3. Writing (WR)
  - Process Strategies PR
  - Writing Conventions WC
  - Vocabulary Building VB



- |                          |    |
|--------------------------|----|
| • Grammar & Mechanics    | GM |
| • Attitudes and Interest | AI |



## GENERAL LEARNING OUTCOMES FOR GRADES K - 3

- Pupils can understand the characteristics of written language
- Pupils can demonstrate the ability to hear, identify and manipulate large parts of spoken Language (e.g. words, syllables, rhymes) and individual sounds in spoken words
- Pupils can demonstrate the ability to apply sound-symbol relationships
- Pupils can read to construct meaning and respond to a wide variety of literary forms
- Pupils can express ideas effectively in written modes for a variety of purposes and audiences
- Pupils can demonstrate appropriate practices in writing by applying Standard English conventions.
- Pupils can listen for information and for pleasure.
- Pupils can express ideas or opinions in group and individual settings.
- Pupils can interpret, evaluate and compose visual messages.
- Pupils can associate meaning and understanding with reading.
- Pupils can demonstrate thinking skills in listening and speaking



## GENERAL OVERVIEW: GRADE K

Language and thought are central to learning. Children develop their communicative skills in a social interactive environment that allows them numerous opportunities to practise language in all its functions. As children explore and use language they learn a set of codes and rules which they use to communicate with others.

In the kindergarten, the child's thought processes must be fostered by engaging him/her in meaningful and purposeful learning experiences. This development can only take place when children are given opportunities to communicate, question and reflect on their thinking and to make representations through language.

As kindergarten children use language in functional ways they develop an understanding of what it is and how it works.

An effective Language Arts programme in the kindergarten is designed to enable pupils to become competent and confident language users. Learning outcomes are most effective when they are taught using a play-based approach which combines the children's natural curiosity with direct experiences which encourage them to use language to gain information about real and imaginary worlds. Pupils are given opportunities to speak and listen, read and view and write and represent. They are also given opportunities to question to obtain a deeper understanding.

Children come to school as active thinkers, possessing a natural curiosity and eagerness to learn. They have a natural desire to explore, manipulate and discover. Play is the foundation of all learning in the kindergarten and it is the most appropriate means by which children can engage in language learning experiences, through role-playing, risk-taking and problem solving.

It is through play that children can exhibit a degree of control that reflects their developmental needs which in turn build self-confidence and security in learning.

The Language Arts programme in the kindergarten is divided into three strands – Listening and Speaking, Reading and Viewing and Writing. Each of these strands is then divided into sub-strands.



## Listening and Speaking

Listening and speaking are essential language skills for all aspects of learning and vital to every area of education. Speaking and listening allows pupils to express themselves and communicate ideas through oral language. Listening and speaking provides a solid base for the development of reading and writing. Additionally, pupils need to develop oral language skills for cognitive organization, critical thinking and problem solving. Pupils need effective listening and speaking skills if they are to function effectively in a social environment. They need to be able to listen to negotiate with and express their ideas and opinions to one another.

The listening and speaking strand is divided into four sub-strands:

<b>SUB-STRAND</b>	<b>CODE</b>
1. Social interaction	SI
2. Giving and Getting information	GI
3. Vocabulary Development	VB
4. Attitudes and Interest	AI

## Reading and Viewing

Reading provides pupils with opportunities to interact with a variety of text. Children who successfully learn to read in the early years are well prepared to read for learning and pleasure in years to come.

Reading success is the foundation for achievement throughout the school years. There is a critical window of opportunity from ages 4 to 7 to help young children to become successful at reading.

In Kindergarten, children learn the letters of the alphabet and one sound for each letter, then apply new skills to blend sounds and sounds to words and words to sentences.

Reading involves pronunciation, recognition of words, decoding unfamiliar words and deriving meaning from words. Therefore, any reading programme for kindergartners should inculcate phonological and phonemic awareness.

Since reading is not a single skill that can be taught in isolation from other areas, the best teaching of reading exploits the interrelationship among the Language Arts and the other subjects that comprise the total school curriculum.



The reading strand is divided into seven sub-strands:

<b>SUB-STRANDS</b>	<b>CODE</b>
1. Phonological and Phonemic Awareness	PA
2. Vocabulary Building	VB
3. Auditory and Visual Discrimination	AD
4. Reading Comprehension	RC
5. Understanding Text	UT
6. Visual Literacy	VL
7. Attitudes and Interest	AI

### Writing

Writing is a functional tool for communication and it is a developmental process for kindergarten pupils. As they develop their alphabet knowledge, writing activities become more meaningful. Kindergarten pupils require many opportunities to write. They should be introduced to the writing process through shared writing activities in which the teacher writes a story and pupils contribute to it orally. As they learn, they progress from drawing pictures and writing individual letters to writing short sentences that tell a story or describe their experiences. With great assistance and modelling by the teacher, kindergarten pupils should be taught to use the five phases of writing.

The writing strand is divided into four sub-strands:

<b><u>SUB-STRAND</u></b>	<b><u>CODE</u></b>
1. Penmanship	PM
2. Writing Process	WP
3. Writing Conventions	WC
4. Attitudes and Interest	AI



## THE LEARNING STANDARDS – GRADE K

### General Learning Outcomes - Listening and Speaking K

At the end of Grade K pupils will display evidence of coverage of the following content standards:

- LA.K.CS.LS.1      Speak about and listen to a variety of material of/for personal enjoyment.*
- LA.KCS.LS.2      Communicate information and ideas effectively and clearly.*
- LA.K.CS.LS.3      Interact with sensitivity and respect, considering the situation.*
- LA.K.CS.LS.4      Speak and listen to give and receive information.*
- LA.K.CS.LS.5      Listen to discriminate between various sounds in the environment and letters of the alphabet and speak using the sounds of the Language a*
- LA.K.CS.LS.6      Use language for social interaction and transactional purposes.*
- LA.K.CS.LS.7      Develop and use vocabulary to communicate ideas.*



**STRAND: Listening and Speaking (LS)**

At the completion of Grade K, pupils who demonstrate understanding will:

**Sub-Strand: Social Interaction (SI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	K	LS	SI	1	Listen to and sing rhymes, songs and jingles
LA	K	LS	SI	2	Retell familiar stories
LA	K	LS	SI	3	Participate in games where they relay a message
LA	K	LS	SI	4	Recite short poems, rhymes and songs chorally or individually
LA	K	LS	SI	5	Experience the rhyme, flow and melody of poems, rhymes and jingles and show their enjoyment by participating in individual or group recitation
LA	K	LS	SI	6	Express humour or other appropriate feelings when listening to songs, rhymes, jingles
LA	K	LS	SI	7	Talk about their favourite pets, pastimes etc. using both Standard English and Creole.
LA	K	LS	SI	8	Repeat aloud. Recite and present poetry orally or in 'audience' type situations
LA	K	LS	SI	9	View, listen and speak about seen videos e.g. fairy tales, nursery rhymes
LA	K	LS	SI	10	Listen to stories read to them and then engage in role-playing activities
LA	K	LS	SI	11	Interpret the facial expressions and gestures of a speaker
LA	K	LS	SI	12	Listen attentively and courteously (body language, eye contact)
LA	K	LS	SI	13	Converse politely with teacher, other adults and classmates in small groups or a one-to-one basis
LA	K	LS	SI	14	Speak clearly enough to be understood by peers and teacher
LA	K	LS	SI	15	Follow agreed-up rules for group discussion (e.g. look and listen to speaker, raise hand to speak take turns etc.
LA	K	LS	SI	16	Follow agreed-up rules for discussions (e.g. listening to others, taking turns, speaking about the topics under discussion
LA	K	LS	SI	17	Speak clearly and at a volume audible in large/small group setting



Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	K	LS	SI	18	Use a tone that is appropriate to the audience and situation to/in which they are speaking
LA	K	LS	SI	19	Correctly answer questions about the details of a selection after listening to a reading selection
LA	K	LS	SI	20	Answer simple questions asked orally
LA	K	LS	SI	21	Answer <i>who? What? Why? Where? When?</i> questions
LA	K	LS	SI	22	Recount a familiar event or happening to the class
LA	K	LS	SI	23	Listen to information/stories in order to retell it/them
LA	K	LS	SI	24	Listen to a list of words and repeat three/four pieces of information stated
LA	K	LS	SI	25	Listen to a story and express orally the sequence of events
LA	K	LS	SI	26	Identify and name characters from stories heard
LA	K	LS	SI	27	After viewing objects/people/animals briefly recall details of them
LA	K	LS	SI	28	Listen to selections to determine fact from fantasy
LA	K	LS	SI	29	Listen to stories and then role-play selected characters
LA	K	LS	SI	30	Listen to identify the origin of various sounds
LA	K	LS	SI	31	Listen to identify common sounds in a selected group of words
LA	K	LS	SI	32	Interpret the posture, facial expressions and gestures displayed by a speaker
LA	K	LS	SI	33	Listen to an uncomplicated message to establish the meaning of it and replicate the message correctly



**Sub-Strand: Giving and Getting Information (GI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	K	LS	GI	1	Share information with classmates, speaking in complete, coherent sentences
LA	K	LS	GI	2	Transmit messages and follow given directions
LA	K	LS	GI	3	Repeat and follow one-step oral directions
LA	K	LS	GI	4	Perform specific communication tasks (e.g. bring the red book-bag)
LA	K	LS	GI	5	Give oral reports about news, weather, personal items of interest using both Standard English and native language
LA	K	LS	GI	6	Recount a familiar event or happening to the class
LA	K	LS	GI	7	Describe objects /places with which they are familiar
LA	K	LS	GI	8	Follow simple oral directions on how to get from one place in the school to another
LA	K	LS	GI	9	Follow simple two step oral instructions and directions
LA	K	LS	GI	10	Engage in simple activities on how to make things (e.g. paper plane)
LA	K	LS	GI	11	Listen to information and generate questions from material heard
LA	K	LS	GI	12	Listen to a selection/story and then make a connection/comparison between one of the characters, setting and a person or personal experience



**Sub-Strand: Vocabulary Development (VB)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	K	LS	VB	1	Use clear and intelligible English sentences
LA	K	LS	VB	2	Use different sentences patterns of English in oral presentations
LA	K	LS	VB	3	Participate in activities organised to practise Standard English
LA	K	LS	VB	4	State information about themselves using Standard English structures (e.g. name, address birthdates etc.)
LA	K	LS	VB	5	Build sentences (e.g. statements, questions, requests, exclamations)
LA	K	LS	VB	6	Ask questions to seek answers
LA	K	LS	VB	7	Distinguish the differences in sounds (e.g. soft/loud, near/far, high/low etc.
LA	K	LS	VB	8	Identify initial and final sounds in words
LA	K	LS	VB	9	Clap out the number of syllables in words
LA	K	LS	VB	10	Identify and form rhyming words
LA	K	LS	VB	11	Place words in categories e.g. colours, shapes, sizes quantity
LA	K	LS	VB	12	Use action words to describe movement
LA	K	LS	VB	13	Use naming and describing words to describe objects/people/places
LA	K	LS	VB	14	Produce the primary sound of the letters of the alphabet
LA	K	LS	VB	15	Use the correct words to express ideas and feelings, to convey information/messages, talk about news and literature they have heard/read
LA	K	LS	VB	16	Detect rhymes, produce rhyming words and complete rhyming patterns
LA	K	LS	VB	17	Distinguish between similarities and differences in sounds of letters.



**Sub-Strand: Attitudes and Interest (AI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	K	LS	AI	1	Listen attentively in conversations and read aloud sessions and answer questions when required
LA	K	LS	AI	2	Demonstrate a willingness to participate in oral activities
LA	K	LS	AI	3	Demonstrate a willingness to communicate their thoughts and views during oral sessions using both Standard English and native language
LA	K	LS	AI	4	Demonstrate a cooperative spirit when working in groups
LA	K	LS	AI	5	Demonstrate an optimistic approach in sessions structured to exercise the use of Standard English for school purposes



## General Learning Outcomes – Reading and Viewing K

At the end of Grade K pupils will display evidence of coverage of the following content standards:

- LA.K.CS.R.1      Demonstrate knowledge about books and concepts of print.*
- LA.K.CS.R.2      Use letter/sound correlation and structural analysis to decode and recognise unfamiliar words.*
- LA.K.CS.R.3      Use a variety of reference material to discover the meaning of words and gather information.*
- LA.K.CS.R.4      Use background knowledge to help them construct meaning from the text that they read or is read to them.*
- LA.K.CS.R.5      Use comprehension strategies to determine the meaning of the main idea from the text, identifying supporting details and facts and arranging events in sequential order.*
- LA.K.CS.R.6      Recognise and use a repertoire of high frequency words at the kindergarten level.*
- LA.K.CS.R.7      Reflect on skills and strategies and demonstrate a positive attitude and interest in reading.*
- LA.K.CS.R.8      Show that they can understand pictorial information and the texts that are read to them.*



**STRAND: Reading & Viewing (R)**

At the completion of Grade K, pupils who demonstrate understanding will:

**Sub-Strand: Phonological and Phonemic Awareness (PA)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	K	R	PA	1	Understand that printed material provide information
LA	K	R	PA	2	Distinguish letters from words
LA	K	R	PA	3	Demonstrate basic knowledge of letter-sound correspondence by producing the primary sound for each consonant
LA	K	R	PA	4	Match the sounds of consonants to the matching letters
LA	K	R	PA	5	Discriminate between words which differ in their initial/final sounds (e.g. hen, pen, bag, bat)
LA	K	R	PA	6	Identify names of objects that begin with consonants
LA	K	R	PA	7	Recognise that as letters change so do the words
LA	K	R	PA	8	Change the letters in words to make new words
LA	K	R	PA	9	Track the changing sound of letters in one syllable words
LA	K	R	PA	10	Identify the individual sounds of letters in one syllable words
LA	K	R	PA	11	Identify the initial, medial and final sounds in one syllable words
LA	K	R	PA	12	Given a set of similar looking words, pupils will identify the odd word
LA	K	R	PA	13	Distinguish between similarly spelled words by identifying the sounds of the letters that differ
LA	K	R	PA	14	Blend phonemes to make c-v-c words
LA	K	R	PA	15	Make word families when given the rhyme
LA	K	R	PA	16	Blend and segment onsets and rhymes of single-syllable spoken words
LA	K	R	PA	17	Say rhyming words in response in an oral prompt
LA	K	R	PA	18	Identify rhyming sounds and groups of letters (words) that correspond to these sounds



**Sub-Strand: Vocabulary Building (VB)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	K	R	VB	1	Use word length and shape of word to help with decoding
LA	K	R	VB	2	Read one syllable words
LA	K	R	VB	3	Match spoken words to printed words
LA	K	R	VB	4	Identify their name in print
LA	K	R	VB	5	Recognise words that are related to topical categories (e.g. colours, shapes, foods etc.)
LA	K	R	VB	6	Recognise common environmental print, e.g. road signs, symbols, labels
LA	K	R	VB	7	Match pictures with words that describe them
LA	K	R	VB	8	Use a variety of sources to build vocabulary (e.g. word walls, charts, pictures etc.
LA	K	R	VB	9	Access and use educational software to develop reading and practice reading skills (e.g. Starfall.com, ABC Mouse
LA	K	R	VB	10	Recognise and spell some high frequency words (e.g. in,

**Sub-Strand: Auditory and Visual Discrimination (AD)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	K	R	AD	1	Understand that words are separated by spaces in print
LA	K	R	AD	2	Match similar objects and distinguish between those that are different
LA	K	R	AD	3	Complete unfinished shapes
LA	K	R	AD	4	Identify pictures/objects which similar/different according to colour, shape, size
LA	K	R	AD	5	Determine what is wrong with a picture
LA	K	R	AD	6	Complete picture puzzles to show left, right, top, bottom



**Sub-Strand: Reading Comprehension (RC)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	K	R	RC	1	Demonstrate knowledge of correct way to hold a book
LA	K	R	RC	2	Follow words from left to right and from top to bottom on the printed page
LA	K	R	RC	3	recognize that spoken words are represented in written language by specific sequences of letters
LA	K	R	RC	4	Understand that sentences in print are made up of separate words
LA	K	R	RC	5	Recognize and name all uppercase and lowercase letters of the alphabet
LA	K	R	RC	6	Recall details from a story read aloud by the teacher
LA	K	R	RC	7	Analyse a picture to tell what it is about
LA	K	R	RC	8	Identify the main events in a story and discuss them in class
LA	K	R	RC	9	Retell familiar stories in song and dance/drama
LA	K	R	RC	10	Recount a story told by a picture or series of pictures
LA	K	R	RC	11	Identify the main part in a story
LA	K	R	RC	12	Use pictures to tell a story which was read by the teacher
LA	K	R	RC	13	Discuss ideas to conclude a story
LA	K	R	RC	14	Use titles and pictures to predict the ending of stories
LA	K	R	RC	15	Use pictures to draw conclusions about story content
LA	K	R	RC	16	Invent an alternative story ending



### Sub-Strand: Understanding Text (UT)

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	K	R	UT	1	Identify the front cover, back cover and title page of a book
LA	K	R	UT	2	Use the correct words to identify the organisation of text in books (e.g. letter, word. Sentence, paragraph)
LA	K	R	UT	3	Demonstrate understanding of the organisation and basic features of print.
LA	K	R	UT	4	Distinguish between reality and fantasy in stories
LA	K	R	UT	5	Distinguish between different types of texts (e.g. stories, poems, signs, newspapers etc.)
LA	K	R	UT	6	Identify title and author on the cover and title page

### Sub-Strand: Visual Literacy (VL)

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	K	R	VL	1	Review charts, photographs and answer questions about them
LA	K	R	VL	2	View signs (on doors, buildings, etc.) and talk about the message conveyed by them
LA	K	R	VL	3	View advertisements on television, in newspapers to discuss the message conveyed
LA	K	R	VL	4	View illustrations in books in order to talk about their relevance to stories
LA	K	R	VL	5	Make comparisons about illustrations of different versions of the same story
LA	K	R	VL	6	View and discuss video stories
LA	K	R	VL	7	View video stories and recount the main details
LA	K	R	VL	8	View and analyse facial expressions, gestures etc. to draw conclusions
LA	K	R	VL	9	Observe, discuss and demonstrate understanding of traffic signals (e.g. red = stop, green = go etc.)



