

Curriculum for Grade I

(Age 6 – 7)

I. General Outcomes for Listening and Speaking

By the end of Grade I students should be able to:

22. show ability in all the learning outcomes for listening and speaking listed for Kindergarten
23. discriminate among the sounds of the language
24. make predictions and judgments on the basis of information listened to
25. listen to determine whether an utterance is spoken in standard English or in their native language variety (dialect / Creole)
26. use appropriate language (tone and register) for given contexts and situations
27. use school language to express ideas and respond to aspects of the content of lessons
28. recite poems, jingles, limericks and rhymes, paying attention to the rhythm of language

Domains and Categories	Specific learning outcomes:- Knowledge, skills and attitudes. <i>By the end of Grade I students should be able to:</i>	Sample activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities.</i>	Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity</i>
I . Listening and Speaking			
<p>A. Context: - Interpersonal Communication</p> <p>A - 1. Listening and speaking to interact socially</p>	<p>All the outcomes listed for Kindergarten</p> <ol style="list-style-type: none"> 1. listen attentively to speakers in conversational exchanges 2. listen to spoken messages and draw appropriate conclusions 3. listen to detect the emotions (moods and feelings) of a speaker 4. listen to determine the gist of a message 5. use facial and paralinguistic clues to determine a speaker's emotional tone 6. use turn-taking and other conversational conventions appropriately 7. use appropriate gestures and facial expressions - maintain eye contact in conversational exchanges 8. use appropriate forms of language for routine exchanges (greeting, thanking, requesting, apologising, inviting, leave taking) 	<ul style="list-style-type: none"> ▪ Design activities for pairs in which the completion of a task depends upon one student giving clear instructions and the other listening carefully. ▪ Provide opportunities every day for students to share news and talk about events as well as their personal experiences [e.g. what they did on a special holiday or how they spent a weekend]. ▪ Use a speaker's forum for individual students to make planned presentations and to provide opportunities for other students to ask questions of the speaker . ▪ Have students listen to recorded stories and other selections with dialogue and encourage them to talk about their interpretations of the speakers' / (characters') feelings/ moods based on the tone of voice and language used. ▪ Invite visitors to your class (e.g. a fireman, nurse etc) to speak about their work or other selected topic and have students formulate questions) that they could ask the visitor. Students can work in small groups to make up their 	<ul style="list-style-type: none"> ▪ A listening centre in the classroom with audio tapes of stories, poems etc. ▪ (Access to) a VCR and monitor for occasional viewing of taped stories to be used as stimulus for personal response, interpretation of emotions etc. ▪ some of the resources listed for Kindergarten that are appropriate to the tasks and activities being done in Grade I. ▪ Different stimuli for listening and generating discussion; e.g. articles from children's magazines, school events etc.

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	<p>9. express feelings about various situations and events</p> <p>10. communicate simple messages</p>	<p>questions before the visit). Have pairs role-play the interview.</p> <ul style="list-style-type: none"> ▪ Provide several opportunities for discussion of topics in the language arts as well as other content areas across the curriculum. ▪ Activate the students' prior knowledge before discussions to orient them to the topic. ▪ Simulate different situations which require routine conversational responses (appropriate to each situation) and have students role play in these situations; let them focus on the appropriate forms of greeting, apologising etc. ▪ Read interesting news (appropriate to level and interest) to students and elicit views, opinions, feelings (personal responses). ▪ Read a story to students and have them dramatize it or a favourite part of it. ▪ Simulate telephone conversations in which the children extend informal invitations to others. 	

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A - 2. Communicating to give and to get information	11. ask for directions and give clear directions 12. use appropriate language to offer and ask for assistance 13. ask for opinions / views of others about specific topics	<ul style="list-style-type: none"> ▪ Invite visitors to the classroom (from the community) to speak about topics of interest to the children. ▪ Have students prepare for the visit. Let them work in small groups to prepare the questions they can ask. ▪ Have them prepare a vote of thanks and allow them to role play thanking the visitor. Let different students have turns. ▪ Have students use the telephone to find out from an appropriate agency - how / where they can get specific information – e.g. the library to find out whether they have a specific book the child wants to read; or the weather bureau to find out what the forecast is for the following day / or for the rest of the week [this can be linked with the making of weather charts]. ▪ Set up centres in which children can extend their language acquisition / learning through informal interaction. In addition to the drama / costume centre, provide variation through the following at different times during the 	<ul style="list-style-type: none"> ▪ Puppets / finger puppets for dramatic activity in which students provide voice for puppet characters. ▪ Material for the children to make their own puppets. ▪ A drama centre with “costumes” which children can use in role play activities. ▪ Construction paper, art paper, cardboard for use in making objects, cut outs (for use in activities – e.g. in which completion of a task is based on the instructions given by a classmate). ▪ A selection of how-to texts, information / trade books, dialogues, news and magazine clippings, sports clips, to provide stimulus for listening for various purposes. ▪ A transistor radio for listening to selected news and / or a tape recorder with pre-recorded news items.

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		year: a shop, a post office, a Science corner. The latter should be a more permanent fixture. Set up centres around thematic content / projects being worked on in the term.	
<p>B. Context: Listening and speaking to develop oral language for school / academic purposes</p> <p>B -1. Listening for enjoyment and speaking to express personal response</p>	<p>14. listen to represent the rhythm of language through kinesthetic response e.g. clapping, tapping out rhythm etc.</p> <p>15. listen to stories and say whether or not they like them and why</p> <p>16. listen to stories and retell favourite ones</p> <p>17. listen to express an opinion / judgment based on views / information expressed by a speaker</p> <p>18. listen to determine and identify overall differences between Standard English and heritage language utterances relevant to territory (e.g. dialect / Creole)</p> <p>19. recite poems, jingles, rhymes, limericks, paying attention to the rhythm of the language and expressing a personal</p>	<ul style="list-style-type: none"> ▪ Play short, recorded rhymes, jingles to students and have them tap or clap out in time to the rhythm. ▪ Read stories and poems to children and elicit their personal response to them. ▪ Model attentive listening - listen carefully when children are speaking directly to teacher and one another or when telling their news / stories. ▪ Share appropriate news with children and share stories with them to encourage their own story telling in an accepting environment. ▪ Use culturally relevant materials, stories that use the language spoken in a territory. Use as a basis for raising children's awareness about language differences. ▪ Set aside time for news sharing and talk about events each day. 	<ul style="list-style-type: none"> ▪ In addition to suggestions for recorded materials (see foregoing section), have available a small selection of musical 'instruments' a selection of print material including stories, poems, rhymes, limericks, information texts. ▪ Blank tapes to record children's news - give them an opportunity to listen to themselves and set targets for oral language development in planned presentations. ▪ Evaluation form with checklist of questions to allow students to evaluate their performance [use conferencing sessions to go over these with students and help them set new targets for oral development].

