

# **KINDERGARTEN LANGUAGE ARTS CURRICULUM GUIDE**

**ENHANCED 2020**





Saint Vincent And The Grenadines



## PREFACE

### The OECS Learning Standards and the Enhanced Language Arts 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 ...<sup>1</sup> The main goal of the Language Arts Standards is to empower pupils to communicate efficiently through speech and writing ...<sup>2</sup>

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.”***<sup>3</sup>

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 language arts 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

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

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

<sup>3</sup> 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
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Ms. Carol Antoine; Mrs. Yvonne Alexis-Jones; Ms. Andrea Phillip	Grenada
Mrs. Oeslyn Jemmotte; Eliza O’Garro	Montserrat
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Dr. Cheryl Campbell; Ms. Marietta Cyril-Edward;	St. Lucia
Mrs. Veronica Simon	
Ms. Yvonne Gaynes; Mr. Carlton Hall; Mrs. Sylvia Jack; Ms. Rhona Sardine	St. Vincent and the Grenadines

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National Focal Point (NFP) Mavis Joseph

Mrs. Veronica Cain, ELP Coordinator

Mrs. Noreen Ferguson, ELP Coordinator

Mrs. Edmira Walker, ELP Coordinator

Mrs Gaylene Wickham, ELP Coordinator

Mrs. Hassan Wickham, ELP Coordinator

Mr. Fitzroy Stapleton, ELP Coordinator

Mrs. Gwenette Cambridge, ELP Local Implementation Specialist

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.

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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.<sup>4</sup> 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*

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<sup>4</sup> 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)<sup>5</sup> 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.*

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<sup>5</sup> 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).



**3. 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 purposes of enhancing learning

**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 Kindergarten Teacher**

This first year of a child's life at school is very important. The child's experiences in Kindergarten could provide the foundation for his/her views about school for life. Kindergarten should therefore be a happy and welcoming place where each child feels comfortable. It should be a place where the child can form positive impressions about school life and learning. It should be a place where the child feels trusting enough to take risks in learning, to explore and discover new areas of learning. Risk taking is one of the ways in which children test their limits and progress to the ownership of new concepts. It is important that their efforts at learning be encouraged, that they receive constant support and that they learn to trust others in the learning environment (primarily their teacher and classmates) to be accepting and tolerant of their efforts.

This atmosphere of trust, encouragement and support is even more vital in the case of children who do not speak English as a first language. These children come to school with the "disadvantage" of not knowing/of not being fluent in English. However, this will only be a disadvantage depending on how we respond to them and their language. If we express negative views about the language that the child speaks, the child understands our response as being non-accepting not only of his or her language but also of himself/herself, of the home and of all significant others who use that language as a means of communication with the child. These feelings can form the basis of general negative attitudes about self, language and learning which the child could carry throughout his/her school life and beyond.

It is most important, therefore, that the child who speaks a language other than English as a first language be accepted, be allowed to express himself/herself using the language that he/she knows while we provide the situations and experiences that will help the child to acquire English in as natural a way as possible in the classroom. This is necessary especially in the first year at school. The learning of any language takes time and we need to be patient and tolerant as we help the child through this process.

Thus, teachers are encouraged to take learning beyond the walls of the classroom. For example, teachers can take students on educational field trips so that they can gain first-hand experiences and develop oral competence. Observational walks are also important to help young children interact with environmental print and develop skills using the five senses. These opportunities provide a rich fodder for language experiences and awareness of the world around them.

What are some of the specific things we can do to help the students in Kindergarten who use the Vincentian Dialect as their first language? First, we must make the transition to school life as easy for the child (for all the children) as we can, and we must make their time there so interesting and enjoyable that school becomes a place to which they are eager to go. We can minimize frustration for both ourselves and the children by focusing more on what each child comes to school with and building on these strengths - yes, especially the child's native language, than expending efforts to suppress and stamp it out. We can use the child's language as a stepping-stone to literacy and the development of bilingual competence.

1. Give the non-English (Vincentian Dialect, etc.) speaking child as many opportunities to answer questions and to make oral contributions as we give to other children. Accept these contributions when they are made in the child's home language. We can use that opportunity to help the whole class to become aware of the rich variety of expression that language allows us as human beings. We accept the child's answer, give praise for the correctness of the content or the insightfulness of the observation; we can translate for the class, we can show the relationships between one or two of the words the child used with the English equivalents. We can do this in such a natural way that it becomes an interesting learning point for all the children and not a put-down for the Creole/Dialect-speaking child.
2. To help the child acquire English for communication and for school purposes, provide concrete contexts for the child to learn the vocabulary of English. Help the child to see what is being referred to; what has a particular name, what exactly is being talked about. Thoughtful explanations in the child's language will also help the child to feel part of the activity and not just a spectator of a teaching event.
3. For the children who speak Vincentian dialect include in your story reading each day at least a story/song in Vincentian dialect and encourage the child to give a response to that story as you would have the English-speaking child respond to literature in English. In addition, you could tell the story in English after the Vincentian dialect reading to give all the children an opportunity to respond to it. The Vincentian dialect child will begin to respond in English as well because he /she will have had the experience of the story in his/her native language. This very simple activity will help the child to begin to develop literacy in his/her native language and this foundation will facilitate the acquisition of literacy in English also.
4. During individual conferences with the Vincentian dialect and other non-native speakers you can build on the development of these literacy abilities, giving the child a chance to articulate his/her thoughts in the home language and in English also. This will not only help to develop positive attitudes towards language, but it will also facilitate the acquisition of English for school use.
5. If the child speaks an English vernacular/dialect/Creole, provide a rich literature foundation which also incorporates culturally relevant materials. The representation of dialogues in the vernacular or the Creole will provide the opportunity for the child to become aware of the differences in the different language codes. The realism of the dialogue to reflect the speakers/characters in the story will help the children understand the roles and purposes of different varieties of language that they hear in their communities.

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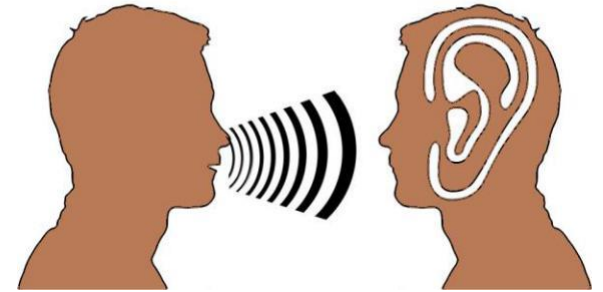
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# Curriculum for Kindergarten

(Age 4 – 6)

## Listening and Speaking



### General Outcomes for Listening and Speaking

By the end of Kindergarten, students should be able to:

- listen to a variety of material for personal response and enjoyment
- listen to get information
- speak to give information
- listen to discriminate between the sounds of the English language and use the sounds of English productively in their speech
- use language for interaction / interpersonal and transactional purposes
- use language effectively for school purposes – to talk about concepts from cross-curricular subjects

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
<b>1 Listening and Speaking</b>			
<b>A. Listen and speak for personal response and enjoyment</b>  Rhymes  Develop oral	<ul style="list-style-type: none"> <li>Listen to stories read to them</li> <li>Listen to and sing songs taught in class (rhymes), dramatise stories by participating in individual and choral recitation</li> <li>Listen to and show their enjoyment of songs, poetry (limericks)</li> <li>Show pleasure in and respond in various ways to stories, poems, songs, jingles and rhymes listened to: e.g. artwork, role plays, miming, singing, reciting</li> <li>Talk about the stories, rhymes and poems that are read to them and that they read</li> <li>Retell (role play) favourite and familiar stories.</li> <li>Talk about subjects that are of interest to them, e.g. favourite, pastimes, pets, television shows etc.</li> </ul>	<ul style="list-style-type: none"> <li>Use big books to read to children and encourage them to follow</li> <li>Introduce project activity in which children create their own big books with pictures.</li> <li>Read to the children and engage them in choral and individual oral reading of familiar books.</li> <li>Elicit personal responses to the books the children have read or listened to by having them draw, paint, role play, retell.</li> <li>Encourage children to talk about their favourite characters, events and setting of a story.</li> <li>Use role plays for a variety of purposes that allow for language practice; e.g. simulate real life situations – at the post office / the bank, supermarket, market etc.</li> <li>Have children pretend to be a favourite character they have read about.</li> </ul>	<ul style="list-style-type: none"> <li>A collection of interesting literature, including story books, poetry, informational books etc.</li> <li>A recording device.</li> <li>Recorded versions of poems, stories, rhymes, etc. (Teacher can create some tapes to supplement).</li> <li>Big oversized books that can be used with small groups or the whole class.</li> <li>A reading centre where children have easy access to books and can listen to an audio recording</li> <li>An interesting selection of non-fiction material (about the world, how things work etc.) stories as they follow along in the text.</li> <li>Picture story books without text so children can make up their own versions of the story</li> </ul>
<b>B. Listen to discriminate between the various sounds in the environment</b>	<ul style="list-style-type: none"> <li>Identify various sounds and associate them with their origin</li> <li>Discriminate between sounds that are: soft / loud; near / far; gentle / harsh; scary / soothing; high / low</li> </ul>	<ul style="list-style-type: none"> <li>Have children listen to media recordings of various sounds and identify them. Provide a context for sounds, e.g. from stories</li> <li>Teach children to replay recordings so they can listen to stories which evoke sounds while they follow in their books.</li> <li>Have children listen to sounds and identify their location / the direction from which they came</li> </ul>	<ul style="list-style-type: none"> <li>Audio recording of various sound e.g. animal sounds, nature sounds and sounds made by various objects.</li> <li>You tube videos with animals and their sounds.</li> </ul>
Sound discrimination		<ul style="list-style-type: none"> <li>Use student names, local place names, etc. as an anchor for connecting initial and final sounds.</li> <li>A selection of story books that make sounds and associate them pictorially with the objects that make them.</li> </ul>	