**Sub-Strand: Attitude and Interest (AI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	K	R	AI	1	Understand that printed material provide information
LA	K	R	AI	2	Participate actively during reading sessions and related activities
LA	K	R	AI	3	Demonstrate cooperation with peers during reading activities
LA	K	R	AI	4	Talk about books that have been read to them or books that they have read
LA	K	R	AI	5	Share ideas and ask questions about books that have been read to them



## General Learning Outcomes – Writing K

At the end of Grade K pupils will display evidence of coverage of the following content standards:

- LA.K.CS.W.1      Use symbols that represent the letters of the alphabet.*
- LA.K.CS.W.2      Assign meaning to their own symbols.*
- LA.K.CS.W.3      Show that they know that the printed word conveys a message.*
- LA.K.CS.W.4      Make capital and lower case letters.*
- LA.K.CS.W.5      Use symbols, letters and words to communicate ideas about objects, pictures and events.*
- LA.K.CS.W.6      Form letters in manuscript print that is legible.*
- LA.K.C.W.7        Write a variety of grammatically correct sentences focusing on spelling and punctuation.*
- LA.K.CS.W.8      Use tools and resources to improve writing.*
- LA.K.CS.W.9      Begin expressive writing.*



**STRAND: Writing (W)**

At the completion of Grade K, pupils who demonstrate understanding will:

**Sub-Strand: Penmanship (PM)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	K	W	PM	1	Observe print in books, newspapers, labels, signs, television advertisements
LA	K	W	PM	2	Extend and practice motor skills through drawing, painting etc.
LA	K	W	PM	3	Copy basic shapes and strokes as a pre-requisite to letter and numeral formation.
LA	K	W	PM	4	Write by moving from left to write and from top to bottom
LA	K	W	PM	5	Assign a message or meaning to their own written symbols and read their own writing
LA	K	W	PM	6	Indicate directionality of text by pointing to where to begin
LA	K	W	PM	7	Write spontaneously using combinations of lines and curves simulating letters
LA	K	W	PM	8	Draw symbols that simulate letters
LA	K	W	PM	9	Scribble, draw a picture or try to print letters to convey a message
LA	K	W	PM	10	Read back their own writing, scribbles – tell the message conveyed by their own writing.
LA	K	W	PM	11	Demonstrate awareness that written words convey meaning
LA	K	W	PM	12	Identify letters and letter names
LA	K	W	PM	13	Use letters that they know to represent written text
LA	K	W	PM	14	Copy simple sentences from written text
LA	K	W	PM	15	Leave spaces between their ‘word’ clusters
LA	K	W	PM	16	Trace and copy letter-shaped figures, geometric patterns linear/circular designs
LA	K	W	PM	17	Copy all letters of the alphabet both upper-case and lower-case and numerals with attention to formation of strokes – correctness of direction, appropriateness of size
LA	K	W	PM	18	Differentiate between capitals and lower case letters
LA	K	W	PM	19	Use adequate spacing between letters
LA	K	W	PM	20	Begin to develop a neat legible handwriting through guided practice



Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	K	W	PM	21	Write capital and lowercase letters of the alphabet, correctly shaping and spacing letters
LA	K	W	PM	22	Match sentences to pictures

### **Sub-Strand: Writing Process (WP)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	K	W	WP	1	Identify sentences which tell about a picture
LA	K	W	WP	2	Write sentences to describe object/picture
LA	K	W	WP	3	Write simple sentences
LA	K	W	WP	4	Use their knowledge of letters and letter-sound correspondence to write one-syllable words
LA	K	W	WP	5	Contribute ideas using complete and clear sentences during shared writing
LA	K	W	WP	6	Write sentences that are clearly story starters
LA	K	W	WP	7	Sequence pictures and write a sentence about each
LA	K	W	WP	8	With help and guidance write a few short sentences on familiar topics e.g. 'Myself'
LA	K	W	WP	9	Order a series of pictures to tell a story in an appropriate sequence
LA	K	W	WP	10	Using a logical/appropriate sequence in recounting what they have represented in drawing or writing
LA	K	W	WP	11	Dictate or write with pictures or words, a narrative about a familiar experience
LA	K	W	WP	12	Create stories by using pictures, letters words, showing an understanding of what letters represent certain sounds
LA	K	W	WP	13	Revise by adding details to pictures, dictation or letters
LA	K	W	WP	14	Write using pictures and words for a specific audience and purpose.
LA	K	W	WP	15	Identify pictures and charts as sources of information and begin gathering information from a variety of sources
LA	K	W	WP	16	Dictate a short simple story
LA	K	W	WP	17	Edit work for spelling errors etc.
LA	K	W	WP	18	Write about personal experiences



**Sub-Strand: Writing Conventions (WC)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	K	W	WC	1	With guidance and help pupils dictate/write sentences using Standard English
LA	K	W	WC	2	Write simple 2-3 word sentences using capital letters and end punctuation
LA	K	W	WC	3	Use beginning capitalization
LA	K	W	WC	4	Identify and use end punctuation e.g. . ?
LA	K	W	WC	5	Orally produce sentences that use the correct grammar of Standard English
LA	K	W	WC	6	Use capital letters to begin their names/days of the week/months of the year
LA	K	W	WC	7	Insert missing letters in words studied
LA	K	W	WC	8	Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words
LA	K	W	WC	9	Spell correctly those words that occur frequently in reading and writing
LA	K	W	WC	10	Represent high frequency one-syllable words and use these words in their writing
LA	K	W	WC	11	Use knowledge of letters and sound-symbol correlation to write one-syllable words correctly

**Sub-Strand: Attitude and Interest (AI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	K	W	AI	1	Display an eagerness to write independently
LA	K	W	AI	2	Demonstrate an interest in working on writing letters and words
LA	K	W	AI	3	Demonstrate pleasure in talking about their writing
LA	K	W	AI	4	Demonstrate a determination in learning to spell high frequently words
LA	K	W	AI	5	Display a cooperative spirit by working with peers
LA	K	W	AI	6	Display a sense of pride in their writing



## GENERAL OVERVIEW: GRADE 1

### LISTENING AND SPEAKING

This learning strand is designed to help pupils build the background knowledge and vocabulary critical to good oral communication as this is vital to their success in the world around them. They must learn how to attend to messages and gain information which will help them function in this world. Since so much communication is done orally, pupils must learn techniques and have ample opportunities to practice these skills in varied situations.

This strand of language is divided into 4 sub-strands

- |  |    |
|--|----|
| 1. Social Interaction                        | SI |
| 2. Listening to develop comprehension skills | LC |
| 3. Vocabulary and concept building           | VB |
| 4. Attitudes and interest                    | AI |

### READING

Grade 1 is a crucial year for building reading skills. In the First grade, pupils begin to define themselves as to what kind of readers they are. Building reading skills and practicing reading are an essential part of Grade 1 learning. Even when they are not specifically learning reading, they are constantly learning reading as they learn other subjects. These pupils will also be developing their comprehension skills as they talk about and gain a deeper understanding of their reading.

This strand of the language arts curriculum is divided into 5 sub-strands

- |   |    |
|---|----|
| 1. Decoding and Word recognition              | WR |
| 2. Reading Comprehension                      | RC |
| 3. Understanding functions of different texts | UT |
| 4. Vocabulary and Concept Development         | VB |
| 5. Attitudes and Interest                     | AI |



## WRITING

At this grade level the pupil progresses from knowing how to write words to becoming a “writer”. Similar to reading, writing occurs throughout the day as pupils learn a variety of subjects. At this stage, the pupils begin to write simple narratives and explanatory pieces as they are exposed to the various elements of the writing process.

The Writing Strand is divided into three sub-strands

- |                                   |    |
|-----------------------------------|----|
| 1. Writing Process                | WP |
| 2. Writing Conventions            | WC |
| 3. Writing Attitudes and Interest | AI |



## THE LEARNING STANDARDS – GRADE 1

### General Learning Outcomes – Listening and Speaking 1

At the end of Grade 1, pupils will display evidence of coverage of the following content standards:

- |                     |   |
|---------------------|---|
| <i>LA.1.CS.LS.1</i> | <i>Listen for information and pleasure.</i>   |
| <i>LA.1.CS.LS.2</i> | <i>Express ideas and opinions in a group or individual situation.</i>   |
| <i>LA.1.CS.LS.3</i> | <i>Use effective communication strategies in pair and small group contexts.</i>   |
| <i>LA.1.CS.LS.4</i> | <i>Become more adept in using appropriate verbal and non-verbal behavior in order to secure and maintain the attention of the listener.</i> |
| <i>LA.1.CS.LS.5</i> | <i>Talk about and reflect on past and present experiences.</i>  |



**STRAND: LISTENING AND SPEAKING (LS)**

At the completion of Grade 1, pupils who demonstrate understanding will:

**Sub-Strand: Listening Comprehension (LC)**

Subject	Grade	Strand	Content Standard	Sub-Strand	Standard #	Performance Standards
LA	1	LS	SI.4	LC	1	Use strategies when listening to make and simplify meaning including asking questions, recalling ideas, focusing on the speaker, preparing for listening
LA	1	LS	VB.1	LC	2	Demonstrate enriched vocabulary knowledge and usage in order to widen and explore meaning.
LA	1	LS	LC.4	LC	3	Listen to and retell stories, express an opinion on likes and dislikes about stories read or read to.
LA	1	LS	LC.4	LC	4	Show an understanding of the information and ideas in oral texts by telling the story or restating the information including the main concepts.
LA	1	LS	LC.3	LC	5	Use stated or implied information and ideas in oral text, initially with support and direction to make simple deductions and sensible predictions.
LA	1	LS	LC.4	LC	6	Ask and answer questions about important aspects in a text, read aloud or information described orally or through other media
LA	1	LS	LC.5	LC	7	Listen to understand cause and effect relationships.
LA	1	LS	LC.5	LC	8	Listen to a selection and draw conclusions about the selection.
LA	1	LS	LC.6	LC	9	Listen to identify the order of events in a selection
LA	1	LS	GI.2	LC	10	Listen to supply the missing details in a known or read to story
LA	1	LS	LC.2	LC	11	Listen to an account of an event, story or selection in order to make a prediction.
LA	1	LS	GI.3	LC	12	Listen to differentiate between make-believe and truth.
LA	1	LS	GI.3	LC	13	Listen, discuss and give an opinion in reply to views articulated by others.



**Sub-Strand: Giving and Getting Information (GI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	1	LS	GI	1	Take and transfer simple messages
LA	1	LS	GI	2	Use speaking to explore, articulate and offer ideas, information and reactions by staying on topic, using descriptive words, telling and retelling stories and experiences in rational sequence.
LA	1	LS	GI	3	Use strategies when expressing and presenting ideas, information and feelings, including retrieving previous knowledge, predicting some things the listeners need to know.
LA	1	LS	GI	4	Concentrate on descriptive features and begin to be clear in relation to people and places, times, procedures, events etc.
LA	1	LS	GI	5	Create and tell stories
LA	1	LS	GI	6	Describe people, places and things and events with relevant details, expressing ideas and feelings clearly.
LA	1	LS	GI	7	Ask for and give factual information about a selected topic.
LA	1	LS	GI	8	Produce complete sentences when suitable to task and setting
LA	1	LS	GI	9	Give and get information, ideas and opinions.

**Sub-Strand: Social Interaction (SI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	1	LS	SI	1	Use listening and speaking to cooperate with others in order to contribute to class goals, exchange opinions on a topic, make associations, complete task and participate in play.
LA	1	LS	SI	2	Listen to identify the mood and feelings of a speaker.



Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	1	LS	SI	3	Use correct forms of the language to greet, thank, make a request, apologise and issue an invitation.
LA	1	LS	SI	4	Use strategies when working together with others, including taking turns as listener and speaker
LA	1	LS	SI	5	Listen for a range of purposes and exhibit comprehension by retelling or restating, following a two-step instruction, asking questions for clarification and understanding, sharing associations made.
LA	1	LS	SI	6	Engage in speaking and listening activities to develop a deeper understanding of text e.g. listening to the telling of a story from an oral custom
LA	1	LS	SI	7	Use listening and speaking in group activities to foster thinking by recognising relationships and gaining new ideas
LA	1	LS	SI	8	Use the characteristics of oral language to express and develop meaning including using most words correctly and expressing ideas clearly, e.g. using simple linking words, pronouns and simple tense forms
LA	1	LS	SI	9	Tryout different voices in role playing
LA	1	LS	SI	10	Identify some non-verbal cues (e.g. facial expressions, gestures etc.) and use them in oral communication suitably and with thoughtfulness towards ethnic differences to help communicate their meaning.
LA	1	LS	SI	11	Expand on others' talk in conversations by reacting to the remarks of others through several interactions.
LA	1	LS	SI	12	Listen to others' and share personal experiences, news etc. with which they are familiar
LA	1	LS	SI	13	Listen to discern the differences between Standard English and native language.
LA	1	LS	SI	14	Follow agreed upon rules for conversations
LA	1	LS	SI	15	Engage in oral activities organized for the class.
LA	1	LS	SI	16	Listen attentively during conversational exchanges and oral presentations.



**Sub-Strand: Listening and Speaking Reflection (LR)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	1	LS	LR	1	Think about on their own speaking and listening to pinpoint their strengths and weaknesses and to debate characteristics of good speakers and listeners.
LA	1	LS	LR	2	Reflect on and talk about a wide variety of routine occurrences and feelings

**Sub-Strand: Listening for Enjoyment (LE)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	1	LS	LE	1	Recite poems, jingles, limericks paying special attention to the rhyme and rhythm of the language.
LA	1	LS	LE	2	Listen to and recite jingles, poems, rhymes, limericks and express a personal reaction to selections.