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	<p>response to selections</p> <p>20. describe a familiar scene or a favourite place</p> <p>21. listen to follow simple directions and instructions</p> <p>22. listen to determine the gist of a message or text selection</p> <p>23. ask for directions</p> <p>24. give simple directions to someone to get from one place to another</p> <p>25. use appropriate language (<i>directional /deictic</i> terms) to give directions [e.g. turn right, straight ahead etc.</p>	<ul style="list-style-type: none"> ▪ Arrange for occasional short excursions to interesting places in the vicinity of the school or elsewhere. Have the students describe a scene they liked or found interesting. ▪ Set purposes for listening. Let the students know what they should focus on in specific listening tasks (e.g. listen to find out what this dialogue is about - gist) oral work immediately following should first focus on the purpose. Set one purpose per activity – do not overload. ▪ Have students interview a visitor to the class. Have them work in groups on the questions they will ask. Groups share and discuss each other’s questions. ▪ Simulate interview prior to actual visit focusing on appropriate context. ▪ Use selections from other content areas (Science, Social studies) to develop specific listening activities and for evoking responses / views, opinions about subject matter. 	

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		<ul style="list-style-type: none"> ▪ Provide opportunities for students to plan their news and present it to the class. Encourage the use of classroom language. ▪ Introduce show and tell activities. Use learning outcomes to set specific listening tasks for understanding (e.g. See activities listed under B-3 	
B - 2. Listen to get and speak to give information	<p>26. ask questions of teacher and classmates, using appropriate language</p> <p>27. use school language to express their ideas, and talk about topics in other content areas</p> <p>28. give information based on classroom tasks (in content areas)</p> <p>29. ask for and give factual information about a selected topic</p> <p>30. use school language to express their ideas and to convey information</p>	<ul style="list-style-type: none"> ▪ Organize group projects / activities in which students need to ask questions of teachers / other resource persons to get information. ▪ Organize show and tell activities . ▪ Arrange for sessions in which students present their reports on projects / field trips / simple experiments (e.g. germination) to the rest of the class (or other class groups). 	<ul style="list-style-type: none"> ▪ Support materials from other subjects across the curriculum e.g. their activities in Science which they can report on orally.

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B – 3. Listen and speak for understanding	31. listen to an account of an event or situation to make a prediction about its outcome 32. listen to determine the sequence in a series of events 33. listen to infer missing details 34. listen to draw conclusions 35. listen to infer cause and effect relationships 36. listen to identify rhyming words in a selection 37. use appropriate language to seek clarification from teachers and classmates 38. use school language to talk about ideas related to content areas and classroom procedures	<ul style="list-style-type: none"> • Present a sequence of logical events; omit conclusions and have students predict the outcome. • Modify this activity to present important details in an event (or sequence of events) and have students supply the missing information. • Read short expository selections to students and have them determine the main idea. Discuss this and let them understand the concept clearly during read aloud sessions – let it be a teaching point first. 	<ul style="list-style-type: none"> ▪ A good selection of informative material from readings in the language arts and across the curriculum. ▪ Newspaper and magazine articles appropriate to the age level. ▪ Selected resources listed for Kindergarten and in the foregoing sections of the Grade I curriculum.
B - 4. Listening and speaking to evaluate	39. listen to determine fantasy from reality 40. express opinions about a variety of literary selections listened to	<ul style="list-style-type: none"> • Use relevant issues with which students are likely to be familiar, for example, issues related to situations at school which are likely to affect them. • Select reports about events and 	<ul style="list-style-type: none"> • Selected resources listed in the foregoing and following sections.

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	41. Give an opinion in response to views expressed by others	situations in the community that would be relevant to their age level for discussion. Encourage them to express their views / feelings about these.	
C. Listening and speaking to develop abilities for oral, interpersonal communication and for school / academic purposes	42. Retain chunks of language of different lengths for short period 43. listen to follow directions / instructions 44. listen to get information 45. listen for specific details in a message 46. speak to share personal experiences, news and other events with which they are familiar 47. use language that is appropriate to different situations and contexts 48. use appropriate time reference particularly for oral work related to classroom tasks 49. evaluate self on discrete oral skills using play back tape	<ul style="list-style-type: none"> • Set up different situations which children are likely to encounter in real life in their communities - and simulate activities based on these situations in which children will be required to use language for these purposes. • Use game in which the performance of a task depends on students passing along (orally) a message correctly. • Have children listen as you model language patterns during reading, taking care to assign stress accurately to words. 	<ul style="list-style-type: none"> • Recordings of literature. • Construction paper, Bristol board, scissors, glue etc. for making chosen objects which can be used as a basis for giving instructions / explaining how to make something; these activities can be integrated with other domains in the language arts as well as projects being undertaken in other content areas of the curriculum. <ul style="list-style-type: none"> ▪ Occasional visitors to the classroom - these occasions allow for opportunities for students to interview, have conversations with resource people, prepare planned oral reports on visits etc. • Resources listed in the foregoing sections.