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
<b>1 Listening and Speaking</b>			
<p><b>C. Listen to discriminate between the sounds of the English Language and speak to use the sounds of English productively</b></p> <p>Sounds of the letters of the Alphabet</p> <p>Initial, medial, and final sounds in Words Word families</p>	<ul style="list-style-type: none"> <li>Identify specific sounds in initial, medial and final position in words</li> <li>Identify rhyming sounds and make up rhymes and rhyming patterns</li> <li>Identify and articulate the sounds of the letters of the alphabet</li> <li>listen to detect common sound in a group of words (word families)</li> <li>Use different sentence patterns of English in oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>Select culturally relevant books with stories / poems that emphasise the sound patterns focused on in class. Use selected readings repeatedly from these texts to let children become familiar with these sounds.</li> <li>Use culturally relevant materials with words that have similar patterns (beginning, medial and end).</li> <li>Use rhymes, rhythmic poems that highlight rhyming patterns.</li> <li>Have children sing songs that emphasise sounds in patterns, rhymes, etc.</li> <li>Introduce letter sounds and use read aloud opportunities to teach them in context.</li> <li>Encourage children’s efforts to practise naming the letters of the alphabet and their corresponding sounds</li> </ul>	<ul style="list-style-type: none"> <li>Literature with rhymes and word groups that rhyme.</li> <li>Wall charts with letters and pictures representing sound that is emphasized.</li> <li>CDs, DVDs, USB drives and online videos with music, songs with rhyming pattern</li> <li>Selected books with stories / poems that emphasise the sound patterns focused on in class.</li> </ul> <p>Videos of alphabet song Prepared materials, such as Jolly Phonics kit (ensure the images and words are culturally relevant)</p>
<p><b>D. Engage in social interaction/ interpersonal communication</b></p> <p>Oral language development</p>	<ul style="list-style-type: none"> <li>Listen attentively during conversations, take turns and respond appropriately</li> <li>Listen to a simple message to determine the gist of it and to reproduce the message accurately</li> <li>Listen courteously in conversational exchanges and respond courteously</li> <li>Identify obvious variation in tone of voice (e.g., anger, sadness) in stories listened to, in recordings and in actual conversation</li> <li>Interpret the posture, facial expressions and gestures displayed by a speaker</li> <li>Adjust tone appropriately depending on the listener, situation and context</li> <li>Speak in a forthright manner.</li> </ul>	<ul style="list-style-type: none"> <li>Role-play, e.g. simulate different situations and have children pretend to be different participants in these situations.</li> <li>Also role play favourite and familiar selections from stories.</li> <li>Organize project work in which children make puppets representing characters in stories they read / that are read to them.</li> <li>Organize small group and whole class interactions in which children share their news (e.g. what happened on the weekend/what I did on the day off from school); take down the dictated news.</li> <li>Organize whole class composition activities based on news given by the children and have them illustrate these compositions.</li> <li>Provide opportunities for students to talk about important school events or other events in the community of relevance and interest to them.</li> </ul>	<ul style="list-style-type: none"> <li>Felt or cloth, Bristol board, colouring pencils and paints.</li> <li>Audio and video recordings of community events / festivals and other celebrations.</li> <li>Puppets.</li> <li>Old telephones/ mobile Centres, i.e. areas in the classroom designated for various activities. These can be developed over time (e.g. a post office a reading centre with a good selection of reading materials, including children’s magazines; a dress-up centre etc.</li> </ul>

1 Listening and Speaking			
<p><b>E. Listen to get and speak to give</b></p> <p>Give direction</p> <p>Follow oral instructions</p>	<ul style="list-style-type: none"> <li>• Ask questions to elicit information</li> <li>• Follow simple oral instructions and directions</li> <li>• Give information in response to questions asked</li> <li>• Talk about an event or subject of interest</li> <li>• Give simple directions</li> <li>• Give oral instructions on how to make or do something</li> <li>• Recount a familiar event or happening to the class</li> <li>• Express an opinion/feeling/ experience/ situation (e.g. about a story they have read)</li> <li>• Describe objects and places with which they are familiar choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize show and tell activities in which children talk about something of their stories.</li> <li>• Organize sharing of news each day and have children ask each other questions about their news.</li> <li>• Use daily weather and news reports of relevance to the children.</li> <li>• Organize small group project work which will engage children in cooperative work and have groups present their projects to the whole class.</li> <li>• Invite people from the community to talk to the children about their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual objects to generate discussion and questioning among students</li> <li>• Centres to encourage ‘finding out’/ research activities.</li> <li>• Newspaper and online stories (Newlea.com) of interest to the age group (e.g. the children’s section of the Sunday paper), clippings from children’s magazines.</li> <li>• Flexible classroom arrangements to allow for pair work, small group and whole class activities.</li> </ul>

