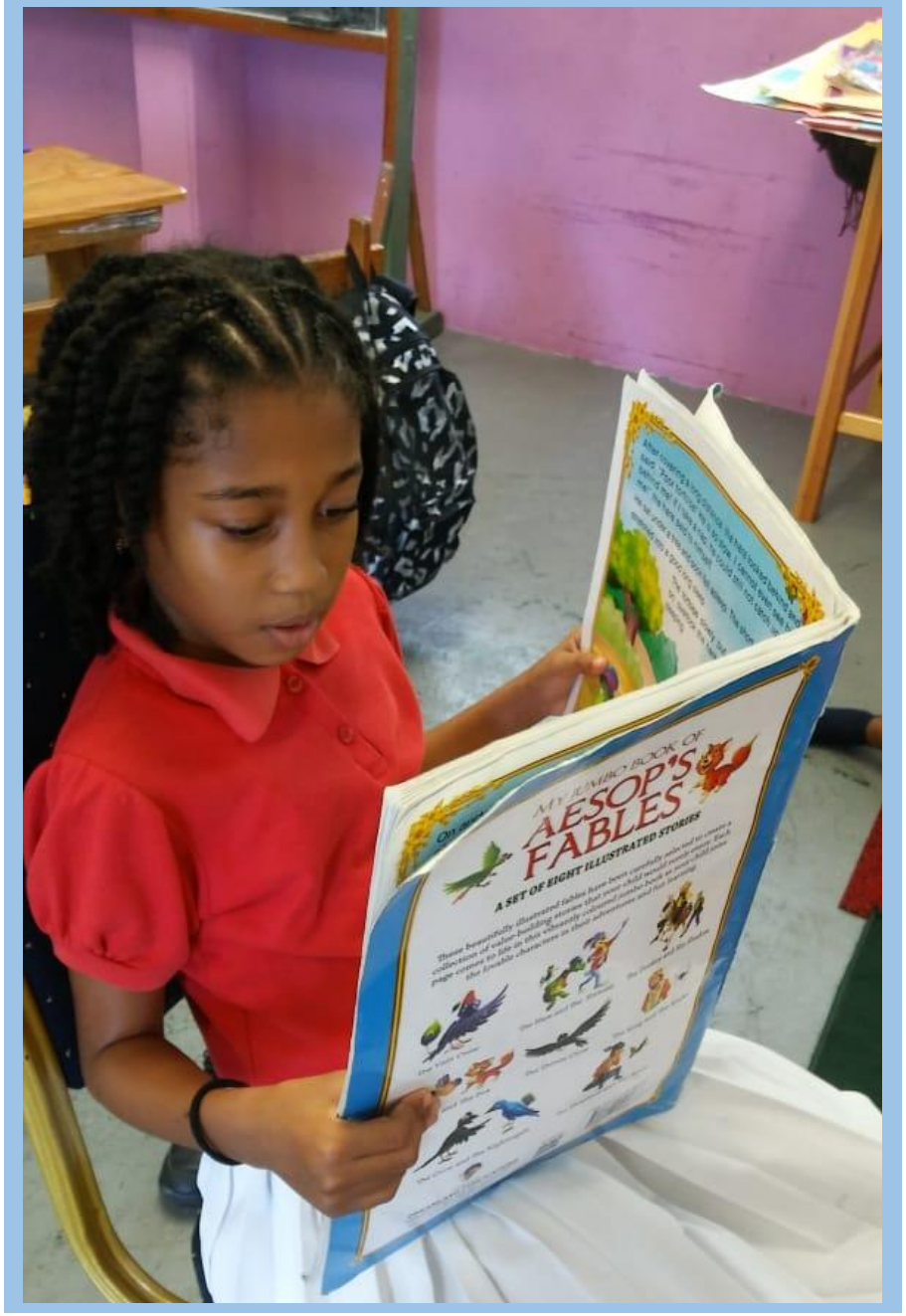
GRADE II
LANGUAGE ARTS
CURRICULUM GUIDE

ENHANCED 2020



Fancy
Saint Vincent
Wallibou
Orange Hill
Georgetown
Chateaubelair
Barrouallie
Layou
Biabou
Mespotamia
Stubbs
Kingstown
Calliaqua
Saint Vincent And The Grenadines
Bequia
Port Elizabeth
Derrick
Petit Nevis Island
Bettowia Island
Isla a Quatre
Pigeon Island
Baliceaux Island
The Pillories
Dovers
Mustique
Petit Mustique Island
Savan Island
Petit Canouan
Canouan
Mayreau
Tobago Cays
Union Island
Ashton
Prune Island
Petit Saint Vincent Island

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 …[1] The main goal of the Language Arts Standards is to empower pupils to communicate efficiently through speech and writing …[2]

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

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

Curricula is fluid and should continue to evolve and develop. The development of this enhanced 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

---

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

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

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

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

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

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

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

Mrs. Ellentia Harrigan; Mrs. Rosena Brooks; Mrs Yolande Richardson	Anguilla
Ms. Serena Henry; Ms. Paula Francis-Spencer; Ms. Jessie Kentish; Ms. Ekua Richards	Antigua and Barbuda
Dr. Quincy Lettsome; Ms. Linden Smith; Mrs. Prudence Mathavious	British Virgin Islands
Ms. Nisbertha Buffong; Mr Rupert Lance, Mrs. Cynthia White-Linton	Dominica
Ms. Carol Antoine; Mrs. Yvonne Alexis-Jones; Ms. Andrea Phillip	Grenada
Mrs. Oeslyn Jemmotte; Eliza O'Garro	Montserrat
Ms. Verdensia Charles; Ms. Gweneth Hanley; Ms. Ionie Liburd Ms. Icilma Springer; Ms. Dorothy Warner	St. Kitts and Nevis
Dr. Cheryl Campbell; Ms. Marietta Cyril-Edward; Mrs. Veronica Simon	St. Lucia
Ms. Yvonne Gaynes; Mr. Carlton Hall; Mrs. Sylvia Jack; Ms. Rhona Sardine	St. Vincent and the Grenadines

Revised by OECS/USAID Early Learners Programme (ELP) 2017 – 2019 - St. Vincent and the Grenadines

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.

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

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

Henry Hinds

Head, OERU October 2008

Learning Outcomes for the Language Arts - Grades K – III

Preamble/Overview

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

1. ***Where the native language of the child differs from the language used for instruction and communication in the school*** - the suggested activities and recommendations for approaches to be used by the teacher in the learning outcomes document will promote healthy attitudes towards language in general. Specifically, the recommendations for acceptance of the child's home language, for the ways in which a nurturing and non-threatening environment in which the child is motivated to use language in different contexts can be fostered, will be beneficial to the child. In addition to the guidelines for instruction in a monolingual English environment, the curriculum makes some suggestions for approaches that may be used with Creole Influenced-Vernacular (CIV) speakers so as to help them make the transition to school life and to become fully functioning bilingual and bi-literate students.

2. ***Where a situation requires the implementation of second language / second dialect approaches -*** the activities set out in the curriculum document can be appropriately tailored and used.