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	<p>and checklist</p> <p>50. answer questions clearly, politely and courteously</p> <p>51. speak clearly, confidently and pace rate of speech appropriately</p>		
D. Vocabulary development for oral communication in classroom and other social contexts	<p>52. use contextual cues to help determine word meanings in an oral selection</p> <p>53. build on existing repertoire and use appropriate terms for colours, parts of the body, emotions, texture, shapes, actions, sounds and quantity</p> <p>54. use appropriate words to refer to the senses</p> <p>55. extend repertoire by building word families in relation to situations and concepts encountered in content areas</p> <p>56. use simple clusters / semantic maps to show relationships among related word groups</p> <p>57. use words with their appropriate stress patterns</p>	<ul style="list-style-type: none"> ▪ Use word list from listening text as a before listening task; let students talk about what they think the words mean; have them listen for these words in the selection and later (in a follow up activity) use them in appropriate contexts. ▪ Have students draw semantic maps, word families to show associations between words related to specific topics / themes. • Have students discuss different topics from subjects across the curriculum. Focus on new words emerging from these materials. • Have students update their Word Banks by including new words they learn from listening texts. 	<ul style="list-style-type: none"> ▪ Colour charts with colour terms indicated. ▪ Appropriate diagrams of the body - from Science lessons - set up as wall displays and providing topics for discussion in the language arts. ▪ Charts / semantic maps (made by the children and teacher) showing word associations. • Exercise books / notebook for developing their individual word banks. • A large notebook for use as the class word bank. • All the other relevant resources listed in other sections.

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	58. distinguish word boundaries in an oral selection		
E. Voice skills	59. pronounce dominant sounds of English accurately 60. use appropriate intonation patterns for different sentence types and use appropriate stress patterns for words 61. enunciate clearly in choral renditions and in planned presentations 62. use tone appropriate to specific (conversational) contexts	<ul style="list-style-type: none"> ▪ Organize choral recitation of poems. Have students sing songs. Include selections that play on language; use interesting rhymes and rhyming patterns. • Engage students in recitation of delightful and interesting selections (e.g. rhymes, limericks, poems...) • Introduce activities that focus on initial sounds / letters of words and on rhyming patterns of words in literary selections (as you read aloud to students). • Provide opportunities for choral and individual recitation. • Teach the sounds of English (phonics) as part of listening / speaking and reading activities. • Use individual and choral recitation of poetry, rhymes, limericks, jingles as a basis for enunciation, assigning proper stress etc. • Have them use language in simulated 	<ul style="list-style-type: none"> ▪ Alphabet charts for display. ▪ Written up (large print) versions of some of the listening texts. ▪ Centres (see suggestions in other sections) for role plays and simulated contexts. ▪ A selection of good literature (stories, poems, ballads)

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		situation, paying attention to the tone of their contributions.	
F. Attitudes for effective oral communication	<p>63. listen attentively in conversational exchanges and during presentations given by others</p> <p>64. use accepted principles for conversational exchanges, e.g. signaling for a turn to speak, responding at appropriate times etc.</p> <p>65. participate in class discussions and other oral activities organised for the class</p> <p>66. adhere to established classroom rules for cooperative tasks and activities</p> <p>67. share information, ideas and opinions</p> <p>68. participate in activities for oral language development</p>	<p>Model good conversational behaviour.</p> <ul style="list-style-type: none"> ▪ Work out with children accepted rules for listening and speaking in informal and formal interactions in & out of the classroom. ▪ Set aside time daily for listening and speaking activities. ▪ Integrate oral work into other domains of the language arts and subjects across the curriculum. ▪ Organise more formal activities in which students' can develop and use classroom language. 	<ul style="list-style-type: none"> ▪ All the resources listed in the foregoing sections. ▪ In addition to other resources, a good supply of drawing materials, pens, crayons, pencils, markers for representation in different formats of their response to the materials listened to. ▪ Bristol board, paper, glue etc. ▪ A few blank audio tapes.

II. General Learning outcomes for reading

By the end of Grade I students should be able to:

1. demonstrate that they understand that print carries a constant message
2. identify and name the parts of a book and show that they know how books work
3. use prior knowledge and background experience as an aid to constructing meaning in texts
4. use different strategies to identify unfamiliar words
5. identify the elements of stories that they read
6. make inferences and draw conclusions about ideas and events presented in the texts that they read
7. formulate and express a judgment about texts that they read
8. distinguish between main idea and supporting details in a selection

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II. Reading			
A. Extending knowledge of how books work	<ol style="list-style-type: none"> 1. apply the abilities listed for Kindergarten 2. demonstrate knowledge of how books work – identify and name parts of a book (e.g. title, author, chapter, Table of Contents) 3. demonstrate knowledge of orientation of print (i.e. from left to right, from top to bottom of page) 	<ul style="list-style-type: none"> ▪ Introduce and talk informally with students about the conventions of print during reading sessions. ▪ Use proper terms to talk about parts of a book and point these out to students during reading. ▪ Model reading and point to text during reading sessions / have students point as you read from big book in read aloud sessions. 	<ul style="list-style-type: none"> ▪ Selection of books; literary (stories, rhymes, poetry); how-to books; some big books for activities early in the year (depending on students' reading abilities). ▪ Books with illustrations. ▪ Materials for students to experiment with making their own books - including their 'writing' and illustrations
B. Decoding and word recognition strategies	<ol style="list-style-type: none"> 4. use beginning letters, sounding out and other strategies to identify and decode unfamiliar words 5. identify high frequency words 6. identify letter sounds and give examples of words which begin or end with different letters / sounds 7. use knowledge of phonics (and alphabet letter sounds) as 	<ul style="list-style-type: none"> ▪ Use /alphabet cards to reinforce letter sounds. ▪ Point to and sound out letter combinations during read aloud sessions. ▪ Have the students play word games that focus on using right letter combinations to build a word; e.g. print individual letters on cards and turn them face downwards – children score points by putting letters together to form words – the 	<ul style="list-style-type: none"> ▪ Alphabet cards and wall chart. ▪ Flash cards with individual letters and symbols representing sound(s) letters stand for. ▪ Bristol / card board, scissors, coloured pencils, markers for cut outs for board (word) games. ▪ Songs and rhymes that emphasise the letter / sound relationships. ▪ Cards with selected vowels and