<p><b>1 Listening and Speaking</b></p> <p><b>F. Build a repertoire of words to communicate orally for different purposes.</b></p> <p>Oral Language</p> <p>Description</p>	<ul style="list-style-type: none"> <li>• Use appropriate words to express ideas and feelings; to convey information / messages; talk about news and literature they have read</li> <li>Use appropriate words to refer to colours and words that refer to size, shape, location, quantity</li> <li>• Use sensory words to describe objects, pets etc.</li> <li>• Name body parts</li> <li>• Use words related to relevant content areas to talk about the subject matter in these areas.</li> <li>• Use action words to describe movement</li> <li>• Use words related to themes to talk about various topics in class-sharing activities and discussions.</li> <li>• Ask for clarification of words that they do not understand in conversation or stories listened to</li> </ul>	<ul style="list-style-type: none"> <li>• Organise (treasure-seeking) games using clue cards with words (large print e.g. UNDER) and pictorial representation of place or object where the treasure is located. Vary the clues using visuals and words. Allow the children to work in teams to solve the problem and find the hidden object.</li> <li>• Build word families on bristol board, (have children) add to the chart or print in their journals as they learn new words through listening and reading activities, develop word families based on themes dealt with previously.</li> <li>• Have children use blocks to build structures and describe what these are to their classmates.</li> <li>• Develop project work based on interesting subjects encountered in readings e.g. the planets, the environment, animals etc.</li> <li>• Develop a class Word Bank in which new words encountered in reading are recorded with their meanings. Have children select words that are unfamiliar from the stories read to them and include these in the Bank. Encourage the children to use these words in their oral presentations. Use an attractive format to display the words in the bank. This activity can be linked to the word families developed by the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Paints, crayons, pencils, construction paper, drawing paper, scrap paper e.g. computer paper with print on one side.</li> <li>• Large colourful charts of the body and appropriate material from other content areas to encourage meaningful talk and to organize project work.</li> <li>• Coloured blocks and containers.</li> <li>• Material to continue developing activity centres in the class e.g. topics related to the environment (the sea around us, animals and their habitats, the planets in our solar system etc). Include a mathematics centre.</li> <li>• Clear wall space for displaying charts – word families, project work etc.</li> </ul>
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<p><b>1 Listening and Speaking</b></p> <p><b>G. Listen and speak to practice using the school language</b></p>	<ul style="list-style-type: none"> <li>• Listen to predict the outcome of a story</li> <li>• Listen to distinguish between make believe (fantasy) and reality in stories and the accounts of events</li> <li>• Listen to follow simple instructions</li> <li>• Listen to information (and to stories) for the purpose of retelling it (them)</li> <li>• Give simple instructions and directions</li> <li>• Make a simple oral presentation to the class with confidence (about an activity or project worked on)</li> <li>• Show that they understand the content (ideas, sequence of events, relationships between events, information) in selections that they listen to by answering questions appropriately and also by asking questions about these materials.</li> <li>• Use appropriate/acceptable intonation in retelling stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize show-and-tell activities in which students talk about a subject of their choice</li> <li>• Encourage students to use sensory words in their descriptions.</li> <li>• Read a story, stop at an appropriate point before the end and ask the children to predict ending. Encourage discussion of various endings given; have individuals explain why they decided on a particular ending then compare with the story's given ending.</li> <li>• Use expository passages from other content areas for discussion and project work.</li> <li>• Build project work around themes and select readings and activities that support the theme of the project.</li> <li>• Focus other content areas on the themes selected for these projects.</li> <li>• Build in manageable "research" / finding out activities as groups work on themes.</li> <li>• Have groups report orally on their progress and projects.</li> <li>• Devise a game in which the same message is transmitted by different students; check the accuracy of the message after the last person gets it.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers may select those most appropriate to a given activity.</li> <li>• Interesting reading materials that sparks the imagination e.g. poems by Maurice Sendak e.g. Where the Wild Things Are; The Nutmeg Princess by R.K. Douglas; The Red Petticoat by Ester O'Neill; fables, fairy tales etc. See the Teachers' Guide for additional suggestions.</li> <li>• Glue, construction paper for collages.</li> <li>• A "mystery" box.</li> <li>• Various manipulative.</li> <li>• A children's encyclopaedia – suitable for age group.</li> <li>• Text / chart selections with information depicted pictorially.</li> </ul>
<p><b>1 Listening and Speaking</b></p> <p><b>H. Speak with good enunciation, pronunciation, clarity</b></p> <p>Standard English</p> <p>Vincentian Dialect</p>	<ul style="list-style-type: none"> <li>• Use appropriate / acceptable intonation patterns for different sentence types</li> <li>• Pronounce words in their repertoire as clearly as they can</li> <li>• Speak with confidence using their home language and the school language.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide adequate opportunities for oral practice of the language through choral speaking; short presentations by the students in show-and-tell; group oral reports on their projects etc.</li> <li>• Schedule activities every day for the sharing of news and for expressing personal responses to the literature read.</li> <li>• Use role plays productively for presenting characters and for encouraging the use of school language.</li> </ul>	<ul style="list-style-type: none"> <li>• The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</li> <li>• Recordings of poems and stories (online stories)</li> <li>• Invite community members to share stories in Vincentian dialect and/or standard English</li> <li>• Rhymes and songs with rhyming patterns that emphasise the letter / sound relationships that children are learning.</li> <li>• Student/teacher created Alphabet charts with culturally relevant pictures / symbols that indicate the sounds of the letters.</li> <li>• The teacher as the most important resource to provide good models of the language for the learner at all times.</li> </ul>



<p><b>1 Listening and Speaking</b></p> <p><b>I. Attitudes for developing effective listening and speaking abilities</b></p> <p>Read aloud</p> <p>Personal Expression (share ideas, views and opinions)</p>	<ul style="list-style-type: none"> <li>• Listen attentively in conversations and teacher read aloud sessions and respond appropriately when required to do so</li> <li>• Show willingness to take part in class activities involving oral work.</li> <li>• Share with classmates in whole class and small group contexts</li> <li>• Show willingness to express their ideas, views and opinions on a range of subjects relevant to their age level</li> <li>• Indicate a positive attitude</li> <li>• (participate) in sessions organized to practice the use of Standard English for school purposes.</li> <li>• Participate in activities linking the vocabulary and meaning of oral and written language in Vincentian dialect with Standard English</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers should supplement these with other activities.</li> <li>• Provide specific feedback to help students learn new information.</li> <li>• Give positive reinforcement for things well done.</li> <li>• Model (attentive) listening and speaking behaviours.</li> <li>• Provide good models for language in interactions with students.</li> <li>• Use more educational talk (i.e. talk about the content of lessons, the work being done in class and the children’s progress) as opposed to strictly managerial talk (i.e. giving directives for behaviour / spending most of class time on this type of communication) with the children.</li> <li>• Engage in meaningful talk with the children about the tasks that they are given. Always ensure that they understand what is expected of them.</li> <li>• Listen carefully to the children’s language, particularly in class presentations, to monitor their acquisition and use of school language. Use that information to plan for individual and group instruction.</li> <li>• Initiate one-on-one conversations with each child in the class and work with individual children to help them overcome specific problems that they may encounter (this can be done in conferencing sessions).</li> <li>• Plan activities for children to use oral language in different situations and for different purposes.</li> <li>• Foster a nurturing atmosphere in the classroom in which the children can develop trust and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</li> <li>• Teacher as a primary resource to: <ul style="list-style-type: none"> <li>- act as a scribe when needed to take down children’s dictated stories, messages or to write down their ideas expressed orally</li> <li>- interact with each child in one-on-one conversations and provide much needed practice, especially for those children whose native language is not English</li> <li>- develop print rich classrooms and interesting activity centres to engage the students in meaningful tasks.</li> </ul> </li> </ul>
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# Reading



## II. General Outcomes for Reading

By the end of Kindergarten students should be able to:

- demonstrate knowledge of how books work
- show that they can understand pictorial information and the texts that are read to them
- use their background knowledge to help them construct the meaning of the texts that they read
- recognize the letters of the alphabet and show that they know some sound – symbol relationships
- express a personal response to the literature that is read to them or that they can read
- recognize and use a repertoire of high frequency words at their level
- show an interest in and a curiosity about books.

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
<b>2. Reading</b>			
<b>A. Knowledge of how books work</b>  Concept of print	<ul style="list-style-type: none"> <li>• Hold a book the right way Up</li> <li>• use appropriate words to refer to the parts of a book.e.g. spine, cover, page</li> <li>• identify title, author, illustrator on the cover and title page</li> <li>• use appropriate words to refer to the organisation of text in books suited to their level; e.g. letter, word, sentence, paragraph, picture /illustration</li> <li>• (use finger to) indicate directionality of print - left to right, return sweep of text; and from top to bottom</li> <li>• Identify the beginning and end of a book</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a book the right way Up</li> <li>• use appropriate words to refer to the parts of a book e.g. spine, cover, page</li> <li>• identify title, author and illustrator on the cover and title page</li> <li>• use appropriate words to refer to the organization of text in books suited to their level; e.g. letter, word, sentence, paragraph, picture/illustration</li> <li>• (use finger to) indicate directionality of print - left to right, return sweep of text; and from top to bottom</li> <li>• identify the beginning and end of a book</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers may select those most appropriate to a given activity.</li> <li>• A variety of books suitable for the age group. A good sample of children’s literature.</li> <li>• Some big books for reading activities in small groups and as a whole class with teacher.</li> <li>• A reading centre with good literature books and children’s magazines to which children can have access.</li> <li>• Construction paper and other ‘scrap’ paper for children to make up their own books.</li> <li>• Pencils, crayons and paints for picture illustrations.</li> </ul>