3. ***Where individual states may opt for an educational language policy that includes the use of a Creole or Creole-Influenced-Vernacular in some form*** **- the principles** underlying the activities and tasks - applied within the context of the Creole / CIV instruction and English language as mother tongue instruction - can be articulated to create a rich and interesting language learning experience for the students. As noted earlier, the curriculum emphasises a rich literature-based programme that will encourage learners to read, speak intelligently about what they read, and develop critical thinking skills.

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

The document contains the following sections:

- An introduction which outlines (a) the general aims of the curriculum (b) profiles of a competent language learner and effective teacher of language arts (c) characteristics of the learning environment for the language arts and (d) goals of the curriculum.

- Content standards and attainment targets for the language arts for the relevant grade.

- General instructional guides for the relevant grade.

- The learning outcomes for each of the relevant domains (listening/speaking, reading, writing, the conventions of oral and written language: grammar, spelling and mechanics) for each grade level. The outcomes are set out in schematic form for each grade level, with the *general Domains/strands and concepts* set out in the leftmost column; the specific learning outcomes which reflect the *knowledge, skills and attitudes* students are expected to develop in the second column; a sample of suggested activities for students in the third column and some suggested resources in the last column.

- General guidelines for evaluation and assessment are presented at the end of sections for each grade level.

- A comprehensive chart of standards and attainment targets for each domain for all grades is presented for ease of reference in the *OECS Primary Grades' Learning Standards for Language Arts*. There is also a list of games and activities to facilitate language acquisition to allow students to code switch efficaciously. The content standards are comparable with those accepted for English language instruction internationally and achievement of the attainment targets and standards at the specific grades will allow for transferability to parallel grades across the Caribbean region and internationally.[4] The learning outcomes document is colour-coded according to grade for ease of reference. The Guide is intended as a resource for teachers as they prepare to implement the learning outcomes.

Hazel Simmons-McDonald
Professor of Applied Linguistics
Consultant
October 2008

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

INTRODUCTION

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

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

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

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

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

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

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

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

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

i. Response:

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

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

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

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

4. Structure:

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

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

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

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

5. Community:

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

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

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

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

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

Profile of a competent and proficient language learner

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

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

Profile of an effective teacher of language arts

An effective teacher of the language arts is:

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

- one who uses varying and appropriate forms of assessment to evaluate students' learning and who uses information gained from evaluation and assessment to guide further instruction

- one who knows how to use the language of learners as a launching pad for further learning

- one who is authoritative, that is, one who is willing to negotiate with learners, involve them in decision making, one who engages in joint consultation in setting instructional goals to promote learning and behavioural goals for maintaining good discipline in class

- one who sees himself/herself as a facilitator of learning and as a participant in the learning process

- one who is willing to see parents and members of the community as partners in promoting students' learning and who can engage in discussion with these partners for the good of learners

- one who is a good manager who uses effective procedures and adjusts classroom
- arrangements to accommodate the learning activities in which students become engaged

- one who is a good listener, who is open to new ideas and who tries new approaches where these are known to be interesting, effective and appropriate

- one who is able to take into consideration individual differences that exist among learners and can construct tasks that are appropriate to the needs of individuals

- one who networks with colleagues and the wider teaching community for support, guidance and the sharing of ideas
- one who keeps abreast of recent trends in language teaching
- one who models the behaviours that he/she advocates.

Characteristics of the learning environment for the language arts

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

Goals of the curriculum

The Language Arts Curriculum will

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

TABLE OF CONTENTS

Preface iii
Preamble/ Overview: Learning Outcomes for the Language Arts – Grades K-III vi
Introduction viii
- Profile of a competent and proficient language learner x
- Profile of an effective teacher of language arts x
- Characteristics of the learning environment for the language arts xi
- Goals of the curriculum xii
- Building blocks for learning in Kindergarten through Grade II xiii
- Goals of the Language Arts Curriculum xiii

An Adaptation of the OECS Language Arts Curriculum Guide xiv
- A Note to the Kindergarten Teacher xiv

LISTENING AND SPEAKING 1-6
A. Interpersonal Communication 1
- Sequencing 2

B. Listen and speak to interact socially 2
- Contractions 2

C. Communicating to give and get information 3
- Facts 3
- Standard English 3

D. Listen and speak to develop oral proficiency in English 3
- Rhyming Words 3
- Poetry 3

E. Listen and speak to develop comprehension 4
- Prediction 4
- Main Idea 4
- Fact and Fiction 4

F. Vocabulary concept development 5
- Contractions 5
- Compound Words 5
- Context Clues 5
- Phonics 5

G. Voice Skills 6
- Pronunciation 6

H. Attitudes for effective oral communication 6
- Standard English 6

READING ..... 7 - 13
A. Decoding and Word Recognition 7
- Syllabication 8
- Prefixes and Suffixes 8
B. Vocabulary Development 9
- Word Meaning 9
- Prefixes and Suffixes 9
- Synonyms and Antonyms 9
C. Reading Comprehension 10
- Constructing Meaning 10
- Visual Imagery 10
- Comprehension Strategies 10
- Main Ideas and Supporting Details 10
D. Critical Reading 11
- Sentences and Clauses 11
- Cause and Effects 11
- Predictions 11
E. Text Features 12
- Expository Text 12
- Reality and Fantasy 12
F. Responding to Literature 13
- Predicting 13
- Narrative 13
- Making Comparison 13
G. Attitudes and Interest 13
- Library Routines 13

WRITING ..... 14 - 21
A. Writing for Self 15
- Journal Writing 15
- Filling out a form 15

B. Writing for a Chosen Audience and to Accomplish School Work 16
- Using graphic organizers 16
- Letter Writing 16
- Expository Writing 16
- Descriptive Writing 16
- Narrative Writing 16
- Nouns and Verbs 16
- Punctuation 16
C. Writing Process strategies 17
- Pre-writing 17
- Selecting topics 17
- Initial draft 17
- Proof reading 17
- Checklist 17
- Revising and Editing Publication 17
D. Reading and Writing Connections 18
- Book report 18
E. Conventions of English 19
- Contrastive Analysis 19
- Punctuation 19
- Handwriting 19
F. Grammar 19
- Parts of Speech 19
G. Sentence Structure 20
H. Punctuation 20
I. Spelling 20
- Prefixes and Suffixes 20
J. Attitudes and Interest 21
- Conferencing 21
- Editing 21
- Feedback and Reflection 21
- Standard English / Vincentian Dialect 21

VIEWING AND VISUAL REPRESENTATION ..... 22 - 23
- Using multimedia 23
- Use Plays / Skit 23
- Using Art 23

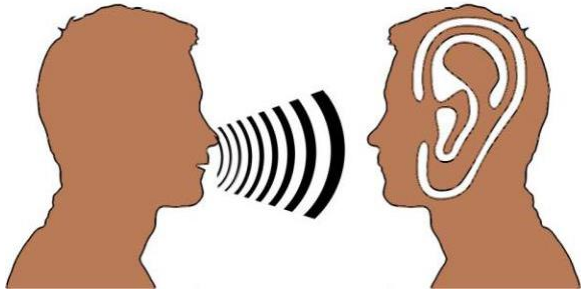
EVALUATION AND ASSESSMENT ..... 24 - 27
Assessment and Evaluation Tables 27

