

**GRADE III
LANGUAGE ARTS
CURRICULUM GUIDE
ENHANCED 2020**





Saint Vincent And The Grenadines



PREFACE

The OECS Learning Standards and the Enhanced Reading Curriculum

The purpose of a Learning Standards document is to describe what students should be able to know and to do at each grade and stage of learning.

The OECS Primary Grades Learning Standards K-6 describe this purpose as “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 ...¹ The main goal of the Language Arts Standards is to empower pupils to communicate efficiently through speech and writing ...²

This description of Learning Standards provides a concise overview of the National Council of Teachers of English (NCTE) /International Literacy Association (ILA) Standards for the Language Arts, which further elaborates that Standards are not prescriptions for particular curriculum, pedagogy or assessment practices; ***the role of Standards is to inform the curriculum development or enhancement process while providing “ample room for the innovation and creativity essential for teaching and learning.”***³

The role of Standards to inform curriculum development while allowing ample room for innovation and creativity supports the ELP Curriculum Enhancement process which is currently underway in all participating ELP Member States. Guided by the ELP tenets of curriculum development described below, this process of enhancement provides an opportunity to consider local and international best practice (including the OECS Learning Standards) as they reflect on and, when deemed necessary, enhance the existing strengths of their jurisdiction’s current Language Arts Curriculum.

Curricula is fluid and should continue to evolve and develop. The development of this enhanced reading curriculum preceded the finalization of the OECS Learning Standards. The Standards have been broadly considered in this version of the curriculum and will receive more detailed consideration in subsequent versions of the curriculum.

The primary reference for teachers as they plan and implement lessons is the curriculum. They should consider the OECS Learning Standards as a resource, similar to the Curriculum and Assessment Framework and the Language Policy. All serve to inform and enhance teaching and learning.

The development of learning outcomes for the core curriculum in OECS primary schools is an essential part of the harmonization of OECS educational systems. The curriculum harmonization process commenced several years ago with discussions between the OECS Education Reform Unit (OERU) and educational personnel in all member countries (See *Eastern Caribbean Education Reform Project: initiative on curriculum and remediation –design Mission report, February 1998*). Subsequent to the preparation of the report, curriculum officers, teacher educators and evaluation officers in a sub-regional workshop in Antigua and Barbuda developed basic principles for language arts in the primary school. All language arts curricula from member countries were examined during the

¹ 2018 OECS Primary Grades Learning Standards for Language Arts Grades K-6 p.9

² 2018 OECS Primary Grades Learning Standards for Language Arts Grades K-6 p.18

³ NCTE and the International Reading Association (1996). The Standards for the English Language Arts. Retrieved from: <http://www.ncte.org/standards/ncte-ira>

workshop. *The report of proceedings: sub-regional curriculum and remedial planning workshop* held on October 25 – 30, 1998 presents a full account of the decisions taken at the workshop.

During the three years following the Antigua workshop a core team of curriculum officers and teacher educators, together with groups of teachers and principals from most of the member countries contributed to the development of the first draft of the outcomes document. Since then the draft has been piloted in different countries, and teachers as well as curriculum officers have had an opportunity to provide constructive feedback and suggestions for refinement. The purpose of using these learning outcomes is to ensure that all children in OECS primary schools attain an acceptable level of knowledge and skills, and develop those attitudes associated with language arts. Each member country retains the right and responsibility for integrating these outcomes into the national language arts curriculum. As usual, teachers will continue to use their initiative and resourcefulness in the implementation of the language arts programme.

The OERU is extremely grateful for the contribution made by all persons and institutions that have been involved in this developmental exercise. First, OERU expresses thanks to the Canadian International Development Agency (CIDA) for the interest shown and the funding provided for the reform programme. The Ministries and Departments of Education have contributed resource personnel, accommodation, refreshment, ground transportation, and some materials for workshops. Most important, however, have been the high level of cooperation and commitment to the reform effort displayed by both the administrative and professional arms of Ministries of Education.

The following professionals have made a significant contribution to the Language Arts Curriculum over the years.

Mrs. Ellentia Harrigan; Mrs. Rosena Brooks; Mrs Yolande Richardson	Anguilla
Ms. Serena Henry; Ms. Paula Francis-Spencer; Ms. Jessie Kentish; Ms. Ekua Richards	Antigua and Barbuda
Dr. Quincy Lettsome; Ms. Linden Smith; Mrs. Prudence Mathavious	British Virgin Islands
Ms. Nisbertha Buffong; Mr Rupert Lance, Mrs. Cynthia White-Linton	Dominica
Ms. Carol Antoine; Mrs. Yvonne Alexis-Jones; Ms. Andrea Phillip	Grenada
Mrs. Oeslyn Jemmotte; Eliza O'Garro	Montserrat
Ms. Verdensia Charles; Ms. Gweneth Hanley; Ms. Ionie Liburd Ms. Icilma Springer; Ms. Dorothy Warner	St. Kitts and Nevis
Dr. Cheryl Campbell; Ms. Marietta Cyril-Edward;	St. Lucia
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Revised by OECS/USAID Early Learners Programme (ELP) 2017 – 2019 - St. Vincent and the Grenadines

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Dr. John Berry, Dr. Dean Berry, Mr. Terry McEachern and Professor. Hazel Simmons-McDonald were responsible for guiding the discussions and formulating the original framework. The actual planning and subsequent development process for the learning outcomes became the responsibility of Professor. Hazel Simmons-McDonald, Pro-Vice Chancellor and Principal of the Open Campus, at the University of the West Indies, Cave Hill, Barbados, to whom the OERU is very grateful.

Mrs. Lorna Callender, Head of OERU, has supported the project organizationally and morally; Mr. Johnson Cenac, ECERP Officer, and other members of the administrative and professional staff have made a significant contribution in various ways and at various times throughout the development of this work. Special thanks should go to Ms. Cleotha Randolph (**deceased**), Ms. Suzette Merrill, Ms. Zena Hippolyte and Ms. Emma McFarlane, Administrative Professionals, who have been responsible for preparation for the workshops and in refining some of the documents in relation to this initiative.

The OERU hopes that principals and teachers will continue to play their roles in making the outcomes come to life in classrooms throughout the OECS. The commitment and effort will surely contribute to the enhancement of knowledge, skills and the development of positive attitudes towards language in our children.

Henry Hinds

Head, OERU October 2008

Learning Outcomes for the Language Arts - Grades K – III

Preamble/Overview

Suggestions for overall goals of the Language Arts curriculum were generated and learner profiles were delineated at the OECS /OERU *Sub-Regional Curriculum and Remediation Planning Workshop* which was held in Antigua from November 25 - 30, 1998. These suggestions were subsequently incorporated in the published report on the workshop, pages 43 - 44 and 47 - 49. The statements have been incorporated into the *Introduction* to the learning outcomes for English, the language that is used for academic or school purposes in the OECS. While a general comment has been made with respect to the need for “taking the native language of the learner into account,” the curriculum does not address the issue of language policy, as this is a determination to be made by individual states based on the particular sociolinguistic situations that exist within their boundaries. Nevertheless, the curriculum promotes an integrated approach in which students are exposed to a rich literature-based reading programme and which encourages them to express their responses to what they hear and read orally, in writing, drawing and other appropriate forms. Such an approach can be used in different contexts such as those listed below:

1. ***Where the native language of the child differs from the language used for instruction and communication in the school*** - the suggested activities and recommendations for approaches to be used by the teacher in the learning outcomes document will promote healthy attitudes towards language in general. Specifically, the recommendations for acceptance of the child’s home language, for the ways in which a nurturing and non-threatening environment in which the child is motivated to use language in different contexts can be fostered, will be beneficial to the child. In addition to the guidelines for instruction in a monolingual English environment, the curriculum makes some suggestions for approaches that may be used with Creole Influenced-Vernacular (CIV) speakers so as to help them make the transition to school life and to become fully functioning bilingual and bi-literate students.
2. ***Where a situation requires the implementation of second language / second dialect approaches*** - the activities set out in the curriculum document can be appropriately tailored and used.
3. ***Where individual states may opt for an educational language policy that includes the use of a Creole or Creole-Influenced-Vernacular in some form - the principles*** underlying the activities and tasks - applied within the context of the Creole / CIV instruction and English language as mother tongue instruction - can be articulated to create a rich and interesting language learning experience for the students. As noted earlier, the curriculum emphasises a rich literature-based programme that will encourage learners to read, speak intelligently about what they read, and develop critical thinking skills.

The curriculum includes all the learning outcomes that were generated by individual states for each level as well as additional outcomes, teaching activities and suggested strategies that were omitted in original submissions. One of the agreed-upon tasks was the inclusion of suggestions for learner activities and for teaching all the domains/strands in each grade level. However, these were constructed for the relevant grades in cases where they were omitted from the original documents.

The document contains the following sections:

- An introduction which outlines (a) the general aims of the curriculum (b) profiles of a competent language learner and effective teacher of language arts (c) characteristics of the learning environment for the language arts and (d) goals of the curriculum.
- Content standards and attainment targets for the language arts for the relevant grade.
- General instructional guides for the relevant grade.
- The learning outcomes for each of the relevant domains (listening/speaking, reading, writing, the conventions of oral and written language: grammar, spelling and mechanics) for each grade level. The outcomes are set out in schematic form for each grade level, with the *general Domains/strands and concepts* set out in the leftmost column; the specific learning outcomes which reflect the *knowledge, skills and attitudes* students are expected to develop in the second column; a sample of suggested activities for students in the third column and some suggested resources in the last column.
- General guidelines for evaluation and assessment are presented at the end of sections for each grade level.
- A comprehensive chart of standards and attainment targets for each domain for all grades is presented for ease of reference in the *OECS Primary Grades' Learning Standards for Language Arts*. There is also a list of games and activities to facilitate language acquisition to allow students to code switch efficaciously. The content standards are comparable with those accepted for English language instruction internationally and achievement of the attainment targets and standards at the specific grades will allow for transferability to parallel grades across the Caribbean region and internationally.⁴ The learning outcomes document is colour-coded according to grade for ease of reference. The Guide is intended as a resource for teachers as they prepare to implement the learning outcomes.

Hazel Simmons-McDonald

Professor of Applied Linguistics

Consultant

October 2008

⁴ The following documents were referred to for comparability purposes in determining regional and international standards for the respective grades. (1) *First Steps Overview of Reading Developmental Continuum; Overview of Writing Developmental Continuum; Overview of Spelling Developmental Continuum*. Phases. The Education Department of Western Australia, 1994. (2) *The CARICOM Harmonised Outcomes for East Caribbean States*, prepared by Dennis Craig. CARICOM Secretariat, 1999. (3) [Reading / Language Arts Framework for California Schools](#). Sacramento: California Department of Education, 1999. The St. Lucia CAMDU Curriculum for Primary Grades. Curriculum and Materials Development Department, Ministry of Education, St. Lucia, 1998. [The National Literacy Strategy: Curriculum and Standards](#). Department for Education and Skills, United Kingdom: DFES Publications.

INTRODUCTION

The Language Arts Curriculum is predicated on the assumption that teachers will implement a balanced and integrated programme. It is a learner-centred curriculum in which the suggested teaching activities are designed for full active learner participation, discovery, problem solving and the fostering of ownership of the concepts to be learned. In a learner-centred classroom students work on a variety of tasks and projects; they work on their own, in small and whole class groups and they interact with the teacher and other students to consolidate and extend learning and to achieve ownership of concepts. The teacher facilitates learning and the total development of learners through preparation of appropriate tasks and activities, by helping students to learn how to learn, by helping them to use appropriate strategies for achieving mastery in the domains and, more importantly, by helping students to experience the holistic nature of learning through appropriate cross-curricular content links and by showing the relationship of what is learned in school to everyday life experiences.

Hansen (1987)⁵ suggested five principles for the integration of the domains of the language arts, namely, (i) time, (ii) choice, (iii) response, (iv) structure and (v) community. These principles are promoted and actively fostered in a programme designed to empower the learner to become strategic readers, effective and creative writers, good language users, independent thinkers and problem solvers. The central principles in Hansen's model can be summarised as follows:

1. **Time:**

All learners need time to think, to read, write, talk about and share their thoughts about the concepts to which they are introduced.

Learners need to practise the strategies and skills they have learned and they extend their abilities in the language arts by taking risks with learning.

Timetables which make available large blocks of time for students to read, write, and talk about their work and ideas with their teachers and classmates better facilitate the engagement of students in their tasks and the thoroughness with which they complete them.

2. **Choice:**

Learners take more interest in their work when they have an opportunity to make some input into what they are required to do and learn; for example, allowing them to select some of the story books for in-class reading is a simple way in which they can exercise some choice

With the guidance of the teacher, learners make good choices for reading and they also select good topics for writing

Allowing an element of choice can motivate learners to become involved in their learning and to make a concerted effort to learn.

⁵ Hansen, J. (1987) When Writers Read. Portsmouth, N.H.: Heinemann. Also reproduced in Making Meaning, a workshop series by the Association for Supervision and Curriculum Development in association with the International Reading Association (1992).

i. Response:

When learners are given regular feedback on their work they are likely to make better progress.

Feedback from the teacher and also their classmates helps learners to reflect on what they have done and to think through problems.

Students' own oral and written responses to the feedback that they receive help them to think critically about what they have done and to reformulate their ideas.

When learners are given opportunities to respond / comment on the work of their classmates and their own work in pairs, small groups and whole class sessions, they learn how to exchange ideas and give constructive feedback; such sessions can also help the teacher to identify learning problems and to introduce strategies that can help students become independent learners.

4. Structure:

A classroom that is ordered and structured and in which the goals of instruction are made clear to students, can provide the nurturing environment in which the students can develop their abilities as proficient readers and writers.

An environment in which staff collaborate with and support each other, and where good interaction exists among staff and students makes it possible for teachers to discover the routines that are suitable and that work best in their classrooms and in the school.

Classrooms that are well ordered and structured provide opportunities on a daily basis for discussion, reading aloud and silently, writing in the language arts and the other content areas

Since language is the tool through which we learn new content, the other content areas (subjects) can be accessed as sources for materials which form the basis for instructional activities, thus allowing learners to benefit from a holistic approach and to see the relationships between different subjects.

5. Community:

Both the classroom and the school make up the community in which students find support for their learning

A supportive learning community develops when there is mutual trust between teachers and students

In such a community, learners are willing to learn new strategies, experiment with new approaches to problem solving, to take risks in order to enhance their learning and be further motivated by "their learning successes"

In such a community teachers and students see themselves as jointly engaging in learning and teachers view themselves as facilitators of learning.

(Based on Making Meaning, Workshop 1A. Association for Supervision and Curriculum Development. pp.31-32)

Profile of a competent and proficient language learner

A competent and proficient learner is one who, at the end of primary schooling:

- feels confident in using Standard English and the other language varieties in his/her repertoire for a variety of purposes and in appropriate situations and contexts
- can listen with understanding and can communicate effectively both orally and in writing, can read independently, critically, and with enthusiasm
- can select and use the language code and register appropriate for a given situation
- can express himself/herself in speech and in writing in a clear, logical and precise manner
- can use language to think critically and to solve problems within the language arts and other content areas
- can use language creatively is fully prepared to meet the challenges of language learning at the next stage of school

Profile of an effective teacher of language arts

An effective teacher of the language arts is:

- resourceful
- innovative
- supportive of students
- nurturing
- empathetic
- creative
- personable and approachable
- one who has a love of language, is enthusiastic about teaching it and can engender healthy attitudes towards language and a love for language learning in all students
- one who has a good command of the language of instruction (standard English) and can provide good models of it in the classroom
- one who is aware of the demands of the language arts curriculum and the curricula of other content areas and is innovative in using varied content and approaches to promote the goals of learning
- one who is flexible and willing to allow learners to make choices for reading and writing and who will also guide learners to make good choices
- one who uses a variety of strategies and tailors teaching to meet the needs of learners
- one who can teach learners to use a variety of strategies (meta-cognitive and other) to solve problems they encounter in their learning
- one who uses a holistic approach to teaching
- one who encourages active participation among learners in the classroom and uses different interaction patterns to promote participation among learners and to maximize opportunities for learners to practise the skills they have learned

- one who uses varying and appropriate forms of assessment to evaluate students' learning and who uses information gained from evaluation and assessment to guide further instruction
- one who knows how to use the language of learners as a launching pad for further learning
- one who is authoritative, that is, one who is willing to negotiate with learners, involve them in decision making, one who engages in joint consultation in setting instructional goals to promote learning and behavioural goals for maintaining good discipline in class
- one who sees himself/herself as a facilitator of learning and as a participant in the learning process
- one who is willing to see parents and members of the community as partners in promoting students' learning and who can engage in discussion with these partners for the good of learners
- one who is a good manager who uses effective procedures and adjusts classroom arrangements to accommodate the learning activities in which students become engaged
- one who is a good listener, who is open to new ideas and who tries new approaches where these are known to be interesting, effective and appropriate
- one who is able to take into consideration individual differences that exist among learners and can construct tasks that are appropriate to the needs of individuals
- one who networks with colleagues and the wider teaching community for support, guidance and the sharing of ideas
- one who keeps abreast of recent trends in language teaching
- one who models the behaviours that he/she advocates.