<p><b>2. Reading</b></p> <p><b>B. Word recognition and decoding strategies</b></p> <p>Letter names and sound relationship</p> <p>Sight words</p> <p>Word configuration</p>	<ul style="list-style-type: none"> <li>● Show that they recognize and can name the letters of the alphabet</li> <li>● Demonstrate that they know letter - sound relationships</li> <li>● Identify sounds at beginning and end of word</li> <li>● Match upper case with lower case letters</li> <li>● Recognize and interpret high frequency consonantal blends as they occur in words in (their) reading material</li> <li>● Identify rhyming sounds and groups of letters (words) that correspond to these sounds</li> <li>● Recognize and identify word boundaries (space)</li> <li>● Use word length and shape of words as clues to help with decoding</li> <li>● Identify differences in word length</li> <li>● Match spoken word with printed word.</li> <li>● Point to known words in text</li> <li>● Use picture clues to help interpret the meaning of a string of words in a text</li> <li>● Identify his /her own name in print</li> <li>● Identify the same word in different contexts</li> <li>● Use individual letter and letter clusters as clues to decoding words</li> <li>● Recognize known/familiar words</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers should supplement these with other activities.</li> <li>● Point to the text in books as you read to the children.</li> <li>● Identify and clarify phonetic and graphemic relationships (letter / sound correspondences) in words during reading.</li> <li>● Teach phonics in the context of reading; choose word(s) from stories as an anchor to allow for practice of patterns in texts (stories, poems etc. in which they are emphasized).</li> <li>● Have children articulate the sounds of individual letters and letter combinations that they find difficult as they read.</li> <li>● Have children make individual /class alphabet book.</li> <li>● Organize teacher read aloud activities every day.</li> <li>● Include culturally relevant alphabet charts in the reading centre and include several activities that reinforce alphabet names and letter sounds.</li> <li>● Set aside time for individual quiet reading each day.</li> <li>● Organize reading conferences with students.</li> <li>● Use materials that allow the children to fill in a missing word in a sentence covered by a representative picture (Rebus).</li> <li>● Allow time for the children to draw/(create) and colour pictures from reading material.</li> <li>● ‘Publish’ children’s work by displaying their stories on the wall or collate them in a class hard copy or electronic collection.</li> <li>● Use games for some word identification tasks and to help reinforce concepts learned.</li> </ul>	<ul style="list-style-type: none"> <li>● Colourful and interesting alphabet charts, alphabet cards and magnetic alphabets.</li> <li>● Books with large print.</li> <li>● Oversized books for group reading activities.</li> <li>● DVDs, CDs recordings of books that children can listen to while they follow in their texts (this can be set up as an independent activity in the reading centre. Teacher can create these or have someone read with expression and record).</li> <li>● A simple recording device that children can use to play the recordings of stories.</li> <li>● Books with pictures on cut squares over relevant words. Children lift the picture and find the print representation underneath.</li> <li>● Colour charts with objects that represent particular sounds and blends /clusters/ digraphs</li> <li>● Materials which children will use to draw, colour and print.</li> </ul>
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<p><b>2. Reading</b></p> <p><b>C. Understanding and responding to texts and develop critical thinking</b></p> <p>Retelling</p> <p>Story elements</p> <p>Sequencing</p> <p>Prediction</p> <p>Visualisation</p>	<ul style="list-style-type: none"> <li>• Recount the story told by a picture or by pictures in a series</li> <li>• Use a different format, e.g. drama or puppet show to retell a familiar story</li> <li>• Use the illustrations in a story to talk about it or to retell it</li> <li>• Use pictures in a series to construct a story</li> <li>• Identify the main part of a story</li> <li>• Connect ideas and events in pictures in sequence (that represent a story)</li> <li>• Explain and use appropriately in story telling as well as in discussions about story terms such as; <i>Once upon a time, a long time ago, happily ever after, character, hero, villain.</i> Use their knowledge of story structure to understand and talk about new stories that are read to them/that they read</li> <li>• Use their prior knowledge to help them understand new information that they encounter in their reading</li> <li>• Use topics, titles and illustrations as clues to predict the subject matter/ events and endings of a story</li> <li>• Make up alternative endings for stories match pictures with the corresponding sentences that present the events in a story</li> <li>• Draw pictures to represent, in the appropriate sequence, a story that they have read</li> </ul>	<ul style="list-style-type: none"> <li>• Engage the children in meaningful discussion and questioning about the pictures and stories during shared reading activities.</li> <li>• Have the children draw pictures of characters in a story.</li> <li>• Work with the children on making big book versions (illustrated) of their favourite stories.</li> <li>• Collect selections from different genres (poetry, stories, jokes, riddles) based on a theme and have children make a class book.</li> <li>• Have children reflect on their responses to stories by making (a) picture(s) about them.</li> <li>• Make recordings of stories with sound cues (e.g. tinkle of bell) for turning pages; let children use the recordings as they follow in their books during independent reading.</li> <li>• Activate the children's prior knowledge about the topic before reading.</li> <li>• Use a semantic map or web as a means of activating the children's schemata (prior knowledge) before they read.</li> <li>• Use queries before reading, during reading and after reading e.g. What do you think this story will be about? What does this picture tell you about X or Y?</li> <li>• Have children make bookmarks depicting their favourite characters.</li> <li>• Make wall murals depicting scenes from favourite stories. This can be developed as a class or small group project</li> <li>• Teach children how to use strategies to solve problems they encounter in reading; e.g. use a query that will help them to focus on what they can do to overcome their misunderstandings</li> <li>• Teach them useful strategies for decoding.</li> <li>• Use story presentations or role plays.</li> <li>• Give children specific feedback when you talk to them about their reading.</li> <li>• Read to them and provide support to help them construct text meaning.</li> <li>• Have children pretend to be characters in a story and role play scenes.</li> <li>• Have children keep journals in which they can draw/'write' based on the stories they read</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers may select those most appropriate to a given activity.</li> <li>• For emergent readers have a selection of books (familiar stories) with one or two lines in large print.</li> <li>• Have a good selection of books with large print and (colour) illustrations</li> <li>• As children develop as readers have a selection of books with more text and more complex sentences.</li> <li>• Texts for more fluent readers.</li> <li>• Forms for checking a child's reading use these to monitor and determine progress and readiness for more challenging books.</li> <li>• Fiction and nonfiction texts for read aloud sessions that have a high interest appeal for the children's enjoyment and personal response.</li> <li>• Large writing pads or drawing books that they can use as journals.</li> <li>• Video recordings of favourite stories to be used after children have read stories - can also be used to compare the print and visual versions.</li> <li>• A suitable selection of informational texts from other content areas e.g. about animals, their habitats - texts that explain how to make things (e.g. puppets or masks for their characters)</li> <li>• Texts that present knowledge or information i.e. how- to texts for this level. Teacher can use these as a resource for projects related to reading activities e.g. a cooking project.</li> <li>• A poetry corner in which children can find samples of different types of material e.g. rhymes, jingles, limericks, poems and tapes with recordings of these.</li> <li>• A 'drama' corner which can be developed as children create puppets and character 'masks' etc. for their role plays or acting out of stories.</li> </ul>
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		(writing may be scribbles, individual letters representing a word etc.)	<ul style="list-style-type: none"> <li>• Blue tack for children to mount their cut-outs on the walls.</li> <li>• A display / publishing corner/centre where children can put up their stories/ visual representations of stories for sharing.</li> </ul>
<p><b>2. Reading</b></p> <p><b>D. Vocabulary Development</b></p> <p>Sight words</p> <p>Word families</p> <p>Environmental print</p>	<ul style="list-style-type: none"> <li>• Identify their own names in print, recognize the names of friends/ classmates, match words to objects in the classroom and outdoors</li> <li>• Recognize and identify colour terms and associate terms with the appropriate colours</li> <li>• Recognize high frequency words that are related to topical categories (word families)</li> <li>• Recognize some personally significant words in context</li> <li>• Identify familiar words in different contexts</li> <li>• Recognize environmental print, e.g. road signs, symbols, labels, enter, exit, pull, push etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Have large labels with children's names affixed to their desks or in some designated spot reserved for each child.</li> <li>• Make up a colour chart with colours identified by their names in bold print.</li> <li>• Build word families using organisers like semantic maps (word clusters for words/ groups of words that children encounter in reading. These can be extended to include new words and make new groupings as needed.</li> <li>• Use thematic approaches to build new vocabulary through association with known information.</li> <li>• Make examples of environmental signs available; ask children who can to bring in examples of same.</li> <li>• Take children on short field trips where they can observe signs in the environment.</li> <li>• Help them to understand their uses.</li> <li>• Use flash cards with high frequency words to develop sight recognition.</li> <li>• Incorporate new words learned from field trips, project and thematic work into group/ story account and add to class Word Bank.</li> </ul>	<ul style="list-style-type: none"> <li>• Cards with individual letters of the alphabet.</li> <li>• Alphabet charts with both upper- and lower-case letters and with symbols of objects indicating the sounds that the letters represent.</li> <li>• Wooden or plastic building blocks with letters printed on them</li> <li>• Colour chart with names of colours.</li> <li>• Sheets of Bristol board for making large charts, semantic maps etc.</li> <li>• Some road signs, other environmental symbols and labels.</li> <li>• Strips of Bristol board with names of individual children printed on each one.</li> <li>• Labels with children's names.</li> <li>• Clear areas of wall space for showing charts with word families as well as other charts with words related to thematic and other topics</li> <li>• Flash cards with individual words printed on them - i.e. related to themes and topics children are working on.</li> <li>• Exercise books for children to work on their letters.</li> <li>• Large leaf books for use as journals for their 'writing' and illustrations.</li> </ul>