APPENDICES ..... 28 - 42
Appendix 1 – Word Families 28
Appendix 2 – Sample Long Range Plans 34

Curriculum for Grade II

(Age 7-8)

Listening and Speaking



Grade II General Outcomes for Listening and Speaking

Listen to determine meaning:

1. Listen to three step instructions / directions and follow them
2. Listen to give the central theme of an oral presentation
3. Speak to convey/share meaning
4. Ask questions to seek clarification and explanation of ideas presented in oral communication
5. Speak clearly and fluently to be understood
6. Maintain the topic in making an oral presentation
7. Use increasingly varied vocabulary in planned oral presentations
8. Give a factual account, presenting information in a logical order
9. Demonstrate and understanding of when to use Standard English (in planned presentations, to express ideas and in discussions about content in language arts and other subject areas)
10. Continue to value the history of Vincentian dialect and demonstrate an understanding of the contexts in which it is used
11. Demonstrate understanding of the purpose and use of vowels and how their various use impacts the meaning of a word
12. Recognize and indicate the meanings of common contractions and some idiomatic expressions in speech

Strands/ Learning Outcomes

- Listen and speak to develop comprehension
- Vocabulary and Concept Development
- Voice Skills
- Attitudes for effective oral communication

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
1 Listening and Speaking			
A. Interpersonal Communication Sequencing	• Listen attentively to speakers in conversational exchange • Listen to determine the emotional tone of a speaker • Listen to detect the sequence of a series of events described • Listen to determine the communicative purpose of a speaker	• Students listen and respond to questions based on speaker's conversational exchange. • Students listen to recordings of conversations between speakers in which there are obvious differences in tones used by the speakers and they discuss the differences. • Students listen to simple three-step instructions / directions and follow them.	• Scripts and recordings • Readers' Theatre • Stories with dialogue • Equipment in listening center
B. Listening and Speaking to interact socially **Contractions**	Listen to draw a suitable conclusion from a spoken message Identify the use of common contractions in spoken communication and determine their meanings Use language that is appropriate to situation and context for routine exchanges, e.g. greeting, leave-taking, apologizing, requesting Use the oral conventions of English in planned oral presentations	• Students ask questions for clarity or further explanation after listening to spoken communication • Students listen to recorded discourses in which speakers use different levels of formality (formal to causal) to greet, apologize etc. and they discuss the situations in which these examples would be likely to occur • Students listen to a short extract to determine the central message. • Students pace their speech according to the situation, and speak clearly so they can be understood • Students listen to a variety of extracts in which people use different language • varieties (e.g. Standard English, Vincentian Dialect) in different situations and contexts and they discuss the appropriateness of the choice to the situation and context in which they were used	• Scripts and recordings • Readers' Theatre • Stories with dialogue • Equipment in listening center • Text from content area across the curriculum • Recordings of different language varieties (Vincentian dialect, Standard English, idiomatic expressions, etc.)

1 Listening and Speaking **C. Communicating to give and to get information** Facts Standard English	• Listen to news items and paraphrase what was said • Formulate appropriate literal and implicit questions to get the information they need • Give factual information about events based on first-hand knowledge • Give a factual account presenting information in logical sequence • Ask for and give clear directions • Stick to a topic in an oral communication/ presentation • Use Standard English to express ideas and engage in discussions on subject content in class • Explain a simple process or experiment	• Students listen to short selections of different text types and reproduce the substance of it in their own words • Students read and discuss opened and closed ended questions that they would post to a guest speaker who visits their class • Students simulate interviews in which they ask appropriate questions of speaker • Students use the telephone to get information from an agency like NEMO, CWSA, etc. • Students listen to short explanations about how to perform a task or make something • Students use treasure maps that include directions and clues for finding treasure • Students present orally the directions they would give a visitor to their school to help the person get from one key location to another	• Radio/online sources for listening to selected news broadcast • Pre-recorded excerpts • Audio clips of selected news items and radio interviews • Resource persons • Texts from another content area in the curriculum • Real objects e.g. cooking utensils and ingredients for use in following instructions • Sample of treasure maps • Real maps
D. Listen and speak to develop oral proficiency in English **Rhyming Words** **Poetry**	• Listen to stories and other literary selections and express a personal response to them • Listen to identify rhyming words in poems and other literary selections • Listen to humorous selections and identify and discuss the humour • Recite poems and other literary selections, paying attention to the rhythm of the language • Retell familiar / favourite stories • Describe reactions / emotional attitude to stories listened to or viewed	• Students listen to readings and recordings of stories, poems and other literary selections to determine central idea • Students listen to a poem that has a distinct rhyming pattern. Read the printed text of the poem while listening a second time, circling or underlining the words that rhyme • Students participate in choral recitation of poems and other appropriate literary selections • Students listen to a story and then arrange cut-outs depicting events from it in the sequence they were presented • Students discuss the characters in a short story they have listened to and say whether they like them or not and give their reasons	• Selection of poems with lively rhyming and vivid language • Selection of recording stories (audio and video) • Jokes, riddles other humorous selections

1 Listening and Speaking **E. Listen and speak to develop comprehension** Prediction Main Idea Fact and Fiction	• Listen to understand the nature and purpose of tasks set in the classroom and perform them • Listen to a story to predict the outcome • Listen to determine the main idea in an oral communication or short extract • Listen to distinguish between fiction and reality • Develop critical thinking to analyze commercials and other persuasive text • Express an opinion about a story • Begin to learn the skills of debate: give an opinion in response to a particular point of view expressed by another	• Students listen to the message and then select the most logical conclusion from the options given and explain their reason for selecting that option • Students engage in a similar activity to determine the purpose of a speaker's message or to determine the main idea in a listening text • Students listen to a short story from which the actual ending is withheld. They then read and discuss three possible alternative endings to the story and discuss the one they think is the ending, based on the events presented • Students listen to the title of a story and discuss what it will be about. They listen to the story to confirm/reject their predictions • Students listen to two statements, one expressing a fact and the other expressing an opinion. They discuss the difference between the two with teachers. They listen to a short text to determine if the statements are facts and opinions	• Recorded stories and other stimuli materials • Materials across the curriculum • Articles from children's magazines, news items, online news sites for children, etc. • Selected newspaper articles

1 Listening and Speaking **F. Vocabulary and Concept Development** Contractions Compound Words Context Clues Phonics	• Use content specific vocabulary learned in the language arts and subjects across the curriculum in spoken messages and planned oral presentations • Listen to identify common contractions in an ora communication • Listen to a short extract to identify the high frequency function words in it • Listen to a short text to identify all the compound words in it • Use contextual clues to help determine word meanings in a short spoken message • Use words with their appropriate stress patterns in spoken messages and planned oral presentations • Use well-formed sentences in planned oral presentations • Use the appropriate sounds for the letters and letter combinations in words • Vary rhyme, moderate tone and adjust pace as appropriate to the meaning of different situations	• Students work in groups to develop word lists/word families from the high frequency words in the texts they listen to • Students use graphic organizers (e.g. Webs, cluster charts) to show associations / relationships between high frequency words in the texts they have listened to • Students listen to dialogue to identify all the common contractions used by the speakers • Students first talk about the difference between content words and function words. They listen to a short extract to identify all the function words they hear. • They circle these words on a printed list (made up of both content and function words) as they listen • Students maintain a word bank and incorporate new words from listening texts in them	• Chart showing full forms and contraction of words • Semantic maps for showing word association • Class word walls (sight words and content specific words) • Open and closed word sorts • Class thesaurus to contrast words and phrases in Vincentian Dialect and Standard English • Word games with clues • Charts with word list and word families representing new words learned • A class Word Bank to which students can have access • Notebooks for creation of personal Word Banks • Recording of authentic samples of utterances in Vincentian Dialect and Standard English. • Recording with selections that highlight the different letter/ sound combinations