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	<p>a strategy in decoding unfamiliar words</p> <p>8. use syllabic patterns as an aid to decoding unfamiliar words</p> <p>9. use familiar letter combinations in longer words as an aid to decoding them</p> <p>10. use letter sounds in initial / final positions in a word to decode the word in context</p> <p>11. use other clues to determine the meaning of unfamiliar words in given contexts</p> <p>12. use contextual clues to identify words</p> <p>13. use definitions and other contextual clues to determine the meanings of words in given contexts</p>	<p>game can be flexible to include combinations teacher wants to emphasise].</p> <ul style="list-style-type: none"> ▪ Organize project work, linking with writing activity in which students create signs for various aspects of classroom procedure and to guide them in their use of the activity centers / corners. ▪ Explore letter sound relationships with students during reading sessions and have students explore these in their reading. ▪ Use oral cloze activities that focus on words the children are learning during shared reading activities engage students in discussion about the illustrations, what they depict and how they relate to the story / text selection. ▪ Talk about letters in word contexts; point out distinctive features. 	<p>consonants for making words</p> <ul style="list-style-type: none"> ▪ Paper and other drawing materials for use in making illustrated (alphabet) books. ▪ Alphabet cards and wall chart. ▪ Flash cards with individual letters and symbols representing the sound(s) that the letters stand for. ▪ Bristol / card board, scissors, coloured pencils, markers – for cut outs, board (word) games. ▪ Songs and rhymes that emphasise the letter / sound relationships. ▪ Old magazines for cutting out pictures ▪ Class reader and a rich variety of supplementary texts. ▪ Large sheets of paper (e.g. flip chart) for making up word lists and KWL charts.

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	14. identify in print words in their speaking vocabulary 15. recognize personally significant words 16. pronounce sight words that comprise the sight list in the basal text as well as in familiar stories 17. read names of places as well as environmental signs 18. match spoken with written words while reading environmental print or familiar book 19. identify in print words in their speaking vocabulary 20. recognize rhyming words	<ul style="list-style-type: none"> ▪ During reading check students' understanding; teach them how to use other known words in place of the unfamiliar word to check meaning. ▪ Teach students to look for definition clues in context (e.g. phrases in parenthesis, restatements, use of synonyms) to determine word meaning. ▪ During group reading sessions draw attention to the pronunciation of unfamiliar and difficult words. ▪ Teach the students how to use word shapes as a strategy for decoding long words. ▪ Bring in samples of environmental print (signs, ads; labels) that are common to the community in which the children live. ▪ Take the students on occasional field trips in which they focus on the different signs in the environment. 	<ul style="list-style-type: none"> ▪ A selection of stories and other texts that emphasise particular sounds and sound combinations. ▪ Samples of signs, labels and other types of environmental print. ▪ A children's dictionary and encyclopedia for class reference shelf. ▪ A selection of good literature with large print and illustrations. ▪ A reading corner where children have access to good books. ▪ A class word bank to write down the words that they learn [see <u>Teachers' Guide</u>] ▪ Construction paper and other drawing and painting materials for making signs, illustrated alphabet cards etc. ▪ Recordings with favourite rhymes and selections that reinforce the specific sound / letter correspondences that are being

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<p>C. Understanding materials read and developing critical thinking</p> <p>C – 1. Understanding - constructing meaning</p>	<p>21. use prior knowledge and background experience as an aid to constructing meaning in texts</p> <p>22. show understanding of how simple linking words (e.g. connectives and selected discourse markers (so, then, because) work in the books that they read</p> <p>23. read the messages that their own writing conveys</p> <p>24. predict outcomes of stories</p> <p>25. arrange a set of jumbled sentences into a well sequenced story</p>	<ul style="list-style-type: none"> ▪ Before reading, engage the children in discussion about the topic; activate their background knowledge. ▪ During reading, monitor the children’s understanding; use queries intelligently to help them construct their understanding of the text. ▪ Help the children to learn problem solving strategies to overcome their misunderstandings. 	<p>learned</p> <ul style="list-style-type: none"> ▪ A selection of a variety of different materials. Several more books are needed in addition to a basal reader. ▪ As in K, a reading centre where the children have access to a variety of good books and where they can choose the books they want to read during independent reading sessions; include several books with large print. ▪ Have a selection of audio taped recordings of favourite stories so that the children can listen as they follow in their books – this can be set up as an independent reading activity. ▪ A range of books appropriate to the age level and some more challenging ones.
<p>C – 2. Critical reading</p>	<p>26. ask questions of themselves and of the text as they read</p> <p>27. make inferences about the materials presented in the texts that are read to them / that they read</p>	<ul style="list-style-type: none"> ▪ All the activities listed under Section C –1. ▪ Encourage the students to ask (themselves) questions about the text as they read. 	<ul style="list-style-type: none"> ▪ All the resources listed under C - 1

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	28.draw conclusions about the materials that they read 29.formulate and express a judgment about the materials that are read to them / that they read 30.(begin to) read stories and poems appropriate to reading (age) level with fluency 31.(begin to) read familiar books independently 32.identify and talk about the elements of stories that they read	<ul style="list-style-type: none"> ▪ Ask students to predict outcomes of a reading selection based on their understanding of the text. ▪ Promote discussion at different stages of reading (before, during and after) that probe beyond the literal meaning of the text. ▪ Have students talk about their personal responses to the text and have them also ‘write’ / draw to represent their responses. ▪ Model strategies for the students - model asking questions (e.g. I wonder why X did ?); model speculation about outcomes by using think aloud; model making predictions, reading on, re-reading to make meaning. ▪ Explain to the students that you are modeling a particular strategy; explain what you are doing and why. 	
C – 3. Responding to Literature	33.use story grammar / knowledge of story structure to talk about a story (e.g. setting, plot events, outcome)	<ul style="list-style-type: none"> ▪ All those listed under C –1 and C – 2. ▪ During reading encourage use of 	<ul style="list-style-type: none"> ▪ All those listed under C – 1. ▪ Wall chart with semantic map of the structure of a story. Develop one with the students and keep on display.