<p><b>2. Reading</b></p> <p><b>E. Reading and writing connections. Integrating activities</b></p> <p>Interactive Writing</p> <p>Dramatization</p> <p>Sentence construction</p>	<ul style="list-style-type: none"> <li>Express their response to reading through: - drawing pictures that depict the story events – ‘writing’ (in their own way) about the story - talking about the story with the teacher and their classmates - telling a friend about the story or about an event in the story - retelling the story or part of it - drama/pretend play - pretending to be a character from the story</li> <li>Tell the story/message depicted in their drawings, pictures, ‘writing’</li> <li>Write and read sentences generated by students</li> </ul>	<ul style="list-style-type: none"> <li>Make time for reading and writing every day – in small groups, with the whole class and with individuals.</li> <li>Create a print rich environment in which children have access to a variety of texts (including culturally relevant materials) and in which their enjoyment of reading and writing is fostered.</li> <li>Encourage talk/discussion before, during and after reading.</li> <li>Have children draw pictures that depict their response to what they read; let them scribble/write about these responses and speak about their representations.</li> <li>Teach emergent literacy skills (for reading and writing).</li> <li>Introduce phonics in the context of reading and practice letter/sound correspondences in meaningful contexts.</li> <li>Select activities that consolidate and extend concepts encountered in reading</li> <li>Link follow up activities to other domains and content areas.</li> </ul>	<ul style="list-style-type: none"> <li>Coloured paper cut in different sizes.</li> <li>Pencils, crayons, markers.</li> <li>Construction paper of various colours.</li> <li>A variety of books, e.g. informational texts, trade books, children’s encyclopaedia, reference books, e.g. The World Books for children, books about animals, e.g. the Zoo Books.</li> <li>Journals in which children write and can look at their own development as writers.</li> <li>A centre for publishing /displaying students’ work.</li> </ul>
<p><b>2. Reading</b></p> <p><b>F. Attitude and Interest</b></p> <p>Personal response to Literature</p>	<ul style="list-style-type: none"> <li>Show an interest in books and a curiosity about books</li> <li>Point to text while reading and ‘read along’ (join in orally) when teacher reads familiar stories in small group/with whole class</li> <li>Participate actively during reading activities</li> <li>Show willingness to talk about books that have been read to them / that they read</li> <li>Share ideas and responses about books that they read</li> </ul>	<ul style="list-style-type: none"> <li>Select a wide variety of text for reading to the children.</li> <li>Encourage children to join in during the reading of familiar books.</li> <li>Encourage the sharing of ideas and responses/ comments about the books that they have read and stories they have watched on video or listened to on tape.</li> <li>Show that you also enjoy reading.</li> <li>Show relationship between spoken and written words as they occur in the context of reading. <ul style="list-style-type: none"> <li>Point out spaces between words</li> <li>Demonstrate voice word match during group read alouds</li> <li>Locate end punctuation markers as a time to briefly pause</li> </ul> </li> <li>Model good reading behaviours, such as fluency, thinking while reading, predicting, questioning, etc.</li> <li>Encourage children to choose books from the centre (or school library) for independent reading.</li> </ul>	<ul style="list-style-type: none"> <li>All the resources identified in the foregoing sections</li> <li>Teacher as a resource to: encourage positive attitudes towards reading</li> <li>Help children develop confidence as readers</li> <li>Provide guidance when needed about children’s choices for reading</li> <li>Provide a nurturing/non-threatening environment in which children can take risks with their reading to discover their own capabilities</li> <li>Show his/her own enthusiasm for reading and writing</li> <li>Engage in activities that develop phonemic awareness</li> <li>Help children use known information to access information they need but do not know</li> <li>Teach skills of emergent literacy (both for reading and writing).</li> </ul>

# Writing



## III. General Learning Outcomes for Writing

By the end of Kindergarten, students should be able to:

- show that they know that print carries a message
- use symbols that simulate or represent letters
- form some letters of the alphabet
- assign meaning to their own written symbols
- begin expressive writing
- make capital letters and some lowercase letters
- show a developing interest in words and spelling

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
<b>3. Writing</b>			
<b>A. Understanding that pictures, the written word and symbols carry a Message</b>	<ul style="list-style-type: none"> <li>• Imitate writing</li> <li>• Assign a message or meaning to their own written symbols and read their own writing</li> <li>• Indicate directionality of text               <ul style="list-style-type: none"> <li>– point to where to begin</li> </ul> </li> <li>• Use letters that they know to represent written text</li> </ul>	<ul style="list-style-type: none"> <li>• Show children that writing conveys a message.</li> <li>• Use correct terms for text; e.g. letter, word, sentence.</li> <li>• Organize activities for the children to use drawing and painting as bases for recording their stories and messages.</li> </ul>	<ul style="list-style-type: none"> <li>• All the resources indicated in the foregoing sections</li> <li>• Exercise books with large spaces for the children to scribble, write in and to practise their letters.</li> <li>• Materials to take down the children's dictated stories and messages (e.g. flip chart/large sheets of paper which can be displayed).</li> </ul>

<p><b>3. Writing</b></p> <p><b>B. Writing Developing familiarity with text</b></p> <p>Awareness of print</p> <p>Comprehension</p> <p>Write short messages</p> <p>Writing upper- and lower-case letters</p>	<ul style="list-style-type: none"> <li>• Demonstrate the awareness that print carries a message</li> <li>• Scribble, draw a picture or try to print letters to convey a message</li> <li>• Draw symbols that simulate letters</li> <li>• Experiment with the formation of letters – both upper- and lower-case letters</li> <li>• Write spontaneously using combinations of lines and curves – simulating letters</li> <li>• Copy/transcribe letters from a variety of materials</li> <li>• Distinguish the difference between numbers and letters</li> <li>• Identify numbers and letters</li> <li>• Demonstrate awareness that written words convey meaning</li> <li>• Identify letters and letter names</li> <li>• Read their own writing scribbles/i.e. tell the message conveyed by their writing</li> <li>• Leave spaces between their ‘word’ clusters</li> <li>• Show a positive attitude towards reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Let the children read the stories and messages conveyed by their drawings and paintings. Write down their dictation of their stories.</li> <li>• Provide opportunities for the children to share their writing experiences with their classmates.</li> <li>• Develop tasks that encourage the children to write for self and others e.g. establish journal writing (this may consist of scribbles and pictures). (Writing is mostly for self as opposed to an audience at this stage).</li> <li>• Introduce children to the way print works and to print conventions (as these relate to the texts they are using).</li> <li>• Introduce letters and practice using letter names in songs, through activities with building blocks etc.</li> <li>• Develop phonemic awareness (i.e. through activities suggested for language awareness with rhyming patterns etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing materials – paper, pencils, crayons, markers, play dough.</li> <li>• A writing corner with materials which the children can use to prepare their work for display and with picture stimuli and large print stories.</li> <li>• A good selection of rhymes, poems and other literature.</li> <li>• Teacher as resource to: <ul style="list-style-type: none"> <li>- model writing in different contexts - have conferences with individual students to check their progress help them to set individual goals for reading and writing</li> <li>- help children use what they know to find out what they don’t know</li> </ul> </li> </ul>
<p><b>3. Writing</b></p> <p><b>C. Spelling Concepts</b></p> <p>Invented spelling</p>	<ul style="list-style-type: none"> <li>• Use inventive spelling to represent their words</li> <li>• Show an interest in words and spelling</li> <li>• Develop some awareness of sound symbol correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage writing and trials at spelling. Teach phonics in the context of reading and sensitize the children to sound symbol correspondence as they attempt to write and have trials at spelling words.</li> </ul>	<ul style="list-style-type: none"> <li>• Selected resource materials identified in foregoing sections.</li> <li>• Recordings with alphabet songs/ interesting songs and dances using letters (For example, Jolly Phoni</li> <li>• Classroom constructed culturally relevant alphabet chart (student names, known objects, etc.).</li> <li>• Flash cards with letters.</li> <li>• Teacher as a resource to: <ul style="list-style-type: none"> <li>- show children how to use strategies for sounding out letter combinations as they take risks with trials at spelling</li> <li>- build a Bank of words.</li> </ul> </li> </ul>