1 Listening and Speaking **G. Voice Skills** Pronunciation	• Pronounce words clearly and use appropriate intonation for different sentence types	• Students make planned oral presentations in class. They speak clearly and vary tone and project voice as needed to be heard and understood by listeners • Students participate in choral recitations and follow instructions for pacing, projecting their voices and enunciating • Students clap or tap softly on desks to indicate stressed syllables (as appropriate) in selections they listen to	• Readers' Theatre of poetry and other literary texts appropriate for choral recitation • Jingles and rhythmic selections • Selection of percussion instrument
H. Attitudes for **effective oral communication** Standard English	• Listen to the ideas and opinions expressed by others • Share ideas, express opinions and views on various topics • Respond appropriately to a speaker in a conversational exchange • Share ideas and participate in activities for developing oral communication • Use Standard English in planned oral presentations, to express ideas and in discussions about content in language arts and other subject areas • Speak clearly and confidently • Pace the rate of speech appropriately according to the situation	• Listen to the ideas and expressed by others • Share ideas, express opinions and views on various topics in Standard English • Respond appropriately to a speaker in a conversational exchange • Share ideas and participate in activities for developing oral communication • Present oral presentations in Standard English • Speak clearly and confidently • Pace the rate of speech appropriately according to the situation	• Selections that lend themselves to group recitation • The "dress-up" / costume centre to provide variety for students in their role-play activity • Teacher and /or student(s) as model

Reading

Grade 1I General Learning Outcomes for Reading:

1. Use different strategies for word solving: decoding, sight word recognition, rereading to search for meaning and structure clues, etc.
2. Use various comprehension strategies to monitor students own understanding of what they read and to repair misunderstanding as they read
3. Use prior knowledge and background experience to construct meaning in texts
4. Make inferences about the ideas, events and information presented in texts that they read and those that are read to them
5. Draw conclusions about the texts that they read and those that are read to them
6. Use charts and diagrams to interpret and clarify the meaning of an expository text
7. Use the table of contents to locate information in a text
8. Read familiar texts independently
9. Identify and distinguish between different text types
10. Decode automatically, read fluently, and show understanding of the materials read at grade level

Strands/ Learning Outcomes

- Decoding and word recognition
- Vocabulary Development
- Reading Comprehension (Critical reading and Text feature)
- Responding to Literature (attitudes and interests)

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
2. Reading			
A. Decoding and Word recognition Vowels Syllabication Prefixes and Suffixes	• Use different strategies for decoding words, including: a. use of known / familiar letter clusters and orthographic combination in words b. syllabication patterns (segmenting and chunking) c. blending phonemes and sounding out d. looking at the shape of the whole word • Decode multi-syllable words • Recognize and read compound words • Recognize and read prefixes and suffixes • Use context and surrounding text to identify words • Use sentence structure in which the word occurs as an aid to decoding difficult words	• Students learn to "chunk" groups of letters as an aid to word solving • Students sound out difficult/ long words in parts (or "chunks") and to use their knowledge of phonics to blend consonants and consonant vowel combinations • Students continue to practice phonological exercises in short sessions to develop automatic decoding skills and to build fluency • Students separate multi-syllable Words into separate syllables, sound out the syllables and then the whole word	• Lists of student names, local shops, towns, etc. are meaningful ways to teach "chunking" • Building blocks with individual letters that can be moved around to demonstrate combinations and to form words • Bristol board with significant letter clusters and word roots • Strips with common prefixes and suffixes printed on them • Materials for making word games Word list comprising high frequency, content and function words that student encounter

2. Reading **B. Vocabulary Development** Word meaning Prefixes and Suffixes Synonyms and Antonyms	• Use the parts of a compound word to figure out the meaning of the whole word • Use context and surrounding text to determine the meaning of an unknown word • Explain the meaning of common prefixes and suffixes that occur in the words they read at grade level • Identify high frequency content and function words in the materials they read at grade level and show that they understand their meaning • Identify and show their understanding of meanings signaled by common inflectional endings • Identify synonyms and antonyms that they encounter in their reading	• Students identify new compound words in the reading materials in the language arts and in subjects • across the curriculum. They incorporate these and other new words into their word banks and generate one or two original sentences • Students work in groups to sort words into categories and to create charts that show word families • Students use various appropriate graphic organizers like semantic maps to show relationships between groups of words • Students sort new verbs and nouns that they encounter in their reading into their appropriate categories and use them in generating sentences in planned oral presentations and in their writing • Students work with words that have been sorted into groups and figure out what is common for each Group • With teacher's guidance students learn how to use the dictionary and use it as a reference when needed to verify the meaning of unfamiliar words / or known words	• Materials to make word games and puzzles, art supplies, construction paper etc. • Charts for showing word families • Charts for organizing hierarchical arrays that show the associations and relationships between words • A large notebook for the class Word Bank that incorporates significant words and new words encountered in daily reading • Notebook for individual Word Banks in which students record personally, significant words and new words they encounter in shared and independent reading • Print and electronic text • Cut-outs of cross word puzzles from children's magazines • Materials for students to make their own cross words with online templates.

2. Reading **C. Reading Comprehension** Constructing Meaning Visual Imagery Comprehension Strategies Main Ideas and supporting details	• Relate their prior knowledge and background experience to a text as an aid to understanding it • Use visual information such as charts, graphs and diagrams to interpret and understand meaning in an expository reading selection • Use various comprehension strategies to help understand the meaning of what they read a. read on b. self-correct, reading the right word when they make an error • Use Question and Answer Relationships (QARs) to locate answers to specific questions and to make inferences • Draw conclusions about the information presented in texts that they read • Identify the main (central idea) in a text • Distinguish between main idea and supporting details • Distinguish between relevant and irrelevant details used to support a central idea	• Students participate in pre-reading activities that focus on discussing what they know about the topic / material to be read. • Before reading, students create a KWL chart, brainstorm, fishbone chart or anticipation chart related to the particular topic they will read about. After reading, they return to the chart, update and complete it based on their reading • Students examine the graphs, diagrams and charts in an expository selection to interpret them in relation to the written material presented • Students participate in shared reading sessions and individual conferences in which they learn different comprehension strategies and apply them to new material that they read • Students participate in reading conferences with teacher and learn problem solving strategies for reading such as, using queries about specific information and relating relevant sections to repair misunderstanding they encounter as they read	• Flip chart paper, chalk or white board, chalk, markers, press pins or adhesive for putting up charts • A reading corner containing a variety of levelled and non-levelled reading selections, including expository materials on a range of topics to which students have access for silent independent reading • Bristol board for a selection of graphic organizers and loose sheets or exercise books for individual charts