## General Learning Outcomes – Reading 1

At the end of Grade 1, pupils will display evidence of coverage of the following content standards:

- |                    |   |
|--------------------|---|
| <i>LA.1.CS.R.1</i> | <i>Develop and demonstrate knowledge of print awareness.</i>  |
| <i>LA.1.CS.R.2</i> | <i>Develop and demonstrate knowledge of phonological awareness.</i>   |
| <i>LA.1.CS.R.3</i> | <i>Apply sound-symbol relationships to decode unknown words.</i>  |
| <i>LA.1.CS.R.4</i> | <i>Develop and expand knowledge of words and word meanings to increase vocabulary.</i>  |
| <i>LA.1.CS.R.5</i> | <i>Identify words rapidly so that attention is directed at the meaning of the text.</i>   |
| <i>LA.1.CS.R.6</i> | <i>Interact with the words and concepts in a text to construct an appropriate meaning.</i>  |
| <i>LA.1.CS.R.7</i> | <i>Read to construct meaning and respond to a wide variety of literary forms.</i>   |
| <i>LA.1.CS.R.8</i> | <i>Reflect on and identify their strengths as readers, areas for improvement and the strategies they found useful before, during and after reading.</i> |
| <i>LA.1.CS.R.9</i> | <i>Read and understand grade level appropriate material.</i>  |



**STRAND: READING (R)**

At the completion of Grade 1, pupils who demonstrate understanding will:

**Sub-Strand: Phonological Awareness (PA)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	1	R	PA	1	Show phonological perception by identifying and generating rhyming words, using sound and segmenting and sound blending of syllable and phonemes in words
LA	1	R	PA	2	Isolate and pronounce initial, medial and final sounds in a single-syllable word.
LA	1	R	PA	3	Recognize the same sounds in different words
LA	1	R	PA	4	Pupil will recognize individual sounds in a word
LA	1	R	PA	5	Pupil will recognize the word in a set of three or four words that has the “odd” sound
LA	1	R	PA	6	Pupil will orally produce single-syllable words by blending phonemes in spoken single-syllable words.
LA	1	R	PA	7	Pupil will break a given word into its separate sounds and say each sound as it is tapped out, counted or signaled
LA	1	R	PA	8	Pupil will recognize the word that remains when a phoneme is removed from another word.
LA	1	R	PA	9	Pupil will make a new word by adding a phoneme to an existing word
LA	1	R	PA	10	Pupil will substitute one phoneme for another to make a new word.
LA	1	R	PA	11	Pupil will produce rhyming words when given a prompting word.
LA	1	R	PA	12	Pupil will hear and identify rhyming words in text



**Sub-Strand: Decoding and Word Recognition (WR)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	1	R	KB	1	Learn to isolate the beginning and final sounds in written words as an aid to decoding.
LA	1	R	KB	2	Use contextual clues to identify words.
LA	1	R	KB	3	Use syllabic patterns as an aid to decoding unfamiliar words.
LA	1	R	KB	4	Learn to isolate the part of a word or syllable which allows it to rhyme with another word or syllable.
LA	1	R	KB	5	Use knowledge of word order, illustrations, content and initial letters to identify unknown words.
LA	1	R	KB	6	Automatically read and understand some high-frequency words and words of personal interests or significance in a variety of reading context.
LA	1	R	KB	7	Know and apply grade-level phonics and word analysis skills in decoding words.
LA	1	R	KB	8	Identify and use rhyming words.
LA	1	R	KB	9	Predict the meaning of and solve unfamiliar words using different types of cues.
LA	1	R	KB	10	Pronounce sight words that comprise the sight word list for the grade level as well as those in their basal texts and familiar stories.
LA	1	R	KB	11	Spell some high-frequency words correctly.
LA	1	R	KB	12	Identify and show that they understand common inflectional and derivational endings of words and how word endings sometimes change the function of the word.



**Sub-Strand: Reading Comprehension (RC)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	1	R	RC	1	Demonstrate understanding of a text by recalling and talking about significant events and details in stories.
LA	1	R	RC	2	Re-read, retell and act out familiar stories, poems or parts of stories.
LA	1	R	RC	3	Sequence a set of jumbled sentences to tell a story.
LA	1	R	RC	4	Read and demonstrate comprehension of grade appropriate information texts.
LA	1	R	RC	5	Make inferences and predictions about selections read or read to them.
LA	1	R	RC	6	Read stories, texts to draw conclusions.
LA	1	R	RC	7	Read and demonstrate comprehension of grade appropriate literary texts, e.g. stories, legends, poems.
LA	1	R	RC	8	Read and recall details about stories.
LA	1	R	RC	9	Use illustrations and details in a text to describe characters, setting or events
LA	1	R	RC	10	Identify Information provided by words in the text.
LA	1	R	RC	11	Use illustrations, graphics etc. to draw conclusions and make inferences
LA	1	R	RC	12	Use illustrations as an aid to answering questions about text

**Sub-Strand: Understanding Functions of Different Texts (UT)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	1	R	UT	1	Differentiate between text and pictures.
LA	1	R	UT	2	Understand the function of texts.
LA	1	R	UT	3	Identify and name the parts of a book (e.g. title, author etc.)
LA	1	R	UT	4	Extend understanding of texts by connecting ideas in them to their own knowledge and experience, to other familiar texts and to the world around them.



Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	1	R	UT	5	Respond to characters, situations and story details, relating them to personal experience
LA	1	R	UT	6	Identify a few different purposes for books and choose materials appropriate for those purposes, e.g. picture books, books for entertainment, etc.
LA	1	R	UT	7	Use books that they have read as a base to write their own stories.
LA	1	R	UT	8	Talk about various parts of a story, e.g. setting characters, time, plot.
LA	1	R	UT	9	Identify the type of information provided by different types of texts
LA	1	R	UT	10	Identify the differences between narrative and expository texts

### **Sub-Strand: Vocabulary and Concept Building (VB)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	1	R	VB	1	Build up a sight word vocabulary of common words from personal experience, from experience of environmental print and from books read or read to.
LA	1	R	VB	2	Use onset and rhyme to decode words.
LA	1	R	VB	3	Spell unfamiliar words using a variety of strategies that involve understanding of sound-symbol relationship.
LA	1	R	VB	4	Confirm spellings and word meanings or word choice using one or two resources. (E.g. using a picture dictionary, word walls etc.)
LA	1	R	VB	5	Use newly acquired words in meaningful contexts during discussion.
LA	1	R	VB	6	Recognize and decode words with vowel clusters (e.g. team, rain, sleep, clay, float, etc.)
LA	1	R	VB	7	Identify words that contain vowel pairs – ee, oa, ai, ay, etc.
LA	1	R	VB	8	Recognize and pronounce pairs of vowels that follow the ‘cvcv’ rule
LA	1	R	VB	9	Read and spell words with simple long vowels as in ‘cvcv’ words
LA	1	R	VB	10	Recognize and spell technical words from other subject areas



**Sub-Strand: Attitudes and Interests (AI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	1	R	AI	1	Associate print with enjoyment through listening to stories and poems read aloud
LA	1	R	AI	2	Handle books and browse through them.
LA	1	R	AI	3	Experience the reading process being modelled.
LA	1	R	AI	4	Record response to text through pictures and captions
LA	1	R	AI	5	Encounter early reading through collaborative reading of large format books and language-experience materials.
LA	1	R	AI	6	Express personal thoughts and feelings about what has been read through role playing, drama, visual arts, music etc.
LA	1	R	AI	7	Read and re-read just-right texts independently for 10 to 15 minutes daily for enjoyment and to improve fluency and comprehension.
LA	1	R	AI	8	Read self-written stories.
LA	1	R	AI	9	Express personal response to stories and talk about how they would have acted if they were characters in the story.



## General Learning Outcomes – Writing 1

At the end of Grade 1, pupils will display evidence of coverage of the following content standards:

- LA.1.CS.W.1      Use the writing process to write coherently.*
- LA.1.CS.W.2      Conduct research and organize information and communicate through a variety of written forms, for various purposes and to a specific audience.*
- LA.1.CS.W.3      Demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.*
- LA.1.CS.W.4      Write clear and coherent paragraphs that develop a central idea.*
- LA.1.CS.W.5      Write descriptive sentences and paragraphs.*
- LA.1.CS.W.6      Reflect on and identify their strengths as writers, areas for improvement and the strategies they found most useful at different stages of the writing process.*



**STRAND: WRITING (WR)**

At the completion of Grade 1, pupils who demonstrate understanding will:

**Sub-Strand: Writing Process (WP)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	1	WR	WP	1	Observe the teacher as he/she models writing stories.
LA	1	WR	WP	2	Experience how a story structure is organized by reading and listening to fiction.
LA	1	WR	WP	3	Use pictures, stories, poems and actual events as resources for ideas for writing.
LA	1	WR	WP	4	Choose topics to write about using a variety of genres (e.g. a story, an invitation, a letter)
LA	1	WR	WP	5	Identify the topic, purpose, audience and form for writing, initially with support and direction
LA	1	WR	WP	6	Brainstorm to produce ideas for writing,
LA	1	WR	WP	7	Generate ideas about a potential topic using a variety of strategies and resources.
LA	1	WR	WP	8	Gather information to support ideas for writing in a variety of ways and/or from a variety of sources.
LA	1	WR	WP	9	Sort ideas and information for their writing in a variety of ways with support and direction (e.g. using pictures, labels, key words etc.)
LA	1	WR	WP	10	With guidance and support from teacher focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed
LA	1	WR	WP	11	Identify and order main ideas and supporting details, initially with support and direction using simple graphic organisers. (E.g. story ladder, sequence chart, etc.)
LA	1	WR	WP	12	Write simple but complete sentences that make sense.
LA	1	WR	WP	13	Write simple sentences and add words to them to extend their meanings.
LA	1	WR	WP	14	Write regularly for different audiences. (e.g. personal purposes, the teacher, other children, the family)
LA	1	WR	WP	15	Begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feelings towards the subject or audience



Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	1	WR	WP	16	Realise that first attempts at writing are not necessarily the finished product and learn to undertake second drafts in order to improve writing.
LA	1	WR	WP	17	Make simple revisions to improve the content, clarity and interest of their written work. (E.g. cut out words, re-order words, etc.)
LA	1	WR	WP	18	Proofread and correct their writing, using a simple checklist or a few questions given by teacher for reference.
LA	1	WR	WP	19	Write narratives in which they recount two or more appropriately sequenced events. Include some details regarding what happened, use temporal words to signal event order and to provide some of closure
LA	1	WR	WP	20	Engage in expository writing – How to make or do something
LA	1	WR	WP	21	Produce pieces of work to meet criteria identified by the teacher based on the expectations
LA	1	WR	WP	22	Use familiar words and phrases to convey a clear meaning, e.g. descriptive adjectives
LA	1	WR	WP	22	Use journals to record feelings, thoughts and to record ideas, as a source for topics and
LA	1	WR	WP	24	Write important personal information, e.g. address, telephone number etc.
LA	1	WR	WP	25	Write to experiment with different forms e.g. labels invitations, songs, poems, stories etc.



**Sub-Strand: Writing Conventions (WC)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	1	WR	WC	1	Use left to right and top to bottom orientation on page
LA	1	WR	WC	2	Begin to write legibly and in an appropriate size for grade level.
LA	1	WR	WC	3	Understand that the conventions of punctuations help to make meaning clearer in writing.
LA	1	WR	WC	4	Use punctuation to help communicate the intended meaning with a focus on capital letters, period, question mark and exclamation mark.
LA	1	WR	WC	5	Use appropriate spelling as an interim measure in mastering the convention of spelling.
LA	1	WR	WC	6	Spell correctly a range of familiar and regularly occurring words and use a variety of sources as aids to spelling. (e.g. picture dictionary, word walls etc.)
LA	1	WR	WC	7	Spell words in a recognizable way based on an awareness of the most common strings and patterns.
LA	1	WR	WC	8	Try at spelling high frequency words in autonomous writing.
LA	1	WR	WC	9	Identify and use common prefixes and suffixes
LA	1	WR	WC	10	Use parts of speech appropriately to communicate their meaning clearly with focus on the use of nouns, verbs, pronouns, adjectives and some prepositions.
LA	1	WR	WC	11	Use singular and plural forms of nouns appropriately.



**Sub-Strand: Attitudes and Interests (AI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	1	WR	AI	1	Select pieces of writing that they think show their best work and explain the reasons for their selections.
LA	1	WR	AI	2	Accept feedback about their writing and use the feedback to improve their writing.
LA	1	WR	AI	3	Identify elements of their writing that need improvement, including content organization and style, using feedback from the teacher and peers.



## GENERAL OVERVIEW GRADE 2

### LISTENING AND SPEAKING

This strand is divided into seven sub-strands:

CODE

- |   |    |
|---|----|
| • Listening and speaking for social interaction | SI |
| • Listening to give and get information         | GI |
| • Listening for enjoyment                       | LE |
| • Listening and speaking comprehension          | LC |
| • Listening and speaking to evaluate ideas      | EI |
| • Listening and speaking to develop vocabulary  | VB |
| • Reflecting on listening and speaking          | LR |

### READING

Learning to read is arguably the most important work of pupils in the early primary grades. Learning to read lays the foundation for future learning and understanding across areas of the curriculum. Without this foundation, pupils will struggle to achieve academically in not only reading and writing but also in other areas.

In Grade 2, pupils are ready to read texts that are not phonetically controlled. They read grade-level literary and informational texts. At the same time, pupils review and consolidate essential phonics and spelling.

The Reading strand is divided into six sub-strands

CODE

- |  |    |
|--|----|
| • Understanding content, Context, organization of Text | UT |
| • Word Recognition                                     | WR |
| • Reading Comprehension                                | RC |
| • Vocabulary Building                                  | VB |
| • Reading Fluency                                      | RF |
| • Attitudes and Interests                              | AI |



## WRITING

Daily writing activities teach critical skills and the writing process. It is essential that teaching in the second grade develops competence in the areas of spelling and handwriting and articulating ideas and structuring them in speech and writing.

Writing down ideas fluently depends on being able to spell accurately by knowing the relationship between sounds and letters.

The ability to write effectively involves forming, articulating and communicating ideas and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context and an increasingly wide knowledge of vocabulary and grammar.

This strand is divided into five sub-strands:

CODE

- |                                  |    |
|----------------------------------|----|
| • Writing for Different Purposes | DP |
| • Writing Process Strategies     | PS |
| • Grammar and Mechanics          | GM |
| • Vocabulary Building            | VB |
| • Attitudes and interests        | AI |



## THE LEARNING STANDARDS – GRADE 2

### General Learning Outcomes - Listening and Speaking 2

At the end of Grade 2, pupils will display evidence of coverage of the following content standards:

LA.2.CS.LS.1	<i>Show ability in all the learning outcomes for listening and speaking listed for Grade 1</i>
LA.2.CS.LS.2	<i>Differentiate between long and short vowels in one syllable words</i>
LA.2.CS.LS.3	<i>Listen to three step instructions and follow them</i>
LA.2.CS.LS.4	<i>Listen to give the essence of an oral presentation</i>
LA.2.CS.LS.5	<i>Ask questions and seek clarification and explanation of ideas presented in oral communication</i>
LA.2.CS.LS.6	<i>Speak clearly and at a good pace to be understood</i>
LA.2.CS.LS.7	<i>Stay on topic in making an oral presentation</i>
LA.2.CS.LS.8	<i>Give a factual account, presenting information in a logical order</i>
LA.2.CS.LS.9	<i>Use Standard English in planned presentations to express ideas and in discussion about content in Language Arts and other subject areas</i>
LA.2.CS.LS.10	<i>Listen to identify emotional tone</i>
LA.2.CS.LS.11	<i>Identify and show understanding of standard word order patterns in English</i>
LA.2.CS.LS.12	<i>Identify the communicative purposes of speech in oral discourse in various situations</i>
LA.2.CS.LS.13	<i>Listen to determine the meaning articulated in different types of utterance</i>
LA.2.CS.LS.14	<i>Use primary sentence patterns in oral communication for school purposes in particular</i>
LA.2.CS.LS.15	<i>Use classroom language to express ideas, engage in discussion and answer questions related to content areas across the curriculum</i>



## **STRAND: LISTENING AND SPEAKING (LS)**

At the completion of Grade 2, pupils who demonstrate understanding will:

### **Sub-Strand: Social Interaction (SI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	2	LS	SI	1	Participate in collaborative conversations with various partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA	2	LS	SI	2	Followed agreed-upon rules for discussion (e.g. gaining the floor respectfully, listening to others with care, speaking one at a time about topics and texts under discussion.)
LA	2	LS	SI	3	Build on others' talk in conversations by connecting their comments to the remarks of others and giving critical responses.
LA	2	LS	SI	4	Ask for clarifications and further explanations as needed about the topics and texts under discussion.
LA	2	LS	SI	5	Relate or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA	2	LS	SI	6	Ask and answer questions about what a speaker says in order to clarify understanding, gather additional information or expand understanding of a topic or issue.
LA	2	LS	SI	7	Tell a story or relate an experience with appropriate and relevant descriptive details, speaking audibly in coherent sentences
LA	2	LS	SI	8	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA	2	LS	SI	9	Demonstrate the ability to stay on a selected topic when making oral presentations.
LA	2	LS	SI	10	Ask for and give directions
LA	2	LS	SI	11	Listen to detect a speaker's emotional tone.
LA	2	LS	SI	12	Uses appropriate volume, pitch, tone, rate and enunciation.
LA	2	LS	SI	13	Role play sections of a story.
LA	2	LS	SI	14	Recite favourite poems.



Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	2	LS	SI	15	Listen to get the substance of a message.
LA	2	LS	SI	16	Listen to draw correct conclusions from spoken messages.
LA	2	LS	SI	17	Use correct strategies for beginning and ending conversations.
LA	2	LS	SI	18	Use gestures, facial expressions and maintain eye contact in conversations
LA	2	LS	SI	19	Use turn-taking and other conventions correctly when involved in discussions.
LA	2	LS	SI	20	Suggest solutions for problems in classroom, stories or real-life situations.
LA	2	LS	SI	21	Share ideas relevant to class activities and discussions (e.g. structured A/B partners, informal partner talk.
LA	2	LS	SI	22	Use language to discuss steps needed to negotiate and complete tasks in partner and group activities.

### **Sub-Strand: Giving and Getting Information (GI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	2	LS	GI	1	Listen to directions and correctly perform the actions/behaviours requested.
LA	2	LS	GI	2	Listen to ascertain the cause and effect of an event told by someone.
LA	2	LS	GI	3	Listen to items at news time in class in order to understand and explain the gist of the news item
LA	2	LS	GI	4	Ask necessary and relevant questions in order to get the information needed.
LA	2	LS	GI	5	Ask who, what, when, where questions to get detailed information about a topic.
LA	2	LS	GI	6	Supply accurate information about events based on actual experience or knowledge. (allow students touse native language if necessary)
LA	2	LS	GI	7	Ask for the thoughts and viewpoints of others on specific events or occurrences.
LA	2	LS	GI	8	Give accurate and suitable answers to questions asked.
LA	2	LS	GI	9	Speak to indicate lack of understanding of a message and ask for clarification in a suitable way.
LA	2	LS	GI	10	Ask for and give comprehensive directions using both Standard English and native language



**Sub-Strand: Listening for Enjoyment (LE)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	2	LS	LE	1	Listen to stories, poems etc. and express an individual reaction to them.
LA	2	LS	LE	2	Listen to poems and other literary selections to identify rhyme.
LA	2	LS	LE	3	Retell favourite stories.
LA	2	LS	LE	4	Recite poems specifically to focus on rhythm.
LA	2	LS	LE	5	Role play characters and parts of favourite stories
LA	2	LS	LE	6	Recite poems chorally.

**Sub-Strand: Listening and Speaking Comprehension (LC)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	2	LS	LC	1	Make reasonable predictions about what to expect of a text.
LA	2	LS	LC	2	Make inferences about characters' feelings or the story problem.
LA	2	LS	LC	3	Describe main ideas in an information text and ask questions that have not been answered by the text.
LA	2	LS	LC	4	Show a knowledge of story structure by describing characters and events(e.g. answer who, what, where and why questions, identify beginning, middle and end of the story)
LA	2	LS	LC	5	Use context clues in oral communication to deduce meaning.
LA	2	LS	LC	6	Recall important details from spoken discourse and texts listened to in class.
LA	2	LS	LC	7	Identify key words in a selection listened to.
LA	2	LS	LC	8	Use appropriate language to seek clarification from teachers, peers, others.
LA	2	LS	LC	9	Listen to and correctly respond to instructions involving two or three steps.
LA	2	LS	LC	10	Participate in creative retelling of a familiar text.



Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	2	LS	LC	11	Participate in a circular storytelling activity, demonstrating ability to add appropriate story details.
LA	2	LS	LC	12	Listen to infer and to supply missing details in stories and other texts.
LA	2	LS	LC	13	Summarise a speaker's message.
LA	2	LS	LC	14	Listen to distinguish fact from fiction.
LA	2	LS	LC	15	Listen to distinguish between fantasy and reality.
LA	2	LS	LC	16	Articulate opinions/views about stories and other literary materials that they have listened to as well as the views expressed by others.

**Sub-Strand: Evaluating Ideas (EI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	2	LS	EI	1	Listen to distinguish fact from fiction.
LA	2	LS	EI	2	Listen to distinguish between fantasy and reality.
LA	2	LS	EI	3	Articulate opinions/views about stories and other literary materials that they have listened to as well as the views expressed by others.



**Sub-Strand: Vocabulary Building (VB)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	2	LS	VB	1	Use a variety of high frequency words in spoken messages and conversations.
LA	2	LS	VB	2	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content choosing flexibly from an array of strategies.
LA	2	LS	VB	3	Use sentence-level context as a clue to the meaning of a word or phrase.
LA	2	LS	VB	4	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. happy/unhappy)
LA	2	LS	VB	5	Identify and use words with long and short vowel sounds.
LA	2	LS	VB	6	Use a known root word as a clue to the meaning of an unknown word with the same root. (e.g. addition, additional)
LA	2	LS	VB	7	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g. chalkboard, homework, clothespin etc.)
LA	2	LS	VB	8	Use glossaries and beginning dictionaries, both print and digital to determine or clarify the meaning of words and phrases.
LA	2	LS	VB	9	Build vocabulary through using new words learned in relation to cross curricular content in oral presentations.



**Sub-Strand: Reflecting on Listening and Speaking (LR)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	2	LS	LR	1	Provide input to create class-generated criteria about what makes an effective speaker.
LA	2	LS	LR	2	Use the class-generated criteria to review speaking and listening activities and identity on or more personal strengths.
LA	2	LS	LR	3	Talk about how listening to discussions/presentations has added to their understanding.
LA	2	LS	LR	4	Describe their own behaviours and feelings they experienced during the speaking/listening activity.
LA	2	LS	LR	5	Engage in assessment of self and peers' oral presentations.
LA	2	LS	LR	6	Provide ideas on ways to work toward a personal goal (e.g. speak clearly, face the audience, use interesting words, do not interrupt)



## General Learning Outcomes – Reading 2

At the end of Grade 2, pupils will display evidence of coverage of the following content standards:

<i>LA.2.CS.R.1</i>	<i>Show mastery of all the leaning outcomes listed for Grade 1</i>
<i>LA.2.CS.R.2</i>	<i>Use prior knowledge and background experience to construct meaning in a text</i>
<i>LA.2.CS.R.3</i>	<i>Read familiar texts independently and with confidence</i>
<i>LA.2.CS.R.4</i>	<i>Read aloud with a pleasant voice and manner and with good understanding</i>
<i>LA.2.CS.R.5</i>	<i>Read silently and independently and show good understanding of what was read</i>
<i>LA.2.CS.R.6</i>	<i>Use appropriate terms for part of a book and know their functions</i>
<i>LA.2.CS.R.7</i>	<i>Identify and show that they understand the structure of different text types and genres</i>
<i>LA.2.CS.R.8</i>	<i>Use various reading strategies to monitor their own understanding of texts and repair misunderstandings</i>
<i>LA.2.CS.R.9</i>	<i>Increase their reading rate and show understanding of what they have read quickly</i>
<i>LA.2.CS.R.10</i>	<i>Make inferences about ideas, events and information presented in texts that they read</i>
<i>LA.2.CS.R.11</i>	<i>Draw conclusions about tests they read and those read to them</i>
<i>LA.2.CS.R.12</i>	<i>Express a personal response to texts they have read</i>
<i>LA.2.CS.R.13</i>	<i>Use charts and diagrams to interpret and clarify meaning of an expository text</i>
<i>LA.2.CS.R.14</i>	<i>Use different strategies for decoding and word recognition</i>



## **STRAND: READING**

At the completion of Grade 2, pupils who demonstrate understanding will:

### **Sub-Strand: Understanding Content/ Context/ Organisation of Text (UT)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	2	R	UT	1	Show mastery of the outcomes listed for Grade 1
LA	2	R	UT	2	Locate the title, author and illustrator on the title page of a text.
LA	2	R	UT	3	Find the title page and Table of Contents in a text.
LA	2	R	UT	4	Use correct terms for the different parts of books (e.g. chapter, title etc.
LA	2	R	UT	5	Identify and talk about characteristics of different types of texts (e.g. newspapers articles, speeches, poems stories etc.
LA	2	R	UT	6	Recognize and talk about different genres (e.g. story, play, narrative.)
LA	2	R	UT	7	Explain in own words the meaning and role of parts of texts (e.g. author, title, illustrator etc.)
LA	2	R	UT	8	Demonstrate awareness of the purpose of the different features of texts (e.g. book cover, story summary, headings etc.)
LA	2	R	UT	9	Categorize and talk about different ways of arranging text.
LA	2	R	UT	10	Discuss the usefulness and contribution of different features of texts.
LA	2	R	UT	11	Explain how specific images e.g. illustrations, graphs, diagrams etc. contribute to and clarify text.
LA	2	R	UT	12	Use information from illustrations and words in print or digital text to demonstrate understanding of main ideas
LA	2	R	UT	13	View and discuss visual texts e.g. cartoons, illustrations. Diagrams, posters, photographs, etc. using both print and digital sources
LA	2	R	UT	14	Answer questions based on posters, flow charts etc.
LA	2	R	UT	15	Read simple bar graphs and pie charts and use information provided to answer questions



**Sub-Strand: Phonological and Phonemic Awareness (PA)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	2	R	PA	1	Pupil will segment two and three syllable words into their complete sequence of individual sounds
LA	2	R	PA	2	Pupils will orally produce two syllable words by blending their sounds.
LA	2	R	PA	3	Pupils will demonstrate their knowledge that every word must have a vowel to determine the number of syllables in a printed word.
LA	2	R	PA	4	Pupils will listen to a word spoken by teacher and determine how many syllables are in the word.
LA	2	R	PA	5	Pupils will demonstrate their knowledge that 'silent e' changes the sound of the preceding vowel
LA	2	R	PA	6	Pupils will take one syllable words and add silent e to make new words.
LA	2	R	PA	7	Pupils will demonstrate their knowledge of common vowel team conventions for representing long vowel sounds
LA	2	R	PA	8	Pupils will demonstrate their knowledge of prefixes by using them to make words of opposite meaning
LA	2	R	PA	9	Pupils will demonstrate their knowledge of suffixes by separating them from the root word.
LA	2	R	PA	10	Pupils will arrive at their own meaning of a compound word by using the individual meaning of the words that make up the compound word.



**Sub-Strand: Word Recognition (WR)**

Subject	Grade	Strand	Content Standard	Sub-Strand	Standard #	Performance Standards
LA	2	R	WR.1	WR	1	Know and apply grade-level phonics and word analysis skills in decoding words
LA	2	R	WR.1	WR	2	Distinguish long and short vowel sounds when reading regularly spelled one-syllable words.
LA	2	R	WR.1	WR	3	Know spelling correspondences for additional common vowel teams (e.g. “ar”, “oa” etc.)
LA	2	R	WR.1	WR	4	Recognize and read grade-appropriate irregularly spelled words.
LA	2	R	WR.1	WR	5	Read words with inconsistent but common spelling-sound correspondence.
LA	2	R	WR.2	WR	6	Decode words with common prefixes and suffixes.
LA	2	R	WR.1	WR	7	Use syllabic patterns – segmenting, chunking as an aid to decoding words.
LA	2	R	WR.2	WR	8	Use contextual clues to identify words.
LA	2	R	WR.1	WR	9	Use known letter clusters, context clues and sentence structure as an aid to decoding words.
LA	2	R	WR.1	WR	10	Identify, pronounce and use appropriately, words that comprise the sight word list from reading across the curriculum and from narratives.
LA	2	R	WR.1	WR	11	Read environmental signs and names of places.
LA	2	R	WR.2	WR	12	Use known parts of words to make sense of the whole word.
LA	2	R	WR.1	WR	13	Recognise and spells words using a variety of syllable divisions.



**Sub-Strand: Reading Comprehension (RC)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	2	R	RC	1	Use picture clues to gain understanding of printed texts
LA	2	R	RC	2	Use prior knowledge and background information to understand text.
LA	2	R	RC	3	Identify the main idea and supporting details in a passage and distinguish between the two.
LA	2	R	RC	4	Use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them.
LA	2	R	RC	5	Organize information in correct sequence.
LA	2	R	RC	6	Use context clues to determine the meaning of unfamiliar words.
LA	2	R	RC	7	Identify cause and effect relationships
LA	2	R	RC	8	Draw conclusions about the characters in a story.
LA	2	R	RC	9	Make inferences and draw conclusions from texts they read and have read to them
LA	2	R	RC	10	Summarize a story.
LA	2	R	RC	11	Explain meanings conveyed by charts and graphs.
LA	2	R	RC	12	Differentiate between fact and fantasy and give reason for response.
LA	2	R	RC	13	Explain the central theme of an expository passage
LA	2	R	RC	14	Use general knowledge as well a specific knowledge of content to check their understanding of the meaning of a text.
LA	2	R	RC	15	Formulate and express judgments about ideas, events and information presented in texts.
LA	2	R	RC	16	Identify the difference between relevant and irrelevant details in reading selections.
LA	2	R	RC	17	Record some accurate information under categories or headings provided by the teacher.
LA	2	R	RC	18	Recall or locate some specific details in answer to questions or to perform given tasks. generate questions and discussions related to the text.
LA	2	R	RC	19	Compare and contrast two versions of the same story by different authors or different cultures.



**Sub-Strand: Vocabulary Building (VB)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	2	R	VB	1	Associate new words learned with other related words in their repertoires and with previous knowledge.
LA	2	R	VB	2	Show ownership of new words by using them in discussions and in writing
LA	2	R	VB	3	Identify personally significant words in different contexts.
LA	2	R	VB	4	Identify familiar words encountered in a variety of contexts in different text types.
LA	2	R	VB	5	Identify words specific to subjects across the curriculum at Grade 2 level.
LA	2	R	VB	6	Identify and show that they understand (meanings signaled by) common inflectional endings of words.
LA	2	R	VB	7	Show understanding of words using vowel clusters e.g. ou, oi, ow, au etc.
LA	2	R	VB	8	Show understanding of words using regular double vowels e.g. ee, ea, ie, oa, etc.

**Sub-Strand: Reading Fluency (RF)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	2	R	RF	1	Read with sufficient accuracy and fluency to support comprehension
LA	2	R	RF	2	Read grade appropriate texts silently and independently with speed and accuracy
LA	2	R	RF	3	Read grade level text with purpose and understanding.
LA	2	R	RF	4	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA	2	R	RF	5	Read grade level text orally with accuracy, appropriate rate and expression.



**Sub-Strand: Attitudes and Interests (AI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	2	R	AI	1	Develop and show a positive attitude towards reading.
LA	2	R	AI	2	Show willingness to try out new books and search for new material in the reading corner or school library.
LA	2	R	AI	3	Show interest in listening and responding to stories read by the teacher or other pupils.
LA	2	R	AI	4	Read for various purposes and set purposes for reading
LA	2	R	AI	5	Select texts for reading based on interest



## General Learning Outcomes -Writing 2

At the end of Grade 2, pupils will display evidence of coverage of the following content standards:

<i>LA.2.CS.W.1</i>	<i>Show ability in the specific outcomes listed for Grade 1</i>
<i>LA.2.CS.W.2</i>	<i>Use a small range of different text types e.g. friendly letters, lists, narratives, telephone messages, simple advertisements</i>
<i>LA.2.CS.W.3</i>	<i>Write a small range of different text types e.g. friendly letters, expository paragraph etc.</i>
<i>LA.2.CS.W.4</i>	<i>Experiment with different ways of writing sentences</i>
<i>LA.2.CS.W.5</i>	<i>Write a story using the elements of story grammar</i>
<i>LA.2.CS.W.6</i>	<i>Use process strategies in pre-writing, drafting and revising their writing</i>
<i>LA.2.CS.W.7</i>	<i>Write complete sentences in Standard English</i>
<i>LA.2.CS.W.8</i>	<i>Spell and use a range of high frequency content and function words</i>
<i>LA.2.CS.W.9</i>	<i>Write legibly</i>



## **STRAND: WRITING**

At the completion of Grade 2, pupils who demonstrate understanding will:

### **Sub-Strand: Writing for Different Purposes and Audience (DP)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	2	WR	DP	1	Use a diary/journal to record personal experiences and feelings .e.g. learning experiences in and out of class
LA	2	WR	DP	2	Create some lists e.g. homework list, list of things to do.
LA	2	WR	DP	3	Set a purpose for writing and representing and identify an audience
LA	2	WR	DP	4	Write brief reports about news items.
LA	2	WR	DP	5	Write a brief account in correct sequence of an incident that was witnessed first hand
LA	2	WR	DP	6	Write about pleasant and unpleasant personal experiences.
LA	2	WR	DP	7	Write short expository paragraphs on simple topics using correct sequence.
LA	2	WR	DP	8	Write a story based on a set of pictures, using the elements of a story.
LA	2	WR	DP	9	Write descriptions of objects, persons, places
LA	2	WR	DP	10	Write poems with help from teacher and peers.
LA	2	WR	DP	11	Write a paragraph explaining How to Do or Make Something.
LA	2	WR	DP	12	Write friendly letters
LA	2	WR	DP	13	Write a story showing beginning, middle and end.
LA	2	WR	DP	14	Write to convey different messages, e.g. requesting, inviting, thanking, apologizing etc.
LA	2	WR	DP	15	Write more formal letters to less familiar people.
LA	2	WR	DP	16	Write simple directions using correct sequence.
LA	2	WR	DP	17	Write using linking words, connecting words, transitions all appropriately used to link sentences and/or paragraphs.



Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	2	WR	DP	18	Write narratives in which they recount an event or short sequence of events, including details to describe actions, thoughts and feelings, using temporal words to signal
LA	2	WR	DP	19	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.
LA	2	WR	DP	20	Pupils write paragraphs stating their opinions about topical debates (e.g. use of cellular phones in schools).

### **Sub-Strand: Process Strategies (PS)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	2	WR	PS	1	Use the five stages in the writing process, e.g. prewriting, writing, revising, proofreading, publishing
LA	2	WR	PS	2	Use different strategies to generate ideas for writing, e.g. graphic organisers, web, lists, charts
LA	2	WR	PS	3	Generate ideas while writing and select a topic of personal interest, e.g. engage in brainstorming and partner talk.
LA	2	WR	PS	4	Read over writing, and adjust it to ensure that the form and tone are suitable for the intended audience.
LA	2	WR	PS	5	Use proofreading strategies
LA	2	WR	PS	6	Use a list of questions/statements which will act as a guide in revising written work.
LA	2	WR	PS	7	Seek feedback from teacher and peers and discuss the feedback given
LA	2	WR	PS	8	Revise writing as necessary using the given feedback to make it ready for publishing.
LA	2	WR	PS	9	Use word processing and other software tools to write and represent thoughts.
LA	2	WR	PS	10	Write legibly using appropriate spacing between words.



### **Sub-Strand: Grammar and Mechanics (GM)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	2	WR	GM	1	Identify and use proper and common nouns.
LA	2	WR	GM	2	Use subject and verb agreement.
LA	2	WR	GM	3	Form and use past tense of regular and irregular verbs.
LA	2	WR	GM	4	Use capital letters, full stops, question marks and exclamation marks.
LA	2	WR	GM	5	Use pronouns to replace nouns.
LA	2	WR	GM	6	Identify and use vivid adjectives.
LA	2	WR	GM	7	Use the correct verb and tense of verb to correctly complete sentences.
LA	2	WR	GM	8	Use correct punctuation in sentences and short paragraphs.
LA	2	WR	GM	9	Use simple and compound sentences.
LA	2	WR	GM	10	Use singular and plural forms
LA	2	WR	GM	11	Experiment with using varying sentence patterns in independent writing.

### **Sub-Strand: Vocabulary Building (VB)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	2	WR	VB	1	Use newly acquired words in writing to show understanding of their meaning.
LA	2	WR	VB	2	Use spelling strategies as part of their writing.
LA	2	WR	VB	3	Correctly spell high frequency words at grade level.
LA	2	WR	VB	4	Demonstrate knowledge of the difference between contractions and full forms of words.
LA	2	WR	VB	5	Use a dictionary both print and digital to aid in the spelling of unfamiliar words as well as to verify the spelling and meanings of high frequency words.
LA	2	WR	VB	6	Spell words from other subject areas
LA	2	WR	VB	7	Develop a word bank based on different categories.



**Sub-Strand: Attitudes and Interests (AI)**

Subject	Grade	Strand	Content Standard	Sub-Strand	Standard #	Performance Standards
LA	2	WR	AI.1	AI	1	Demonstrate a willingness to share their writing and respond to the writing of others and give and accept feedback.
LA	2	WR	AI.1	AI	2	Demonstrate a willingness to revise initial drafts of their writing based on the feedback and their own critical reading.
LA	2	WR	AI.1	AI	3	Display a positive attitude to learning to spell new words.
LA	2	WR	AI.1	AI	4	Show a willingness to work on the writing task until it is completed.
LA	2	WR	AI.1	AI	5	Exhibit a willingness to correct mistakes in their writing.
LA	2	WR	RC.3	AI	6	Use appropriate strategies for learning to spell unfamiliar words.



## GENERAL OVERVIEW: GRADE 3

### LISTENING AND SPEAKING

#### Overview

Pupils listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch and modulation.

They deliver brief recitations and oral presentations about familiar experiences or interest that are organised around a coherent thesis statement. They will demonstrate a command of Standard English and the organisational and delivery strategies outlined in the general outcomes for listening and speaking at the level of Grade 3.

This strand is divided into 5 sub strands:

Sub-Strand	CODE
1. Social Interaction	SI
2. Listening to develop Comprehension Skill	LC
3. Vocabulary and Concept Building	VB
4. Attitudes and Interest	AI

### READING

Reading provides pupils with opportunities to interact with a variety of texts. Pupils should explore the organisation, codes and conventions associated with different text forms to be effective readers.

Pupils understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication and word parts. They apply this knowledge to achieve fluent oral and silent reading

Pupils read and understand grade-level appropriate material. They draw upon a variety of comprehension strategies such as generating and responding to essential questions, making predictions and comparing information from several sources. In addition to their regular school reading, by grade three pupils should read more than 250 000 words yearly. These would be taken from grade appropriate narrative and expository texts and including magazines, newspapers and online information.



This strand of Language Arts will be divided into six strands:

Sub-Strand	CODE
1. Understanding functions of different texts	UT
2. Phonological Awareness	PA
3. Decoding and Word recognition	WR
4. Reading Comprehension	RC
5. Vocabulary and Concept Development	VB
6. Visual Literacy	VL
7. Attitudes and Interest	AI

## **WRITING**

Writing allows the expression and communication of ideas and information through a variety of texts. In order to be effective writers, pupils need to explore the organisation, codes and conventions associated with the written language.

To achieve pupils should be encouraged to write clear and coherent sentences and paragraphs that develop a central idea/theme. They should employ the stages in the writing process and be encouraged and expected to write compositions that describe and explain familiar objects, events and experiences. Their writing should show a command of Standard English.

This strand is divided into four sub-strands

Sub-Strand	CODE
1. Writing for Purpose and Audience	DP
2. Writing Process Strategies	PS
3. Writing Conventions	WC
4. Attitudes and Interest	AI



## THE LEARNING STANDARDS – GRADE 3

### General Learning Outcomes – Listening and Speaking 3

At the end of Grade 3, pupils will display evidence of coverage of the following content standards:

LA.3.CS.LS.1	Listen to enjoy the rhythm of language
LA.3.CS.LS.2	Listen to follow the timeline of events in an oral report
LA.3.CS.LS.3	Listen to differentiate between the use of Standard English and Dialect or Creole in an oral communication or planned oral presentation
LA.3.CS.LS.4	Listen to offer an appropriate reply to a question
LA.3.CS.LS.5	Listen to follow simple three and four step directions/instructions
LA.3.CS.LS.6	Speak respectfully and courteously in conversational discussions in and out of school
LA.3.CS.LS.7	Ask questions to seek clarification or further explanation from a speaker
LA.3.CS.LS.8	Use Standard English for a variety of oral language purposes and activities in the classroom
LA.3.CS.LS.9	Present ideas in a logical, appropriate sequence in an oral presentation
LA.3.CS.LS.10	Present an oral report on a topic to provide accurate information on it
LA.3.CS.LS.11	Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
LA.3.CS.LS.12	Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
LA.3.CS.LS.13	Reflect on and identify their strengths as listeners and speakers, areas for improvement and the strategies they found most helpful in oral communication.



**STRAND: LISTENING AND SPEAKING (LS)**

At the completion of Grade 3, pupils who demonstrate understanding will:

**Sub-Strand: Social Interaction (SI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	3	LS	SI	1	Share ideas relevant to class activities and discussions.
LA	3	LS	SI	2	Engage in partner, small group and whole class discussion to accomplish a structured task using both Standard English and native language
LA	3	LS	SI	3	Share ideas, opinions and feelings relevant to class activities and discussions.
LA	3	LS	SI	4	Ask for assistance from peers and adults.
LA	3	LS	SI	5	Speak and listen to respond to the needs of others considering verbal and nonverbal cues.
LA	3	LS	SI	6	Participate with confidence in group and class discussion on topics of personal and social interest using appropriate conversational skills and both Standard English and native language
LA	3	LS	SI	7	Come to discussion prepared having read or studies required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
LA	3	LS	SI	8	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace
LA	3	LS	SI	9	Follow agreed-upon rules for discussions.
LA	3	LS	SI	10	Engage effectively in a range of collaborative discussions with diverse partners building on others' ideas and expressing their own clearly.
LA	3	LS	SI	11	Ask questions to check understanding of information presented, stay on topic and link their comments to remarks of others.
LA	3	LS	SI	12	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (allow students to use both Standard English and native language)



Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	3	LS	SI	13	Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.

### **Sub-Strand: Listening and Speaking Comprehension (LC)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	3	LS	LC	1	Explain their own ideas and understanding in light of the discussion. Share ideas relevant to class activities and discussions
LA	3	LS	LC	2	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA	3	LS	LC	3	Listen to determine the purpose of a speaker's message.
LA	3	LS	LC	4	Organize ideas chronologically or around major points of information.
LA	3	LS	LC	5	Provide a beginning, middle and end, including concrete details that develop a central idea.
LA	3	LS	LC	6	Listen to follow simple instructions given orally on how to make or do something
LA	3	LS	LC	7	Give instructions to explain how to perform a task
LA	3	LS	LC	8	Listen to follow the sequence of events in a report given by a speaker.
LA	3	LS	LC	9	Listen to express a personal response to poems, stories and other types of literary material
LA	3	LS	LC	10	Discuss different possible solutions to problems
LA	3	LS	LC	11	Learn to use the basic key questions – why? how? when? What/ what if?
LA	3	LS	LC	12	Make presentations to the class about his/her own particular interests.
LA	3	LS	LC	13	Argue a point of view and try to persuade others to support it. (allow students to use both Standard English and Creole)
LA	3	LS	LC	14	Create and tell stories to class/group and retell them after questioning, comparing versions.



Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	3	LS	LC	15	Discuss concerns that directly affect his/her life in and out of school and in other areas of the curriculum.
LA	3	LS	LC	16	Ask and answer questions to demonstrate understanding of a topic of discussion.
LA	3	LS	LC	17	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats including visually and orally.
LA	3	LS	LC	18	Follow oral directions and demonstrations to complete multistep tasks.
LA	3	LS	LC	19	After listening, create questions with classmates to investigate a topic further.
LA	3	LS	LC	20	Retell, rephrase and explain what has been said by a speaker
LA	3	LS	LC	21	Describe the essence of the author's message
LA	3	LS	LC	22	Listen to short excerpt to summarize the information presented
LA	3	LS	LC	23	Listen to distinguish between the cause and effect of a specific incidence or occasion.
LA	3	LS	LC	24	Listen to differentiate between opinions expressed by a speaker and facts that can be verified

### **Sub-Strand: Vocabulary Building (VB)**

Subject	Grade	Strand	Content Standard	Sub-Strand	Standard #	Performance Standards
LA	3	LS	VB.1	VB	1	Listen to identify word contractions used by a speaker
LA	3	LS	VB.2	VB	2	Listen to determine word meanings from the perspectives of their use in an oral presentation.
LA	3	LS	VB.3	VB	3	Use high frequency words with their correct meaning in oral presentations.
LA	3	LS	VB.3	VB	4	Use words for their exact and abstract and connotative meaning in oral presentations
LA	3	LS	VB.3	VB	5	Use clear and precise vocabulary to communicate the message and to establish the tone.



**SUB-STRAND: Attitudes and Interest (AI)**

Subject	Grade	Strand	Content Standard	Sub-Strand	Standard #	Performance Standards
LA	3	LS	AI.1	AI	1	React to poems through improvisational drama as well as art work.
LA	3	LS	AI.1	AI	2	Experience and enjoy playful use of language, e.g. telling jokes, asking riddles, composing rhymes and verses.
LA	3	LS	AI.2	AI	3	Show willingness to begin and continue conversation for school-related tasks
LA	3	LS	AI.2	AI	4	Show respect for the ideas of others
LA	3	LS	AI.2	AI	5	Speak with confidence in conversational exchanges and during class presentations.
LA	3	LS	AI.2	AI	6	Show willingness to spend time in listening and speaking activities to acquire oral communication skills



## General Learning Outcomes – Reading 3

At the end of Grade 3, pupils will display evidence of coverage of the following content standards:

<i>LA.3.CS.R.1</i>	<i>Have attained all the standards for reading at Grade 2</i>
<i>LA.3.CS.R.2</i>	<i>Select and read a variety of materials with fluency at grade level</i>
<i>LA.3.CS.R.3</i>	<i>Use a variety of comprehension strategies</i>
<i>LA.3.CS.R.4</i>	<i>Read and demonstrate an understanding of a variety of literary, graphic and informational texts using a wide range of strategies to construct meaning.</i>
<i>LA.3.CS.R.5</i>	<i>Read independently for a sustained period every day</i>
<i>LA.3.CS.R.6</i>	<i>Use different sources to find information e.g. reference texts, encyclopedias, the internet</i>
<i>LA.3.CS.R.7</i>	<i>Use technology as an aid to improve reading ability</i>
<i>LA.3.CS.R.8</i>	<i>Develop vocabulary through wide reading</i>
<i>LA.3.CS.R.9</i>	<i>Use reading a resource for writing</i>
<i>LA.3.CS.R.10</i>	<i>Recognize a variety of text forms, text features and stylistic elements and demonstrate understanding of how they help communicate meaning</i>
<i>LA.3.CS.R.11</i>	<i>Use knowledge of words and cueing systems to read fluently</i>
<i>LA.3.CS.R.12</i>	<i>Reflect on and identify their strengths as readers, areas for improvement and the strategies they found most helpful before, during and after reading</i>



## **STRAND: READING**

At the completion of Grade 3, pupils who demonstrate understanding will:

### **Sub-Strand: Understanding Content/Context/Organisation of Text (UT)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	3	R	UT	1	Show an understanding of the structure and organization of an expository paragraph
LA	3	R	UT	2	Refer to parts of stories, dramas and poems when writing or speaking about text using terms such as chapter, scene and stanza, describe how each successive part builds on earlier sections.
LA	3	R	UT	3	Distinguish between different types of literature text types such as stories, poems, plays
LA	3	R	UT	4	Explain the basic features of the plots of fables, folk tales, fairy tales, adventure stories etc. appropriate to grade level
LA	3	R	UT	5	Identify rhythmic patterns and rhyming words in poetry

### **Sub-Strand: Decoding and Word recognition**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	3	R	WR	1	Divide words into their various parts e.g. root, prefix, suffix
LA	3	R	WR	2	Use their knowledge of vowel-syllable connection to identify the number of syllables in a word
LA	3	R	WR	3	Recognize and know the meaning of words with common latin suffixes
LA	3	R	WR	4	Recognize and identify the variant sounds of some consonants e.g. c,g.
LA	3	R	WR	5	Recognize and identify the sounds of digraphs and diphthongs



Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	3	R	WR	6	Recognize and pronounce words with complex letter patterns.
LA	3	R	WR	7	Know and apply grade-level phonics and word analysis skills in decoding words.
LA	3	R	WR	8	Identify and know the meaning of most of the common prefixes and derivational suffixes.
LA	3	R	WR	9	Decode multi-syllable words.
LA	3	R	WR	10	Read grade appropriate irregularly spelled words.
LA	3	R	WR	10	Decode word with common Latin suffixes.
LA	3	R	WR	11	Decode words with silent letters.