<p><b>3. Writing</b></p> <p><b>D. Grammar</b></p> <p>Oral expression in Standard English</p> <p>Standard English and Vincentian Dialect</p>	<ul style="list-style-type: none"> <li>• Produce utterances that use the correct grammar of Standard English</li>   <li>• (re)tell a story using school language or <b>their home language</b></li> </ul>	<ul style="list-style-type: none"> <li>• Providing them with several opportunities for meaningful oral practice in which they are encouraged to use the language of the school.</li> <li>• Read a variety of fiction and nonfiction text which exposes students to how language is used to convey meaning.</li> <li>• Raising children’s awareness about the differences and similarities in expression between their own native languages/dialects and Standard English.</li> <li>• Engaging the children in role plays in which they attempt to use the language variety that is appropriate to the context, especially the use of English indifferent contexts.</li> <li>• Provide a rich experience with language through a wide variety of reading materials</li> <li>• Read to the children every day and provide blocks of time in which they can respond to literature orally (and in other formats such as drawing, writing, role plays etc.)</li> <li>• Create opportunities for role plays in which children can interact in different simulated situations and have an opportunity to adjust their language/speech</li> <li>• Teachers should not focus on teaching the rules of grammar in an abstract isolated way. They should expose children to good models of language</li> <li>• in their speech, in selecting good literature for reading, and in having children respond to and discuss the books that they read.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and post a class thesaurus to record Standard English vocabulary and phrases</li> </ul>
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## VIEWING AND VISUAL REPRESENTATION



### Kindergarten learning outcomes for viewing and visualising

#### By the end of Kindergarten students should be able to:

- explore thoughts, ideas, feelings, and experiences
- comprehend and respond personally and critically to oral, literary, and media texts
- develop understanding and gather information from mental images
- utilise 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

<b>VIEWING AND VISUAL REPRESENTATION</b>		
<b>Objectives</b>	<b>Sample Activities</b>	<b>Resources</b>
<b>A. Use multimedia to make presentations about things read, listened to or researched</b>	<ul style="list-style-type: none"> <li>• Viewing films of books read or to be read.</li> <li>• Watch live broadcasts to respond either orally or in writing.</li> <li>• Watch documentaries on topics of student interest introductions to a topic of study or as supplementary to materials read and discussed.</li> <li>• Teachers models use of multimedia and students to learn how to use it as well for reporting on field trips. Using digital cameras and doing power points.</li> <li>• Produce text based or online reading materials with illustrations: comic strips, cartoons, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Online resources, recording and audio devices</li> <li>• Radios</li> <li>• Television set / (SMART TV)</li> <li>• Computers with internet access</li> <li>• Digital cameras</li> <li>• Projector</li> <li>• CD/DVDs</li> <li>• Audio /E-Books</li> <li>• Online book making software</li> </ul>
<b>B. Write and perform skits and plays to depict things read, listened to or researched</b>	<ul style="list-style-type: none"> <li>• Teacher and students stage dramatic presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Note pads</li> <li>• Microphones</li> </ul>
<b>C. Develop oral fluency through performance of skits, songs, etc.</b>		
<b>D. Use art to depict ideas read, listened to or researched</b>	<ul style="list-style-type: none"> <li>• Students and teacher create picture portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• Arts paper</li> <li>• Coloured pencils</li> <li>• Crayons</li> </ul>

## EVALUATION AND ASSESSMENT

The suggestions given here are for the comprehensive evaluation of the students' progress. Assessment is just one component of evaluation and it focuses more specifically on testing. At the primary / elementary level, evaluation will provide a more complete picture of the learners' abilities. The children's progress in all domains of the language arts should be monitored on a regular basis. The emphasis in Kindergarten should be on teaching rather than on testing. The following are general guidelines that should be observed in monitoring students' progress:

1. Create a folder for each child to keep samples of the child's stories, representations of stories (drawings etc.), the 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 first comes to school;
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);
4. Take a record of each child's reading behaviours to determine what a child can do at this particular stage of development and to get a good idea of the child's progress over time;
5. Keep a record of each child's early writing behaviours; a form with a checklist should be made out for each child at different stages;
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;
8. Provide immediate feedback orally on children's efforts in reading and 'writing' (including their scribbles/drawing and what these represent for the children);
9. Monitor children's acquisition of English for oral communication, particularly since some of the children will be dialect or non- native English speakers;
10. Monitor the children's language development for school purposes (i.e. the development 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) to determine their progress in acquiring English for school use.

## EVALUATION AND ASSESSMENT IN KINDERGARTEN

### I. LISTENING AND SPEAKING

1. Monitor oral language use early in the school year to determine the children's language background.
2. Make notes specifically on the following:
  - confident use of the native language (if not English)
  - confident use of English
  - use of one word or extended statements
  - language forms used - whether different from English
  - use of simple / complex language structures in English
  - ability to use book language orally in class presentations and in talking about concepts presented in class
  - ability to listen attentively and to convey messages
  - ability to listen for specific purposes outlined in the curriculum, including recitation, pronunciation, enunciation etc.
3. Keep dated records for entry into the child's dossier to monitor progress throughout the year and to plan further instruction.
4. Make specific notes on strengths and weaknesses of each student. Data can be entered into children's dossiers with additional comments.
5. Gather reliable information about student accomplishments as progress over the course of the year. This means that formative reading assessment has to be a continuous process throughout the year. In Kindergarten, emphasis must be placed on the monitoring of students' acquisition of reading abilities, on their literacy development. To do this you must observe and record student progress during small group and independent reading sessions.

### II. READING

1. Keep a portfolio for each child and prepare a checklist of the abilities emphasised in Kindergarten. Date each reading record that you take for each child and keep it in a portfolio so that you can assess how the child's reading abilities are developing.
2. Prepare different checklists that incorporate the learning outcomes at different stages.
3. Use whole class, small group, individual reading conferences and independent reading sessions to observe what individual children can do. Focus on what they can do and help them develop additional strengths by building on these areas.

4. One-on-one reading conferences with the children (once a month)
5. Evaluations/reading assessment records during Kindergarten will focus on the following among other areas:
  - Ability to handle books (e.g. holding books right way up);
  - Ability to follow the direction of print (left to right and backward sweep to next line). This can be determined by simply having the child point out the text as you read – simply to observe movement across the page rather than focusing on whether the child points out exactly the word you are reading at the moment;
  - Ability to talk about what is represented in illustrations;
  - Ability to retell stories listened to;
  - Ability to make up stories based on a series of illustrations (without text) in an action book;
  - Ability to give a response based on the stories they have listened to/read;
  - Attempts to correspond letters with their sounds
    - Recognition of letter/Knowledge of the names of the letters of the alphabet
    - Recognition of high frequency words.

### **III. WRITING**

1. Observe the children as they write and monitor their progress for development of writing behaviours (use specific selections from the Learning Outcomes to develop checklist for your evaluations. Again, use writing conferences to evaluate what each child can do. Maintain a portfolio for the child's written work and let the children help to maintain their portfolios by adding the pieces they want you to evaluate to the portfolio. You will also make and help them to make decisions about samples of their work to be included in the writing portfolios for assessment. Be sure to date each sample so that you can evaluate progress over time.
2. Have regular one-one-one conferences with the children to give them feedback on their efforts to write and to talk about their progress. Include your own observation notes and other assessment forms for writing. In Kindergarten your evaluation of children's progress might focus on the following outcomes among others:
  - ability to express their thoughts and ideas
  - knowledge of the letter names
  - approximations to letters in scribbles
  - formation of alphabet letters
  - formation of upper- and lower-case letters
  - tracing own name etc.

**Areas in which children's language development should be monitored on an on-going basis. Some general guidelines.**

The last three items will probably be more relevant towards the latter part of the year.

3. In Kindergarten children's writing may simply be scribbles that tell a story - listen to the child's story as represented by the scribbles or picture. Provide feedback about what the student has accomplished (a good approximation of a letter, a correct initial sound, a space between words, a correct spelling, etc.) At select times, write down (below the scribbles) what they represent. This will give you an idea of how well the child can articulate his / her thoughts. The emphasis in K. should be on providing support for children to express themselves orally and in writing (as well as the other formats listed in the Learning Outcomes. Formative assessment should go on as a natural part of the day's proceedings rather than as formal tests.

Formative assessment as suggested here (i.e. not just as tests given but as ongoing monitoring of learners' work) should involve keeping complete dated records and using portfolios. This will provide a balanced profile of a learner's development over a specified period. An analysis of the learner's records in all domains will provide a good indication of the progress made throughout each term and the entire year. It will also indicate areas for teaching emphasis at different times throughout the year as well as indicate a child's readiness for promotion to the next level.