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	<p>34. determine and talk about the main idea of stories that are read to them (or that they read or listen to or view); as well as the main idea or topic of an expository selection.</p> <p>35. recall details about stories and talk about the outcome (how the problem / conflict is resolved)</p> <p>36. distinguish between main idea and supporting details in a selection</p> <p>37. talk about the characters in a story; explain why they like or do not like them</p> <p>38. compare stories that they have read and compare characters in stories that they have read</p> <p>39. express personal response to stories and talk about whether and why they would have acted in the same way or differently from the main character in a similar situation</p>	<p>strategies; engage students in relevant and meaningful talk about the text; focus on helping them to use effective strategies.</p> <ul style="list-style-type: none"> ▪ Draw a cluster or simple semantic map of the generic structure of a story and talk with students about how it applies to stories. Teach the students how to use the story grammar to discover the structure of new stories that they read. ▪ Draw a semantic map of a story to show its grammar. Have the children contribute to this by saying which story events fit into the different categories. ▪ Use different strategies to help the children compare books, characters etc. e.g. Use graphic organizers such as a Venn diagram for comparing or semantic feature grids to pull out similarities and differences. [See <u>Teachers' Guide</u>]. ▪ Talk with the children about the times you disagree with a text (and why). 	<ul style="list-style-type: none"> ▪ Blank sheets for children to do maps of their favourite stories. ▪ A good selection of reading material; stories, poems (auto)biographies suitable to age level. ▪ Writing materials so that students can follow up their reading by representing in writing their response to what they have read. ▪ Include books of high interest to boys and girls in the class library.

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		<ul style="list-style-type: none"> ▪ Encourage critical responses from the students, including those that may differ from yours (teacher's). Let students see that it is acceptable and that it is also useful to question the author. ▪ Set aside time for group and independent reading every day. ▪ Make time for one-on-one and small group reading conferences with students (every fortnight / month - depending on the number of students in the class) to determine the progress of individuals and help them set goals for their reading development. ▪ Use books of interest to encourage independent reading – help students to make good selections. ▪ Read to students from different types of texts. ▪ Create several opportunities for students to retell stories. 	

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		<ul style="list-style-type: none"> ▪ Allow students to draw their favourite characters or represent an alternative outcome to a story by writing/drawing. 	
D. Developing vocabulary	<p>40. associate new words encountered in reading with previous knowledge and experience</p> <p>41. use high frequency words automatically in their own oral and written work</p> <p>42. show ownership of new words by using them in discussion and writing in the classroom</p> <p>43. incorporate new words into existing repertoire</p> <p>44. identify and show that they understand common inflectional and derivational endings of words and how word endings sometimes change the function of the word</p>	<ul style="list-style-type: none"> ▪ Create clusters that show the associations between words in context; have the students brainstorm to think of related words. ▪ Encourage the students to enter new words learned into their word banks and to use them in oral presentations and in their writing. ▪ Introduce word-building activities each week and reinforce new vocabulary through word games, puzzles etc. ▪ Use riddles that elicit the use of specific words, especially rhyming words. ▪ Use word play activities. ▪ Have the children develop lists in alphabetical order. ▪ Have a list of root words and cut outs with different endings; work 	<ul style="list-style-type: none"> ▪ Large sheets of paper or Bristol board for creating word clusters, word families, word lists and semantic charts showing association among words. ▪ A reference dictionary, a children's encyclopedia.. ▪ Materials to make word games and puzzles. ▪ Wall charts with favourite riddles / rhymes. ▪ Large exercise books for individual word lists. ▪ Individual cards with selected root words and cards with different word endings.

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		<p>with the children on using different endings for words; help them to determine their meanings/ functions and to use them in their sentences.</p> <ul style="list-style-type: none"> ▪ Draw attention to new words that they learn in the other content areas and have them incorporate them into their Word Banks [See <u>Teachers' Guide</u>]. 	
E. Reading and writing connections	<p>45. respond to books they have read in different ways, including writing other stories based on ideas generated by their reading</p> <p>46. read stories that they have written</p> <p>47. read the work of other students, ask (and respond to) questions</p> <p>48. identify the difference between various kinds of texts, e.g. a story, a poem, a list ' sign / poster etc.</p>	<ul style="list-style-type: none"> ▪ Develop with the children some questions (checklists) to help them respond to / comment on peer work. ▪ Set aside time everyday for reading in groups and independently. ▪ Encourage students' responses to the literature they read in a variety of ways. ▪ Search out and select interesting books for shared reading in class and for use in the reading corner / centre. 	<ul style="list-style-type: none"> ▪ Have a 'publishing' center / corner where the children can put their writing [various samples] into books. ▪ Loose leaf pads, pencils, crayons, markers, pens, glue, paints, ribbon etc.

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		<ul style="list-style-type: none"> ▪ Have a good selection of literature available. ▪ Select materials from content areas across the curriculum for reading. ▪ Foster discussion of books read. ▪ Create a climate that fosters a love of and appreciation for reading. ▪ Modify classroom setting to facilitate group and pair work as needed. ▪ Help students with their reading choices. 	