2. Reading **D. Critical Reading** Sentences and Clauses Cause and Effect Predictions	• Distinguish between relevant and irrelevant information in reading selections • Use linking words to help them understand relationships between clauses and sentences in a text • Formulate and express a judgment about the (ideas, events, information presented) texts that they read • Determine cause and effect relationships in the selections that they read • Confirm or discard their predictions about a text after reading on • Apply the strategies they have learned, to read and understand materials in the language arts and other subjects at grade levels across the curriculum	• Students pay attention to the purposes set for reading in the language arts and other subject across the curriculum • Students follow as teacher models think aloud strategies as well as how to use clarification queries to make inferences, draw conclusions and confirm / discard predictions about a reading selection • Students focus on the linking words used in a reading selection in their discussion of the meaning of the selection • Students take time every day to practice reading for accuracy and fluency, and also read in time set aside for independent, sustained uninterrupted silent reading	

2. Reading **E. Text Features** Expository text

2. Reading **F. Responding to Literature** Predicting Narrative Making Comparison	• Use the title and cover illustration to make prediction about the content of a story • Predict the outcome of a story based on the events and the action of characters • Discuss the contribution of illustrations to a narrative text • Use the elements of story grammar to identify and discuss new and unfamiliar narratives • Read two stories and compare them • Compare the print version of a story with the video version • Read and talk about a wide and varied range of literary material appropriate to grade level	• Students use the various features of a book, e.g. its title, and cover illustration to discuss the story. They confirm / discard their predictions after reading • Students apply the framework of story grammar to new and unfamiliar stories, and discuss them using the story grammar as a guide • Students discuss the characters in the stories as they read as well as the way in which the characters react to events • Students generate an alternative ending for a story that they have read and they discuss the plausibility of the ending and the impact it would have on the story • Students generate questions they would like to ask the author of a narrative if they could meet him / her • Students compare two stories they have read and they learn to use appropriate graphic (Venn diagram) to organize their points	• Journals to keep a log of the books they have read and to record their personal • Audio Books / CD player / DVD/ USB Drive / YouTube videos • Recorded versions of familiar stories, television, projector, computer and monitor for occasional viewing of film versions of selected stories • Charts with blank Venn diagram • A story grammar chart and relevant checklists of questions • Selection of stories with illustrations • Selection of grade appropriate poems
G. Attitudes and Interest Library Routines	• Show a positive attitude towards reading • Search for new books to read in the class and school library • Listen to books read by the teacher and to stories retold by classmates • Ask questions of teachers and classmates about the stories and other materials that are reading • Read for various purposes and set purposes for reading • Select texts for reading based on interests	• Students discuss the books they select for independent reading with teacher and accept guidance in making choices	• Charts with checklists to which students can refer easily • Teacher as resource person

Writing

GRADE II General outcomes for writing

1. Write short expository paragraphs on topics of interest
2. Write a friendly letter
3. Write a story, using the elements of story grammar
4. Use process strategies in pre-writing, drafting, and revising their writing
5. Write complete sentences in Standard English
6. Spell high frequency, content, and function words at grade level
7. Write legibly

Strands / Learning Outcomes

- Writing for self
- Writing for a chosen audience
- Writing process
- Reading and writing connections
- Conventions of English

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
3. Writing			
A. Writing for self Journal writing Filling out a form	• Maintain a personal response journal to write about their interests, what they want to learn about, books they have read, events, etc. • Write a simple list, for example, a shopping list, list of books, list of names, etc. • Fill out a simple form, e.g. an application to join the local library	• Students read examples of response journal entries from the previous class and discuss their characteristics. They also read and compare a "typical" example of a diary entry • Students read a simple form to determine the information required	• Examples from literature of diary entries • Samples of reading response journal entries • Sample forms for joining the local / school library

3. Writing **B. Writing for a chosen audience and to accomplish school work** Using graphic organisers Letter Writing Expository Writing Descriptive Writing Narrative Writing Nouns and Verbs Punctuation	• Use pre-writing strategies (conversations, research, interviews, artwork, observing something in the environment, cartoons, short movies, posters, YouTube videos, etc. to generate ideas for writing • Use a web or other appropriate graphic organizer (or strategy) to group ideas for writing • Write a friendly letter to a person on interest • Write simple three-step instructions / directions • Write a short account based on a personal experience • Write a short expository paragraph, organizing information around a central idea • Write a description of an object or a person or a place • Write a story using the elements of story grammar as a framework • Use high frequency and function words in their writing • Use the process strategies they have learned to revise and improve their writing • Use verbs and nouns correctly in their writing • Write clear and complete sentences in Standard English • Spell high frequency content and function words correctly in their writing • Use punctuation marks they have learned correctly in their writing	• Students participate in whole class and small group activities to work on process strategies to generate ideas for writing, sharing their work, revising and editing what they have written and giving comments on the writing of their classmates • Students follow and ask questions as teacher instructs them on the format of the friendly letter. They use other process strategies they have learned to draft, revise, and edit their letters before writing the final copy • Students write a story on a topic of their choice, and they use process strategies and the elements of story grammar to shape and refine their stories • Students read and discuss expository selections from other subjects across the curriculum and language arts to identify the main idea or topic and the supporting information. They generate ideas for their own expository paragraph and use process strategies to group their ideas and order their sentences in a logical way to clarify the main idea • Students discuss their writing with teacher in conferences, plan what they intended to do and answer questions about what they wrote. They use the guidance given to revise and improve their writing, to discuss their progress and the selection of their writing for inclusion in their portfolios • Peer conferencing to revise and improve their writing	• Examples of reading materials that illustrate the particular type students are being asked to write • Cartoon episodes, video clips, short movies, YouTube videos • Large sheets of paper for writing down students' dictated letters • Samples for display • Selection of literary materials • Field trips to appropriate locations in keeping with the learning objectives. • Writing center with various resources • Character chart

3. Writing **C. Writing Process Strategies** Prewriting Selecting topics Initial draft Proof reading Checklist Revising and editing Publication	• Use different strategies to generate ideas for writing (e.g. brainstorming, reading, reflecting on experiences) • Select topics / subjects for writing • Use webs / clusters / to organize their ideas for writing • Read over their writing, reflect on it and discuss the ideas they have expressed • Use checklists for the conventions of written English to check their writing for correctness of sentence structure, grammar and punctuation • Revise and edit their writing and prepare a clean corrected copy for publishing	• Students engage in whole class and small group activities for prewriting exercises to generate ideas for different writing tasks • Students use appropriate graphic organizers to group related ideas on a topic. They plan their writing by ordering the points in the groups and draft their paragraphs on the basis of the grouping and ordering they have done • Students read over their writing and work with a partner to share what they have written. They use prepared lists of questions to check for adherence to the conventions listed for Grade 1 & 2 • Students participate in the class "author's session" in which they present what they have written to the whole class and answer questions about it • Students use the resources in the class (art and "publishing" corner to prepare their final drafts for display	• Reading selections to students that are good illustrative examples • Charts with checklists on different aspects of writing • Scrap paper from students' initial attempts / draft • Art materials: coloured pencils, crayons, water colours • Materials to aid compilation of best work