## EVALUATION AND ASSESSMENT TABLES

<b>Pre-Assessment (searching for evidence of the student’s known, interests, and learning profile)</b>	<b>Formative Assessment (monitoring the road map of progress and altering course when necessary)</b>	<b>Summative Assessment (a final check to ensure learning is internalised and applied)</b>
<ul style="list-style-type: none"> <li>• Occurs before lessons are planned</li> <li>• Reflects fair and valid assessment design, administration, and reporting</li> <li>• Focus is on what the student has under control</li> <li>• Information gathered leads to curriculum-based lesson planning that reflects the student’s “known”</li> </ul>	<ul style="list-style-type: none"> <li>• Occurs as lessons are taught</li> <li>• Reflects fair and valid assessment design, administration, and reporting</li> <li>• Focus is on student learning progress and engagement</li> <li>• Information gathered informs student feedback, next steps instruction, and alerts teacher to misunderstandings</li> <li>• Must align to curriculum outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Must be designed to align with internationally recognized Principles of Fair Assessment</li> <li>• Occurs at a point when mastery is monitored</li> <li>• Must be reported in combination with formative assessment information</li> <li>• Must be linked to “the taught”</li> <li>• Provides new, additional, or confirming evidence of the student’s “known”</li> <li>• Must align with curriculum outcomes to provide valid information about the success of educational initiatives</li> <li>• Results must be reported and used in ways that align with internationally accepted Fair Assessment Practices</li> <li>• May be tied to a final grade, student report, or decisions regarding student’s educational path.</li> </ul>
<p><b>Examples of pre-assessment of reading include:</b></p> <ul style="list-style-type: none"> <li>• Inventory</li> <li>• Dialogue</li> <li>• Observation</li> <li>• Self-assessment</li> <li>• The Observation Survey of Early Literacy Development</li> <li>• Concepts About Print</li> <li>• Reading Record</li> <li>• Checklists</li> </ul>	<p><b>Examples of formative assessment of reading include:</b></p> <ul style="list-style-type: none"> <li>• Reading Record</li> <li>• Reading responses</li> <li>• Conference</li> <li>• Exit Slip</li> <li>• Self-assessment</li> <li>• Comprehension activities</li> <li>• Graphic organizers</li> <li>• Portfolio conferences</li> <li>• Checklists</li> </ul>	<p><b>Examples of summative assessment of reading include:</b></p> <ul style="list-style-type: none"> <li>• Performance task</li> <li>• Test</li> <li>• Portfolio review</li> <li>• Examinations</li> </ul>
<p>Note: The examples above are flexible; based on the context and the outcome, some examples are interchangeable.</p>		
<p><b>The pre-assessment feedback conversation includes:</b></p> <ul style="list-style-type: none"> <li>• What sorts of things are you interested in?</li> <li>• I notice that you can . . .</li> <li>• It seems that you’re ready for ...</li> <li>• Tell me what you know about ...</li> <li>• Why did you decide to ...?</li> <li>• Before we begin, do you have any questions?</li> </ul>	<p><b>The formative assessment feedback conversation includes:</b></p> <ul style="list-style-type: none"> <li>• How do you feel you’re progressing?</li> <li>• What do you think you did well?</li> <li>• How did you approach the tricky questions on this assessment?</li> <li>• I noticed that you</li> <li>• The next step is ...</li> <li>• Before we go on, do you have any questions?</li> <li>• Next time, we’ll try this in a different way</li> </ul>	<p><b>The summative assessment feedback conversation includes:</b></p> <ul style="list-style-type: none"> <li>• This gives me information about ...</li> <li>• Do you think this result matches what you know?</li> <li>• You can use what you’ve learned to ...</li> <li>• What are your goals?</li> <li>• Before we go on, do you have any questions?</li> </ul>
<p>Note: The examples above are flexible; based on the context and the outcome, feedback conversations are interchangeable.</p>		



## 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.

<b>ab</b>	<b>ad</b>	<b>ag</b>	<b>am</b>	<b>ap</b>	<b>ar</b>	<b>an</b>	<b>at</b>	<b>ay</b>	<b>aw</b>	<b>ed</b>	<b>eg</b>
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	

<b>ee</b>	<b>en</b>	<b>et</b>	<b>it</b>	<b>ib</b>	<b>id</b>	<b>Ig</b>	<b>im</b>	<b>in</b>	<b>Ip</b>
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

<b>ub</b>	<b>ud</b>	<b>un</b>	<b>up</b>	<b>Us</b>
cub	bud	bun	cup	Bus
tub	mud	fun	pup	Plus
grub	cud	spun	sup	Pus
shrub	thud	stun	up	Us

<b>Is</b>	<b>ix</b>	<b>ob</b>	<b>od</b>	<b>og</b>	<b>op</b>	<b>ox</b>	<b>ot</b>	<b>ew</b>	<b>Ow</b>
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

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

## CONSONANTS BLENDS

<b>bl</b>	<b>br</b>	<b>sc</b>	<b>spl</b>	<b>sw</b>	<b>cl</b>	<b>Cr</b>
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

<b>sk</b>	<b>scr</b>	<b>tr</b>	<b>fl</b>	<b>dr</b>	<b>sm</b>	<b>spr</b>
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

<b>tw</b>	<b>gl</b>	<b>fr</b>	<b>sn</b>	<b>str</b>	<b>pl</b>	<b>gr</b>
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

<b>sp</b>	<b>thr</b>	<b>sl</b>	<b>pr</b>	<b>st</b>
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**

<b>Sh</b>	<b>ch</b>	<b>wh</b>	<b>th</b>
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

<b>Short vowel sounds</b>	<b>a</b>	<b>e</b>	<b>i</b>	<b>o</b>	<b>u</b>
	<b>ant</b>	<b>egg</b>	<b>in</b>	<b>on</b>	<b>Umbrella</b>
	cat	eskimo	pit	October	Under
	banana	envelope	this	octopus	Tub
<b>Long vowel sounds</b>	<b>a</b>	<b>e</b>	<b>I</b>	<b>o</b>	<b>U</b>
	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.

<b>ey, ee, ie, ei, ea</b>	<b>ai, ay, ey</b>	<b>au, aw</b>	<b>ue, ew</b>	<b>oo, ow, eo</b>	<b>oo, ou</b>
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

<b>au, aw</b>	<b>oy, oi</b>	<b>ou, ow</b>
awful, awesome	toy	Shout
caw	boy	Pout
autumn	oil	About
launch	joint	Bowel
sauce	coin	Cow

## Appendix 2

### TERM ONE KINDERGARTEN LONG RANGE PLAN

Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Reading Comprehension</b>					
Retelling favourite stories and events  Show & Tell		Role play  Show & Tell		<b>Knowledge of books</b> e.g. parts of books spine, cover, Title	<b>Knowledge of books</b> e.g parts of books, author, beginning, end of book, print direction.
<b>Usage</b>					
Picture Chat	Visual discrimination (same) e.g. size, height		Visual discrimination (different) e.g. colours, shape		Visual discrimination (odd)
<b>Phonics</b>					
<b>Sound/symbol relationship</b> s, a, t	<b>Sound/symbol relationship</b> p, n	<b>Sound/symbol relationship</b> e, h	<b>Sound/symbol relationship</b> d	<b>Sound/symbol relationship</b> u, l	<b>Sound/symbol relationship</b> f, b, j
<b>Writing</b>					
Vertical stroke 		Horizontal strokes ____ ____		Slanted lines ////	Combine strokes to form patterns
<b>Word Study / Reading</b>					
<b>Word Families</b>					
<i>at, as</i>		<i>an</i>	<i>an, am, at, as</i>	<i>it, is, in, if</i>	<i>of, on, or, ox</i>

Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
<b>Reading Comprehension</b>					
Retelling stories and events		Dramatizing parts of stories		Using puppetry in story telling	
Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Visual discrimination (same, odd, different)	Upper and Lower case letters (same formation) <i>Uu, Ss, Oo, Cc</i>	Upper and Lower case letters (same formation) <i>Zz, Ww, Vv, Kk</i>	Upper and Lower case letters (different formation) <i>Ll, Tt, Bb</i>	Upper and Lower case letters (different formation) <i>Li, Jj, Nn, Qq</i>	Review
<b>Phonics</b>					
Sound/symbol relationship <i>z, w, v</i>	Sound/symbol relationship y, x sight words from reading text	Sight words from reading text		Formulate simple sentences using sight words	
<b>Writing</b>					
<i>Combine strokes to form letters using vertical and horizontal</i> <b>L T E F H</b>	Combine slanted strokes to make a pattern slanted stroke <b>V W Z cccccc strokes N M</b>	Letter formation from <b>X aaaaaa</b>	Introducing curved letters	Using curves to make curves to pattern make patterns <b>m m m m e e e e</b>	Using <b>e</b>
<b>Word Study / Reading</b>					
<b>Word Families</b>					
<i>he, we, be, she, me</i>		<i>up, us</i>		<i>to, so, go, to, do</i>	