III. General Learning outcomes for writing

By the end of Grade I students should be able to:

- a. show ability to apply the knowledge and skills learned in Kindergarten
- b. use complete sentences to supply answers to questions on a given topic
- c. write for selected purposes
- d. experiment with different ways of beginning a sentence
- e. experiment with different forms / genres
- f. use appropriate writing conventions
- g. use appropriate process strategies to achieve a good writing product
- h. show that they recognize the contexts in which spelling is important

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III. Writing			
A. Writing for different purposes A – 1. Writing for self	<ol style="list-style-type: none"> 1. record feelings, thoughts, personal responses in diary / journal and experiment with other forms e.g. rhymes, songs, poems 2. keep a journal (to record ideas events) as a source for topics, ideas to write about 	<ul style="list-style-type: none"> ▪ Provide opportunities for students to write some of their personal responses in a diary, using any format that they choose - sharing from these sources should be voluntary (not compulsory). ▪ Arrange for students to keep a journal for ideas for writing. 	<ul style="list-style-type: none"> ▪ Exercise books with large pages for personal records in writing and drawing formats. ▪ Pencils, markers, coloured pens, paints and brushes. ▪ Stick on labels for creating name tags for self.
A – 2. Writing for others – chosen audience and to accomplish school tasks.	<ol style="list-style-type: none"> 3. write personal letters to significant others (friends, classmates, teacher, family members) 4. write to communicate a variety of messages; e.g. to explain, to request, to persuade 5. identify an audience for writing and shape the communication for that audience 6. write important personal information e.g. address. 7. write to experiment with different forms e.g. signs, labels, invitations, advertisements, lists, simple rhymes, songs, posters, poems, stories 	<ul style="list-style-type: none"> ▪ Talk with students about the audience for their writing; the friendly letter is a good place to start. Let the students choose topics / subject matter to write to someone about; let them focus first on the message, salutation and closing. ▪ Continue to read aloud to the children from many text models and encourage independent reading of a variety of texts from different genres. ▪ Link writing tasks to reading focus where possible; e.g. following reading and discussion about a poster, let children work in groups to create a poster in which they persuade classmates to read a particular book. 	<ul style="list-style-type: none"> ▪ Examples of real letters. ▪ Books for age level which use letters. ▪ Large sheets of Bristol board for making posters and advertisements. ▪ Display chart with different sentence types. ▪ Samples of advertisements (with appropriate subject matter for age level); invitations; posters. ▪ Cut outs from magazines for creating collages / decoration for various posters. ▪ Exercise books for Word Banks.

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B – Writing process	<p>8. write different sentence types</p> <p>9. use pictures, stories, poems, actual events as sources for ideas for writing</p> <p>10. use brainstorming to generate ideas for writing</p> <p>11. plan writing with the assistance of others and use strategies like webs to organize ideas</p> <p>12. select topics for writing</p> <p>13. keep topic in focus while writing</p> <p>14. read over writing and reflect on writing</p> <p>15. use questions as a guide to check and to revise writing</p> <p>16. use inventive / approximate spellings but work to spell correctly through application of generic strategies</p> <p>17. share writing with classmates/ teacher to solicit reader response and to respond to queries about own writing</p>	<ul style="list-style-type: none"> ▪ Continue to encourage the use of painting and drawing as a means of representing responses to literature and let children discuss their representations. ▪ Encourage them to use writing more frequently to record their responses. ▪ Select interesting pictures, pictures in series. Have a warm up exercise in which students talk about the pictures and generate ideas for writing. ▪ Write down ideas given by children during brainstorming sessions and teach them how to use clustering to organise ideas and write individual or class composition. ▪ Use content areas across the curriculum as sources for subjects for students to write about. ▪ Organise project / group work during which children write and illustrate signs, posters, relevant to school life and which they later display. ▪ Integrate writing across the curriculum. 	<ul style="list-style-type: none"> ▪ All the reading resources listed under section A 1 & 2. ▪ A writing centre with various resources e.g. a class Word Bank, word lists, a children’s dictionary and encyclopedia. ▪ Wall charts with examples of semantic maps / clusters. ▪ Appropriate checklists for individual / peer / and group sharing and revision. ▪ Task sheets with jumbled sentences for structured writing tasks. ▪ Task sheets with cloze exercises using reading selections from across the curriculum. ▪ Different types of cloze procedures. ▪ Checklists appropriate to age level for editing.

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	<p>18. use strategies for revising and editing work e.g. read over, use checklist of questions</p> <p>19. write clean, revised versions for sharing / display / publication in class / school magazines / pamphlets</p>	<ul style="list-style-type: none"> ▪ Model writing for children; sometimes write when they write and share your writing with them also; let them see that teachers cross out too and revise in order to say exactly what needs to be said and to create a good final product. ▪ Provide time daily for children to work independently on their writing tasks. ▪ Arrange for small groups to share and provide reader response to each other's writing; first model and provide some guides in the form of questions to get them started. ▪ Formulate checklists in the form of simple questions - let students use these to check their work after writing. ▪ Provide opportunities for students to share their work with the whole class - set up an author's chair in which the writer will sit as he/she reads his / her work - let children share when they are ready. ▪ Use one-on-one conferences to give your own response to a student's writing / drawings; use conferences as an opportunity to discuss progress. 	<ul style="list-style-type: none"> ▪ An area in the class for one on one conferencing – seating arrangements for group tasks to continue while individual conferencing is in progress. ▪ Stimulus materials from across the curriculum / other content areas. ▪ Appropriate worksheets for some structured writing tasks.

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		<ul style="list-style-type: none"> ▪ Encourage reading over, revising and editing from the beginning - simple question guides can help students to focus on task when doing individual revision, pair / peer sharing and response; small group sharing and response. ▪ Arrange for samples of final products to be “published” in a class booklet, displayed in the classroom, be available for reading on open day etc. ▪ Use a dialogue journal as one way of communicating with individuals about their writing - do not use the journal to correct work but model good writing behaviours in the journal. ▪ Let children write about topics / subject matter of high interest - personal biographies, pets, friends, important events in their lives. ▪ Allow for talk and the exchange of ideas / views about subject matter before writing and during sessions in which students share their writing. ▪ model meta-cognitive strategies e.g. thinking aloud during revising and editing. 	