Characteristics of the learning environment for the language arts

The learning environment should be a non-threatening one in which the learner feels safe, confident and free to participate fully and without inhibition in the learning process. It should reflect the teaching of language as an active process and should make available a variety of materials and resources for the learners. The learning environment engenders trust and respect among students as readers, writers, listeners and speakers and it promotes tolerance for individual differences. It should be an environment in which children are fully supported in their learning and are encouraged to be creative and innovative.

Goals of the curriculum

The Language Arts Curriculum will

1. provide a balanced programme in which adequate attention is paid to all the domains of the language arts
2. promote language as a tool for critical thinking and teach students how to
 - i. access and process information and
 - ii. communicate ideas effectively
3. develop proficiency in Standard English while embracing / accepting and taking into account the child's first / home language and its usefulness in helping the child to learn
4. cater to the needs and interests of individual learners
5. foster in the learner a positive attitude towards language in general and language learning in particular
6. help learners to become literate in the languages available to them
7. help the learner to become confident in the use of English, the primary language of instruction
8. enhance the learner's confidence, sense of identity and self-esteem through the use of language
9. promote the use of technological aids where these are available (and appropriate) for

In order to cater to the needs of children who may be at risk, the curriculum will also:

10. develop and provide guidance for the implementation of a variety of strategies which will respond and lend support to the individual needs of learners
11. promote the creation of a learning environment that encourages learners to participate fully, thereby enabling the development of their abilities through meaningful practice
12. allow for the use of varied forms of continuous evaluation and assessment so as to enable teachers to identify learning difficulties, evaluate progress and guide further instruction
13. provide for early diagnosis of reading difficulties, in particular, and guidance for the development and implementation of appropriate intervention strategies that will address learning difficulties as soon as they have been diagnosed.

The type of curricula that are best suited to the development of proficiency and to the realization of the goals stated in this document are those that integrate the four domains of the language arts, namely, listening, speaking, reading and writing. Such curricula provide opportunities for:

- i. using learner-centred approaches
- ii. responding to individual learner needs
- iii. catering to varying learning styles
- iv. implementing varied forms of evaluation and assessment
- v. exposing students to such technological aids and advances that utilize learner-aided approaches to learning (particularly with reading and writing)
- vi. incorporating a wide range of materials and providing the appropriate scaffolding that will promote independent learning
- vii. integrating across the curriculum.

This curriculum also recognises the importance of viewing and representing in learning in the language arts and other content areas, and where relevant, includes particular standards for these domains, with cross references to show relationships across content areas in the curriculum.

Building blocks for learning in Kindergarten through Grade II

The first three years of schooling are crucial for the building of the foundation skills in the language arts. Success in academic work in the higher grades depends on the acquisition of these skills in the early grades. Children need to acquire certain skills by the end of Grade II if they are going to be successful in the higher grades. These are the ability to:

- read fluently and understand texts appropriate to the grade level, retell a story, recall the sequence of events in expository and narrative materials and respond to a wide range of children’s literature
- decode multi-syllable words, use their knowledge of the rules of basic syllabication when they read and understand the basic patterns of reading
- write clear and well-formed sentences and write paragraphs in which they develop a central idea.

Students begin to develop proficiency in Kindergarten, and this is extended as they master the requisite skills in each successive grade. What they learn in Grades K through II therefore form the building blocks upon which their future learning is predicated. If the children do not acquire the foundation skills, they are likely to experience difficulties throughout their school lives and learning becomes a struggle. The important building blocks in the language arts that they need to acquire in the first three grades **are *phonemic and phonological awareness, understanding concepts about print, building vocabulary, the ability to decode and developing fluency in reading***. Some of these skills such as phonemic and phonological awareness are focused on in Kindergarten, but they continue to be developed in Grades 1 and 2 as well. The introductory section to the curriculum for each grade presents a more comprehensive overview for the grade.

Goals of the Language Arts Curriculum:

1. To provide a balanced programme in which adequate attention is paid to all the domains of the language arts.
2. To promote language as a tool for critical thinking and teach students how to:
 - i. Access and process information and
 - ii. Communicate ideas effectively.

3. To develop proficiency in Standard English while embracing / accepting and taking into account the child's first language/home language.
4. To cater to the needs and interests of individual learners.
5. To foster in the learner a positive attitude toward language in general and language learning in particular.
6. To help the learner to become confident in the use of the language of the school in a variety of appropriate situations.
7. To enhance the learner's confidence, sense of identity and self-esteem through the use of language.

The following must be borne in mind when catering to the varying needs of students:

- i. Developing and implementing a variety of strategies
- ii. Fostering and encouraging a student-centered learning environment
- iii. Allowing for the use of varied forms of continuous assessment
- iv. Providing for the development and implementation of early and appropriate intervention strategies.

An adaptation of the OECS Language Arts Curriculum Guide

A NOTE TO THE TEACHER IN GRADES III AND IV

It is expected that students entering Grade III will have acquired the building blocks for literacy. Consequently, specific activities to develop phonemic and phonological awareness are not emphasized in either Grade III or IV, but it may be necessary for the teacher to do some supplementary work in flexible groups with students who may have gaps in their knowledge of the alphabetic code. Instruction in Grades III and IV focuses on extending the abilities of students in all the domains of language arts, in teaching and helping them to master strategies for reading and writing, and enabling them to apply the strategies they have learned in other content areas of the curriculum. In particular, instruction in these grades is designed to help students to develop their critical thinking skills and to use language and the strategies for reading and writing as tools for learning and problem solving. From early, children must have an understanding that print carries a message that letters in the printed word correspond to specific sounds that one hears in speech, that there is also a relationship between printed symbols and spoken messages. One of our very important tasks as teachers is to help children develop phonemic and phonological awareness. This is the ability to (i) hear the sounds of a language and manipulate them and (ii) relate the sounds to the appropriate letter symbols. There is evidence to suggest that children who read early have this awareness. Instructional activities for developing phonemic awareness begin in Kindergarten and continue through Grade II. In these grades children must be taught the various skills, ranging from letter-sound correspondences, blending individual sounds into words, to more complex skills of decoding that will enable them to develop automaticity in decoding, that is, to have the ability to recognize and read a series of words without effort, quickly and fluently. Automatic decoding should be built on the knowledge of the sounds that are associated with the various letters and letter combinations that make meaningful words.

Acquisition of the foundation skills in the early grades also fosters the development of fluency or a child's ability to read at a good rate with understanding. All the skills mentioned in the foregoing paragraph are important for the development of fluency and literacy. If a reader struggles with decoding, understanding the text is also going to be a struggle. As we all know, reading is perhaps the most important building block for success, not only in the language arts but also in all subjects.

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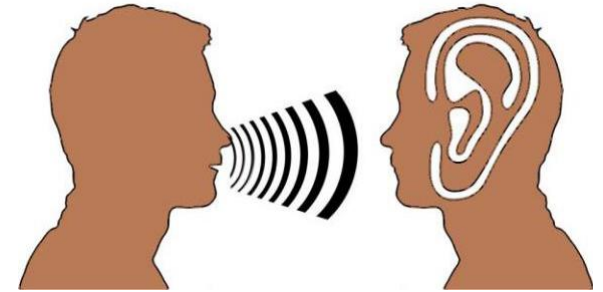
Listening and Speaking (Age 8-9)

Grade III General Outcomes for Listening and Speaking

By the end of Grade III students should be able to apply all the learning outcomes listed for listening and speaking at the Grade II level.

In addition, the Grade III student should be able to:

1. Listen to develop an appreciation for the beauty and power of language
2. Listen to follow the chronology or sequence of events in an oral report
3. Listen to determine the level of formality in a given oral presentation to evaluate its appropriateness for the context, audience and situation / occasion
4. Listen to determine links and connections between events reported in oral discourse
5. Listen to distinguish between literal and implied meanings
6. Listen to a variety of multicultural materials to gain a deeper understanding of other cultures
7. Listen and speak to evaluate concepts in a range of cross curricular contexts and in general
8. Speak politely and courteously in conversational exchanges in and out of school
9. Develop an awareness of how to appreciate and contrast the meaning and use of home language and school language
10. Use school language for a variety of oral language purposes and activities in the classroom
11. Present ideas in a logical, appropriate sequence in an oral presentation
12. Vary level of formality appropriately according to audience, context and situation.



Domains and Concepts	Specific Objectives	Sample Activities	Resources
<p>1. Listening and Speaking</p> <p>A. Interpersonal Communication</p> <p>A.1 Communicating to interact socially</p>	<ul style="list-style-type: none"> • Apply the learning outcomes listed for this domain at the Grade II level • Listen to discern the purpose and meaning of a speaker’s message in a conversation • Listen attentively to respond appropriately in a conversation • Initiate and sustain conversation on different topics • Adjust listening strategies according to varying purposes and goals • Use polite, appropriate tone and courteous expressions in conversations both in and out of the classroom • Vary level of formality according to audience / interlocutor (other person in conversational exchange), context and situation • Use appropriate strategies for opening and closing (formal) conversations • Use kinesthetic, facial and paralinguistic clues (i.e. voice quality, pitch, tone etc.) to determine speaker meaning • Take turns appropriately in conversations • Listen for and speak to express conventional routines such as greeting, apologising, inviting, requesting 	<ul style="list-style-type: none"> • Have students listen to a recorded or live dialogue to determine the purpose. Begin with a pre-listening activity that orients students to the topic in a general way. Use queries / stimuli that get students to use their background knowledge to discuss the topic. • Use dialogues about a number of subjects, including those related to subjects across the curriculum and subjects of interest to the students. • Set purposes for listening so that students will use various strategies to get the information needed. For example, ask them to listen for a specific bit of information. This means they have to listen selectively. Do not set several purposes at one sitting. • Prepare charts with some of the listening information included. • During listening students must complete the chart / or list as the case may be. • Expose students to dialogues (in home language and school language) to pay attention to the structure of the conversations. For example, the routines that the speakers use for greeting, leave-taking, avoiding further discussion of a topic etc. Follow up with discussion about the subject matter and the focus of the listening task. • Provide activities in which students would have to interact with different people, e.g. a clerk in a post office or store, a policeman, a minister of religion. Focus on ways of addressing others of seniority etc. You could use recorded materials before instruction as examples that you discuss with the students. • Prepare a set of cards with cue words that focus on different topics on one side and a selection of three or four situations on the other side. First have students listen to sample dialogues that might occur in different situations (e.g. with someone familiar, with an older person, with a new acquaintance etc.). 	<ul style="list-style-type: none"> • Pre-recorded voice recorder dealing with a variety of topics of relevance and interest to the students in Grades III and IV. • Teacher can select topics in collaboration with other teachers, write the dialogue and record it. In creating the dialogue do not have speakers state the purpose of their discussion. Students will have to figure this out as part of the listening task. • A voice recorder/ mobile phone recorder for recording the dialogues. The recordings can become part of the bank of audio resources that can be used for Grades III and higher. • Prepared lists / charts that are tailored to the objectives of the task. These should be designed to help students process the information during the listening tasks. • Pre-recorded devices in which speakers’ language is punctuated by hesitations, false starts etc. Have students focus on reconstructing the message. • Pieces of cards for writing cue words and situations (have pairs of the same card so two students can practise using the same stimuli) • Topics from subjects across the curriculum that students have been / are working on to include for discussion / conversations on cue cards.

Domains and Concepts	Specific Objectives	Sample Activities	Resources
	<ul style="list-style-type: none"> Indicate comprehension or lack of it both verbally and non-verbally 	<ul style="list-style-type: none"> Monitor students' use of language in the selected situation as well as paralinguistic features such as tone, etc. Let one or two pairs do the exercise in front of the class and let the other students observe the interaction and the use of language. Provide them with a checklist of behaviours to look for. Let the class have general practice afterwards. Monitor what the students are doing. The foregoing exercise can be varied to accommodate a number of different purposes, including having students discuss topics from other subject areas as a means of communicating with each other about topics, using school language to do so. It is also a good way to monitor informally what /how much students know about a particular topic that was covered in another subject area. Give feedback. Vary the subject matter for conversations on the cards; encourage the students to suggest some light, everyday topics of interest as well so students can adjust language, tone, etc. Other domains in the language arts as well as other subjects across the curriculum can provide rich material that can be used as stimuli in conversations. Use the strategies for understanding and expression in language arts in other subjects. For example, a listening task can preface discussion of topics in Social Studies and Science. Use mocked dialogues This activity can be linked with a writing task or a drama task in which students are asked to role play a scenario based on a situation. In this case they make up the dialogue. They can then write out the dialogue after the class has had an opportunity to discuss and offer feedback. The students' dialogue can be incorporated into the resources used for these listening activities. 	<ul style="list-style-type: none"> A good and varied selection of literary material, including folk songs, poem, ballads, calypso which use interesting and figurative language, or which use words in an unusual way. Cards outlining different situations/ scenarios (one scenario to a card) that form the basis for pairs to role play, using the appropriate language; e.g. situations involving places and people in the community / everyday life – post office, market, restaurant etc. Bristol board, pens, pencils, scissors etc. for cutting cue cards. Magnetic letters to give the letter names and corresponding sounds. Blank cards for mapped dialogues. different versions of dialogues for invitations, apologising etc. Refer also to the resources listed for Grades I and II. Select and adapt as appropriate for Grades III and IV.

Domains and Concepts	Specific Objectives	Sample Activities	Resources
<p>1 Listening and Speaking</p> <p>A – 2 Communicating to give and to get information</p> <p>Give directions</p> <p>Follow oral instructions</p> <p>Summary of main points</p> <p>Topic sentence and supporting details</p>	<ul style="list-style-type: none"> • Listen to determine the gist of a message • Listen to follow the sequence of events in a report given by a speaker • Listen to follow directions • Follow the instructions given orally by someone on how to make or to do something • Listen to a short speech or report and then give a summary of the main points • Give someone directions on how to get from one place to another • Give instructions to explain how to perform a task • Listen to a short text to determine the topic and say how it was developed 	<ul style="list-style-type: none"> • Select a suitable text (dialogue, short report, simple speech); make up three or four statements that represent some aspect of the subject matter that the text deals with but let only one statement reflect accurately the gist of the message. Write out the statements on the board or on a flip chart or have them printed out on a worksheet for the students. Let students listen to determine which statement represents the gist of the text. Follow with a discussion about their selections – why they selected particular statements. Replay the selection for verification and further discussion if necessary. • As a pre-listening task focus on the use of linking words in a short selection which students may have read before, or make up an appropriate selection. Focus on the use of words like: first, then, second, after, next, finally, as well as the repetition of phrases that link particular ideas in the text and one part of the text to the next. • Talk with students about the functions of the linking words in the text, as well as the relationships that they show. Tell students to listen for these words in the selection they would hear. Ask them to use the words as clues to determine the sequence of events described in the selection. Follow-up with discussion and a second chance at listening for verification of responses. • Have a jumbled (out of sequence) set of sentences on a page. Ask students to listen to the selected text and as they listen they must put the sentences in the order / sequence that the events are presented in the text. Use numbered sentences. 	<ul style="list-style-type: none"> • Use different text types. Select texts from different genres and different areas across the curriculum (e.g. dialogues, drama, poems). • Visitors to the classroom to speak about subjects on which they are experts. • Charts with sample sentences (and short text) that illustrate the way in which linking words and cohesive devices are used. • Blank street maps (real and imagined) that students can fill in for purposes of giving and asking for directions. • Device with a variety of prerecorded materials for use in selected activities described in column 2. • Any device for tuning in to an interview with an important individual in the community. • Pre-recorded interviews (for replay on any device) that deal with subjects of relevance and interest to third and fourth graders.

Domains and Concepts	Specific Objectives	Sample Activities	Resources
<p>1 Listening and Speaking</p>		<ul style="list-style-type: none"> • Have students work in small groups or in pairs to create / draw maps of well-known or imagined places. Use the maps to make up situations that will involve someone giving directions and another to follow by tracing the route on the map. Print the directions on one card only. One student reads out the directions while the other listens and follows them by tracing the route. • Make up cards with situations / scenarios • Invite visitors to the classroom to speak to the students about subjects on which they are experts or to share community stories. Use these visits as the basis for integrating activities within the language arts as well as integrating across the curriculum. For example, students can write out the letter of invitation to the visitor. • Each student can write a letter; afterwards whole class can work jointly with teacher to prepare a class letter that will be sent out. Incorporate process approaches to get students to produce a good final draft. Prepare students for the visit. • Write out two or three statements that could possibly represent the main idea of a selected listening text. Talk about the statements with the students and have them express their ideas about the meaning of each statement. Tell them that the text they will listen to has one of the statements as the main idea. Ask them to listen to determine which of the statements expresses the main idea. Follow the listening task with discussion that focuses on why the rejected statements were inappropriate. Students may have to listen to the text more than once. 	