## TERM TWO KINDERGARTEN LONG RANGE PLAN

Week 2	Week 3	Week 4	Week 5
<b>Reading Comprehension</b>			
Miming		Singing songs and reciting poems	Puppetry
<b>Usage/Grammar</b>			
- Introduce students to words that have the <b>same ending sound</b> (rhyming words)  Identify rhyming sounds (listening to detect sounds in a group of words) Identify rhyming words amongst other words e.g. <i>mat sat cake bake kit bit</i>		Introduction to <b>Simple Opposites</b> Things/Objects that are different from others. e.g. <i>old new hot cold sweet sour light heavy big small</i>	Introduction to <b>Naming words</b> . (Naming words helps us to identify an animal, person, place or thing). Identify naming words of people Recognize one's name and that of others
Introduction to Word families – <b>Word building</b> Word families with <b>'at'</b>		Word families with <b>'an'</b>	Word families with <b>'am'</b>
<b>Word Study</b>		Introduction to simple sight words from reading text and teacher's choice – ( <i>come, go, see, I, big, small, make, take, book, bag, table, good, you, mommy, the, daddy, baby, boy, girl, like, to, he, she</i> ) etc.	
<b>Spelling/Reading</b>		Simple two letter and three letter spelling words. ( <i>at, an, as, mat, cat, it, is, sit, kit, us, up, he, she, me, we, the</i> ) etc.	
<b>Phonics</b>	Identifying end sounds. <b>"t" and "n"</b>	Identifying end sounds. <b>"l" and "m"</b>	Identifying end sounds. <b>"s" and "d"</b>
<b>Writing</b>	Introduction to letter formation <b>'d, g, j'</b>	Introduction to letter formation <b>'b, p, q'</b>	Letter formation <b>'u, y' k'</b>
<b>Week 6</b>			
<b>Week 7</b>			
<b>Week 8</b>			
<b>Week 9</b>			
<b>Week 10</b>			
<b>Reading Comprehension</b>			
Retelling stories and events		Read aloud/interactive reading	Dramatizing parts of stories
<b>Usage/Grammar</b>			
Identify naming words of animals Name animals	Identify naming words of Places Name Places in the school and community environment	Identify naming words of Things Name Things in the school environment	Introduction to <b>Action Words</b> . (An Action word tells us what something, someone or an animal is doing). e.g. <i>jump, run, walk, eat, sing</i> Identify what are actions words
Word families with <b>'in'</b>	Word families with <b>'in'</b>	Word families with <b>'et'</b>	Word families with <b>'en'</b>
		Introduction to simple sight words from reading text and teacher's choice – ( <i>come, go, see, I, big, small, make, take, book, bag, table, good, you, mommy, the, daddy, baby, boy, girl, like, to, he, she</i> ) etc.	
<b>Spelling/Reading</b>	Simple two letter and three letter spelling words. ( <i>at, an, as, mat, cat, it, is, sit, kit, us, up, he, she, me, we, the</i> ) etc.		
<b>Phonics</b>	Identifying end sounds <b>"g" and "b"</b>	Identifying end sounds <b>"p" and "f"</b>	Identifying end sounds <b>"k" and "r"</b>
<b>Writing</b>	Letter formation <b>'s, z, r'</b>	Simple sentences using sight words ( <b>written</b> )	Simple sentences using sight words ( <b>written</b> )

### TERM THREE KINDERGARTEN LONG RANGE PLAN

Week 2	Week 3	Week 4	Week 5	Week 6	
<b>Reading Comprehension</b>					
Draw favourite story characters	Composing different endings story		Giving oral answers to questions		
<b>Usage/Grammar</b>					
<p>- Introduction to <b>Action Words</b>  <b>An action word is a doing word</b>                      E.g. Jump, run, walk, eat, sing                      Identify <b>Action Words</b>                      (observing, listening, demonstrating). Identify <b>Action Words</b> amongst a group of words.</p> <p>Identifying <b>Action</b> using pictures or play. (Use action words to describe movements)</p>	<p>I-Introduce students to <b>vowel letters. (a, e, i, o, u)</b></p> <p>Identify how many vowel letters are in the alphabet.</p> <p>Differentiate between <b>vowel</b> letters and <b>consonants</b>.</p>	<p>Introduce students to using <b>a &amp; an</b>.</p> <p>Identify when a &amp; an are being used.</p> <p>Using worksheets or visuals get students to use a &amp; an correctly.</p> <p>Continuous reinforcement.</p>	<p>Introduction to making things <b>one more</b> by <b>adding 's'</b>.</p> <p>Differentiate between objects which are <b>more</b>.</p> <p>Identify when to add 's'                      e.g. <b>one cat - two cats</b></p>		
Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Introduction to Word families – word building Word families with ' <i>en</i> '		Word families with ' <i>ed</i> '	Word families with ' <i>eg</i> '	Word families with ' <i>id</i> '	Word families with ' <i>ib</i> '
<b>Word Study</b>		Introduction to simple sight words from reading text and teacher's choice – ( <i>come, go, see, I, big, small, make, take, book, bag, table, good, you, mommy, the, daddy, baby, boy, girl, like, to, he, she</i> ) etc.			
<b>Spelling/Vocabulary</b>		Simple two letter and three letter spelling words. (using word built in word building) Introduce students to <b>picturing sequencing</b> . Using pictures guide students to sequence pictures in order. Make simple sentences from the sequencing of pictures.			
<b>Phonics</b>	Medial letter ' <i>a</i> ' sound <b>"bl" blend</b>	Medial letter ' <i>e</i> ' sound <b>"cl" blend</b>	Medial letter ' <i>i</i> ' sound <b>"cl" blend</b>	Medial letter ' <i>o</i> ' sound <b>'cr' blend</b>	
<b>Writing</b>	Introduction to writing in <b>small line books</b> .	Letter formation Letters of the alphabet. A letter per day.	Writing simple sentences daily	Simple sentences using sight words ( <b>written</b> )	

## TERM THREE KINDERGARTEN LONG RANGE PLAN

Week 7	Week 8	Week 9	Week 10
<b>Reading Comprehension</b>			
Shared reading sessions		Understand pictorial information	
<b>Usage/Grammar</b>			
<p>Introduction to using 'is' "is" is used in a singular format. e.g. Mommy <b>is</b> baking cookies.</p> <p>Identify when to use <i>is</i>. Begin <b>simple sentence structuring</b> at this point. e.g. <b>capital letter</b> and end with a <b>full stop</b>.</p> <p>Guide students to make simple sentences using <b>is</b>.</p>	<p>Introduction to using <b>are, am</b> <b>are is used when there is more than one. While am is used with 'I'</b>. e.g. They <b>are</b> playing soccer.</p> <p>I <b>am</b> a child of God.</p> <p>Guide students to make simple sentences using <b>are, am</b>.</p>	<p>Introduction to Prepositions. (<i>in, on, under</i>). A preposition identifies the position where someone, something or an animal is. e.g. The dog <b>is under</b> the mat. The fish <b>is in</b> the bowl. Nate sat <b>on</b> the desk.</p> <p>Identify prepositions in sentences or visual. Guide students to make simple sentences using prepositions.</p>	<p>Introduction to <b>Describing Words. (hot, blue, big, old)</b></p> <p><b>Describing Words</b> tells us about an object person or animal. It tells the colour, taste, feel, smell, look.</p> <p><b>Describing Words</b> activates our sense organs. e.g The elephant <b>is big</b>. My hat <b>is green</b>. The <b>old</b> man is sick.</p>
<b>Week 8</b>	<b>Week 9</b>		<b>Week 10 and 11</b>
Word families with ' <i>op</i> '	Word families with ' <i>ob</i> '		Revision
Introduction to simple sight words from reading text and teacher's choice – (come, go, see, I, big, small, make, take, book, bag, table, good, you, mommy, the, daddy, baby, boy, girl, like, to, he, she) etc.			
Simple two letter and three letter spelling words. (using word built in word building) . Introduce students to <b>picturing sequencing</b> . Using pictures guide students to sequence pictures in order. Make simple sentences from the sequencing of pictures.			
Medial letter 'u' sound <b>"pl" blend</b>	High frequency consonants blends as they occur in words in students reading. <b>"pr" blend</b>		Revision
Simple sentences using sight words. ( <b>written</b> )	Interactive writing (simple stories or narration.)		