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C. Writing conventions	20. practise writing / shaping letters, groups of letters, words 21. use left to right organization of print in writing 22. use top to bottom orientation on page 23. use capital letters at the beginning of sentences 24. (begin to) use full-stops at the end of sentences 25. use question mark 26. use spacing between words 27. print upper and lower case letters use both in writing / scribbles 28. (begin to) use legible handwriting consistently 29. demonstrate one to one correspondence between written and spoken word	<ul style="list-style-type: none"> ▪ Model writing letters and sentences. ▪ Give children time to write and to practise shaping their letters on appropriately lined worksheets that facilitate this. ▪ Talk to the children about letters, words sentences and help them to relate the written symbols to the sounds they hear. ▪ Teach full stop and capitalization in relation to writing (and reading) – let children practise writing both upper and corresponding lower case letters. During their writing and reading, work with the students to help them develop a stable concept of word. ▪ Point to and talk about writing conventions during reading sessions. 	<ul style="list-style-type: none"> ▪ An alphabet chart with upper and lower case letters. ▪ A selection of texts exemplifying different genres and a variety of samples of environmental print. ▪ Loose pages for writing practice. ▪ Chart with symbol / sound correspondence. ▪ Fun charts displaying functions of the full stop and question mark (charts with funny characters can be used). ▪ Lined exercise books with marks that indicate letter height etc.

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D. Vocabulary building and spelling	30. use new words in writing 31. develop and maintain a Word Bank 32. use inventive / approximate spelling in independent writing but work towards correct spelling 33. use selected generic strategies in attempts at spelling 34. identify common prefixes and suffixes in words and use them appropriately in words during oral language presentations in class; also represent them in writing 35. show one-to-one correspondence between spoken and written word 36. try to spell high frequency words in independent writing	<ul style="list-style-type: none"> ▪ Have children create and maintain a Word Bank or personal dictionary (i.e. an alphabetized list of high frequency words from their reading and writing) and encourage them to use it as a reference for word choice and spelling (<i>see note on Word Banks in the Teachers Guide</i>) ▪ Teach children how to use their Word Banks as an integral part of the writing process. ▪ Teach students how to build many words from one known word by using the strategy of “building blocks” (i.e. helping them become aware of structural knowledge (of words) and applying it – plurals, <i>-ing, -ed</i> endings and other significant affixes) ▪ Continue to teach phonics in context as an integral and related aspect of reading / decoding. Teach strategies other than “sounding out” to help students hear the sounds in a word. ▪ Teach a balanced programme in which phonics is a part but is not over emphasized at the expense of other strategies – revise sound /symbol correspondences as needed. 	<ul style="list-style-type: none"> ▪ Charts with word families. ▪ Word lists from reading across the curriculum. ▪ Books for individual lists of high frequency words. ▪ A class Word Bank. ▪ Charts showing word building blocks e.g. root word and blocks of morphographs – prefixes, suffixes. ▪ Cut outs with building blocks (and with tape at the back so students can shift blocks around and experiment with making up different words.

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		<ul style="list-style-type: none"> ▪ Use opportunities that arise to teach and reinforce points related to spelling, punctuation, other aspects of language use 	
E. Grammar	<p>37. use different sentence patterns</p> <p>38. use singular and plural forms appropriately</p> <p>39. use other structures they have acquired fluently in spoken discourse in oral presentations in class and in their writing</p>	<ul style="list-style-type: none"> ▪ Draw students’ awareness to structures as needed in the context of their writing. ▪ Use conferencing and sharing sessions to observe individual needs and teach in the context of providing feedback. ▪ In cases where children may be native speakers of dialect or a Creole read examples from these as they occur in stories aloud so as to compare them with Standard English and to help children hear the difference. ▪ Individualize attention – work one-on-one with students or in small groups based on needs and give attention to selected language structures that are problematic for the children. ▪ Encourage appropriate and accurate use in their writing in a consistent way and as an integral part of their revision of their writing. <p>Focus on providing practice and on giving correction and feedback according to students’ needs. Do not teach grammar structures in isolation and out of context of meaningful use.</p>	<ul style="list-style-type: none"> ▪ Many story books that use: a variety of sentence patterns, language in an interesting way and that provide realistic dialogue so students have opportunities to compare the different ways in which people express themselves.

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F. Attitudes and Interest	<p>40. show willingness to write independently</p> <p>41. show interest in experimenting with writing letters and words</p> <p>42. show willingness to share their writing with others (e.g. read out their stories ./ let others read them)</p> <p>43. talk about the feedback given to their writing</p> <p>44. show perseverance in working at the writing conventions and make an effort to master letter shapes and write legibly</p> <p>45. write spontaneously for self and selected audience</p> <p>46. respond to literature through drawing, writing (and role plays)</p> <p>47. show that they understand that effective use of writing and correct spelling are important</p>	<ul style="list-style-type: none"> ▪ Provide adequate time for students to read and write everyday. ▪ Encourage students' experimentation with letter formation and writing longer pieces. ▪ Show your interest by writing and sharing your own writing with the class. ▪ Provide opportunities for the children to read their own writing, say what they think of it and allow them to respond to the comments made about it by others . ▪ Organize project work for the children to create labels and signs needed for areas in the class. ▪ Provide opportunities for the children to write for authentic purposes. ▪ Let the children use inventive spelling but help them to develop strategies for spelling and achieving ownership of high frequency words. ▪ Incorporate process writing strategies from early. ▪ Create an environment which fosters sharing and the expression of personal views about books and writing. ▪ Continue to write down their dictated stories when necessary. 	<p><i>Teacher as a primary and important resource to:</i></p> <ul style="list-style-type: none"> ▪ observe the development of learners and adjust instruction to address individual needs ▪ manage tasks in the classroom so that groups can work collaboratively ▪ make time for providing group and individual feedback ▪ model good language use at all times ▪ encourage students to reflect on their work and on their developing competence so that they get a holistic perspective on writing and its relation to other learning ▪ provide authentic purposes for writing and encourage writing for real audiences ▪ help students to learn how to revise, read over and correct their own writing ▪ encourage the children's response to literature through reading and writing ▪ encourage students to use different resources to find appropriate words that they need for writing – e.g. their Word Banks ▪ develop positive attitudes to language