### Sub-Strand: Reading Comprehension (RC)

Subject	Grade	Strand	Content Standard	Sub-Strand	Standard #	Performance Standards
LA	3	R	RC.2	RC	1	Read and interpret increasingly complex sentences.
LA	3	R	RC.4	RC	2	Recall major points in the texts and make and modify predictions about forthcoming information.
LA	3	R	RC.5	RC	3	Respond to who, what, where, when, why, what if, and how questions
LA	3	R	RC.1	RC	4	Demonstrate comprehension by identifying answers in the text.
LA	3	R	RC.4	RC	5	Extract appropriate and significant information from text, including problems and solutions.
LA	3	R	RC.2	RC	6	Ask question and support answers by connecting prior knowledge with literal information found in and inferred from the text.
LA	3	R	RC.6	RC	7	Follow simple-multi-step written instructions e.g. how to assemble a product or play a board game.
LA	3	R	RC.2	RC	8	Use comprehension strategies learned in the earlier grades to understand materials read in Grade 3.
LA	3	R	RC.2	RC	9	Read and understand material across the curriculum, at grade level.



Subject	Grade	Strand	Content Standard	Sub-Strand	Standard #	Performance Standards
LA	3	R	RC.3	RC	10	Relate prior knowledge to information given in a reading selection to make an appropriate inference.
LA	3	R	RC.1	RC	11	Use question and answer strategies to identify answers to questions about reading selection
LA	3	R	RC.2	RC	12	Apply the comprehension skills learned in earlier grades to understand the meaning of a text.
LA	3	R	RC.4	RC	13	Identify the main idea in a reading selection.
LA	3	R	RC.4	RC	14	Answer questions at the explicit level about reading selection.
LA	3	R	RC.3	RC	15	Answer questions at an inferential level about a reading selection.
LA	3	R	RC.5	RC	16	Use background knowledge, experience and selective information in a reading selection to form a judgment about a particular point or issue.
LA	3	R	RC.3	RC	17	Use and think search strategies to make correct inferences about a text.
LA	3	R	RC.2	RC	18	Use comprehension strategies employed in language arts to understand materials in subjects across the curriculum.
LA	3	R	RC.6	RC	19	Follow written instructions on how to make or do something.
LA	3	R	RC.2	RC	20	Use charts, diagrams and other graphic information in an expository selection as an aid to understanding the text.
LA	3	R	RC.2	RC	21	Represent information presented in a chart in an expository passage in written format.
LA	3	R	RC.2	RC	22	Evaluate the contribution of graphic information to an expository selection.
LA	3	R	RC.1	RC	23	Identify supporting details in a paragraph
LA	3	R	RC	RC	24	Use graphic organizers to organize and sequence ideas to aid in the understanding of what is being read



**Sub-Strand: Vocabulary Building (VB)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	3	R	VB	1	Use knowledge of antonyms, synonyms, homophones and homographs to determine the meaning of words
LA	3	R	VB	2	Use a dictionary to learn the meaning and other features of unknown words
LA	3	R	VB	3	Use sentence and word context to find the meaning of unknown words.
LA	3	R	VB	4	Demonstrate knowledge of levels of specificity among grade appropriate words and explain the importance of these relations e.g. dog/mammal/animal/living thing
LA	3	R	VB	5	Use knowledge of prefixes and suffixes to determine the meaning of words.
LA	3	R	VB	6	Extend vocabulary by identifying and making productive use of technical terms and other new words encountered in subjects across the curriculum.

**Sub-Strand: Visual Literacy (VL)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	3	R	VL	1	Explain how specific aspects of a text's Illustrations contribute to what is being conveyed by words in the text, e.g. create mood emphasize setting.
LA	3	R	VL	2	Use information gained from illustrations – e.g. maps, photographs and the words in a text to demonstrate understanding of the text.
LA	3	R	VL	3	Discuss the purpose of particular images or media texts e.g. to inform, entertain, persuade
LA	3	R	VL	4	Discuss the effectiveness of special effects
LA	3	R	VL	5	Compare and contrast the differences in illustrations in one version of a text with another and the effects these differences have on readers.



**Sub-Strand: Attitudes and Interests (AI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	3	R	AI	1	Focus their attention on the reading selection during independent silent reading
LA	3	R	AI	2	Show willingness to try new and more challenging texts
LA	3	R	AI	3	Justify reading preferences
LA	3	R	AI	4	Search out additional texts by a favourite author
LA	3	R	AI	5	Use books as a source of information



## General Learning Outcomes – Writing 3

At the end of Grade 3, pupils will display evidence of coverage of the following content standards:

<i>LA.3.CS.W.1</i>	<i>Use sentences that are grammatically well formed and more complex in their writing</i>
<i>LA.3.CS.W.2</i>	<i>Organize their writing into paragraphs</i>
<i>LA.3.CS.W.3</i>	<i>State the purpose and write for a variety of purposes including self, to explain, to describe, to report, to write about real or imagined experiences</i>
<i>LA.3.CS.W.4</i>	<i>Generate, gather and organize ideas and information to write for intended purposes and audience</i>
<i>LA.3.CS.W.5</i>	<i>Use editing, proofreading and publishing skills and strategies and knowledge of language conventions to correct errors, refine expression and present their work effectively</i>
<i>LA.3.CS.W.6</i>	<i>Use selected text types they have studied in their writing</i>
<i>LA.3.CS.W.7</i>	<i>Use print and technological resources for locating information</i>
<i>LA.3.CS.W.8</i>	<i>Select words for their appropriateness and exactness in conveying intended meanings</i>
<i>LA.3.CS.W.9</i>	<i>Use the conventions of English in their writing</i>
<i>LA.3.CS.W.10</i>	<i>Write legibly</i>
<i>LA.3.CS.W.11</i>	<i>Reflect on and identify their strengths as writers, areas for improvement and the strategies they found most helpful at different stages in the writing process.</i>







## **STRAND: WRITING**

At the completion of Grade 3 the pupils will:

### **Sub-Strand: Writing for Different Purposes and Audience (DP)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	3	WR	DP	1	Identify the topic, purpose, audience and form for writing
LA	3	WR	DP	2	Produce and share visuals and short texts for everyday use and to express personal experiences, ideas and feelings
LA	3	WR	DP	3	Use a diary/journal to write about feelings and experiences
LA	3	WR	DP	4	With guidance from teacher, produce writing in which the development and organization are appropriate to task and purpose
LA	3	WR	DP	5	Write personal letters both friendly and formal.
LA	3	WR	DP	6	Decide on an audience for a particular written communication and shape it for that audience.
LA	3	WR	DP	7	Write invitations, thank you notes and letters – letters of apology
LA	3	WR	DP	8	Write simple lists and notes for accomplishing everyday tasks.
LA	3	WR	DP	9	Correctly write notes from other areas across the curriculum.
LA	3	WR	DP	10	Correctly address an envelope
LA	3	WR	DP	11	Develop an expository essay of at least three paragraphs from a topic sentence and provide supporting details that explain and clarify the topic
LA	3	WR	DP	12	Write simple directions that tell clearly how to get from one place to another.
LA	3	WR	DP	13	Write a simple notice about an upcoming school, group or community event.
LA	3	WR	DP	14	Write an account consisting of at least three paragraphs of an event based on personal experience
LA	3	WR	DP	15	Write descriptions of people, objects, animals, places using sensory details to convey a specific impression.
LA	3	WR	DP	16	Write a story with a beginning, middle, and end, including clear setting, characters and events that make up a plot.



Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	3	WR	DP	17	Create graphics to respond to texts read and concepts learnt

### Sub-Strands: Process Strategies (PS)

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	3	WR	PS	1	Use the process strategies learned in earlier grades to revise and edit their writing.
LA	3	WR	PS	2	Brainstorm to generate ideas for writing.
LA	3	WR	PS	3	Contribute to class discussion to generate ideas for writing
LA	3	WR	PS	4	Make written plans and use graphic organizers to organize and sequence ideas.
LA	3	WR	PS	5	Gather information for writing using books, labels, charts, diagrams etc.
LA	3	WR	PS	6	Continue to expand ideas from prewriting by adding details to webs, examining picture books for style etc.
LA	3	WR	PS	7	Check writing against class criteria and then select areas for revision to enhance work.
LA	3	WR	PS	8	Adjust writing to ensure that the form and tone are suitable for the intended audience.
LA	3	WR	PS	9	Engage in editing a piece of writing independently or with a peer, (e.g. use a proof reading guide, check spelling using a dictionary, word wall etc.)
LA	3	WR	PS	10	Use feedback given by peers and teachers to improve writing
LA	3	WR	PS	11	Begin to edit and revise as the writing is created.
LA	3	WR	PS	12	Use dictionaries and word processing tools while drafting to cut and paste and for grammar and spelling



**Sub-Strand: Writing Conventions (WC)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	3	WR	WC	1	Identify the topic, purpose, audience and form for writing
LA	3	WR	WC	2	Organize writing in paragraphs.
LA	3	WR	WC	3	Write using correct grammar.
LA	3	WR	WC	4	Correctly use abstract nouns, pronouns, adjectives, adverbs etc. in writing
LA	3	WR	WC	5	Capitalize appropriate words in titles.
LA	3	WR	WC	6	Use commas and quotation marks.
LA	3	WR	WC	7	Use spelling patterns and generalizations in writing words.
LA	3	WR	WC	8	Use conventional spelling for high frequency words and other studied words and for adding suffixes to base words.
LA	3	WR	WC	9	Form and use possessives.
LA	3	WR	WC	10	Write legibly using correct spacing between words.
LA	3	WR	WC	11	Use punctuation correctly in writing.
LA	3	WR	WC	12	Use subject and verb correctly in writing.
LA	3	WR	WC	13	Use different sentence types.
LA	3	WR	WC	14	Write complex sentence patterns.

**Sub-Strand: Attitudes and Interests (AI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	3	WR	AI	1	Display interest and zeal in writing.
LA	3	WR	AI	2	Show increasing interest and engagement in writing for self and others.
LA	3	WR	AI	3	Demonstrate growing commitment to writing across the curriculum to complete a range of tasks.
LA	3	WR	AI	4	Display an interest in using available technology.



## GENERAL LEARNING OUTCOMES – GRADES 4 - 6

- Reflect on and identify their strengths as listeners and speakers, areas for improvement and the strategies they found most useful in oral communication situations.
- Read and demonstrate an understanding of a variety of literary, graphic and informational texts using a range of strategies to construct meaning.
- Recognise a variety of texts forms, text features and stylistic elements, and demonstrate understanding of how they help communicate meaning.
- Use knowledge of words and cueing systems to read fluently.
- Reflect on and identify their strengths as readers, areas for improvement and the strategies they found most useful before, during and after reading.
- Generate, gather and organise ideas and information to write for an intended purpose and audience.
- Draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience.
- Use editing, proofreading and publishing skills and strategies and knowledge of language conventions to correct errors, refine expression and present their work effectively
- Reflect on and identify their strengths as writers, areas of improvement and the strategies they found most useful at different stages of the writing process.



## GENERAL OVERVIEW: GRADE 4

### LISTENING AND SPEAKING

Oral language is the foundation of literacy. Through listening and speaking, people communicate thoughts, feelings, information and opinions and learn to understand themselves and others. Oral language carries a community's stories, values, beliefs and traditions.

Listening and speaking enable pupils to explore ideas, concepts as well as to understand and organize their experiences and knowledge. Pupils use oral language to learn, solve problems and reach goals. They learn to become discerning, lifelong learners. As they benefit from many opportunities to listen and speak both formally and informally and for a variety of purposes, grade four pupils develop fluency and confidence in their oral language abilities.

This strand is divided into four sub-strands:

Sub-Strand	CODES
1. Social Interaction	SI
2. Listening to Develop Comprehension Skills	LC
3. Vocabulary and Concept Building	VB
4. Attitudes and Interest	AI

### READING

Reading and writing are powerful means of communicating and learning. They enable pupils to extend their knowledge and use of language, increase their understanding of themselves and others and experience enjoyment and personal satisfaction.

Reading provides pupils with a means of accessing the ideas, views and experiences of others. By using effective reading skills and strategies, pupils construct meaning and develop thoughtful and critical interpretations of a variety of texts.

The reading strand is divided into six sub-strands:

Sub-Strand	CODES
1. Reading for Purpose	RP
2. Reading Comprehension	RC
3. Understanding Text	UT
4. Vocabulary Building	VB
5. Visual Literacy	VL
6. Attitudes and Interest	AI



## WRITING

Reading and writing are powerful means of communicating and learning. They enable pupils to extend their knowledge and use of language, increase their understanding of themselves and others and experience enjoyment and personal satisfaction.

Writing enables pupils to explore, shape and clarify their thoughts and to communicate them to others. By using effective writing strategies, they discover and refine ideas and compose and revise with increasing confidence and skill.

The writing strand is divided into five sub-strands:

Sub-Strands	Codes
1. Process Strategies	PS
2. Writing Conventions	WC
3. Vocabulary Building	VB
4. Writing for Different Purposes	PA
5. Attitudes and Interest	AI



## THE LEARNING STANDARDS – GRADE 4

### General Learning Outcomes – Listening and Speaking 4

At the end of Grade 4, pupils will display evidence of coverage of the following content standards:

- |                     |  |
|---------------------|--|
| <i>LA.4.CS.LS.1</i> | <i>Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.</i>   |
| <i>LA.4.CS.LS.2</i> | <i>Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</i>   |
| <i>LA.4.CS.LS.3</i> | <i>Reflect on and identify their strengths as listeners and speakers, areas for improvement and the strategies they found most helpful in oral communication situations.</i> |



**STRAND: LISTENING AND SPEAKING (LS)**

At the completion of Grade 4, pupils who demonstrate understanding will:

**Sub-Strand: Listening to Develop Comprehension Skills (LC)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	4	LS	LC	1	Orally summarise information from small group meetings
LA	4	LS	LC	2	Listen and repeat dictated sentences back to the teacher
LA	4	LS	LC	3	Develop listening their skills
LA	4	LS	LC	4	Begin to detect clues that show speaker's purpose or trend of thought to draw inference and predict outcomes
LA	4	LS	LC	5	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.



### Sub-Strand: Social Interaction (SI)

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	4	LS	SI	1	Perform a task for which oral directions have been given.
LA	4	LS	SI	2	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and respecting each other's views).
LA	4	LS	SI	3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LA	4	LS	SI	4	Discuss everyday experiences
LA	4	LS	SI	5	Practise pitch and enunciation patterns.
LA	4	LS	SI	6	Extend spoken invitations, telephone courtesies making introductions.
LA	4	LS	SI	7	Converse intelligibly and knowledgeably on matters of interest
LA	4	LS	SI	8	Use role play in a variety of scenarios
LA	4	LS	SI	9	Discuss books read sharing why they liked or did not like it
LA	4	LS	SI	10	Use poetry for practice of enunciation as well as emotive speech
LA	4	LS	SI	11	Participate in simple speak off to allow pupils to gain confidence and to gain an understanding of various registers
LA	4	LS	SI	12	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings
LA	4	LS	SI	13	Explain their own ideas and understanding in light of the discussion
LA	4	LS	SI	14	Form and use simple verb tenses (e.g. I walk, I walked, I will walk) in their speaking



**Sub-Strand: Vocabulary and Concept Building (VB)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	4	LS	VB	1	Use own vocabulary to tell story suggested by pictures
LA	4	LS	VB	2	Explain denotative or connotative meanings of words which have been spoken
LA	4	LS	VB	3	Derive or recall word meanings used in spoken contexts in order to build vocabulary
LA	4	LS	VB	4	Listen to selections from various genres to determine word meanings through the use of context clues.
LA	4	LS	VB	5	Use strategies learnt in earlier grades to spell unfamiliar words. (e.g. spelling of words with similar spellings – their, there etc)

**Sub-Strand: Attitudes and Interest (AI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	4	LS	AI	1	Watching a movie or animated film in class and giving reasons why it was/wasn't enjoyed
LA	4	LS	AI	2	Make oral reports on books read or visual media viewed.



## General Learning Outcomes – Reading 4

At the end of Grade 4, pupils will display evidence of coverage of the following content standards:

- |                    |   |
|--------------------|---|
| <i>LA.4.CS.R.1</i> | <i>Read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning</i>      |
| <i>LA.4.CS.R.2</i> | <i>Recognise a variety of text forms, text features and stylistic elements and demonstrate understanding of how they help communicate meaning.</i>            |
| <i>LA.4.CS.R.3</i> | <i>Reflect on and identify their strengths as readers, areas for improvement and the strategies they found most helpful before, during and after reading.</i> |



**STRAND: READING**

At the completion of Grade 4, pupils who demonstrate understanding will:

**SUB-STRAND: Reading for Purpose (RP)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	4	R	RP	1	Practice daily reading routines, talk about reading in pairs and writing about their reading
LA	4	R	RP	2	Work on reading fluently and with expression
LA	4	R	RP	3	Read orally with accuracy, appropriate rate and expression

**Sub-Strand: Reading and Comprehension (RC)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	4	R	RC	1	Follow teacher's model to identify main ideas in passages and determine supporting evidence.
LA	4	R	RC	2	Read nonfiction texts and gain information about a topic and recount details that support the main idea.
LA	4	R	RC	3	Practice strategies of making connections, predictions and inferences with an emphasis on interpretation.
LA	4	R	RC	4	Show comprehension by citing evidence from texts and supporting their conclusions through speaking and writing.
LA	4	R	RC	5	Determine the main idea of a passage and recount key details to identify the purpose.
LA	4	R	RC	6	Refer to details and examples in text when explaining what text says explicitly and when drawing inferences from text.



Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	4	R	RC	7	Determine main idea in a text and explain how it is supported by details.
LA	4	R	RC	8	Determine main idea of a passage and explain how it is supported by key details.

### **Sub-Strand: Understanding Content/Context/Organisation of Text (UT)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	4	R	UT	1	Be exposed to mystery books (Nancy Drew, Enid Blyton, etc.) learn how to cite specific from text to help them collect clues and solve mysteries
LA	4	R	UT	2	Read text with purpose and understanding
LA	4	R	UT	3	Ask and answer questions: who, what, where, when, why, how to demonstrate understanding of key details in text.
LA	4	R	UT	4	Explain ideas, procedures or events from specified text, including what happened and why based on specific information in the text.
LA	4	R	UT	5	Interpret information presented visually (charts, graphs, animation).
LA	4	R	UT	6	Keep portfolios which will contain samples of work done, information on books and/or authors read and any other criteria set by teacher.

### **Sub-Strand: Vocabulary Building (VB)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	4	R	VB	1	Use context clues to find the meaning of unknown words.
LA	4	R	VB	2	Use text to determine meaning of a word or phrase



**Sub-Strand: Visual Literacy (VL)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	4	R	VL	1	Interpret information presented orally, visually or quantitatively – e.g. charts, graphs, animations, interactive web pages.
LA	4	R	VL	2	Explain how information gained from images contribute to their understanding of the text in which it appears.
LA	4	R	VL	3	View tables, graphs, flow charts, websites and interpret information by asking questions and locating answers to questions asked
LA	4	R	VL	4	Create time-lines to demonstrate the movement of a fictitious character through a story
LA	4	R	VL	5	Create graphics to display their understanding of content from informational text

**Sub-Strand: Attitudes and Interests (AI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	4	R	AI	1	Be exposed to various story elements
LA	4	R	AI	2	Create visually appealing classroom corners aimed at stimulating interest in reading.
LA	4	R	AI	3	Keep reading logs of all books read each term.
LA	4	R	AI	4	Will complete a research project on their favourite or assigned author using both print and internet for their research.
LA	4	R	AI	5	Prepare book reports every two weeks on any of their logged books.



## General Learning Outcomes – Writing 4

At the end of Grade 4, pupils will display evidence of coverage of the following content standards:

- |                    |   |
|--------------------|---|
| <i>LA.4.CS.W.1</i> | <i>Generate, gather and organize ideas and information to write for an intended purpose and audience.</i>   |
| <i>LA.4.CS.W.2</i> | <i>Draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience.</i>    |
| <i>LA.4.CS.W.3</i> | <i>Reflect on and identify their strengths as writers, areas for improvement and the strategies they found most helpful at different stages of the writing process.</i> |



**STRAND: WRITING**

At the completion of Grade 4, pupils who demonstrate understanding will:

**Sub-Strands: Process Strategies (PS)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	4	WR	PS	1	Develop, organize and strengthen their writing by planning, drafting, revising and editing
LA	4	WR	PS	2	Form and use simple, compound and complex sentences.
LA	4	WR	PS	3	Focus on organizing their pieces so that their writing is clear, coherent and sequenced logically
LA	4	WR	PS	4	Use feedback given by peers and teachers as an aid in writing in strengthening their writing
LA	4	WR	PS	5	Use a variety of sources to gather information for their writing
LA	4	WR	PS	6	Brainstorm with peers to get ideas for their writing
LA	4	WR	PS	7	Use available technology to aid in their writing
LA	4	WR	PS	8	Use books, pictures, environmental print to get ideas for writing
LA	4	WR	PS	9	Write paragraphs using a given topic sentence
LA	4	WR	PS	10	Write an essay of approximately three of four paragraphs



**Sub-Strand: Writing Conventions (WC)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	4	WR	WC	1	Use punctuation correctly
LA	4	WR	WC	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA	4	WR	WC	3	Practice using vivid verbs, adjectives and adverbs to enliven language
LA	4	WR	WC	4	Use of the senses to bring an appeal to their writing
LA	4	WR	WC	5	Use simple similes
LA	4	WR	WC	6	Apply grammar rules to their sentences and paragraphs, using correct punctuation, capitalization and spelling
LA	4	WR	WC	7	Show understanding of figurative language by using simple similes, metaphors and personification in their writing

**Sub-Strand: Vocabulary Building (VB)**

Subject	Grade	Strand	Content Standard	Sub-Strand	Standard #	Performance Standards
LA	4	WR	VB.2	VB	1	Use sentence-level context as a clue to the meaning of a word or phrase.
LA	4	WR	VB.2	VB	2	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LA	4	WR	VB.1	VB	3	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).
LA	4	WR	VB.1	VB	4	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
LA	4	WR	VB.1	VB	5	Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i> ).



**Sub-Strand: Writing for Different Purposes and Audience (DP)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	4	WR	DP	1	Give clear, precise instructions on how to get to a specific location on the school compound
LA	4	WR	DP	2	Expose pupils to writing in which they explain a process in correct sequence (e.g. how to make their favourite food)
LA	4	WR	DP	3	Give clear instructions on how to do something and allowing class to complete task to determine accuracy
LA	4	WR	DP	4	Give locational instructions for around the school and check for accuracy by having class follow
LA	4	WR	DP	5	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA	4	WR	DP	6	Use pictures to write stories
LA	4	WR	DP	7	Provide conclusions to stories begun by teacher
LA	4	WR	DP	8	Supply beginnings to story endings
LA	4	WR	DP	9	Orally begin a story and have pupils adding on as we go around the class.
LA	4	WR	DP	10	Commence journaling.
LA	4	WR	DP	11	Participate in group projects utilising technology.
LA	4	WR	DP	12	Prepare and present a simple project
LA	4	WR	DP	13	Prepare Portfolios by accumulating samples of work, of poems or pieces of writing they came across and like, writing a few sentences as to why they liked them
LA	4	WR	DP	14	Pupils write a story that they have heard or read, paying special attention to the plot, setting, characters and theme
LA	4	WR	DP	15	Get pupils to write about an accident/incident they witnessed including the possible causes and the resulting effect
LA	4	WR	DP	16	Create stories using student created pictures (e.g. storyboard, comics)



**Sub-Strand: Attitudes and Interests (AI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	4	WR	AI	1	Strive for accuracy and neatness when presenting their work.
LA	4	WR	AI	2	Show willingness to express their thoughts and ideas in various text forms e.g. graphics



## GENERAL OVERVIEW: GRADE 5

The Grade 5 curriculum is intended to involve pupils in a variety of experiences and interactions. It designs opportunities for balance and integration among the three strands of learning in Language Arts. These language processes are interconnected and can be fostered most successfully as symbiotic rather than separate processes.

### LISTENING AND SPEAKING

Oral Language is the foundation of successful encounters in reading and writing since speaking and writing share the same skills of describing, explaining, expanding, planning and creating meaning. Pupils learn a great deal about language through oral exchanges which support them in making links between the spoken and written word.

This strand is divided into five sub-strands:

Sub-Strands	Code
1. Social Interaction	SI
2. Listening/Viewing Comprehension	LC
3. Giving and Getting Information	GI
4. Reflection on Listening and Speaking	LR
5. Evaluating Ideas	EI

### READING

Reading increases pupils' comprehension and promotes the complex thinking processes necessary to analyse, compare and evaluate texts, and synthesise information.

The reading strand is divided into three sub-strands:

Sub-Strands	Code
1. Reading Comprehension	RC
2. Reading for Purpose	RP
3. Visual Literacy	VL



## WRITING

Pupils will continue to develop their knowledge of vocabulary and bring this knowledge to their reading and writing at varying developmental levels as they develop their overall language skills.

The writing strand is divided into three sub-strands

Sub-Strands	Code
1. Grammar and Mechanics	GM
2. Writing for different Purposes	PA
3. Process Strategies	PS







## THE LEARNING STANDARDS – GRADE 5

### General Learning Outcomes – Listening and Speaking 5

At the end of Grade 5, pupils will display evidence of coverage of the following content standards:

- |                     |  |
|---------------------|--|
| <i>LA.5.CS.LS.1</i> | <i>Listen in order to understand and respond appropriately in a variety of situations and for a variety of purposes</i>  |
| <i>LA.5.CS.LS.2</i> | <i>Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.</i>   |
| <i>LA.5.CS.LS.3</i> | <i>Reflect on and identify their strengths as listeners and speakers, areas for improvement and the strategies they found most helpful in oral communication situations.</i> |



**STRAND: LISTENING AND SPEAKING (LS)**

At the completion of Grade 5, pupils who demonstrate understanding will:

**Sub-Strand: Social Interaction (SI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	5	LS	SI	1	Discussion of everyday experiences
LA	5	LS	SI	2	Enable the pupil to converse intelligibly and knowledgeably on matters of interest
LA	5	LS	SI	3	Enable the pupil to converse intelligibly and knowledgeably on matters of interest
LA	5	LS	SI	4	Extending spoken invitations, telephone courtesies making introductions
LA	5	LS	SI	5	Invite Principal, teachers, parents and community members to class and have pupils perform introductions and give thank you speeches.

**Sub-Strand: Listening Comprehension (LC)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	5	LS	LC	1	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA	5	LS	LC	2	Telling stories suggested by pictures
LA	5	LS	LC	3	Dictating sentences and short passages to pupils with emphasis on listening
LA	5	LS	LC	4	Listen to oral presentations and identify information, question the speaker to expand their perspective



**Sub-Strand: Giving and Getting Information (GI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	5	LS	GI	1	Recite a variety of words with similar sounds.
LA	5	LS	GI	2	Orally present an argument or perspective
LA	5	LS	GI	3	Question a speaker to obtain clarification on a topic
LA	5	LS	GI	4	Make a presentation of concept studies or researched

**Sub-Strand: Reflection on Listening and Speaking (LR)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	5	LS	LR	1	Explain their own ideas and understanding in light of the discussion.
LA	5	LS	LR	2	Encourage pitch and enunciation patterns
LA	5	LS	LR	3	Engage in self and peer reflection on accuracy of providing or identifying information in /and from oral presentations

**Sub-Strand: Evaluating Ideas (EI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	5	LS	EI	1	Develop ability to adjust level of language used to suit the specific communication situation
LA	5	LS	EI	2	Discuss books read share why they liked or did not like it
LA	5	LS	EI	3	Watch a movie in class and identifying the theme, discussing the plot and giving reasons why it was/wasn't enjoyed
LA	5	LS	EI	4	Watch video advertisements/programmes to discuss the value of the messages portrayed



## General Learning Outcomes – Reading 5

At the end of Grade 5, pupils will display evidence of coverage of the following content standards:

- |                    |  |
|--------------------|--|
| <i>LA.5.CS.R.1</i> | <i>Recognise a variety of texts forms, text features and stylistic elements, and demonstrate understanding of how they help communicate meaning.</i>         |
| <i>LA.5.CS.R.2</i> | <i>Use knowledge of words and cueing systems to read fluently.</i>   |
| <i>LA.5.CS.R.3</i> | <i>Reflect on and identify their strengths as readers, areas for improvement and the strategies they found most useful before, during and after reading.</i> |



## **STRAND: READING**

At the completion of Grade 5, pupils who demonstrate understanding will:

### **Sub-Strand: Reading Comprehension (RC)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	5	R	RC	1	Recognize the implication of words used in selected passages in both fiction and non-books.
LA	5	R	RC	2	Draw logical conclusions from information given in selected reading passages
LA	5	R	RC	3	Substantiate from selected reading passage opinions held
LA	5	R	RC	4	Make inferences from selected reading passages passage
LA	5	R	RC	5	Identify different purposes for reading from selected passages
LA	5	R	RC	6	Determine the author's point of view in a selected passage
LA	5	R	RC	7	Summarise main points of passages and use textual evidence to make logical predictions and insightful inferences
LA	5	R	RC	8	Identify main ideas and synthesise multiple ideas to arrive at original thinking.
LA	5	R	RC	9	Describe the author's theme/purpose and cite supporting evidence
LA	5	R	RC	10	Demonstrate the use of decoding and context clues skills to read and understand unfamiliar words
LA	5	R	RC	11	Recognize the structure of a text and understand the relationship of different parts of the text to each other and the whole.
LA	5	R	RC	12	Read orally with accuracy, appropriate rate and expression on successive occasions.
LA	5	R	RC	13	Form book clubs and discuss challenging themes presented in texts
LA	5	R	RC	14	Use a workshop model pupils listen to read aloud a story that demonstrates comprehension strategies that they then apply to their independent reading



**Sub-Strand: Reading for Purpose (RP)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	5	R	RP	1	Be exposed to reading material within their grade level
LA	5	R	RP	2	Establish what the author is saying
LA	5	R	RP	3	Identify what the main idea of explicit paragraphs are saying.
LA	5	R	RP	4	Identify the inter-relation between paragraphs.
LA	5	R	RP	5	Determine the ideas which expand the main ideas.
LA	5	R	RP	6	Develop the ability to interpret what a writer is saying
LA	5	R	RP	7	Able to use contextual clues to derive meaning from language used in the passage.
LA	5	R	RP	8	Differentiate facts and opinions in the passage
LA	5	R	RP	9	Assess the relative importance of various ideas in the passage
LA	5	R	RP	10	Use ideas from text to develop support related ideas found in different texts

**Sub-Strand: Visual Literacy (VL)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	5	R	VL	1	Analyse how visual and multimedia elements contribute to the meaning and tone of a text
LA	5	R	VL	2	Make connections between the text of a story and a visual presentation of a text identifying where each version reflects specific descriptions
LA	5	R	VL	3	View video-clips, films, slides, etc. and identify elements of story grammar.
LA	5	R	VL	4	View time-lines in order to create text to match the time-lines
LA	5	R	VL	5	Create videos/visual presentations explaining concepts and presenting ideas



**Sub-Strand: Vocabulary Building**

<b>Subject</b>	<b>Grade</b>	<b>Strand</b>	<b>Sub-Strand</b>	<b>Standard #</b>	<b>Performance Standards</b>
<b>LA</b>	<b>5</b>	<b>R</b>	<b>VB</b>	<b>1</b>	Use words for their exact and abstract meaning when speaking and writing
<b>LA</b>	<b>5</b>	<b>R</b>	<b>VB</b>	<b>2</b>	Know and use figurative language in speech and writing
<b>LA</b>	<b>5</b>	<b>R</b>	<b>VB</b>	<b>3</b>	Use both print and digital dictionaries to obtain meanings of unfamiliar words from texts
<b>LA</b>	<b>5</b>	<b>R</b>	<b>VB</b>	<b>4</b>	Use knowledge of antonyms, synonyms, homophones etc. to determine the meaning of words.
<b>LA</b>	<b>5</b>	<b>R</b>	<b>VB</b>	<b>5</b>	Use context clues as a means of determining the meaning of words
<b>LA</b>	<b>5</b>	<b>R</b>	<b>VB</b>	<b>6</b>	Be able to correctly use frequently confused words (e.g. hear, hair, through, thought etc.)
<b>LA</b>	<b>5</b>	<b>R</b>	<b>VB</b>	<b>7</b>	Figure out familiar words or expressions including specialized and technical vocabulary by using context clues, word structure, illustrations, glossaries



## General Learning Outcomes – Writing 5

At the end of Grade 5, pupils will display evidence of coverage of the following content standards:

- |                    |   |
|--------------------|---|
| <i>LA.5.CS.W.1</i> | <i>Generate, gather and organise ideas and information to write for an intended purpose and audience.</i>   |
| <i>LA.5.CS.W.2</i> | <i>Draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience.</i>                |
| <i>LA.5.CS.W.3</i> | <i>Use editing, proofreading and publishing skills and strategies and knowledge of language conventions to correct errors, refine expression and present their work effectively</i> |
| <i>LA.5.CS.W.4</i> | <i>Reflect on and identify their strengths as writers, areas of improvement and the strategies they found most useful at different stages of the writing process.</i>               |



**STRAND: WRITING**

At the completion of Grade 5, pupils who demonstrate understanding will:

**Sub-Strand: Writing for Different Purposes and Audience (PA)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	5	WR	PA	1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA	5	WR	PA	2	With guidance and support from teachers, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
LA	5	WR	PA	3	Conduct short research projects that build knowledge about a topic.
LA	5	WR	PA	4	Prepare a portfolio which shows development of language skills acquired over the year. Should contain examples of varying pieces of writings.