3. Writing **D. Reading and writing connections** Book Report	• Write a short paragraph in which they express their response to a book they have read • Express in writing, drawing, and role play their response to a story they have read • Read the stories they have written to their classmates and elicit feedback from them • Use reading as a resource for writing	• Students retell stories they have read to their classmates in small groups, pairs or whole class, and answer questions that their classmates ask about the stories • Students discuss the books they have read in conferences with teacher. They also read aloud sections of books that they have read independently, and talk about and set goals for further reading • Students keep a Reader Response Journal in which they write down the titles of the books they have read, and write one or two sentences that say what they thought about them • Students work in small groups to plan and act out a favourite part of a story they have read • Students write a letter to the author of a book they have read to say what they thought about it • Write to a local author to invite him or her to visit their class and talk to them about one of author's books that they have read • Students work in small groups to generate questions that they would ask the author of a book they have read if they had the opportunity to interview him / her	• Newsprint or suitable alternative for creating newspaper / magazines • Autobiographies / biographies of authors, Book Blurbs and biographies • Recording devices and microphone for recording role plays

3. Writing **E. Conventions of English** Contrastive Analysis Punctuation Handwriting	• Read over their writing to transform Vincentian Dialect into Standard English • Write grammatical correct sentences • Use the punctuation marks they have learned appropriately and correctly in their writing • Use appropriate spacing between words • Write legibly, paying attention to the shape of upper case and lower case letters	• Students read over their work in the language arts and subjects in content areas across the curriculum to ensure that they have written sentences that follow the word order of English and that they have formed their sentence correctly • Students can include the Vincentian Dialect in dialogue, etc. • They also ensure they transform these structures into Standard English where this is required • Students also check their writing to ensure that they have used accurately and appropriately the punctuation marks that they have learned. • As students prepare their drafts and final copies, they pay attention to their writing and take care to practice shaping their letters, spacing words appropriately and producing neat work for submission • Students observe as teacher models writing	• Wall charts with examples of sentence patterns • Charts highlighting the word order of the sentence patterns in the noun and verb phrases • Appropriately lined paper / exercise books to facilitate students practice at their letters • Wall charts with upper and lower case letters • Sample charts with cursive letters
F. Grammar Parts of Speech	• Use nouns and verbs correctly in sentences • Use the parts of speech correctly in both their planned oral presentations and in their writing • Read over their written work to check the accuracy of the grammar of their sentences	• Students give attention to their use of grammar in their writing as they conference with teacher as their awareness of correct usage is heightened in the context of their own use. • Students practice writing sentences in which they use the correct forms of grammar. They also pay attention to the correct use of these forms in the texts that they read in the language arts and in other content areas across the curriculum	• A rich variety of reading materials that use different sentence patterns • Charts with the examples of the sentence patterns that students encounter most frequently • Charts on which the functions of the parts of speech are depicted • Smaller cards with checklists for individual use in the writing corner to check work

3. Writing **G. Sentence structure**	• Write complete and well-formed sentences • Write sentences that are understandable and state the intended meaning clearly	• Students apply the writing process strategies for revision that they have learned in language arts to check for competencies, clarity and coherence of sentences in their writing across the curriculum	
H. Punctuation	• Use punctuation marks they have learned • Use quotation marks in the dialogue of stories	• Students revise their work to check for accurate and appropriate use of punctuation marks they have learned • Students pay attention to the proper use of punctuation marks they are learning • Students play punctuation games in pairs and teams to heighten their awareness	• Charts that demonstrate the use of the punctuation marks • Proof reading symbols chart • Checklist for individual use in revising and editing exercises • Materials for the punctuation games
3. Writing **I. Spelling** Prefixes and Suffixes	• Use the spelling strategies they have learned to spell words correctly • Spell high frequency words and new words they encounter while reading and words from all content areas • Spell high utility and function words correctly in their writing • Spell frequently encountered prefixes and suffixes correctly • Monitor the spelling of words as they write independently • Read over and revise their writing to correct the spelling errors they have made	• Students participate in activities that teach generic strategies for learning to spell. They use these strategies as part of revision in the writing process to proofread and correct their written work • Students work in pairs or small groups as part of a writing exercise to read and edit each other's writing. These activities focus on selected points of convention that students need to address • Students play relevant spelling games (e.g. scrabble, word search, bingo) to strengthen their ability to spell the words they encounter frequently in their reading	• Electronic and print resources, dictionary, thesaurus, word games appropriate for use in spelling activities

J. Attitudes and Interest Conferencing Editing Feedback and Reflection Standard English/ Vincentian Dialect	• Show willingness to share their writing with classmates; to listen to, to read and comment on what they have listened to or read • Respond appropriately to the feedback given on their writing by teachers and classmates • Participate in writing process activities that require them to read over and revise their work to improve it • Show a positive attitude towards learning to spell new words • Use appropriate strategies for learning to spell new and unfamiliar words • Show the use of writing conventions and write legibly • Show willingness to monitor their use of Standard English and to correct errors of grammar in their writing and speech	• Students actively participate in revision exercises in which they use the grammar and punctuation appropriately • Students do the exercises given to facilitate learning of generic strategies for spelling, and they show effort in learning to spell new words that they encounter in their reading across the curriculum • Students participate in writing conferences with teacher to discuss the writing they have done and to check on their progress. They would use given guidelines from previous conferences and discuss what they have done	• Teacher and or student as resource person

VIEWING AND VISUAL REPRESENTATION

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

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

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

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

Grade II Learning outcomes for viewing and visualizing

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

Strands/ Learning Outcomes

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

Objectives	Sample Activities	Resources
VIEWING AND VISUAL REPRESENTATION		
A. Use multimedia to make presentations about things read, listened to or researched	• Viewing films of books read or to be read. • Watch live broadcasts to respond either orally or in writing. • Watch online tours of museums of interest to children • Watch documentaries on topics of interest as supplementary to materials read and discussed. • Teachers model use of multimedia so students can use it for oral presentations and other purposes. • Using digital cameras and doing Powerpoints. • Produce reading materials with illustrations: comic strips, cartoons, etc.	• Tape recorder and audio tapes • Radios • Smart Board • Tablets • Cellular Phones • Television set (SMART TV) • Computers with internet access • Digital cameras • Projector • CD/DVDs • Audio /E-Books
B. Write and perform skits and plays to depict things read, listened to or researched	• Teacher and students stage dramatic presentations	• Note pads • Microphones
C. Use art to depict ideas read, listened to or researched	• Students and teacher create picture portfolios	• Arts paper • Coloured pencils • Crayons

EVALUATION AND ASSESSMENT

In Grade II students will have been required to learn several new and important skills, and their progress towards attainment of the standards in the various domains will need to be monitored on a regular basis. Teachers of Grade II will need to have a clear idea for scheduling assessment of key targets and standards. Entry-level assessments, such as running records, writing samples scored analytically, or speaking/listening surveys will have to be undertaken in some of the domains at this grade, but it will not be necessary for every single skill area or in every domain. The purpose of doing the entry-level assessment is to determine how proficient the students are regarding key standards in specific domains. The information derived from this type of assessment is important to guide instruction. Some students may be advanced while others will just be working at an acceptable level and a few others will not have acquired the level of proficiency required for successful academic work at grade level.