Domains and Concepts	Specific Objectives	Sample Activities	Resources
<p>1 Listening and Speaking</p> <p>B. Listening and speaking to develop oral language for school (academic) purposes</p> <p>B. 1 Listening and speaking for enjoyment and to express personal response</p> <p>Oral Language Development</p> <p>Retelling</p>	<ul style="list-style-type: none"> • Ability to apply all the learning outcomes listed under this domain at the Grade II level • Listen to discover and appreciate the beauty of language • Listen to determine the rhythmic structure of English • Listen to express personal response to poems, stories and other types of literary material • Describe familiar / (favourite) objects • Tell about an interesting experience • Tell stories they have imagined • Retell their favourite stories • Recite a favourite poem with expression 	<p>Link some of your listening activities with literature instruction. If you are teaching the ballad, for example, select a ballad dealing with a subject interesting to 3rd graders and have students figure out the rhyming pattern as one listening task.</p> <p>Teacher could modify to present as a cloze exercise in which students listen for specific rhyming words. Let the students interact with each other by engaging in discussion about the poem.</p> <p>The foregoing example can be varied to use different types of material e.g. A good calypso (with good examples of similes /metaphors.) Students could be asked to listen specifically for similes in one task. Be careful to select examples that are edifying and have a useful message.</p> <p>Read culturally relevant poems and poems from other countries to the children and have them listen to good recordings of poems.</p> <p>Organise choral recitation of poems. Have groups read different sections so students can hear variation of voice and rhythm. Select poems with different rhythmic patterns.</p> <p>Make a recording of the choral recitation and play Ask them to express an opinion about the reading. Encourage them to make suggestions for ways in which they think the recitation could be better.</p> <p>Select action poems (e.g. <i>Sensemaya</i> by Nicolas Guillen) and songs and have students perform the motions described in the poem/ song.</p> <p>Select poems with distinctive and interesting metrical patterns for choral recitation. Talk with students about the patterns. Tap / clap to differentiate between strong and weak stresses and to help them to hear the rhythm.</p>	<ul style="list-style-type: none"> • A good and wide variety of literary materials that are interesting to third graders. • Continue with the reading corner / centre concept from the earlier grades. Include different materials from which students can select for independent reading sessions or arrange for access to the school library. • Include recorded media versions of some stories and poems (read with expression) to which students listen as they follow in their books. • Sheets of paper with the support information to be used during some listening exercises. Have enough for each student to complete the task individually. • Bristol board / flip chart paper. • Art materials – crayons, paints, brushes, finger paints etc. • A few simple percussion instruments. • Any device to record and a selection of pre-recorded pieces for listening. • Any device or online portal for tuning in to news broadcasts or selected children’s programmes.

Domains and Concepts	Specific Objectives	Sample Activities	Resources
<p>1 Listening and Speaking</p>		<ul style="list-style-type: none"> • Play recordings of poems and stories to students. Talk about the reading and have express their personal response to the readings. • Expose students to different materials and text types e.g. poetry, fiction, drama extracts, dialogues, songs, folk tales, speeches. Help them to observe the characteristics of the text type as part of or as follow-up activities to the listening exercise. Encourage them to talk about the characteristics. [Note: do not introduce two or more types at one sitting. Selection should be from the year’s work in Grade III.] • Organise show and tell activities in which students bring in their favourite objects and talk about them. • Set up a mystery box activity in which students hide a favourite object in a mystery box and give one or two clues about the object to have classmates guess what is inside. Encourage classmates to ask questions about the object. • Organise a news sharing session so that students can share their news with classmates and have an opportunity to answer questions about it. Vary the frequency of this activity • Provide opportunities for students to share their favourite stories with their classmates. This activity can be linked to sharing in reading and writing sessions, but sometimes have students simply tell their stories as part of planned oral activity. • Take down dictated news or have students write down some of the anecdotes they tell in their writing journals. • Create opportunities for students to respond to literature in different ways, including role play, cartoon, poster and artwork. • Pin up selected stories / poems, cartoon, poster [related to a theme or project] on large sheets of Bristol board on the wall in the classroom so that students can use them for some individual and group reading activities. 	<ul style="list-style-type: none"> • Discarded shoe box or other of small boxes for mystery box activities. Link with Art and Craft sessions by having students decorate the boxes. • Large notebooks or loose-leaf folders to be used as journals. • A space in the classroom to display objects children bring or objects acquired on field trips. • Relevant and suitable newspaper clippings and magazine articles. • All the relevant resources from the earlier grades. • Continue with the dress up / drama corner for role plays. This could be developed as a school resource.

Domains and Concepts	Specific Objectives	Sample Activities	Resources
<p>1 Listening and Speaking</p> <p>B. 2 Listening and Speaking to give and get information and to develop oral language for school purposes</p> <p>Order of events</p> <p>Give oral report</p>	<ul style="list-style-type: none"> • Listen attentively in order to respond appropriately to the views expressed by others during class discussions and activities • Listen to follow instructions for doing tasks in the classroom • Use well-formed sentences to convey information and messages and to express meaning • Give news and report incidents clearly and accurately • Ask relevant questions to get specific information • Recount events in the appropriate and accurate order of their occurrence • Make a short planned presentation using school language (Standard English) to do so 	<ul style="list-style-type: none"> • Set up listening tasks in which the students have to listen for specific information in order to complete an exercise or participate in a discussion or answer some questions. • Monitor students' use of language, especially when they are giving planned presentations. Encourage the use of Standard English for these presentations. • Provide good models of language for the students through your own use of language and through the reading selections that are used in class. • Have children reflect on and respond to their own use of language by having them listen to recordings of themselves giving planned presentations. Organise small group sessions for listening and giving feedback. • Make available checklists that will guide students as to what they should listen for and to enable them to appreciate and contrast home language and school language and make helpful comments [e.g. the context in which language is used, the content of the presentation, the organisation of the points in the presentation, the language used]. • Create a bank of selected pictures of objects on it; <i>e.g. a telephone, a brush, a pair of scissors, a cricket bat, a knife, a clock etc.</i> Use this stimulus for several activities such as: • A whole class activity in which you ask students to choose an object, name it and describe what it is used for. Create some interest by asking them to describe a conventional use and an unconventional one. For this activity have the objects on a large piece of Bristol board pinned up at the front of the class. 	

Domains and Concepts	Specific Objectives	Sample Activities	Resources
<p>1 Listening and Speaking</p>		<ul style="list-style-type: none"> • Have students classify objects (orally) and give their reasons for classifying in a particular way. • Create teams in which one team selects an object and award points on the number of guesses a team uses to solve the problem. The team with the most points overall wins. Such an activity can be followed with a general class discussion about the value of the clues by having the student who is guessing ask questions about the object. The person who has selected the object simply answers yes or no to the questions asked. The round ends when the student guesses correctly. This can also be used in small groups of four with two students on each team. • Students need to look at the pictures and give an oral account of what happened. Some sequences can be out of order, in which case the focus of the task will be on getting students to give the right sequence of the events. Use visual aids like a sheet with the events in a jumbled sequence. Students can then number them to indicate the right order based on the information they get from the listening text. Then generate their own story. • Link with Art and Craft lesson to have students create a game board representing a street map. Have them also create objects to go on the map. Have them work in teams. Each team works on a set of instructions one instruction on a slip of paper – which they will give orally to the other team. For example, put a bench to the left of the Post Office on Main Street and one of your trees to the right of the bench. The team gets a point for each clear instruction given. Deduct one point per grammatical error in each instruction or for an unclear instruction. 	

Domains and Concepts	Specific Objectives	Sample Activities	Resources
<p>1 Listening and Speaking</p>		<ul style="list-style-type: none"> • • Provide more opportunities for students to give planned presentations to the class. Any of the activities suggested can be used for this purpose. For example, a student can be asked to give a presentation on a book he / she has read. The other students ask questions afterwards. The student who is making the presentation should not read it out, but should make a few points on a piece of paper as reminders of the points to be covered. Monitor presentations and give feedback to students. 	

Domains and Concepts	Specific Objectives	Sample Activities	Resources
<p>1 Listening and Speaking</p> <p>B. 3 Listening and Speaking for understanding</p> <p>Main idea</p> <p>Supporting Details</p> <p>Sequencing of events</p> <p>Summarise</p> <p>Cause and effects</p> <p>Blends</p> <p>Initial, medial and final consonants position</p> <p>Diphthongs</p> <p>Digraphs</p> <p>Affixes</p>	<ul style="list-style-type: none"> Listen to determine the main points in oral discourse Listen to detect supporting detail in an oral presentation Listen to follow the chronology of events in an oral report Listen to paraphrase and summarise information presented in an oral presentation Listen to detect key words that identify topics and propositions Listen to infer links and connections between events reported orally Listen to determine causes and effects from events reported orally Listen to distinguish between literal and implied meanings Listen to detect meaning that is expressed in varying sentence types and grammatical forms Listen to a variety of multi-cultural materials to gain a deeper understanding of other cultures Listen to detect cohesive markers [e.g. <i>So, until, since, therefore etc.</i>] In oral discourse Listen to identify and discriminate between the sounds of English [e.g. Blends, consonants in initial, medial and final position, diphthongs, digraphs, affixes] Identify different stress, rhythm and intonation patterns Listen to an oral presentation in order to ask relevant questions about it 	<ul style="list-style-type: none"> For the pre-listening task orient the students to the selection. Talk about the word meanings / have them use the key words in some sentences (utterances) that they produce orally. Have them complete the task while they listen. Play the recording (or read the selection) a second time so that the students can verify their answers. The listening activity could be followed up by class discussion about the choices that students made and this can lead into further work in reading and writing about main and subordinate points. Have the students identify the supporting details. Tell students they are going to listen to a passage from which some words have been removed. They must listen, and where they hear a pause, they must select the word from the list that best goes in the space. They then write the word into the blank slot. Let students listen to the unedited passage afterwards to check their selections. Follow up with discussion about the choices they made. An edited taped version can be used, also teacher can read the selected piece and pause at the appropriate place. Include culturally rich selections to ask the students to listen for a variety of purposes that will increase their understanding of the text as well as of the culture: e.g. finding specific bits of information; inferring reasons for why things are done etc. 	<ul style="list-style-type: none"> Material on festivals and lifestyles of peoples of other countries in the Caribbean and elsewhere. Newspaper / magazine selections, including some about other cultures e.g. articles that discuss festivals, sporting events, etc. Prepared worksheets that help students to complete specific tasks based on their listening [see the descriptions of selected activities in the third column] Supplies for writing, drawing, pasting up displays etc. Charts that show linking words and words / phrase that create cohesion in a text as well as their functions [e.g. <i>but, so, therefore</i>]. Relevant resources listed in the foregoing sections. Main idea game. List of supporting details and non-Supporting details; and students have to identify the supporting details for main idea presented to them.

Domains and Concepts	Specific Objectives	Sample Activities	Resources
<p>B. 4 Listening and Speaking to evaluate concepts</p> <p>Fact and Opinion</p> <p>Evaluate oral presentation</p>	<ul style="list-style-type: none"> • Listen to evaluate the effectiveness of a speaker’s contribution • Listen to evaluate oral presentations made by self, classmates and others • Listen to determine the register / level of formality in oral discourse and evaluate its appropriateness for audience, context and situation / occasion • Use classroom (book) language for a range of oral language purposes and activities in the classroom • Listen and speak to evaluate concepts in a range of cross curricular contexts • Listen to distinguish between fact and opinion • Identify and explain the persuasive message of a selection listened to • Select and use appropriate details to support the main idea in an oral presentation 	<ul style="list-style-type: none"> • Use video recordings of speakers addressing an audience (e.g someone giving a political speech, feature address or a sermon). Ask students to focus on the content and meaning of the message. Use a short checklist and a simple rating scheme that students could use. First discuss the scheme to be used then have students look at the video recording and evaluate: the speaker’s message, its meaning and content; clarity of speech; body language; the speaker’s attitude to the subject. Students will probably need to look at the video recording more than once to do a proper rating. Keep video presentations short – not exceeding 2 minutes. • Use video clips as stimuli for teaching. Have students discuss the situations. Check students’ understanding of the concepts to be covered and the criteria that are being used to evaluate the clip. • Following completion of individual evaluations, have students talk about the reasons for the scores they gave. • Have students listen to a speaker’s presentation to determine whether the choice of language is suitable for the occasion. • Also use exchanges between individuals of different authority and status (e.g. a principal and a student). Help students to focus on the entire communicative context to evaluate appropriateness of tone, language, etc. • Allow students to evaluate planned presentations made by their classmates. Have students use the agreed on checklist and rating system. If a camcorder, smart phone or tablet is available, arrange to record selected presentations so students can do self-evaluation as well. • Include selections from subjects across the curriculum as listening texts and use them as a basis for discussing content, etc. Use Q and A session to highlight and focus students’ attention on issues to be discussed. • Set up mini debates in which students work in teams to present their views and opinions about a selected topic. 	<ul style="list-style-type: none"> • Collaborate with colleagues to develop a range of visual materials including video clips of short speeches and other types of presentations that can be used to help students to develop their abilities to evaluate the content, style and appropriateness of language used by a speaker in a particular context. • Arrange for access to a camcorder and suitable device for viewing of oral presentations. • Arrange for a camcorder or smart phone to record some of the students’ planned presentations. • Samples of advertisements designed for listening. • Charts relating to the language of advertisements. The claims they make and the types of appeal they use; with examples pasted up on the wall. • In the listening corner use different text types to reinforce concepts that have been taught. • A set of activities for listening tasks numbered and kept in the listening corner for individual use by students. • Continue with the ideas for a listening centre from earlier grades. Keep a recording device, headphones (for individual work) and well organised (numbered and labeled) tapes/ CDs, USB with instructions for listening. • Pictures, drawings, artwork on a particular theme. • Glue, Bristol board for pasting pictures / writing sample sentences etc.

Domains and Concepts	Specific Objectives	Sample Activities	Resources
		<ul style="list-style-type: none"> • Following discussion in other domains on the difference between fact and opinion, have students listen to a selection in which two speakers present different points of view about a topic. Use different dialogues as stimuli. • Have students make short speeches in which they present a point of view about a topic. Select topics that deal with issues of interest to the students. • Select one or two advertisements that are intended for listening. Have students listen to them; talk about the ways in which an advertisement tries to appeal to the listener. Have students talk about the effects that the advertisements have on them. As part of the teaching, use lists of criteria that focus on the language and other aspects that appeal to hearing in the advertisement. Structure subsequent listening tasks to give students practice in evaluating different advertisements that they listen to. • Have students make up an advertisement that is intended primarily for listening and give them the opportunity to present it to the class. Have the class evaluate it using criteria that you discuss and agree upon with them. • Create a collage of different pictures taken from newspapers, magazines artwork done in class on a particular theme but with the pictures presenting /suggesting different viewpoints. Have students talk about the different suggested viewpoints. 	

Domains and Concepts	Specific Objectives	Sample Activities	Resources
<p>1 Listening and Speaking</p> <p>C. Vocabulary development for oral communication in classroom and other contexts</p> <p>Contractions</p> <p>Context clues</p>	<ul style="list-style-type: none"> • Show mastery of the learning outcomes listed under this domain at Grade II level • Listen to identify word contractions used by a speaker • Listen to determine word meanings from the contexts of their use in an oral presentation • Use an increasing number of words to convey intended meaning in oral presentations • Use words for their literal, figurative and connotative meanings in oral presentations 	<ul style="list-style-type: none"> • Adapt as needed the activities in the foregoing sections. • Use short dictations for a variety of purposes such as: <ul style="list-style-type: none"> - to give students practice in identifying and writing down contractions of words - to give students practice in identifying word boundaries in an utterance - to help them achieve ownership over spelling new words - to focus on the features of good description - to give students practice in representing unusual letter clusters accurately. • You can vary this task by using multiple choice options that express the possible meanings of the key words. Only one option must be accurate. As students listen they select the option that expresses the meaning in the context that they listened to. • Have students make use of their Word Banks as they prepare planned presentations. Following activities like the preceding one (in which new words are encountered), have students make entries into their individual and the class Word Banks and encourage them to use the banks as a reference for their speaking and writing tasks. Use the Word Banks to appreciate and contrast home language and school language. On each page of the Word Bank, provide space to record words from home language and school language with similar meanings • Provide good models of poems, rhymes as stimuli in listening activities and link with writing by having students write their own rhymes and poems. They can then practice oral delivery by presenting them to the class. 	<ul style="list-style-type: none"> • Short texts for dictation. • Cards for writing down multiple choice selections for word meanings, or sheets of paper with words and meanings printed on them. • For most activities listed, a good selection of literature, using different text types for use as stimulus for listening tasks. • Notebooks / exercise books for individual word banks and a larger loose-leaf notebook for the class word bank. • Large sheets of paper or Bristol board for writing down lists of new words to indicate literal meanings and, where appropriate, connotations. • Graphic organisers pasted up as charts to indicate word associations. • All the relevant resources listed in other sections.