Evaluation and Assessment

As in Kindergarten, the suggestions given here are for the comprehensive evaluation of the students' progress. We noted that assessment is just one component of evaluation that focuses more specifically on testing. It is desirable at the primary / elementary level, to undertake an evaluation of learners' abilities throughout the year in order to know where each learner is and how well he or she is progressing. The evaluation will also help to inform further teaching. As in Kindergarten, the children's progress in all domains of the language arts should be monitored on a regular basis. *The emphasis in Grade I also should be on teaching rather than on testing.* More specific direction for evaluation and assessment is given in the Teachers' Guide. However, the suggested activities in this curriculum incorporate several good ideas for on-going evaluation and monitoring to which the teacher could also refer. The following are general guidelines that should be observed in monitoring students' progress:

1. create a dossier or folder for each child to keep samples of the child's stories, representations of stories (drawings etc.), the outcomes of tasks given for specific assessment; observation forms, checklists, your observation notes on the child's progress in all the domains of the language arts
2. determine the child's language profile when he / she enters the first grade; use the oral checklist provided in the Teachers' Guide for this purpose
3. have conversations with the children individually to determine their progress with oral language throughout the year; use the oral language checklist at different stages to monitor their progress (keep successive record forms in their dossiers for comparison to determine how well they are doing); create additional oral language evaluation checklists by incorporating some of the learning outcomes that you have focused on
4. take a record of each child's reading behaviours to determine what a child can do at a particular point in time and to get a good idea of the child's progress over time; (*refer to the Teachers Guide for sample record forms and for the procedure which should be followed*); the reading record form can also be modified to incorporate specific outcomes from the list in the curriculum that you have emphasized
5. keep a record of each child's writing behaviours; a form with a checklist should be made out for each child at different stages; a sample form and procedures for monitoring are included in the Teachers' Guide;
6. use individual and small group conferencing to check the children's progress in both reading and writing and to give them feedback
7. use story charts as one of the ways of monitoring their responses to literature; initially, teacher has to fill in the relevant sections based on the children's oral responses to queries and their discussion about the books they read during individual or small group conferencing; as students begin to write, teach them how to use the charts and allow them to complete the charts for the books that they read. Keep students' responses in their dossiers to determine how they are progressing
8. provide immediate feedback orally on children's efforts in reading and 'writing'; you can also begin to use a response journal as a means of providing personalized feedback to your students on their reading and writing; shy students will probably find this a useful way of asking teacher questions that they do not want to raise in groups – they will also be assured of getting a individualized useful response
9. since some of the children will be dialect or non-native English speakers you should monitor especially their acquisition of

language for oral communication

10. monitor all the children’s language development for school purposes (i.e. the development of decontextualized language). Use some of the suggested activities in the curriculum under the [developing school language sections] as tasks for assessing [at specified points] their use of decontextualized language. Observe the children as they use language during interaction as well as when they make more “formal” planned presentations (e.g. in show-and-tell activities, in simple reports on their Science projects) to determine their progress in acquiring English for school use.

Evaluation forms with relevant criteria for content have to be prepared for each of the domains indicated. The emphasis of assessment in each case is to determine the development of key behaviours set out in the outcomes and to evaluate students’ progress on an on-going basis throughout the year. Here, as in Kindergarten, the emphasis is on teaching rather than on testing as a discrete one-shot exercise at the end of term or year. The Teachers’ Guide provides further elaboration with regard to the points included in the following Table. These provide a broad framework for the areas on which evaluation might focus.

Assessment in Grade I	General Guidelines/Suggestions for assessing domains
I. Listening and speaking	<ul style="list-style-type: none"> • Assess each child’s oral language ability at the start of the year and at different stages throughout the school year. • Evaluate the students’ communicative use of language; i.e their ability to convey messages. [See the TG for a sample of an oral communication evaluation form]. • Monitor their acquisition of book (decontextualized) language. • Keep a portfolio for each child and make observations notes about oral language development. Follow procedures suggested for K. • Incorporate the children’s own evaluations of their oral communication as part of the overall assessment.
II. Reading Decoding Comprehension / Understanding	<ul style="list-style-type: none"> • Assess students’ ability to follow directionality of print • Evaluate knowledge of letters and letter sound relationships • Evaluate students’ understanding of how books work : identification of cover, author, title. • Monitor students’ use of strategies to overcome misunderstandings (e.g. self correction, reading over etc.) • Evaluate appropriateness of choice and use of strategies for correcting misunderstandings • Assess understanding beyond the literal level • Assess use of strategies for figuring out word meanings

Assessment in Grade I	General Guidelines/Suggestions for assessing domains
III. Writing Conceptualization of writing tasks Use of language Vocabulary development Effective use of process strategies	<ul style="list-style-type: none"> • Monitor ability to use (some of the main) writing conventions • Assess ability to use upper and lower case letters • Assess mastery of letter shapes • Monitor ability to write in sentences • Monitor ability to present ideas in an effective sequence • Assess use of imaginative themes / topics in story telling • Monitor correct use of grammar in writing • Monitor development of spelling • Monitor ability to use a small range of different text types • Monitor development of vocabulary [Incorporate Word Bank use in your assessment] • Assess writing portfolios - use of writing journals • Monitor use of process strategies.
IV. Grammar	<ul style="list-style-type: none"> • Monitor children’s use of grammar in the context of writing and oral presentations • Monitor ability to form sentences and to self correct when they make errors • Monitor accuracy of use of structures that individuals had difficulty with and on which teaching focused in writing and formal oral tasks

Please refer to the Teachers’ Guide for:

- specific suggestions regarding tests and ways of assessing
- examples of assessment forms for the various domains.

A note to the Grade I teacher

Grade I is an important stage in the young child’s development. Students are typically consolidating concepts learned in Kindergarten. Several children will have made significant strides in reading and will probably be attempting to read new and unfamiliar books on their own. They are also likely to be experimenting more enthusiastically with writing, taking risks in trying to represent their thoughts and ideas in more conventional ways. They will also be experimenting with spelling and they are likely to be at different stages of spelling development. It is important to continue to provide the support and encouragement that characterized teaching at Kindergarten. It is also important to continue to provide support for the non-native English speakers in the class and to foster their bi-literacy development. The focus in Grade I should continue to be on teaching rather than on testing and on helping the students to learn how to learn. Please refer to the Teachers’ Guide for more specific guidance