The entry-level assessment will allow teachers to determine what pre-requisite learning these students still need in order to enable them to acquire the requisite skills at Grade II. The information will also allow the teacher to organise flexible groups that will enable the students who need instruction in prerequisite skills to get it in supplemental sessions and still receive instruction at grade level. In the case of these and all the other students, monitoring of progress will have to be undertaken on an on-going basis to determine how students are progressing towards achievement of mastery of the standards and attainment targets. Monitoring assessment must be done so that the teacher can determine which students are working satisfactorily towards mastery and those who are not. The monitoring assessments will have to be undertaken after a set of lessons have been given and students have worked on tasks and activities that were intended to facilitate the acquisition and mastery of the skill. It will therefore be important to monitor the progress of every student and to have a score or other indicator that will reveal where each student is in relation to proficiency in that skill area.

In assessing reading fluency, accuracy, and use of problem-solving strategies, for example, a running record of students will have to be scheduled every five or six weeks to determine their progress. This may need to be done more frequently for struggling readers. Summative assessments will be scheduled at the end of each term or half term, as required by the school or Ministry of Education.

These assessments may include the Diagnostic Tests that are given by some Ministries of Education as well as the term examinations set by individual schools. They assess the students' acquisition and mastery of outcomes over a long term and will include some items that test selected skills students should have acquired earlier. One of the most important objectives of the different types of assessment given throughout the year is to identify those students who may be at risk and to plan further instruction to help them acquire the requisite skills so they can do schoolwork at grade level with some success. The following list includes general suggestions and guidelines for on-going monitoring activities.

1. Create portfolios for each student to keep samples of the child's work: stories, artwork, project work that incorporates tasks completed in content areas across the curriculum.

2. Keep a special folder for the specific samples of the student's work and the tasks that you set to provide a more specific assessment. Include in this folder: the scores on tests and the outcomes of tasks given for specific assessment; observation forms, including your observation notes on the child's progress in all the domains of the language arts and notes focused on next steps instruction.

3. Use the entry-level assessment done at the start of the year to help you plan instruction in the first few weeks.

4. Schedule individual conferences with the students to determine their progress with oral language throughout the year. Monitor their oral language use in planned presentations also.

5. Take a record of each student's reading behaviours to determine the student's fluency, accuracy and use of problem-solving strategies at a particular point in time. Compare the scores for fluency in subsequent sessions to get a good idea of the child's progress over time.

6. Keep a portfolio of each child's writing and refer to this as needed in writing conferences to discuss students' progress with them individually. Score student writing analytically, ensuring that all traits of writing (ideas, organization, sentence fluency, word choice, voice and presentation are valued and monitored for progress.

7. Schedule individual conferences (for reading and writing) to talk with the students about their progress and to help them determine the areas to which they need to give special attention and to set goals towards achievement of the standards.

8. Use story maps as one of the ways of monitoring their responses to literature. Keep students' responses in their dossiers to form part of their overall final assessment.

9. Provide immediate feedback orally and in response journals on children's efforts in reading and writing.

10. Monitor the students' acquisition of English for oral communication. This will be particularly required in the case of Creole-Influenced Vernacular native speakers.

10. Monitor all the students' language development for school purposes (i.e. the development of expository or decontextualised language that they need to master for success in schoolwork).

The emphasis of assessment in the case of each domain is to monitor the development of key behaviours set out in the outcomes and to evaluate students' attainment of the standards. Here, as in Grade I, the emphasis is on teaching, monitoring and assessing as a routine ongoing part of instructional activity rather than on a discrete one-shot test given only at the end of term or year. The object is to know what each student can do at each stage of learning and to plan instruction based on the students' developing proficiency as they progress through Grade II.

ASSESSMENT TABLES

Pre-Assessment **(searching for evidence of the student's known, interests, and learning profile)**	**Formative Assessment** **(monitoring the road map of progress and altering course when necessary)**	**Summative Assessment** **(a final check to ensure learning is internalised and applied)**
• Occurs before lessons are planned • Reflects fair and valid assessment design, administration, and reporting • Focus is on what the student has under control • Information gathered leads to curriculum-based lesson planning that reflects the student's "known"	• Occurs as lessons are taught • Reflects fair and valid assessment design, administration, and reporting • Focus is on student learning progress and engagement • Information gathered informs student feedback, next steps instruction, and alerts teacher to misunderstandings • Must align to curriculum outcomes	• Must be designed to align with internationally recognized Principles of Fair Assessment • Occurs at a point when mastery is • monitored • Must be reported in combination with formative assessment information • Must be linked to "the taught" • Provides new, additional, or confirming evidence of the student's "known" • Must align with curriculum outcomes to provide valid information about the success of educational initiatives • Results must be reported and used in ways that align with internationally accepted Fair Assessment Practices • May be tied to a final grade, student report, or decisions regarding student's educational path.
Examples of pre-assessment of reading include: • Inventory • Dialogue • Observation • Self-assessment • The Observation Survey of Early Literacy Development • Concepts About Print • Reading Record • Checklists	**Examples of formative assessment of reading include:** • Reading Record • Reading responses • Conference • Exit Slip • Self-assessment • Comprehension activities • Graphic organizers • Portfolio conferences • Checklists	**Examples of summative assessment of reading include:** • Performance task • Test • Portfolio review • Examinations
Note: The examples above are flexible; based on the context and the outcome, some examples are interchangeable.		
The pre-assessment feedback conversation includes: • What sorts of things are you interested in? • I notice that you can . . . • It seems that you're ready for … • Tell me what you know about … • Why did you decide to ...? • Before we begin, do you have any questions?	**The formative assessment feedback conversation includes:** • How do you feel you're progressing? • What do you think you did well? • How did you approach the tricky questions on this assessment? • I noticed that you • The next step is … • Before we go on, do you have any questions? • Next time, we'll try this in a different way	**The summative assessment feedback conversation includes:** • This gives me information about … • Do you think this result matches what you know? • You can use what you've learned to … • What are your goals? • Before we go on, do you have any questions?
Note: The examples above are flexible; based on the context and the outcome, feedback conversations are interchangeable.		