Domains and Concepts	Specific Objectives	Sample Activities	Resources
<p>1 Listening and Speaking</p> <p>D. Voice skills - developing clear articulation – pronunciation; enunciation</p> <p>Oral presentation and expression</p>	<ul style="list-style-type: none"> • Vary rate of speech as necessary in different situations and contexts • Project voice and use appropriate volume in making a presentation • Modulate voice - vary tone and pitch appropriately in making a formal presentation • Assign stress correctly to words • Use appropriate intonation for different sentence types 	<ul style="list-style-type: none"> • Use choral recitation for the following purposes: <ul style="list-style-type: none"> - to help students modulate voice and tone - to provide opportunities for students to practice pronunciation and to enunciate clearly - to help students gain confidence in using the language orally - to help students gain greater familiarity with appropriate stress assignment to words • Select poems that lend themselves to individual, small group and full class choral recitation. Have groups of students read different parts of the poem. Organise groups according to voice quality [e.g. high / low]. Focus on the pronunciation of words that give Caribbean children some difficulty. Make the practice meaningful. • Give students practice with minimal pairs that cause difficulty in certain contexts e.g. lead /led; read /red; tried/ tired; live/ live. • Use a homonym cloze exercise to help students get practice in selecting the right word. Put a list of homonyms on the board, or write them down on cards. • Print out a paragraph in which these words are used on a worksheet for students. Delete the homonyms from the paragraph. Ask students to listen to a dictation of the paragraph and to select the word in each pair that will fit in a given context. Students will have to figure out from the context of the oral presentation the word that should be selected. There are several words that you can select e.g. week / weak; to / two; see / sea; for / four; spear / spare etc. This activity can also be linked with spelling practice. • Organise planned presentations on topics related to other subjects across the curriculum. Integrate listening activities with the teaching / learning activities of other subjects. 	<ul style="list-style-type: none"> • Recordings of readings of poems and other literary material for listening and discussion of characteristics. • Recording devices for recording selections of students’ own choral renditions and for doing group and self-evaluations. • Listening Centres - Headphones (if possible) for individual listening activities. • Charts with word lists consisting of “problem” words [especially three +syllable words], showing stress assignment. • Charts with minimal pairs and homonyms that are problematic for students for pasting up on the wall / in the listening corner / centre. • Continue with the idea for developing a listening centre and include a recording device with pre-recorded tape selections that you make available to students for listening (and evaluation). Include headphones for quiet listening by individuals. • Worksheets with cloze tasks that individuals can work on in the listening centre for practice at making the correct selections [minimal pairs / homonyms]. Provide a box in which students can put their worksheets for your feedback. • Homonym bingo • All the other relevant resources listed in the other sections of this and the Grades I and II curricula.

Domains and Concepts	Specific Objectives	Sample Activities	Resources
1 Listening and Speaking		<ul style="list-style-type: none"> • Make up a list of words with which students have difficulty in assigning stress [banana is an example - in some instances heavy stress is assigned to the first syllable and not the second as it should be]. Monitor students' natural speech and write down examples of words in which stress is not appropriately assigned. Teach proper assignment as part of their oral / choral work. • Use conventional markers for showing strong/heavy (ː) and (˘) weak / light stress over syllables to help students in their choral reading of poems. 	
E. Attitudes and Interests	<ul style="list-style-type: none"> • Show mastery of all the learning outcomes listed under this domain for Grade II • Show willingness to initiate and maintain conversation • Show respect for the ideas / opinions of others • Speak confidently in conversational exchanges and during class presentations 	<ul style="list-style-type: none"> • The activities suggested in the foregoing sections will also be useful here. In summary: arrange for dialogues between students on topics selected specifically for the language arts as well as cross curricular subjects and monitor students' conversational skills such as ability to take turns in an appropriate way, acceptable ways of signaling a turn, strategies for interrupting and closing conversational exchanges <ul style="list-style-type: none"> - help students to increase use of book language for the discussion of topics in class - organise choral recitation by individuals and groups - build in group and self-evaluation for the different activities - allow for critical listening which will involve individual tasks as well as general class discussion about specific criteria. • Whole class review of principles for maintaining courtesy in interpersonal exchanges. 	<ul style="list-style-type: none"> • All the resources listed for the foregoing sections

Reading



Grade III General Learning Outcomes for Reading:

By the end of Grade III students should be able to apply all the learning outcomes listed for Grade II and they should be able to:

1. Select and read a variety of materials with increasing fluency at and above grade level
2. Read independently for a sustained period every day
3. Use appropriate strategies to overcome misunderstandings in reading
4. Vary reading strategies according to task and purposes for reading
5. Use a variety of decoding strategies
6. Use background knowledge as an aid to constructing meaning in texts
7. Show an understanding of the structure and organisation of main text types and use appropriate words to refer to text features
8. Use different sources to find information e.g. reference texts, encyclopedias, and the internet
9. Use technology as an aid to improve their reading ability
10. Increasingly use reading as a resource for their writing.

Domains and Concepts	Specific Learning Outcomes	Sample Activities	Resources
2. Reading			
<p data-bbox="201 217 474 298">A. Understanding about texts – Organisation and Context</p> <p data-bbox="201 532 464 586">Fiction and Non-fictional texts</p> <p data-bbox="201 708 348 732">Text structure</p>	<ul style="list-style-type: none"> <li data-bbox="516 217 940 298">• Apply the knowledge and skills indicated in the learning outcomes listed for Grade II <li data-bbox="516 334 940 561">• Distinguish between fiction and non-fiction and explain characteristics of text types [e.g. accounts of natural phenomena; accounts based on topics from social studies, health science, Science texts, fables, folk tales, fairy stories etc.] <li data-bbox="516 597 940 764">• Select from a range of texts, including fiction and nonfiction, multi-cultural literature, different text types, informational texts and different literary genres [e.g. Short story, poems, short skits, plays etc.] <li data-bbox="516 800 940 854">• Make appropriate text selection based on the purpose for reading <li data-bbox="516 889 940 943">• Show an understanding of print conventions <li data-bbox="516 946 940 1027">• Use the structure of narratives as an aid to understanding new and unfamiliar stories <li data-bbox="516 1031 940 1084">• Identify and explain the message in persuasive texts <li data-bbox="516 1088 940 1141">• Begin to identify features of the structure of simple persuasive texts <li data-bbox="516 1144 940 1226">• Show an understanding of the structure and organisation of a story, poem, expository paragraph <li data-bbox="516 1229 940 1396">• Use appropriate terms to refer to textual elements / features [e.g. heading, sub-heading, caption, paragraph, chapter, index, title, sub-title, table, table of contents, glossary, illustration, graphics] 	<ul style="list-style-type: none"> <li data-bbox="968 217 1486 444">• Have students keep a reading log [i.e. an exercise or notebook] in which they record, in a variety of ways, the books they have read; for example, write a short report / explanation / drawing / story board on what the book was about. Show students how to set up the log to show different categories such as: fiction; non-fiction; poetry. <li data-bbox="968 448 1486 594">• Use the reading log as a starter for teaching children how to organise according to categories as well as the difference between broad categories such as Fiction / Non - Fiction; Narrative / Expository; Poetry / Prose. <li data-bbox="968 597 1486 678">• Use subjects across the curriculum as sources of text for non-fiction and expository material for critical reading. <li data-bbox="968 682 1486 849">• As part of the reading of an expository selection, focus on the structure of the expository paragraph. This activity can work as a reading-writing connection e.g. a prewriting activity for the expository paragraph. (See section on writing below) <li data-bbox="968 852 1486 933">• Use a story grammar to help students map out the stories they have read and to teach them the basic structure of a story. <li data-bbox="968 937 1486 1104">• Prepare blank graphic representations and have students work out the structure of new stories that they read. Follow these activities with discussion to ensure that students understand the concepts of: setting, plot, climax / problem, and resolution. <li data-bbox="968 1107 1486 1221">• Discuss characters as central to the narrative, as actors in events and help students identify important events and episodes that contribute to the plot / complication. <li data-bbox="968 1224 1486 1338">• Use a wide selection of texts: choose diverse stories, fables, folk tales, poems, etc. so that students can become familiar with the features of these types. 	<ul style="list-style-type: none"> <li data-bbox="1505 217 1938 363">• Illustrative charts that indicate characteristics of text types, e.g. That point out the difference between: fiction and non-fiction; poems / stories; fables, folk tales. <li data-bbox="1505 399 1938 453">• Exercise books or large notebooks for use as individual reading logs. <li data-bbox="1505 488 1938 586">• Art supplies: pencils, crayons, paints for students illustrate scenes and characters from the stories (or poems) that they read. <li data-bbox="1505 621 1938 735">• Bristol board and flip chart paper for collaborative work preparing illustrative charts for the purposes described in the activities. <li data-bbox="1505 771 1938 824">• Charts showing basic story grammar format. <li data-bbox="1505 860 1938 941">• Loose leaf note paper for students to create grammars for the books that they read. <li data-bbox="1505 977 1938 1123">• Reading materials from subjects across the curriculum e.g. expository passages, tables and charts from social studies and science. <li data-bbox="1505 1159 1938 1305">• Newspaper articles / that deal with topics of interest to children at Grade III level. The environmental pages of the local papers usually have material of interest for all ages. <li data-bbox="1505 1341 1938 1455">• A selection of children’s magazines. These can be located in the school or classroom library. Arrange for students to have access.

Domains and Concepts	Specific Learning Outcomes	Sample Activities	Resources
2. Reading			
A. Understanding about texts – Organisation and Context	<ul style="list-style-type: none"> • Begin to identify (and be able to talk about) the purposes of different text types • Use the blurb about a text to make decisions about the usefulness and relevance of the text to their specific reading needs / requirements 	<ul style="list-style-type: none"> • Use online newspaper and magazine articles and advertisements (suitable for the age level) in which a clear point of view is discernible. Introduce students to the persuasion through the use of these stimulus materials. • Again, use online and print journalistic materials and selections from magazines that have good examples of facts and opinions. • Select those materials that are suitable to students at Grade III level. Help students to learn how to distinguish between a fact and an opinion or a belief. • Include book blurbs as part of critical reading. Help students to make deductions about the focus and content of a book as well as its usefulness based on the description given in the blurb. • Link the preceding activity to a writing exercise. Have students write short book blurbs for the stories that they have read. • Teach students how to represent information given in one format into another format. For example, taking information from an expository passage and representing it in a chart [where the information lends itself to this]. • Continue to teach children how to handle books. Discourage defacement of books. 	<ul style="list-style-type: none"> • Reprints / reproductions of the dust covers of storybooks with blurbs. Display section in classroom for blurbs, especially the blurbs that the students write. • Some recorded stories, poems and other selected text types for students who need additional support so they can listen and read along as they listen.

Domains and Concepts	Specific Learning Outcomes	Sample Activities	Resources
2. Reading			
B. Word recognition and decoding	<ul style="list-style-type: none"> Use the decoding and word recognition strategies learned in Grades I and II Use familiar parts and shapes of words as an aid to decoding unfamiliar words Use knowledge of letter sounds as an integral strategy in decoding Use letter sequences, clusters, knowledge of known patterns of letters and visual clues to decode unknown words Make judicious use of dictionary to check the pronunciation of words with irregular patterns 	<ul style="list-style-type: none"> Engage children in games, e.g. word search, word bingo; word lottery. Allow pairs to play or arrange teams. Monitor what individuals, pairs and teams are doing. Use opportunities during these activities to illustrate or make relevant teaching points. Using online software to create or cut out suitable cross word puzzles from children's magazines, duplicate (be mindful of copy right laws. Use free materials only) them and paste them into individual crossword books for the students. Students can do these puzzles individually in the reading corner. Use part of conference time to monitor how they are doing and to give guidance and support. Make up crosswords [some on large sheets of Bristol board/ projector] for use with the entire class. Use these class puzzle sessions to focus on several areas e.g. new words that students encounter to give them practice with working out meanings; words with unusual spelling and letter groups (including those with silent letters) to help them become familiar with pronunciation and spelling. Continue to develop phonological awareness by incorporating phonics as an integral part of reading where this is applicable (and if it is needed). Use the opportunities for teaching points that emerge during reading to help reinforce letter / symbol correspondences for students rather than treat phonics as an end in itself. If you must use drills, always provide a meaningful context for application right away. Help students gain familiarity with letter clusters, including unusual ones that are pronounced differently from the sounds that would normally be associated with the letters in certain contexts e.g. <i>-ough / igh / own</i>. Help students develop speed and fluency by letting them read (and re-read) selected familiar texts to time. For example, have students read a short paragraph of one hundred words and time themselves on it. Have them re-read it to see how well they do. 	<ul style="list-style-type: none"> Again Bristol board or large sheets of cardboard for pasting up word games for use with the whole class. Smaller game boards for individual students or pairs to work with. A selection of suitable crosswords and word search puzzles for use by individuals. Cards with letter clusters and letter groups in which one letter is silent. Projector, computer, white board. Notebooks for word banks. One notebook for each child for the year for use to record new words from all subject areas. A dictionary and a thesaurus. A children's encyclopedia for reference in class or access to one in the school library. A watch or clock with a second hand for timing students as they attempt to develop speed and fluency. Simple time charts (with columns for recording date, time to complete reading and number of words in passage) pasted into their exercise books for their guidance in self-timing activities.
Dictionary skills	<ul style="list-style-type: none"> Identify high frequency sight words in and out of context 		
Sight Words	<ul style="list-style-type: none"> Read a variety of materials at (and above grade level) with increasing fluency Show increased speed and accuracy and comprehension reading Read and interpret increasingly complex sentences 		

Domains and Concepts	Specific Learning Outcomes	Sample Activities	Resources
2. Reading			
B. Word recognition and decoding		<ul style="list-style-type: none"> • Increase the number of lines / words as they read the first selection more fluently. With unfamiliar text, (after students have read two or more times) ask them factual questions. This will give an indication as to whether they actually read it. You can later use the text for deeper comprehension. • Have students create Word Banks and to use them to record new words that they encounter in reading. Students can also include familiar words. Allow students to represent / write down difficult new words according to how they sound [in addition to the normal spelling]; they can use that as a • mnemonic when they refer to their banks individually. Have them also write out an original sentence (or two) that expresses the meaning(s) of new words that they encounter and enter into • their books. Let them use the Word Banks as a resource for class work in reading and writing. • Teach students how to use the dictionary to (a) locate a word (b) check the pronunciation of a word, (c) to find required meanings and when developmentally appropriate, identify the part of speech. • Teach students to use the thesaurus to find synonyms and antonyms for selected words and to record them with examples of typical usage in their word banks. This activity should be linked with writing. 	

Domains and Concepts	Specific Learning Outcomes	Sample Activities	Resources
2. Reading			
<p>C – Understanding texts: - constructing meaning critical reading and thinking; personal response to texts</p> <p>C - 1. Constructing meaning: critical reading and thinking</p>	<ul style="list-style-type: none"> • Construct the meaning of a text through independent application of the skills learned in Grade II • Use appropriate strategies to overcome misunderstandings encountered during reading read more challenging texts at the Grade III level and interpret them beyond the literal level • Read a variety of texts independently • Use think and search strategies to make correct inferences about a text • Scan parts of a text to get relevant facts • Use knowledge of print conventions as an aid in constructing the meaning of a text • Begin to identify the ways in which authors influence /persuade readers to a particular point of view [e.g. In advertisements, presenting stereotypes in cartoons, comic strips etc.] • Figure out and discuss implied meaning in texts 	<ul style="list-style-type: none"> • Continue to help students to use their background experience as an aid to interpreting the texts they read. • Use pre-reading activities that help students to use background knowledge that is relevant to the new material to be read. • Use queries during reading to help students use metacognitive strategies to overcome misunderstandings. • Model strategies, e.g. think aloud strategies to show students how they can use this process to work through problems in the text. • Encourage students to ask themselves questions about the text as they read to help them clarify the meaning. • Show them how they can use Question and Answer Relationships (QARs) to get at the meaning of a text. • Model Think and Search strategies (another QAR strategy) to help students make inferences. Students need to think about those clues/bits of information from different parts of the text that contribute to an answer or that must be put together to solve a particular problem. Some of the information is in the text but some of it is in the reader’s head. The student has to think about the information that is needed, then search the text to find it. The answer is in the reader’s head and in parts of the text. The reader has to think in and use information in different parts of the text to find the answer. 	<ul style="list-style-type: none"> • Pictures, pictures in series, other visuals that can be used in pre-reading exercises to generate discussion about the text to be read. • Field trips to interesting, related sites, that occur prior to reading or learning about content, will enhance students’ understanding of concepts that they will encounter in their reading of subject matter across the curriculum. • The teacher as a resource to model all the reading strategies listed in the activities column and to monitor students’ progress as readers with a view to helping them become expert readers. • A reading corner with a collection of interesting and varied reading materials, including comics advertisements, newspaper and magazine articles, poetry and a wide selection (graded) fiction and non-fiction books. • Charts with illustrations and captions that show the parts of the QAR strategy. Paste up on the wall for reference. • Bristol board / flip chart paper for making the charts that go up on the walls of the classroom for student reference.