**Sub-Strand: Process Strategies (PS)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	5	WR	PS	1	Provide logically ordered reasons that are supported by facts and details.
LA	5	WR	PS	2	Link opinion and reasons using words and phrases (e.g., <i>consequently</i> , <i>specifically</i> ).
LA	5	WR	PS	3	Provide a conclusion related to opinion presented.
LA	5	WR	PS	4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LA	5	WR	PS	5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA	5	WR	PS	6	Self-monitor use of writing process and writing strategies.



**Sub-Strand: Grammar and Mechanics (GM)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	5	WR	GM	1	Demonstrate command of the conventions of standard English grammar and usage when writing.
LA	5	WR	GM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA	5	WR	GM	3	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
LA	5	WR	GM	4	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA	5	WR	GM	5	Explain the meaning of figurative language encountered in texts
LA	5	WR	GM	6	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
LA	5	WR	GM	7	Ensure subject-verb and pronoun-antecedent agreement.
LA	5	WR	GM	8	Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their/they're</i> ).



## General Overview: Grade 6

Having completed Grade 6 it is expected that pupils should have been exposed to the basics of language acquisition and be reasonably functioning with accuracy and fluency. Pupils should understand the purpose of language and be able to communicate with others in a logical and cohesive manner. Pupils should have developed and be able to demonstrate competencies in reading, writing, listening and oral language. The pupils should have been exposed to a range of communication skills and have developed a familiarity with the English language that allows them a platform to bridge the transition to Secondary School with confidence and a sense of accomplishment.

The programme offered at primary level would have laid the foundation of literacy that will be ground sill for all future learning building blocks.

As we move on in the 21<sup>st</sup> century and beyond, our pupils need to be fully prepared to deal with the visual world that has opened up through the many advances in technology. The integration of ICT at the Primary level opens up the doorway as these pupils step unto the secondary stage. If they are to be successful, the use of technologies and the ability to utilise the varying visual literacies they encounter will be paramount. Our ultimate goal is to create pupils who do not see themselves as simply pupils but as lifelong learners, equipping and reshaping themselves as they encounter and embrace every new challenge which presents itself.

At this grade level, the three strands are divided as follows:

### Listening and Speaking

Sub-Strand	Code
1. Listening Comprehension	LC
2. Listening for Enjoyment	LE
3. Giving and Getting Information	GI
4. Social Interaction	SI
5. Reflection on Listening and Speaking	LR
6. Evaluating ideas	EI

### Reading

Sub-Strand	Code
1. Reading Comprehension	RC
2. Word Recognition	WR
3. Understanding Text	UT



4. Vocabulary Building	VB
5. Attitudes and Interest	AI
6. Visual Literacy	VL

## Writing

Sub-Strand	Code
1. Process Strategies	PS
2. Writing for Different Purposes and Audience	PA
3. Grammar and Mechanics	GM
4. Vocabulary Building	VB
5. Attitudes and Interest	AI
6. Evaluating Ideas	EI



## THE LEARNING STANDARDS – GRADE 6

### General Learning Outcomes – Listening and Speaking 6

At the end of Grade 6, pupils will display evidence of coverage of the following content standards:

- LA.6.CS.LS.1      An understanding of the spoken word and the ability to express themselves effectively in a variety of speaking and listening activities*
- LA.6.CS.LS.2      A sense of audience and purpose for the use of language as a means of communication*



**STRAND: LISTENING AND SPEAKING (LS)**

At the completion of Grade 6, pupils who demonstrate understanding will:

**Sub-Strand: Listening Comprehension (LC)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	6	LS	LC	1	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA	6	LS	LC	2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when listening.
LA	6	LS	LC	3	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA	6	LS	LC	4	Synthesize viewpoints of others and discuss options to resolve any outstanding differences
LA	6	LS	LC	5	Listen to oral presentations to identify useful details for application



**Sub-Strand: Listening for Enjoyment (LE)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	6	LS	LE	1	Listen to speeches, songs, poems etc. to determine preferences
LA	6	LS	LE	2	Listen to traditional stories and songs to learn about culture
LA	6	LS	LE	3	Listen to audio material to expand cultural perspectives/ identify differences among cultures and sub-cultures

**Sub-Strand: Giving and Getting Information (GI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	6	LS	GI	1	Use precise language and domain-specific vocabulary to inform about or explain the topic
LA	6	LS	GI	2	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LA	6	LS	GI	3	Present/discuss in their own words, information that is accurate, states a topic, follows an organizational structure and includes specific and relevant examples and details (e.g. results of a scientific experiment, historical or recreational event)
LA	6	LS	GI	4	Formulate and ask questions for clarification (that require background or contextual information)
LA	6	LS	GI	5	Identify parts of oral/audio presentations which contain required details/information



**Sub-Strand: Social Interaction (SI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	6	LS	SI	1	Adapt speech to a variety of contexts and tasks, using formal English and native language when appropriate to task and situation
LA	6	LS	SI	2	Recognize variations from standard English in their own and others' speaking, and identify and use strategies to improve expression in conventional language
LA	6	LS	SI	3	Demonstrate attentive listening in non-verbal ways (e.g. take notes, sketch or diagram key ideas, nod to show agreement, use facial expressions)
LA	6	LS	SI	4	Use vocabulary appropriate to topic and audience (e.g. content specific words such as 'global warming')
LA	6	LS	SI	5	Use appropriate strategies for making connections with audience (e.g. position themselves so others can see and hear, use body language such as smiling or making eye contact)



**Sub-Strand: Reflecting on Listening and Speaking (LR)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	6	LS	LR	1	Demonstrate command of the conventions of standard English grammar and usage when speaking.
LA	6	LS	LR	2	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LA	6	LS	LR	3	Explain their own viewpoints and give reasons and if applicable, support judgments through references to a text and prior knowledge and other sources of evidence.
LA	6	LS	LR	4	Identify, in conversation with teacher and peers, those strategies they found most helpful before, during and after listening and speaking and what steps they can take to improve their oral communication skills.

**Sub-Strand: Evaluating Ideas (EI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	6	LS	EI	1	Integrate and evaluate information presented in diverse media and formats, including visually and orally.
LA	6	LS	EI	2	Evaluate a speaker's point of view, reasoning, and use of evidence
LA	6	LS	EI	3	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LA	6	LS	EI	4	Use knowledge of language and its conventions when speaking or listening
LA	6	LS	EI	5	Apply knowledge of language to understand how language functions in different context to make effective choices for meaning or style, and to comprehend more fully when listening.
LA	6	LS	EI	6	Identify persuasive and propaganda techniques used in television and identify false and misleading information



## General Learning Outcomes – Reading 6

At the end of Grade 6, pupils will display evidence of coverage of the following content standards:

- LA.6.CS.R.1      The ability to read, understand and respond to all types of writing.*
- LA.6.CS.R.2      A demonstration of information-retrieval strategies as part of pupils' study skills, including use of the Internet.*



## **STRAND: READING**

At the completion of Grade 6, pupils who demonstrate understanding will:

### **Sub-Strand: Reading Comprehension (RC)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	6	R	RC	1	Recognize the implication of words, phrases used in the passage
LA	6	R	RC	2	Draw logical conclusions from information given
LA	6	R	RC	3	Substantiate from the passage opinions held
LA	6	R	RC	4	Make inferences from the passage
LA	6	R	RC	5	Determine the author's point of view in a selected passage
LA	6	R	RC	6	Summarise main points of passage and use textual evidence to make logical predictions and insightful inferences.
LA	6	R	RC	7	Identify main ideas and synthesise multiple ideas to arrive at original thinking.
LA	6	R	RC	8	Describe the author's theme/purpose and cite supporting evidence.
LA	6	R	RC	9	Read orally with accuracy, appropriate rate and expression on successive occasions.
LA	6	R	RC	10	Use a workshop model pupils listen to a read aloud story that demonstrates comprehension strategies that they then apply to their independent reading
LA	6	R	RC	11	Connect and clarify main ideas by identifying their relationship to other sources and related topics.
LA	6	R	RC	12	Clarifying and understanding of texts by creating outlines, logical notes, summaries, reports and graphic representations (graphs, word clouds, word splash)
LA	6	R	RC	13	Make comparisons among texts and genres.
LA	6	R	RC	14	Demonstrate comprehension by sketching or acting out the text
LA	6	R	RC	15	Develop skill in discriminating between fact and opinion.
LA	6	R	RC	16	Use graphic organisers to record and organize information. (e.g. chronological report outline, concept map. Cause and effect chart etc.)
LA	6	R	RC	17	Identify and understand some idiomatic expressions and understand their value.



**Sub-Strand: Word Recognition (WR)**

Subject	Grade	Strand	Content Standard	Sub-Strand	Standard #	Performance Standards
LA	6	R	WR.1	WR	1	Be exposed to reading material within and above their grade level.

**Sub-Strand: Understanding Content/Context/Organisation of Text (UT)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	6	R	UT	1	Establish what the author is saying
LA	6	R	UT	2	Identify what the main idea of explicit paragraphs are saying
LA	6	R	UT	3	Identify the inter-relation between paragraphs.
LA	6	R	UT	4	Determine the ideas which expand the main ideas
LA	6	R	UT	5	Develop the ability to interpret what the writer is saying.
LA	6	R	UT	6	Differentiate facts and opinions in the passage
LA	6	R	UT	7	Assess the relative importance of various ideas in the passage
LA	6	R	UT	8	Identify different purposes for reading from selected passages
LA	6	R	UT	9	Recognize the structure of a text and understand the relationship of different parts of the text to each other and the whole
LA	6	R	UT	10	identify structural features of different texts, e.g. newspapers, magazines, online texts etc.
LA	6	R	UT	11	Identify some literary devices used in texts *e.g. simile, metaphor, personification)
LA	6	R	UT	12	Demonstrate the use of decoding and context clues skills to read and understand unfamiliar words
LA	6	R	UT	13	Apply contextual information- background of author/time text was written to-improve understanding of the text
LA	6	R	UT	14	Demonstrate understanding of the information available based n the type of text



**Sub-Strand: Vocabulary Building (VB)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	6	R	VB	1	Use contextual clues to derive meaning from language in the passage
LA	6	R	VB	2	Understand and explain 'shades of meaning' in related words (e.g. softly and quietly)
LA	6	R	VB	3	Monitor expository texts for unknown word or words with novel meanings and use the word/words in sentence and paragraph clues to determine meaning
LA	6	R	VB	4	Figure out unfamiliar words or expressions including specialized and technical vocabulary by using context clues, word structure, illustrations, glossaries

**Sub-Strand: Attitudes and Interests (AI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	6	R	AI	1	Form book clubs and discuss challenging themes presented in texts
LA	6	R	AI	2	Reflect on and discuss their own processes and strategies used in reading
LA	6	R	AI	3	Select independently, texts appropriate to their range of interest and learning needs
LA	6	R	AI	4	Give reasons for their choice of particular texts
LA	6	R	AI	5	Identify their strengths as readers with reference to their use of reading strategies



**Sub-Strand: Visual Literacy (VL)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	6	R	VL	1	Summarise information shown in photograph, graphs, maps, charts diagrams
LA	6	R	VL	2	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g. in a flow chart, diagram, model, graph or table)
LA	6	R	VL	3	Compare and contrast the experience of reading of a story, drama or poem to listening to or viewing an audio, video or live version of the text contrasting what they see and hear when reading the text to what they perceive when they listen or watch
LA	6	R	VL	4	create/integrate text/presentation to tell a story or explain a concept



## General Learning Outcomes – Writing 6

At the end of Grade 6, pupils will display evidence of coverage of the following content standards:

- LA.6.CS.W.1     An ability to construct and convey meaning in written language, matching style to audience and purpose.
- LA.6.CS.W.2     The ability to spell correctly, to redraft to improve the effectiveness of a piece of writing, to check final drafts for errors, to write fluently and legibly and to present work clearly, appropriately and attractively.
- LA.6.CS.W.3     A display of critical thinking skills which can be applied to all areas of learning.
- LA.6.CS.W.4     An understanding of a variety of literary genre.
- LA.6.CS.W.5     The ability to complete researched projects on their own.
- LA.6.CS.W.6     An understanding of the dynamics of group work.
- LA.6.CS.W.7     Demonstrate an understanding of the grammar of the language
- LA.6.CS.W.8     Presentation of a portfolio which contains samples of work accumulated from Grade 4.
- LA.6.CS.W.9     A mastery of the foundational skills in language acquisition.
- LA.6.CS.W.10    A demonstration of the use of the grammar of the language.
- LA.6.CS.W.11    A completed journal which displays their language development.



## **STRAND: WRITING**

At the completion of Grade 6, pupils who demonstrate understanding will:

### **Sub-Strand: Process Strategies (PS)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	6	WR	PS	1	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA	6	WR	PS	2	Link opinion and reasons using words, phrases, and clauses, (e.g., <i>consequently, specifically</i> )
LA	6	WR	PS	3	Introduce a topic clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
LA	6	WR	PS	4	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i> ).
LA	6	WR	PS	5	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
LA	6	WR	PS	6	Use concrete words and phrases and sensory details to convey experiences and events precisely
LA	6	WR	PS	7	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LA	6	WR	PS	8	Maintain consistency in style and tone.
LA	6	WR	PS	9	Choose language that expresses ideas precisely and concisely, recognising and eliminating wordiness and redundancy.
LA	6	WR	PS	10	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA	6	WR	PS	11	Use narrative techniques, such as dialogue and description, to develop experiences and events.
LA	6	WR	PS	12	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA	6	WR	PS	13	Demonstrate independent use of writing process to create text



Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	6	WR	PS	14	Include multimedia components and visual displays in presentations to clarify and emphasise salient points
LA	6	WR	PS	15	Make strategic use of digital media (e.g. textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest
LA	6	WR	PS	16	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**Sub-Strand: Writing for Different Purposes and Audience (PA)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	6	WR	PA	1	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA	6	WR	PA	2	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA	6	WR	PA	3	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
LA	6	WR	PA	4	Compose an essay which shows evidence of storyline, location, characters and conclusion
LA	6	WR	PA	5	Create texts, including graphics to explain a concept in simple non-technical terms



**Sub-Strand: Grammar and Mechanics (GM)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	6	WR	GM	1	Demonstrate command of the conventions of standard English grammar and usage when writing.
LA	6	WR	GM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA	6	WR	GM	3	Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.
LA	6	WR	GM	4	Produce writing in which there is clear evidence of organisation, development and conclusion according to the target audience and purpose for writing

**Sub-Strand: Vocabulary Building (VB)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	6	WR	VB	1	Use knowledge of language and its conventions when writing.
LA	6	WR	VB	2	Acquire and use accurately grade-appropriate specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i> ).
LA	6	WR	VB	3	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
LA	6	WR	VB	4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	6	WR	VB	5	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general reference materials, as appropriate.
LA	6	WR	VB	6	Use words/phrases from other subject areas and from reading in developing texts

**Sub-Strand: Attitudes and Interests (AI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	6	WR	AI	1	Write opinion pieces on topics, supporting a point of view with reasons and information.
LA	6	WR	AI	2	Use technology to create a display of work prepared in collaboration with peers.
LA	6	WR	AI	3	Based on peer selection create a compilation of stories and poetry written by class for publication.



**Sub-Strand: Evaluating Ideas (EI)**

Subject	Grade	Strand	Sub-Strand	Standard #	Performance Standards
LA	6	WR	EI	1	Provide logically ordered reasons that are supported by facts and details.
LA	6	WR	EI	2	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA	6	WR	EI	3	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
LA	6	WR	EI	4	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA	6	WR	EI	5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LA	6	WR	EI	6	Create weekly detailed journal entries for submission
LA	6	WR	EI	7	Compare and contrast articles from newspapers, magazines, online articles to identify any instances of partiality in writing.
LA	6	WR	EI	8	Discuss, analyse, question ideas/values presented in oral, written, video presentations