Domains and Concepts	Specific Learning Outcomes	Sample Activities	Resources
2. Reading			
<p>C – Understanding texts: - constructing meaning critical reading and thinking; personal response to texts</p> <p>C - 1. Constructing meaning: critical reading and thinking</p>	<ul style="list-style-type: none"> • Skim a text to understand the gist of it • Distinguish between main idea, subordinate details, relevant and superfluous material in an informational passage • Read materials from subjects across the curriculum with increasing fluency • Use reading strategies employed in language arts in their attempts to construct meaning in the texts that they read in subjects across the curriculum 	<ul style="list-style-type: none"> • A third QAR strategy (<i>On Your Own</i>) requires the reader to use information in the head [what is known] to find out what is not known about the subject matter in the text. Model how the reader can make logical deductions about a text using primarily the information he / she knows. [The three Relationships are: 1– Right There: the reader can look directly in the text to find the answer; 2 – Think and Search: the reader must think about the relevant information needed and look for clues in the text and 3 <i>On Your Own</i> – the reader is on his / her own, i.e. the reader will not find the answer explicitly but must make logical deductions. • Bring in advertisements and comic strips for reading and discussion to help the student become familiar with the language of persuasion, with humour and to see how a writer uses language in these ways. • Help students to use clues e.g. definitions in parenthesis, restatements, use of synonym to figure out the meaning of words in context. • Show students how they can summarise parts of the text as they read in order to get at the main point / main idea. • Use graphic organisers like a semantic map to show the difference between main and supporting ideas. Get students to create these graphics as part of the process of helping them to figure out the meaning of a text. • Use similar graphic organisers and / or queries to help students ferret out details that are not important / essential, e.g. in making a summary of the text. 	<ul style="list-style-type: none"> • Materials for artwork that students can use to express a response to the material they have read, in sketches and paintings. • The reading logs for recording information about the books read. • Writing materials, exercise books, pencils, and pens for writing about what they have read. Materials from subjects across the curriculum. • All the relevant resources listed for the earlier grades, including those that may be needed as an aid for revision by some students. • A listening corner [see section on listening] with recording device and recordings of stories to which students can listen and follow in their books during some independent reading sessions. • Monitor and recordings of selected stories for viewing and discussion [comparison with texts] after reading. • Access to a computer and software for interactive story building. • Listen to the narration of stories online as models.

Domains and Concepts	Specific Learning Outcomes	Sample Activities	Resources
2. Reading			
<p>C – Understanding texts: - constructing meaning critical reading and thinking; personal response to texts</p> <p>C - 1. Constructing meaning: critical reading and thinking</p>		<ul style="list-style-type: none"> • Teach students strategies they can use during independent reading; e.g. show them how to prepare for an enjoyable reading session by relaxing, activating their prior knowledge and motivating themselves to read i.e. the R- A M [RAM] strategy; R: Relax, find a comfortable place to read; A – Activate prior knowledge the sessions in class in which you do this with students will help the individual reader, but show students how they can use the title, the blurb and chapter headings and subheadings to tap into their own schemata and orient themselves to the particular book / reading selection; M– Motivate yourself to read. Doing the first two R and A will be part of the process of motivation. • Model during reading strategies for the learner, e.g. SIP strategy: S – Summarise – teach the student how to summarise, parts as he / she reads in order to get at the main idea; I – Imaging – using pictures in the head – and P – Predict – make predictions about what would happen next. Supporting ideas. Get students to create these graphics as part of the process of helping them to figure out the meaning of a text. • Model for the students how they can review parts of the text by re-reading sections in order to consolidate meaning, how they can use the RIPS strategy – Read on (R); how they can imagine (I), create images, use the pictures that the words suggest (I); model paraphrasing, link this with writing to get students to paraphrase parts of the text to help them understand it better (P); help students to vary the pace of reading and to get help when they need it (S) – slow down, stop and go over, or speed up or seek help. 	

Domains and Concepts	Specific Learning Outcomes	Sample Activities	Resources
2. Reading			
<p>C – Understanding texts: - constructing meaning critical reading and thinking; personal response to texts</p> <p>C - 1. Constructing meaning: critical reading and thinking</p>		<ul style="list-style-type: none"> • After reading, set tasks that get students to extend their understanding of the text. Use the EEEZ mnemonic which involves the use of tasks which might include getting them to Explain (E) what they have read; Explore (E) further by finding other related material or going back to the text in more depth, Expand (E) go on to imagine what might have happened beyond those immediate events presented by the author. At the end of reading (Z) the student can go on to another text or show his / her satisfaction with the text read in any number of ways, e.g. writing a response to it, drawing scenes from it, telling classmates and teacher about it. • The acronyms [RAM; SIP; RIPS and EEEZ] can function as mnemonics for the students, but the important thing is to teach the student to perform routinely the activities or the strategies they represent rather than have the student memorize them. • Have students listen to recordings of stories as they follow along in their books. 	

Domains and Concepts	Specific Learning Outcomes	Sample Activities	Resources
2. Reading			
C – 2. Responding to Literature			
Compare and contrast	<ul style="list-style-type: none"> Apply the knowledge and skills listed under this section for Grade II level Show increasing ability in comparing and contrasting two stories and the specific features/ elements of story; e.g. two or more characters, themes 	<ul style="list-style-type: none"> Help students become familiar with the language used to talk about literature, e.g. plot, climax, resolution, character, setting, theme, moral. Use the story grammar/ map to set out graphically the structure of a story and to show the basic relationships between the parts of the narrative 	<ul style="list-style-type: none"> A story grammar graphic on a large sheet of Bristol board / flip chart paper for pasting up on the wall. A sample Venn diagram comparing two books students have read pasted up on a large sheet of paper on the wall.
Story elements	<ul style="list-style-type: none"> Use appropriate strategies to make systematic comparisons between books and characters in books Express their response to a text orally, in writing and other ways, e.g. role play, cartoon, comic strips, Use the language of literature (<i>plot, climax, resolution, character, setting, theme, moral</i>) to express a response to texts they have read 	<ul style="list-style-type: none"> Show students how they can compare two books they have read or two characters they have read. Use a Venn diagram as a graphic organiser to help them to see how this can be done. Set up shared reading sessions, i.e. Whole class or group sessions for some of the texts. <ul style="list-style-type: none"> Allow students to talk about their reading experience and their response to the text. The purpose of these shared sessions is to help the students to explore their ideas, to expand their knowledge and to express their views about a text they have read. Do not rely only on a set of questions or proceed in lockstep fashion with a Q and A exchange, but encourage students to interact with each other and with you by responding to comments made, offer additional comments that focus on the text and their experience of it. Help students to make good reading selections for independent reading. 	<ul style="list-style-type: none"> Smaller sheets with blank Venn diagrams for use by individual students or pairs or small groups [of 3 or 4 students]. Lots of materials for artwork for students to represent aspects of books in art form.
Personal response to literature		<ul style="list-style-type: none"> Help students to respond to literature in various ways e.g.: - Retell a story they have read to the rest of the class or to their reading groups <ul style="list-style-type: none"> Make up a play about the story they have read [this can be set up as small group work; a pre-writing activity would be to help students become familiar with the format used in writing a skit or play] 	<ul style="list-style-type: none"> A wide selection of story books, poetry, biographies, autobiographies, children’s magazines for the reading corner or make them accessible in the school library. A selection of recorded stories in the listening corner for individual students to listen to on occasion as they read along in their books. An audio/visual device with external speaker/s.

Domains and Concepts	Specific Learning Outcomes	Sample Activities	Resources
2. Reading			
C – 2. Responding to Literature		<ul style="list-style-type: none"> - Make up a play about the story they have read [this can be set up as small group work; a pre-writing activity would be to help students become familiar with the format used in writing a skit or play] - Have students draw their favourite character in the story, or draw the setting [if a definite place] as they imagine it to be - Improvise an event in a book or imagine what happened to certain characters after the book ends and do an improvisation, pretending to be the characters. They can also write down a script of the imagined events and act out from their script - Map out the structure of the story using the story grammar/ map or any other format that works for them - Do a timeline of events in a story and illustrate it [e.g. set this up as group work and have groups illustrate their time lines and paste them up on the wall of the class; also have groups present theirs to the rest of the class or represent the events of a story in pictures] • Have students create a semantic map of the story before they read, using information that they generated from their prior knowledge in the pre-reading activity. • Have students modify the semantic map after reading based on the information actually gained from reading. • Have students write blurbs for the books that they read; have them use information from the blurbs to create advertisements for selected books to persuade other students of their age group to read the books. • Have students imagine what two characters might say to each other beyond what is actually said in the book and have them write letters to each other [imagining themselves to be particular characters]. 	<ul style="list-style-type: none"> • A selection of CDs with versions of some of the stories students have read. • Access to a DVD and monitor for viewing. • A drama and costume corner with props / costumes students can use for acting out parts of the books they have read. This can be a school resource to which all classes have access. • Graphics of timelines of events for some books, semantic maps, etc. for pasting upon the wall. Large sheets of Bristol board or flip chart paper for creating these. • Teacher as a resource to: <ul style="list-style-type: none"> - make good selections of literature for the class and to make books available for students to read - to develop activities that allow students to acquire a vocabulary for talking about literature with relative ease – i.e. through consistent reference in appropriate contexts over time - to develop a range of varied activities that allow students to express their responses to literature in different ways - to guide students in their selection of reading materials - to read along with students and to model good reading strategies for them. - Have students view stories online via YouTube - All the resources listed above and also relevant ones from the Grade I and Grade II lists.

Domains and Concepts	Specific Learning Outcomes	Sample Activities	Resources
2. Reading			
C – 2. Responding to Literature		<ul style="list-style-type: none"> • Have students prepare a descriptive outline of a character / do a description of a character / express their opinions about a certain character and what that character does. • Occasionally have students view a video representation of a story they have read and compare the video and book versions. This can make for interesting class discussions. • Write dialogue to demonstrate comprehension of text read or viewed. 	

Domains and Concepts	Specific Learning Outcomes	Sample Activities	Resources
2. Reading			
D. Vocabulary Building	<ul style="list-style-type: none"> • Increase their repertoire of words and achieve ownership of these words by applying the vocabulary building strategies learned in Grades I and II • Identify and read with understanding key vocabulary encountered in reading • Use contextual and other clues in sentences [e.g. definitions, information included in parenthesis, restatements, synonyms] to determine the meaning of unfamiliar words • Use Word Banks productively to record and make note of the meanings of new words encountered in reading • Use dictionary, thesaurus, Word Bank as sources for checking definitions and word meanings • Identify synonyms, homonyms and antonyms where they are used for important purposes in texts and begin to use these terms appropriately • Show understanding of an increasing number of synonyms, homonyms and antonyms • Extend vocabulary by identifying and making productive use of technical terms from subjects across the curriculum • Increase their understanding of multi-syllabic words and words with complex clusters [e.g. Ough; - tion; - igh] encountered in their reading and use the strategies they have learned to achieve ownership of these words • Decode words with silent letters E.g. gn- (gnome); kn-(knee); mb (lamb); wh-(when); -sw (answer). 	<ul style="list-style-type: none"> • Have students set up their Word Banks from early and set activities that will allow them to use the Word Bank to record new words learned and for various vocabulary building exercises. • Create interesting activities that help students achieve ownership of new words learned. • Have students brainstorm to generate the words they use most often [in speaking and writing] and list them in the class Word Bank. Provide space for words from home language and words from school language. • Create cloze exercises from passages used in a given week and eliminate high frequency words in some of them. Have students insert the words that should go in the spaces. Do the same for new words encountered. In the case of the latter, a list of words could be provided at the top of the page from which students should make their selection. Set up the task so that the student can use a word only once. • NB The above activity can also be done with reading materials from across the curriculum. Have students include these words in their Word Banks also. • For new words encountered, have students write out original sentences or poems that illustrate the meanings of the words. These sample sentences should also be included in the Word Banks to which students should refer when they need to check vocabulary for writing. • Teach students to use the dictionary and the thesaurus. • Have students list all the new words they learned for the week. Let students work in groups of four and create families for these words, using a graphic organiser. Work with groups and get them to add to the word families some of the high frequency words that they know to the word families. 	<ul style="list-style-type: none"> • Blank graphics for showing word families. • Pasted up charts of hierarchical arrays that show word relationships / word families. Individual sheets with cloze exercises. • Charts with letter clusters and word lists. • A dictionary and a thesaurus for reference or access to both in the school library. • Charts with “specialized” vocabulary from subjects across the curriculum. • Picture charts for students to isolate word images from reading selections and describe the functions of adjectives, adverbs, nouns, verbs. • Samples of students’ writing in which they use words to create images. • Charts with homonyms that were done in class and from videos. • Art materials for students to illustrate their humorous homonyms. • Humorous selections that use homonyms and play with words in different ways so students can listen and discuss. • The resources in the listening corner. • Develop as new exercises generate new materials e.g. the humorous homonyms. • Illustrations from stories that visually represent the word pictures created in a text. • All the other resources listed in the foregoing sections. • Relevant resources from the Grade I and Grade II lists that can be used here. • Adapt as needed. • Spelling games.
Synonyms			
Homonyms			
Antonyms			
Syllabication			
Silent Letters			

Domains and Concepts	Specific Learning Outcomes	Sample Activities	Resources
2. Reading			
<p data-bbox="201 215 464 245">D. Vocabulary Building</p> <p data-bbox="201 824 310 854">Synonyms</p> <p data-bbox="201 883 323 912">Homonyms</p> <p data-bbox="201 941 310 971">Antonyms</p> <p data-bbox="201 1174 338 1203">Syllabication</p> <p data-bbox="201 1344 338 1373">Silent Letters</p>		<ul data-bbox="968 215 1484 1451" style="list-style-type: none"> • Have students talk about the ways in which the words are related. • Make a list of clusters, including those that are unusual in English and those with letters that never occur together in English. Have students put the clusters from the list into categories that show: those with letters that always go together / sometimes go together / never go together / often go together. Monitor the activity and have a class discussion. Have students actually list words they know in which the clusters occur. • Raise students' awareness about homonyms [words that sound alike but mean different things e.g. see / sea; spear / spare]. • Brainstorm with students to make up a list of homonyms. Include funny ones also. Play the homonym bingo game by setting up teams consisting of four students. Call out a pair of homonyms and students must write out two sentences [give a time] that show the different meanings. Sentences that are well-formed get three points each. Students lose marks for sentences with inaccurate grammar and spelling. Decide on the number of pairs you will use for a game. • Have students do a homonym cloze exercise. Select a passage / or make up one that would use homonyms in the list generated as well as others. Have students insert the correct selection from the list. This can be done as an individual exercise. • Find homonyms that suggest potentially funny images e.g. witch / which; bear / bare. Have students make up a sentence in which they use the pair in a humorous way. Have them draw and illustrate a picture based on their sentences. Allow time for sharing with the whole class and for Q and A session among the students. • Have students make up poems and stories in which they use words in unusual ways and for humorous purposes. • Give spelling quiz or dictation, using a selection of high frequency words as well as some new words that use known rules and words from other content areas. 	

Domains and Concepts	Specific Learning Outcomes	Sample Activities	Resources
2. Reading			
E. Reading and writing connections	<ul style="list-style-type: none"> • Increasingly use reading as a resource for their own writing • Apply with greater confidence what they have learned about textual strategies to their own writing • Begin to use a reading journal [to record observations and ideas] as a resource for writing 	<ul style="list-style-type: none"> • Have students write different endings to the stories they have read [Narrative] and then write a short explanation [Expository] as to why they ended the story in the way they did • Have students write sequels to selected stories that they have read [Narrative]. • Let students write a letter to the author of a book saying whether they liked it or not and asking some questions about things they wanted to find out [Personal response / letter writing]. • Have students pretend to be a character and write a letter to another character in the book [Letter writing] • Have students write blurbs for books they have read [Exposition / Description]. - [See selected activities under Section C-2 above. • Let students write advertisements for books they have read. Some of the blurbs can be shaped into advertisements [Persuasion / Exposition]. • Writing in reading logs to record the titles of books they have read [lists and personal response]. • Writing an expository / descriptive paragraph following study / discussion of the structure of these text types and their organisation. • Writing a folk tale, a fable, a poem following discussion of these in different reading sessions. • Expressing a point of view in response to one presented in a newspaper [Persuasive / Argument]. • Writing a play (or a scene for a play) based on a favourite book that was read and discussed [drama writing]. • Writing word games, including crossword puzzles based on high frequency words listed in their Word Banks. • Write character sketches based on characters in books they have read [exposition / description]. • Write about the structure of a story they have read [Exposition]. • Write a comparison of two books / two characters/ a book and video version of the same [Exposition / description]. • Write a book report [Exposition]. 	<ul style="list-style-type: none"> • All the resources listed in the foregoing sections.

Domains and Concepts	Specific Learning Outcomes	Sample Activities	Resources
2. Reading			
F. Attitudes and Interest Literature as source Evaluate text	<ul style="list-style-type: none"> • Show empathy with selected characters in literary texts that they read • Be focused and completely absorbed during independent silent reading • Show confidence in handling new texts and show willingness to tackle more challenging texts • Justify reading preferences and their opinions about particular texts • Search out additional texts by a favourite author • Use books as a major source of information • Show enthusiasm for reading activities that are part of the daily class routine 	<ul style="list-style-type: none"> • Create opportunities for students to make presentations from the reader’s chair to read their own work or to read a selection from a book that they are reading and to talk about it. • Set aside time for independent reading every day. Develop the reading corner by including materials of interest to the students as well as recordings that they can listen to and follow in their books as they listen. • Have students complete a log of the books they have read. • Have students write book reports, character sketches etc. • Read while the students are reading, share your own enjoyment of reading with them / share appropriate bits from the book you are reading with them. Talk about your own response to the book that you are reading and answer their questions about the book. • Provide students with links to developmentally appropriate online stories. • All the activities listed in the foregoing sections. 	<ul style="list-style-type: none"> • All the resources listed above. • Teacher as a primary resource to: <ul style="list-style-type: none"> - foster a love for reading - create an environment that is conducive to reading and to discussion about books - encourage students to engage in a variety of activities that will develop their understanding of the materials that they read and extend their interest reading - provide feedback to students about their development in reading and to guide their further reading - keep the reading corner well supplied with good reading materials for the students - help students to develop speed and fluency in reading - help students set new targets for reading.

Writing



Grade III General Learning Outcomes for Writing

By the end of Grade III students should be able to apply with success all the learning outcomes listed for writing at Grade II and they should be able to:

1. Show greater maturity in working with the variety of text types learned in Grade II
2. Take risks with attempting more complex sentences in their writing and use them with greater accuracy
3. Write for a variety of purposes including:
 - for personal pleasure and enjoyment
 - for personal communication with others
 - to provide information
 - to explain a process
 - to describe
 - to report
 - to entertain
4. Develop an ever expanding vocabulary to convey intended meanings
5. Use word banks, the dictionary and the thesaurus with confidence
6. Use process strategies to generate ideas for writing, to revise, proofread and edit their work
7. Show maturity in handling the conventions of writing
8. Use strategies to learn to spell and remember the spelling of difficult and unusual words
9. Use grammatically correct and increasingly complex sentences in their writing

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
3. Writing			
<p>A. Writing for different purposes</p> <p>A – 1. Writing for self / for personal pleasure and enjoyment</p> <p>Personal response to literature</p>	<ul style="list-style-type: none"> • Apply the skills indicated in the learning outcomes for Grades I and II • Begin to use a diary for recording personal information • Use other forms of writing for self, e.g. lists and notes for accomplishing everyday tasks • Use their journals to record the poems and stories that they write 	<ul style="list-style-type: none"> • Use appropriate selections from diary works for critical reading and discussion and to examine formats for diary entries. • Have the children work in groups to write “To Do” lists for daily classroom routines or for preparatory work to set up experiments in other subject areas. Review the lists and use them to teach ordering of tasks in terms of priority. • Use expository paragraphs that explain a process / how to do something and have the children represent the information in the form of a (numbered) list. • Organise library sessions during which children search for information about a topic or a set project and have them make notes from selected sources. • Teach students the principles of note making, e.g. how to represent direct quotations or information taken from sources. Teach them how to paraphrase. 	<ul style="list-style-type: none"> • Reading selections from diary works for children, for example, appropriate selections from The Diary of Anne Frank and The Secret Diary of Adrian Mole as well as examples from the writing of children that they would like to share. • Expository paragraphs / passages from subject areas across the curriculum that lend themselves to representation in different formats. • Reading resource materials on a range of topics, especially those relating to projects assigned. • Task boards management procedures. Varying activities among small groups, whole class and individuals; (cardboard or plywood (2 x 3ft.), felt and Velcro for making task boards). • Teaching resources for: <ul style="list-style-type: none"> - ways of managing tasks to allow for individual and small group activities - ways of managing space to allow for different activities and use of activity centers - creating task boards and activity centres.

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
3. Writing			
<p>A – 2 Writing for others –</p> <p>A – 2.1. writing for chosen audiences and for communication with others</p> <p>Formal and Informal Letters</p> <p>Writing for various purposes</p>	<ul style="list-style-type: none"> • Decide on the audience for their own writing and identify the intended audience for the writing of others • Write for different audiences • E.g. Peers, teachers, family members, friends, the student population in their school • Write personal letters – both friendly and formal • Write greeting cards and letters to mark different occasions and events – invitations, apology, sympathy, birthday, welcome, thank you • Write simple notices of events • Write an address and a return address on an envelope • Write notes of various types e.g.: Telephone messages Notes giving directions and brief instructions, brief explanations 	<ul style="list-style-type: none"> • Select reading extracts in which the children can clearly identify the intended audience. Have guided reading sessions in which students discuss the extract from the point of view of the appropriateness of the information for the intended audience. • Decide on one (or two) upcoming popular / important school events for setting project work and varied writing activities. First discuss with the class the purpose of the event, its tradition as well as school plans for celebrating the event. • Discuss contributions the class will make to the event. Use written brochures, news clippings, other types of information about the event in previous years. Brainstorm for ideas about what the class will do in the current year for the event. • Organise writing tasks in which students have to write to different audiences about that event. For example: <ul style="list-style-type: none"> - friendly letter to a family member or friend giving information about the event and telling of plans for the current celebration - business letter to a company in the community to solicit assistance / support for the class activity / project for the event - posters to advertise the event - notices giving information about the event 	<ul style="list-style-type: none"> • Extracts from various sources that exemplify different types of writing, e.g. formal and friendly letters, thank you notes. • Poster paper for posters and notices. • Markers and coloured pencils, glue, unlined paper. • Clippings from newspapers and magazines. • Selected brochures using interesting designs and formats and good organisation of information. • Examples of (real) posters and notices. • Examples of invitations (different types) and greeting cards for different occasions. • Materials from Art and Craft class for creating attractive posters. • Bristol board for creating oversized lists (setting out classroom routines) • Display board – designated area in the classroom to display completed work. • Good examples of street maps or maps made up by the class in Social Studies. • Strips of paper for writing clues for treasure hunt game. • Class organisation: two, three or four teams for participation in game plus one team to work with teacher as judges of good sentences, correct grammar and to award points. Individual to record teams' points on the chalkboard, a timekeeper.

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
3. Writing			
<p data-bbox="201 215 495 240">A – 2 Writing for others –</p> <p data-bbox="201 272 495 386">A – 2.1. writing for chosen audiences and for communication with others</p> <p data-bbox="201 475 422 532">Formal and Informal Letters</p> <p data-bbox="201 621 411 678">Writing for various purposes</p>		<ul style="list-style-type: none"> <li data-bbox="968 215 1493 475">• Teach the children the letter format, both business and friendly. Teach them how to write addresses in the letter and on the envelopes. Bring in samples of addressed envelopes and letters. Have students work in small groups to examine samples and to come up with a list of their observations about formats and styles. Let groups create short lists with important points for display in the class. <li data-bbox="968 508 1493 824">• Organise small group work to create posters and notices. Use samples for critical reading and discussion of the language of notices (and posters). Have students write out the text for the poster out the text for the poster / notice and use process approaches to revise and edit. Link with art classes to create designs for posters. Display students’ work – use real situation of school event for activities like this to create real audiences for their writing. E.g. poster for school fair <li data-bbox="968 857 1493 1052">• Bring in or view online examples of greeting cards that express particular sentiments, e.g. sympathy, thanks. Discuss the language of the greeting card. Have students work in small groups to create greeting cards for a special event or occasion. Link with art and craft class for artwork. <li data-bbox="968 1084 1493 1198">• Let students represent the same information in a letter to a particular person. Compare the difference between the language of the letter and the greeting card <li data-bbox="968 1230 1493 1255">• Use an actual street map or sketch of a street. 	<ul style="list-style-type: none"> <li data-bbox="1509 215 1938 329">• Clippings from newspapers and magazines as examples to stimulate critical reading, discussion of text type, uses of captions, headings etc. <li data-bbox="1509 362 1938 418">• Examples of labels from food and other containers. <li data-bbox="1509 451 1938 532">• Interesting stimulus sentences for use as opening sentence of a composition <li data-bbox="1509 565 1665 589">• Computer <li data-bbox="1509 621 1654 646">• Projector

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
3. Writing			
A – 2.2. Writing for school purposes			
Types of sentences	<ul style="list-style-type: none"> Show mastery in constructing different types of sentences. Begin to organise writing in paragraphs Write an expository paragraph to: <ul style="list-style-type: none"> Give information Explain a process Give instructions Give directions 	<ul style="list-style-type: none"> Writing extension to sentences Compose simple and compound sentences Take students on a walk in the neighbourhood to observe and make individual lists of the signs. Have them design (temporary) signs for designated centres in the classroom / areas in the school. Extend students' use of the expository paragraph. Teach them how to develop an expository paragraph from topic sentence. 	<ul style="list-style-type: none"> Examples of good paragraphs. Select different types depending on the focus of the lesson. Large pictures for use as stimuli to help students focus on central theme / idea and supporting points. Pictures in series for use as stimuli in writing a short report in a paragraph. Examples of blank forms (from the library, simple travel forms e.g. the LIAT form). Charts from other subjects with information students need for use in transforming information into different format, e.g. information from a paragraph into a chart or table and vice versa. Large sheets of paper on which groups can write a sentence each to create a "stand up" paragraph. Support materials from other subject areas, for example, the experiments from the social studies class. Use these as stimuli to generate good explanatory or informative paragraphs. Objects to be used as stimuli for discussion, generating appropriate words and writing descriptions. Colour charts to identify exact names of primary and secondary colours and colour combinations. Blank Venn diagrams to have students organise their ideas that are similar and different – for use in writing a comparison.
Sequencing	<ul style="list-style-type: none"> Write an account of an event Write an account of an event / or a report based on a series of sequential pictures Write a report of an experiment Write signs, labels and captions Represent the information in a simple chart in paragraph form Search for information about a selected topic and make notes about it Complete some forms, e.g. an application form to join the library Use notes to write a paragraph about a selected topic Write an article for the class or school newspaper Use a simple outline to produce an expository paragraph Work with classmates to write group reports Use exact words to describe colours and different shades of colours in their writing Use comparative language to express similarities Use contrastive language to express differences Use exact language to describe shapes and sizes of objects in their writing 	<ul style="list-style-type: none"> Write the word Expository on the board and discuss what it means. Bring in examples of good expository paragraphs (suitable for the age group from their English language texts and from text books in other subjects) for critical reading and discussion of the elements of the expository paragraph. Let small groups work with one or two examples of paragraphs to come up with lists of features that they observe. Try to lead students to a clear understanding of the features of the paragraph. Use activities from other subjects across the curriculum (e.g. science, health science, social studies) to provide authentic purposes for writing expository paragraphs. For example, observation of seed germination in a jar that has been set up as an experiment can provide the topic for a paragraph giving information about this process. Use pictures in series as stimuli for students to write a paragraph reporting what happened. Use a checklist of questions to guide students in their assessment of expository paragraphs; e.g. use examples from a former class. Include checks for a central idea and supporting details. Have students work in small groups and individually to use lists to critique samples of paragraphs and their own paragraphs. 	

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
3. Writing			
<p>A – 2.2. Writing for school purposes</p> <p>Expository Writing</p> <p>Descriptive Writing</p> <p>Book report</p>	<ul style="list-style-type: none"> Use specific language to convey sensory impressions [i.e. Words that appeal to the five senses – sight, hearing, touch, taste and smell] in descriptions Write descriptions of real and imaginary scenes, of favourite people, places, objects and animals Select and use words that describe different feelings Write titles for stories Write in their own words a story that they listened to, viewed or read, a fable, folktale, myth, absurd story or tall tale Make up a new plot for a story that they have read, viewed or listened to and write the new version of the story Extend the plot of stories they have read by writing down one or two new events or episodes Write original tales e.g. Fairy tales and absurd ‘tall’ tales Use dialogues to enhance characters in their stories Write a simple dialogue about an event Write imaginatively about objects, e.g. What a particular object would say if it could talk 	<ul style="list-style-type: none"> Use the <i>paragraph person</i> – a stick figure with a big balloon head in which students will write the main idea and limbs (and trunk) for supporting details Use clusters also (spidergram) with the main idea in the center and smaller circles linked to main one to show graphically the distinction between central idea and supporting details. Have students use one of these (and other graphic organisers) to organise their information before writing Use actual school and community events to select topics for writing and to teach different types of writing (see suggestions above for posters, notices and paragraphs). Have children also suggest topics that they want to write about. Project work will allow scope for children to select different topics for writing. Teach the children to write descriptions. Take the class outside or to a popular site (link with a field trip). Before the children go out ask them to pay attention to what they see, hear and smell. Have them pay attention to how the things that they touch feel and to the taste of foods they may sample. In class have children take turns to tell the class about their observations. Ask children to use exact words to talk about colour, sound, etc. Write lists of words on the board that convey sensory images (hearing, smell, sight, taste, touch). Link with a vocabulary building exercise in which the class (or small groups) finds synonyms for selected words in the list. Let students write their descriptions of the place they visited, using the vocabulary they generated in their oral presentations as well as from the word lists on the board. Set up small groups to review the writing of individuals and to give feedback. Use process approaches to guide the revision and editing of paragraphs. Introduce key words that are related to the senses e.g. - sight: <i>looks like, visible, sight, view, see; vision - hearing: listen, hear, sound, audible - touch: feels like, feeling, sensation</i> 	<ul style="list-style-type: none"> Material from social studies classes and simple experiments from Science. For example, material used for seed germination (clear jar, blotting paper, seeds). Select others done in science as the stimulus for writing expository paragraphs (informative and explanatory) Varied sets of picture series that show a sequence of events and allow for writing a simple report. Large stick figure drawings on sheets of paper to help students differentiate between central idea and supporting details in a paragraph. Objects for observation and used as stimuli for descriptions and for eliciting vocabulary that appeals to the senses (sight, hearing, smell, taste, touch). Bristol board for writing up word lists, connotations for student reference in writing descriptions. Large notebook for class Word Bank and exercise books for use by individuals. A good selection of rhymes, limericks, poems (include examples of haiku, poems with end rhymes etc) about a variety of topics for discussion and as stimuli for children’s own writing.

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
3. Writing			
A – 2.2. Writing for school purposes			
Dialogue	<ul style="list-style-type: none"> Begin to write different types of poetry, e.g, the haiku Write simple rhymes, chants and limericks 	<ul style="list-style-type: none"> Introduce words that evoke the senses: e.g. [smell: - <i>fragrant; smoky, fresh</i>]; [taste: <i>bitter, acid, spicy, salty etc.</i>]. As a word building activity have students find words that have similar meanings, that have connotations related to sensory words e.g. for walk – stroll, saunter, strut. Link with vocabulary building exercise link with outcomes listed under Section D below for integrating writing, spelling and vocabulary use and with Section D – reading outcomes (p.45) Bring in examples of good descriptive paragraphs. Discuss the use of exact words and words that appeal to the senses. Have students work individually or in small groups to read one or two paragraphs using a checklist of features (you have developed with the class) to give their response to the writing. They will share their findings. Bring in an object (large enough for the whole class to see and striking enough to generate comments from students). Ask students to find words that express how the object looks. Write their answers on the board. Discuss the words they selected and help them to distinguish between words that are general and others that are more specific. For example, explain that a word like nice does not give exact information about how something looks. Ask them to come up with concrete examples that can create an image. Ask them to think about words that give an image of the size, shape and texture of the object, shape and texture of the object. Have them write sentences in which they use words from the lists you have written on the board during their brainstorming about words. In subsequent lessons have them find exact words that appeal to the other senses. Have them write a paragraph in which they organise their sentences in the best order. Allow time for sharing, revision and editing. 	<ul style="list-style-type: none"> Charts with simple story maps as aids for teaching the structure of narratives and for display on the wall as reference. A selection of appealing songs, tapes Preprinted pages with lyrics of songs to be listened to and discussed. A recording device (and / or CD player). Headphones for individual work (if possible). A drama resource centre (use what is available in school or develop a small class centre) for dressing up for skit presentations, etc. Charts for wall display to show functions of different connectives / linking words. A class reading centre with a good selection of stories, poems, rhymes, limericks, songs and best extracts of paragraphs and passages used as stimuli for teaching concepts. Charts with lists as mnemonics for guidance in writing, revising and editing work.
Poems	<ul style="list-style-type: none"> Write lyrics for songs Make up new endings for familiar limericks 		
Songs	<ul style="list-style-type: none"> Begin to write skits or short plays 		
Skits	<ul style="list-style-type: none"> Select words carefully to convey the intended meaning in their writing 		
Linking words	<ul style="list-style-type: none"> Select connectives – linking words - to express the appropriate relationship between clauses and sentences; use appropriate transitions between paragraphs 		

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
3. Writing			
A – 2.2. Writing for school purposes Songs Skits Linking words		<ul style="list-style-type: none"> • Select an appealing song as a listening stimulus. Have pre-printed sheets of paper with the lyrics printed on them but set up as a cloze activity with the rhyming word in every other line missing. Children listen and insert the correct word. Let students' have a go at writing their own lyrics for a song. They can work on this for extended work / homework and present / perform for the class in a subsequent lesson. • Develop the class reading centre by including large print copies of best extracts and paragraphs used as stimuli for teaching concepts for writing. 	

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
3. Writing			
B. Using process strategies for shaping their writing	<ul style="list-style-type: none"> • Apply the process strategies indicated for Grades I and II • Brainstorm to generate ideas for their writing • Use a cluster or and an outline to organise their ideas and plan a draft for a composition • Revise their writing to improve the organisation of ideas, word choice and clarity of sentences • Share their writing with classmates and respond to feedback given on it comment both verbally and in writing on the compositions of their classmates edit their writing to produce a good final product • Begin to use the computer and appropriate software to compose, revise and edit • Use their artwork to illustrate their writing • Prepare their writing for publication in the class or school magazine or in the authors' wall space in the class / school 	<ul style="list-style-type: none"> • Use process strategies as a basis for getting students started with a writing assignment. • Use brainstorming as suggested in the examples in the foregoing sections. • Use picture stimuli also as ways of getting them to focus on a topic and to generate ideas about the topic. • As a warm-up activity before writing – ask students to share what they know about the topic. Discuss the topic itself to find out its focus. • Use clusters, outlines, blank Venn diagrams as graphic organisers to help students organise their ideas for writing. • Allow time for sharing what they have written. Let partners read and comment on the compositions of each other. Work with the students to create checklists that guide them to look for the important features of good compositions and to detect weaknesses. Allow time for feedback and discussion (in pairs, small groups or whole class. Vary interaction patterns depending on the task). • Organise a session with the computer instructor to help students use aided writing software productively to guide them to improve their writing. Link with computer studies where available. • As part of project work get students to work in groups to put together collections of their best work. Guide them through the selection process, the illustration, compilation and display processes. Link with art classes. 	<ul style="list-style-type: none"> • All the resources listed in the foregoing sections. • Charts illustrating use of clusters as organizing graphic. • Charts showing simple outline format. • Large charts with question prompts for guiding critical reading of their own compositions and those of others. • Access to school / class computer and software for guided support in revising compositions. • An art corner. Link with regular art and craft class to develop this. • Materials for illustrating their work [e.g. coloured pencils, glue, finger paints, water colours, paint brushes etc.] • Materials for collating best written work into “books”. Example: binders or ribbon, cardboard or firm sheets for covers, glue, stapling machine etc.

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
3. Writing			
C. Using appropriate writing conventions	<ul style="list-style-type: none"> • Show mastery of the writing conventions learned in Grades K- II • Show greater control of handwriting • Use more uniform spacing between letters and words shape letters with evenness • Punctuate sentences correctly, using full stops, question marks, exclamation marks, comma, inverted commas to mark dialogue 	<ul style="list-style-type: none"> • Use editing time to emphasise good handwriting skills. • Let students use double lined exercise books for handwriting practice to achieve greater control and legibility. • Teach punctuation points as part of the writing process. • Use examples from children’s own writing as teaching points and to introduce new punctuation marks to be learned. • Teach the appropriate use of the full stop. • Use actual short conversations or dialogue from their stories or from stories being read to illustrate the use of inverted commas. • Set up a game, Punctuation Bingo. Write out on large pieces of paper for use by individuals, pairs or small groups, or on the chalkboard for whole class activity (five or ten sentences without capitalization or other punctuation). • Use good examples that call for the punctuation marks you have taught. Have children work in teams (pairs or small groups). Have a box with punctuation marks. Both teams get a chance to read through each sentence once. They then call for the marks they think they need to punctuate the sentence. When you say the word have the teams work quickly to punctuate the sentence (Allow one minute per sentence). They can only use the marks they asked for. At the end of the time allowed, have partners check each other’s sentences and award one point for each mark used correctly. A team loses one point for every misused mark and for a mark they needed but did not claim. 	<ul style="list-style-type: none"> • Appropriately lined exercise books for guiding handwriting. • Charts illustrating functions of punctuation marks for display. • Individual punctuation marks in a box for the bingo game. • Large strips of paper with unpunctuated sentences for use in the game.

		<ul style="list-style-type: none">• The team (or pair) with the most marks at the end wins. The game can be varied for whole class, small group or pairs. You can also allocate a small group to act as judges of the sentences and to allocate points. Monitor entire activity to ascertain that judges are allocating points and adding up points correctly. You can set up a competition, keeping the same teams and running the game over a term or half term until you have covered the marks. The team with the highest cumulative scores over the term is the champion.	
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Domains and Concepts	Specific Objectives	Suggested Activities	Resources
3. Writing			
D. Vocabulary use and Spelling	<ul style="list-style-type: none"> • Show mastery of the skills and strategies learned in earlier grades • Use word banks to incorporate new words learned and to use sentences that illustrate their meanings • Use and spell correctly (in their writing) high frequency words they encounter in reading • Be able to recognize common prefixes in words [pre-, un-, de-, re-, dis-,] • Use different prefixes to form new words from root words • Identify common prefixes and show how they change the meanings of words • Use spelling rules productively to spell words with different suffixes correctly; e.g. -er; -est; -able; (link teaching to grammar outcomes • Use suffixes to form new words from root words e.g. -er, -ly, able, -ful, -less • Use suffixes productively to change the class of a word 	<ul style="list-style-type: none"> • Create lists of high frequency words students encounter in their reading. Have students work in groups to make up word families. • Have students make regular entries into their word banks. Have them write one or two sentences to illustrate the meanings of new words that they learn and include in their Word Banks. Encourage them to use these words in their compositions. • As a whole class activity: list common prefixes on the chalkboard. Go over the spelling and pronunciation of each carefully with students. Have a set of each of the prefixes written on to Bristol board with tape at the back for sticking in place on the board [alternatively, if you are using a metal marker board, use magnetic letters that can hold in place on the board]. Write down a list of root words, a column for each set that takes a different prefix. For example, write down examples of words that take pre- in one column e.g. [mature, caution etc.] and root words that take un- in another column [e. g. lucky, tidy, do, able etc.]. Do the same for each of the other prefixes. Have the prefixes mixed in a box. Invite volunteers to come up 	<ul style="list-style-type: none"> • Notebooks / Exercise books for Word Banks. • Bristol board for making up a variety of charts as aids. • Marker boards and magnetic letters to form compound words and new words with prefixes and suffixes. • Markers, scotch or masking tape for attaching cards to chalkboard or wall • Wall posters for listing root and base words [use as aids in several activities] • Sheets of paper for writing on affixes, e.g. prefixes, word endings – s; es; other suffixes. • Thicker cards for showing root words and base words in word-building activities. • Flashcards. • Posters with synonyms and antonyms.

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
3. Writing			
D. Vocabulary use and Spelling		<ul style="list-style-type: none"> • Select a prefix and match it with a word in a correct list. Have the volunteer explain the meaning of the word before the prefix was added and the meaning after. Ask other students to help and to provide assistance. This activity can be varied to have students interact in pairs. Have large pieces of paper or Bristol board with the root words on them (one word per piece of paper). Partners take turns to select prefixes and add them to the appropriate root words. Extend activity by having children write sentences in which they use the new word to illustrate its meaning. As an additional on-going activity, have students find other root words in the materials they read in all subjects and add them to their Word Banks. [See suggested activity for homonyms in Listening section, p.25] • Extend activity to introduce other prefixes, e.g mis-(mistake, misbehave); anti- (antisocial; antibiotic); non- (nonsense); ex- (exchange; export)... • Include in your lists other words that begin with the same letters as in the prefix but are not prefixes in words; e.g. read, uncle Ask students to draw columns on their exercise books and separate the words that use prefixes from those that are not prefixes. You can set this up as a group or pair activity also. • Use your word lists with prefixes to help students make up new words with opposite meanings (i.e. antonyms). Set up a list of root words and have a collection of prefixes available. Ask students to select a prefix to make a new word that is opposite in meaning from the root word. Let students put up the pair words on the board. Set up as a game with teams in which each team should generate as many antonyms as they can in a set amount of time. 	<ul style="list-style-type: none"> • Charts to show word families – collected around topics students encounter in different subjects.

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
3. Writing			
D. Vocabulary use and Spelling		<ul style="list-style-type: none"> • Follow through with the antonym activity to teach synonyms. Have students find words with similar meanings for each of the antonyms they generate. Help students to achieve ownership of new words learned by having them talk about the meanings and using them in their own oral presentations and writing • Teach comparative and superlative forms of adjectives. Choose a small set of words to which -er and -est can be added and discuss how the meaning of the word changes with the addition of each suffix. Make another short list of words ending with the letter –e (e.g. ripe), words with short vowels (e.g. fat), and words ending with the letter y. • Have students apply the suffix in each case and discuss how the spelling changes in each. Introduce larger word lists with more examples. Have the students work in pairs or small groups to spell the words correctly when the suffix is added. Set up as a game with points to create more interest. Follow up with a lesson in which you help students to find adjectives that are exceptions (e.g. good, better, best). • List a small set of root words that form new words when suffixes are added to them. For example, care – ful; life-less; like-ly; Find examples for each suffix. • Introduce activity by having students match suffix to appropriate root; talk about the meanings and illustrate with examples. Ask students to give examples and provide some too. Ask students to find other root words to add to the list. Let them identify words that can take two different suffixes and discuss how the meanings change when each suffix is used [e.g. care- ful; careless]. Link word formation with suffixes with grammar lesson on word classes [See Section E]. Discuss how the suffixes change the word meanings. 	

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
3. Writing			
D. Vocabulary use and Spelling		<ul style="list-style-type: none"> • Have students write sentences to illustrate meanings. • Extended activities • Set up a word hunt activity in which students find examples of words to add to the list. • Provide examples of base words and ask students to form new words by adding appropriate suffixes • Make up a matching game with teams in which teams get one point for each new word they generate and two points for each sentence they write, using the new word correctly. • Strategies for spelling – e.g.: show students how to use self-questioning (through modeling) to relate new words to unknown words that have similar patterns. • Sounding out words in parts; help students to segment words into manageable syllables • Recognizing smaller words (that are familiar) within longer words. 	

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
3. Writing			
E. Grammar	<ul style="list-style-type: none"> • Show increased understanding of grammatical concepts through their use of correct grammar in their sentences • Use noun plurals correctly • Use adjectives, including comparative and superlative forms appropriately in sentences • Use possessive forms of adjectives appropriately • Use the continuous form of the verb (-ing) and spell verbs in the continuous tense correctly • Attempt to write more complex sentence patterns in their compositions • Show increasing mastery of the appropriate use of the following forms of verbs: <ol style="list-style-type: none"> a. Present continuous b. Present habitual c. Be and have in both present and past tense constructions d. Past e. Future, using <i>going to</i> and <i>will</i> 	<ul style="list-style-type: none"> • See suggestions for word-building with suffixes –er and –est in foregoing section. • Link lesson on noun plurals with spelling of plural forms – adding –s and –es • Set up different columns to list nouns that take different forms for plurals e.g. those that take –s; -es; irregular forms (e.g. tooth / teeth) those that require a change in spelling (hoof / hooves) etc. Have endings printed on cards. Students use cards to show which forms take particular endings. • Prepare cards with nouns written on them – one noun to each card. Have students work in groups and have a large number of cards for each group. Place cards face downwards on the desk. Have students turn cards over one at a time and sort them out in piles (right side up) according to the way the plurals are formed. Have each come up with sample sentences in which they use some of the plural forms accurately. • Select a story that has many examples of the present continuous tense. Have students read the story to find all the verbs ending in -ing that show action happening in the present. Have them search for other -ing words that are not in the present. Compare the verbs in context to determine the meanings they convey in the story. • Make up two lists of words, one list that forms the present continuous by adding -ing and another list which prohibits the use of -ing in the present continuous, e.g. know (I know versus I am knowing; like versus I am liking). Have students work in groups to sort out the verbs that take the -ing ending from those that do not. Have individuals write out sentences in which they use verbs from both lists. 	<ul style="list-style-type: none"> • Use adjectives, including comparative and superlative forms appropriately in sentences • Use possessive forms of adjectives appropriately • Use the continuous form of the verb (-ing) and spell verbs in the continuous tense correctly • Attempt to write more complex sentence patterns in their compositions • Well-chosen passages that exemplify grammar points being taught. • Cards with different noun endings for group and individual activities. • Recordings of stories that provide good models of the use of English. • Checklists with grammar points that students can use for revising their writing or as guides in making helpful comments on the writing of their classmates.

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
3. Writing			
E. Grammar	<ul style="list-style-type: none"> • Have increasing mastery over: <ol style="list-style-type: none"> a. Subject / verb agreement b. Agreement of pronouns with their antecedents • Distinguish between the use of possessive its and contraction it's and other homophones that cause grammatical confusion E.g. <i>There, their; there's, theirs</i> • Use a grammar checklist as an aid to identifying errors during revision of their writing and in the writing of others • Proof read their writing to ensure accurate use of grammar 	<ul style="list-style-type: none"> • Choose an extract from a story children are reading. Select an extract that uses examples of pronouns (he, she, it, they etc.) Re-type the extract removing the pronouns and repeating the actual names referred to every time. List the pronouns on the board. Ask students to read the passage first with all the name references. Ask them to remove some of the references that make the story sound odd. Present the list of pronouns and work with the children to select pronouns to replace the name references. Follow with independent work on a pronoun cloze exercise. Again select a reading passage and eliminate all the pronouns. • Write a list of pronouns on the board and have students select from the list to complete the passage. 	

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
3. Writing			
F. Attitudes and Interest	<ul style="list-style-type: none"> • Show interest and enthusiasm in writing • Engage in word / language play for fun and to extend their awareness of language [e.g. use of puns, jokes, selecting names for characters that reflect their dominant traits] • Show increasing interest and engagement in writing for self and others and for pleasure • Show increasing commitment to writing across the curriculum to complete a range of assignments • Show interest in using available technology to record their writing • Use available technology [and self-instructional programs] to improve weak areas of their writing • Use the available technology to enhance their work that is intended for display • Work on projects that incorporate all the domains of the language arts 	<ul style="list-style-type: none"> • Bring in interesting samples from the newspaper, the funnies / comics for sharing and discussion of interesting usage. • Link critical reading and writing activities so that reading can be used as a stimulus for writing and children’s writing as a basis for discussion, reading and commentary. • Display children’s work, involve parents in discussion about their children’s work and progress and provide suggestions on ways in which they can provide positive support for children’s homework tasks. • Schedule time for writing conferences with students. • Use the writing conference to go over the student’s portfolio and to discuss progress. Give the student guidance on ways in which writing skills can be improved. • Use thematic units to integrate domains so that students can see the relationships between domains of the language arts. • Encourage the use of computer technology where this is available. Guide students in its use as an aid to improving their reading and writing skills. • Use thematic units that require application of key elements from all the domains of the language arts 	<ul style="list-style-type: none"> • All the resources listed in the foregoing sections. • Available technology. • Good recordings of songs, plays, stories. • Actual events in the school and community as stimuli for project work or specialized tasks. • Teacher as resource to: <ul style="list-style-type: none"> - help students set goals for learning - learn strategies for problem solving and to learn how to learn - give feedback to students on a regular basis - diagnose learning problems and address them in an effective way - provide good models of language for students - help students make good use - help of learning resources students develop positive attitudes towards learning.

VIEWING AND VISUAL REPRESENTATION



Visually representing refers to communicating through visual images. These images include photographs, drawings, graphs, maps, and diagrams, as well as video presentations, dioramas, models, and dramatization.

Just as in reading, writing and speaking viewing entails giving attention to facts, relationship, inferences and to critical analysis.

Viewing and Visually representing are part of our growing consciousness of how people gather and share information. Teachers and students need to expand their appreciation of the power of print and non-print texts. Teachers should guide students in constructing meaning through creating and viewing non- print texts.

Research has found that the average students spend 6-7 hours a day using media- video games, computers, video, with the average television viewing at 3-4 hours each day. Being able to interpret what they are seeing is crucial.

Grade II Learning outcomes for viewing and visualizing

1. Explore thoughts, ideas, feelings, and experiences
2. Comprehend and respond personally and critically to oral, literary, and media texts
3. Develop understanding and gather information from mental images
4. Utilize mental images to develop critical thinking and creative writing skills

Strands/ Learning Outcomes

- Viewing
- Viewing for self
- Viewing to share information
- Viewing to accomplish school tasks
- Participating in all phases of the writing process to develop, revise, edit and share writing
- Viewing reading and writing connections

Objectives	Sample Activities	Resources
VIEWING AND VISUAL REPRESENTATION		
A. Use multimedia to make presentations about things read, listened to or researched	<ul style="list-style-type: none"> • Viewing films of books read or to be read. • Watch live broadcasts to respond either orally or in writing. • Watch online tours of museums of interest to children • Watch documentaries on topics of interest as supplementary to materials read and discussed. • Teachers model use of multimedia so students can use it for oral presentations and other purposes. • Using digital cameras and doing Powerpoints. • Produce reading materials with illustrations: comic strips, cartoons, etc. 	<ul style="list-style-type: none"> • Tape recorder and audio tapes • Radios • Smart Board • Tablets • Cellular Phones • Television set (SMART TV) • Computers with internet access • Digital cameras • Projector • CD/DVDs • Audio /E-Books
B. Write and perform skits and plays to depict things read, listened to or researched	<ul style="list-style-type: none"> • Teacher and students stage dramatic presentations 	<ul style="list-style-type: none"> • Note pads • Microphones
C. Use art to depict ideas read, listened to or researched	<ul style="list-style-type: none"> • Students and teacher create picture portfolios 	<ul style="list-style-type: none"> • Arts paper • Coloured pencils • Crayons

Appendix 1

WORD FAMILIES FOR GRADES K-3

In the lower grades students should be exposed to a repertoire of words in order to foster the acquisition and development of language skills.

Hence, teachers should assist their students in developing phonemic awareness which is an essential component of the language arts.

Word families are taught as they are encountered in meaningful text. They are not taught in isolation, nor would these word families be taught in separate lessons. Some can be done during reading, spelling or vocabulary and mini lessons. The following are samples only; the first example of a word family should always be chosen from a text that students are listening to or reading.

ab	ad	ag	am	ap	ar	an	at	ay	aw	ed	eg
cab	bad	bag	dam	cap	bar	man	cat	bay	caw	bed	leg
crab	fad	flag	jam	nap	car	pan	pat	hay	paw	fed	beg
lab	glad	snag	slam	wrap	scar	span	sat	stay	draw	shed	Peg
	sad	drag	swam	scrap	star	plan	flat	gray	straw	fled	

ee	en	et	it	ib	id	Ig	im	in	ip
see	pen	bet	bit	bib	bid	big	dim	bin	lip
bee	men	net	fit	fib	hid	dig	him	tin	sip
knee	den	wet	hit	crib	skid	twig	trim	twin	snip
tree	when	jet	quit	rib	slid	wig	skim	spin	trip

ub	ud	un	up	us
cub	bud	bun	cup	bus
tub	mud	fun	pup	plus
grub	cud	spun	sup	pus
shrub	thud	stun	up	us

is	ix	ob	od	og	op	ox	ot	ew	ow
this	six	cob	cod	fog	pop	box	cot	few	low
his	mix	throb	pod	log	shop	fox	pot	new	mow
is	fix	rob	rod	blog	stop	lox	clot	flew	slow
		mob	plod	snog	drop	pox	blot	grew	throw

-r controlled vowels	initial	Final	Medial
ar	art	star	chart
er	err	butter	stern
or	orchid	nor	morning
ir	birth	stir	girl
ur	urchin	blur	purple

CONSONANTS BLENDS

bl	br	sc	spl	sw	cl	cr
blue	bring	scarce	spleen	swing	clashes	cry
blood	brood	score	splash	sword	clean	crayon
blind	broth	scandal	splinter	swim	clown	crown
blight	brush	scoop	splendid	sweep	clay	across
able	bright	scant	splice	sweat	clear	croak

sk	scr	tr	fl	dr	sm	spr
skill	scrap	tray	flow	drown	small	spray
skin	scribe	try	flood	drape	smell	sprint
sky	script	trip	flight	drink	smile	spring
skit	screen	train	fly	drain	smote	sprite
skim	scream	trial	fling	dream	smoke	spree

tw	gl	fr	sn	str	pl	gr
twice	glow	from	snake	strap	play	great
tweak	gland	frame	snail	stray	plant	grin
twin	glad	friend	snort	stripe	accomplish	great
twilight	glare	frank	snot	stride	Plan	grey
twinkle	gleam	fry	snap	stroll	plight	grease

sp	thr	sl	Pr	st
sparrow	thrice	slay	pray	stay
spill	three	slight	pride	steal
speak	through	slender	price	start
spend	throw	slow	prank	step
spit	thrill	slide	pretty	steep

CONSONANT DIGRAPHS (TWO LETTERS, ONE SOUND) sh, ch, wh, th

Sh	ch	wh	th
shop	chip	white	thank
sheet	church	whale	breathe
bashful	catches	what	thought
shout	luncheon	whether	bath
mash	cheese	when	path

VOWELS

Examples of words with short and long sounds for each vowel

Short vowel sounds	a	e	i	o	u
	ant	egg	in	on	umbrella
	cat	eskimo	pit	october	under
	banana	envelope	this	octopus	tub
Long vowel sounds	a	e	I	o	u
	apron	eagle	Island	open	union
	tape	tree	dice	pole	tube
	Pain	sleep	like	ochro	abuse

VOWEL DIGRAPHS

Digraphs that spell **vowel** sounds include the letter pairs (ai, ay, ee, ea, ie, ei, oo, ou, ow, oe, oo, ue, ey, ay, oy, oi, au, aw). The important thing to remember is that a **digraph** is made of two letters, and although the letters spell a sound, the **digraph** is the two letters, not the sound.

ey, ee, ie, ei, ea	ai, ay, ey	au, aw	ue, ew	oo, ow, eo	oo, ou
money	ail	cause	blue	hood	soup
see	pay	daughter	cue	flow	coup
receive	prey	law	dew	toe	moon
tea, chief	chain	paws	curfew	stood	spoon

Diphthongs: A *diphthong* is a sound made by combining two vowels, specifically when it starts as one vowel sound and goes to another, like the oy sound in oil.

au, aw, oy, ew, oi, ou, ow, Oo

au, aw	oy, oi	ou, ow
awful, awesome	toy	shout
caw	boy	pout
autumn	oil	about
launch	joint	bowel
sauce	coin	cow

Appendix 2

GRADE III – SAMPLE LANGUAGE ARTS LONG RANGE PLAN - TERM I

Week 2	Week 3	Week 4	Week 5	Week 6
Reading Comprehension Unit 2 Brochure: Old Belize * Read, Discuss, View Website * Distinguish between fact and opinion * Answer questions	Anansi Stories Unit 3 * Read, Discuss, Retell * Story Elements-character Setting, plot, ending * Give and justify opinion about character * Answer questions	The Children’s Library Unit 12 * Read, Discuss, Recall details * Answer questions * Visit Public Library	The Swing Unit 4 * Read story * Discuss the story * Complete a story map with story elements	Where have you been? Unit 11 * Realistic story * Read, discuss, make predictions * Answer questions * Listen to story for enjoyment
Spelling * Selected words from text and brochure	* Words from vocabulary * Words from text * Short and Long vowel sound (a) E.g. Animals angel	* Words from story * Sight words * Short and Long vowel sound (e) E.g. Elephant eagle	* Words with the prefix un im dis * Short and Long vowel sound (i) E.g. Insect ice-cream	* Prefixes mis in * Long and short vowel sound (o) * Compound words
Grammar * Nouns, Verbs, Adjectives * Common Nouns * Proper Nouns	* Identify punctuation marks * Full stops and question marks * Singular and plural nouns s & es * Pick out common and proper Nouns	* Singular and plural nouns es and ies (Words and sentences)	* Singular and plural. v+es * Nouns – vowel change Eg. man men	* Singular and plural con’t practice * Singular and plural – nouns with same plural form * compound nouns e.g. teacup
Vocabulary * Grill * Additional gr words-meaning and spelling	* Br cr sn sp words * Alphabetical order using word from text	* Alphabetical order * Dictionary skills (alphabetical order, guide words, part of speech definition of words * Using <i>for</i> and <i>since</i>	* sw sh ch Words (pronunciation, spelling, meaning, usage in context)	* Gender – Masculine and feminine
Writing * Use nouns to write sentences * Add details to make sentences more interesting * Locate a brochure * Design a brochure	* Sentence and Phrase * Statement and question * Description of the character in the story (peer group)	* Sentences and non-sentences * Subject and Predicate * Book Review (Assignment) * Kinds of sentences continuation * Write a paragraph about visit to the library	* Kinds of sentences * Changing a question to a statement and vice versa * Subject and predicate * Discuss and write another ending to the story (model)	* Writing own conclusion for story * Plan story using story maps- Introduction of writing process
Handwriting Cursive l t h d m n i	* ba c cursive formation of words eg. Bat bit ball cat cite till mill	* e g j o p con’t formation of words	* V u w * Continue formation of words	* s r x z * Continue formation of words
Listening and Speaking * Discuss a place or places of interest in your country Pg12	* Talk about your favourite story / stories Pg 18	* Discuss the sections where different books can be located pg 67	* Saying you are sorry pg 22	* Asking questions and give appropriate responses pg 62

GRADE III – SAMPLE LANGUAGE ARTS LONG RANGE PLAN - TERM I

Week 7	Week 8	Week 9	Week 10	Week 11
Reading Comprehension Whales – K W L Keskidee Reader Demonstration of K W L strategy	* K W L Strategy continues	The Children’s Library Unit 12 * Q A R Strategy (Question and Answer Relationship) Right there and Think and Search	Poem- Steel Band Jump Up Unit 4 * Identify Main Idea * Interpret Meaning	Main Idea and Supporting details
Spelling *. wh words U short and long vowel sound	* Words from text –study and spell * ail & ale words - Orally and in sentences	* Words from lessons * air, are & ear words	* Words from lessons * ert irt urt	* Words from lessons ite ight
Grammar * The Whale’s Song Keskidee Reader * Collective Nouns – (animals and People)	* Collective Nouns - Things	* The Swing – Unit 4 Review Subject pronouns & Object Pronouns	* Object Pronouns	* Poem – Steel Band Jump Up Possessive Pronoun
Vocabulary * Gender – masculine and feminine Common and neuter	* Putting things away Keskidee Reader Possessive nouns (singular)	* Possessive nouns (plural)	* Synonyms	* Synonyms
Writing * Con’t using story map to write * Research about whales	* Use a sequence of pictures to write story * Use research to write about whales	* Use a sequence of pictures to write a story	* Introduction to paragraph writing – Expository (Main Idea/Topic Sentence) (Supporting details) (Note Subject)	* Writing Main Idea and Supporting details
Handwriting Extract from Lang. Arts Lesson	* A proverb * Dictation	* Extract from Psalm 23	* Extract from Note Subject * Dictation	* Extract from previous lessons
Listening and Speaking *Discuss events, experiences previous knowledge- about whales	* Discuss information from research (Whales)	* Listen to students’ presentation of stories and Critique	* Listening to text to identify topic sentence	* Listening to text to identify supporting details

GRADE III – SAMPLE LANGUAGE ARTS LONG RANGE PLAN - TERM II

	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Reading Comprehension	The Children’s Library Unit 12 * Q A R Strategy (Question and Answer Relationship) Right there and Think and Search	Poem- Steel Band Jump Up. Unit 4 * Identify Main Idea * Interpret Meaning	Main Idea and Supporting details	- Working with short paragraphs - Continuation of main ideas and supporting details	Q.A.R Right there Think and search Unit 10 Lang tree	Q.A.R Author and you on your own
Spelling	* Words from lessons * air, are & ear words	* Words from lessons * air, are & ear words	* Words from lessons * ertirt Urt	* Words from lessons ite ight	Syllabication Forming adjectives	Words from the category of food Words from notes
Grammar	* The Swing –Unit 4 Review Subject pronouns & Object pronouns	* Object Pronouns	* Poem – Steel Band Jump Up Possessive Pronoun	Adjectives – quality, quantity. Unit 14 Lang. Tree	Adjective-comparative	Identify verbs in sentences Verbs ‘state of being’
Vocabulary	* Possessive nouns (plural)	* Synonyms	* Synonyms	Words opposites metaphor	Words opposites	Suffixes
Writing	* Use a sequence of pictures to write a story	* Introduction to Paragraph writing – Expository (Main Idea/Topic Sentence) (Supporting details) (Note Subject)	* Writing Main Idea and Supporting details	Poem- haiku Unit 14 {project part 1} model in class	Paragraph writing-expository-using topic from notes-food	Dialogue unit 1- model in class lang. Tree Unit 9 – group task keskidee
Handwriting	* Extract from Psalm 23	* Extract from Note Subject * Dictation	* Extract from previous lessons	List of adjectives from lesson	Definition of Q.A.R	Extract from health
Listening and speaking	* Listen to students’ presentation of Stories and critique	* Listening to text to identify topic sentence	* Listening to text to identify supporting details	Reading poem aloud	Students will read their writing and evaluate	Role play-conversation between 2 students- about a movie seen, a book read

GRADE III – SAMPLE LANGUAGE ARTS LONG RANGE PLAN - TERM II

Week 8	Week 9	Week 10	Week 11
Reading Comprehension	Q.A.R-(passage) Students formulate different type of sentences Q.A.R – practice on their own	<ul style="list-style-type: none"> • Lang Tree unit 19 • Scan text for information • Discuss information sources • Sequencing 	<ul style="list-style-type: none"> • Lang. tree • Unit 20- newspaper articles water crisis • Scan to find gist Draw influences • Locate newspaper from previous week articles - collect for portfolio use for reading comprehension
Spelling	<ul style="list-style-type: none"> • Adding ‘ing’ to words Adding ‘ing’ to words ending with ‘e’ 	<ul style="list-style-type: none"> • Words from the category home adding ‘ing’ to words and doubling last letter 	<ul style="list-style-type: none"> • i.e. words • ei words
Grammar	<ul style="list-style-type: none"> • Identify verbs • Action • Simple present tense • Dancing Poinciana- Unit 5 	<ul style="list-style-type: none"> • Present continuous • Dancing Poinciana Unit 5 • Past continuous 	<ul style="list-style-type: none"> • Simple Past tense regular - People who helped us. Keskidee unit 5 • Simple past tense irregular • The market page 12
Vocabulary	<ul style="list-style-type: none"> • Suffixes • Rhyming words 	<ul style="list-style-type: none"> • Contraction simile page 76 Carib. Jun. Eng. 	<ul style="list-style-type: none"> • Contractions
Writing	<ul style="list-style-type: none"> • How I spend my weekends. (to give practice using simple present tense) 	<ul style="list-style-type: none"> • Sequencing- (model) • Making a rain gauge using time conjunction first, next, then etc. • How to make cheese sandwich- e.g.unit 14 the seed 9 keskidee) 	<ul style="list-style-type: none"> • Story summary • Writing a story- using story map as guide
Handwriting	<ul style="list-style-type: none"> • Rules for simple present tense 	<ul style="list-style-type: none"> • Extract from science. 	<ul style="list-style-type: none"> • Extract from Lang art • Ei and ie words rule
Listening and Speaking	<ul style="list-style-type: none"> • Oral speech- about what they do at school and at home to reinforce simple present tense 	<ul style="list-style-type: none"> • Research report- students would read two e.g. of simile (for home work) 	<ul style="list-style-type: none"> • Read their writing • The market (homework market visit)

The following have been included to offer guidance for the preparation of term plans for the various grades

GRADE III – SAMPLE LANGUAGE ARTS LONG RANGE PLAN - TERM III

	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Reading Comprehension	Banana Discuss the information (facts in the text)	Unit 7 Looking Back 7 Expository Text	Unit 12 Distinguish between fact and fiction Unit 16 Making Inference	Unit 13 Facts and opinion Drawing conclusion	Q. A. R – Strategy To answer questions How, why, list, state, What do you think, according to the passage	Compare and contrast
Spelling	Words from text	syllabication	syllabication	(gh) silent letters Eg. Fought, bought	Words ending with sion and tion	Words ending with ible and able
Grammar	Subject and verb agreement	Adverbs (Introduction)	Unit 8 Adverb of time Unit 121 Looking Back	Preposition	Preposition Same word used as (noun, verb, adjective)	Speech marks and comma Comma used in a list
Vocabulary	Meaning of words	Unit 8 Abbreviation	Unit 8 Abbreviation Unit 17 Commas in letters	Unit 5 – Poem Dancing Poinciana Simile	Simile	Occupation
Writing	Expository Writing Food	Looking Back 1 Unit 7 Select an animal of his or her choice and research and write (a minimum of 3 paragraphs)	Unit 17 Letter writing Friendly letter	Letter of invitation	Thank You Letter Sequencing of sentences to form paragraph	Narrative writing- Story
Handwriting	A thought (Child month)	Definition of adverb	Parts of a letter	Extract from science	Extract from Soc. St.	Extract from Health Ed.
Listening and speaking	Discussion about food using previous knowledge from Health notes	Review genre Unit 7 pg 41	Unit 17 Page 98	Discuss important information which should be included in a letter of invitation	Students share with classmates sentences formed using similes	Read a selected text with speech marks

Weeks 1 – 3 was spent completing topics that were not completed from the second term plan. The plan goes up to week 9 because the term has 12 weeks and the other 3 is for revision and test.