Appendix 1

WORD FAMILIES FOR GRADES K-3

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

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

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

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

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

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

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

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

CONSONANTS BLENDS

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

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

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

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

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

Sh	**ch**	**wh**	**th**
shop	chip	white	thank
sheet	church	whale	breathe
bashful	catches	what	Thought
shout	luncheon	whether	Bath
Mash	cheese	when	Path

VOWELS

Examples of words with short and long sounds for each vowel

Short vowel sounds	**a**	**e**	**i**	**o**	**u**
	ant	**egg**	**in**	**on**	**Umbrella**
	cat	eskimo	pit	October	Under
	banana	envelope	this	octopus	Tub
Long vowel sounds	**a**	**e**	**I**	**o**	**U**
	apron	eagle	Island	open	Union
	tape	tree	dice	pole	Tube
	Pain	sleep	like	ochro	Abuse

VOWEL DIGRAPHS

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

ey, ee, ie, ei, ea	**ai, ay, ey**	**au, aw**	**ue, ew**	**oo, ow,eo**	**oo, ou**
money	Ail	cause	blue	Hood	Soup
see	Pay	daughter	cue	Flow	Coup
receive	Prey	law	dew	Toe	moon
tea, chief	Chain	paws	curfew	stood	spoon

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

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

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

Appendix 2

GRADE II – SAMPLE LANGUAGE ARTS LONG RANGE PLAN TERM ONE (September-December)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Reading Comprehension	**The W'S** Answering "**who**" and "**what**" questions	**The W'S** Answering "**when**" and "**where**" questions	**The W'S** Answering "**why**" and "**how**" questions	**Main Idea** or **Topic Sentence** of the story	**Main Idea** or **Topic Sentence** of the story	**Identifying Real & Make Believes sentences and stories**
Whole School Reading	**Week 8**	**Week 9**	**Week 10**	**Week 11**	**Week 12**	**Week 13**
	Identifying **Real** and **Make Believe** sentences and stories	**Sequencing** Using **pictures**	**Sequencing** Using **pictures** and **sentences**	**Sequencing** Using **sentences**	**Finding Details** in the story	**Finding Details** in the story
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Spelling	**Sight words** **Words from different subject areas**	**Sight words** **Spelling words from different subject areas**	**Syllabicating words** **Spelling words from different subject areas**	**Syllabicating words** **Spelling words from different subject areas**	Adding "**ing**" to **verbs w/o changing the end**	Adding "**ing**" to **verbs** that **end** in **silent "e"**
Whole School Reading	**Week 8**	**Week 9**	**Week 10**	**Week 11**	**Week 12**	**Week 13**
	Adding "**ing"** to verbs after doubling the final consonant	Words from Phonic lesson Words from different subject areas	Words from Phonic lesson Words from different subject areas	Words from Phonic lesson Words from different subject areas	Adding "**ed**" to regular verbs Words from different subject areas	Adding "**ed**" to regular verbs Words from different subject areas
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Phonemic Awareness	**Consonant digraph "th"** (initial, medial and final **positions**)	**Consonant digraph "ch" (**initial, medial and final **positions**	**Consonant digraph "sh"** (initial, medial and final **positions**	**Consonant digraph "wh"**	**Long Vowel ai ay**	**Long Vowel ea ee**
Whole School Reading	**Week 8**	**Week 9**	**Week 10**	**Week 11**	**Week 12**	**Week 13**
	r controlled Vowels -ar -er	**r controlled Vowels -ir, -or**	**r controlled vowels ur** review all r controlled vowels	**Vowel Diphthong ew ou**	**Vowel Diphthong ew qu**	**Vowel Digraph oa. Oo**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Word Study / Vocabulary **Whole School Reading**	**Pictures and names** of **fruit** and **vegetables**	**Animals** and **their sounds**	**Animals** and **their sounds**	**Animals** and **their homes**	**Gender** of **animals**	**Gender** of **people**
	Week 8	**Week 9**	**Week 10**	**Week 11**	**Week 12**	**Week 13**
	Compound Words Tea+pot = teapot Cup+cake = cupcake Rain+coat = raincoat	**Compound Words** sea+side = seaside moon+light = moonlight	**Homophones** blue blew piece peace I eye	**Homophones** one won eight ate tide tied	**Rhyming Words** stay play jump hump stop hop	**Rhyming Words** groove move name same boy toy
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Creative Writing / Composition **Whole School Reading**	**The Sentence** Characteristics of a sentence students' checklist	**The Sentence** Identifying sentences and non-sentences students' checklist	**The Sentence** Reading, identifying and writing telling sentences students' checklist	**The Sentence** Reading, identifying and writing telling sentences students' checklist	**The Sentence** Identifying and using Exclamation marks students' checklist	**The Sentence** Identifying and using Exclamation marks students' checklist
	Week 8	**Week 9**	**Week 10**	**Week 11**	**Week 12**	**Week 13**
	The Sentence Reading, identifying and writing exclamatory sentences (students' checklist)	**The Sentence** Construct sentences using pictures and words (students' checklist)	**The Sentence** Construct sentences using pictures and words (students' checklist)	**Joining sentences** using **but** and **and** (students' checklist)	**Joining sentences** using **but** and **and** (students' checklist)	**Joining sentences** using **because** and **so** (students' checklist)
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Grammar **Whole School Reading**	Using **an** correctly as an article	Using **a** correctly as an article	**Nouns** What is a noun? Identifying nouns	**Nouns** Common and proper nouns	**Nouns** Common and proper nouns	**Nouns** Singular and Plural nouns: adding **s**
	Week 8	**Week 9**	**Week 10**	**Week 11**	**Week 12**	**Week 13**
	Nouns Singular and Plural nouns: adding **s**	**Nouns** Singular and Plural nouns: adding **es** to nouns ending in **ch** and **sh**	**Nouns** Singular and Plural nouns: adding **es** to nouns ending in **o**	**Verbs** What are verbs? Identifying Verbs in sentences	**Verbs** Completing sentences using suitable verbs	**Verbs** Completing sentences using suitable verbs

GRADE II – LANGUAGE ARTS LONG RANGE PLAN TERM TWO (January-April)

<table>
<tr><td rowspan="4">Reading Comprehension

Whole School Reading</td><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td><td rowspan="4">Rev. End of Term Assessment</td></tr>
<tr><td>Story Element
Story Plot</td><td>Making Inferences</td><td>Making Inferences</td><td>Context Clues</td><td>Context Clues</td></tr>
<tr><td>Week 6</td><td>Week 7</td><td>Week 8</td><td>Week 9</td><td>Week 10</td></tr>
<tr><td>Main Idea and Supporting Details</td><td>Main Idea and Supporting Details</td><td>Story Elements Main and other Characters in stories</td><td>Story Elements Characters Traits</td><td>Story Elements Story Settings</td></tr>
<tr><td rowspan="4">Spelling</td><td>Week 1</td><td>Week 2</td><td>Week 3</td><td>Week 4</td><td>Week 5</td></tr>
<tr><td>Verbs
Adding “ing” on simple verbs</td><td>Verbs
Dropping silent “e” before adding “ing”</td><td>Verbs
Doubling the last letter before adding “ing” (simple verbs)</td><td>Verbs
Adding “ed” to simple verbs</td><td>Verbs
Past tense: dropping the silent “e” before adding “ed”</td></tr>
<tr><td>Week 6</td><td>Week 7</td><td>Week 8</td><td>Week 9</td><td>Week 10</td></tr>
<tr><td>Unexpected Sounds
Eg: cost & most
low & allow</td><td>y saying i
y saying “i” at the end of small words
eg: by, my, fly, cry, sky</td><td>y saying e
y saying “e” at the end of small words
eg: mommy, daddy, family</td><td>Silent k
eg:
knit, know, knot, knead, knee</td><td>Silent w
eg:
write, wrong, wrist, wring</td></tr>
</table>

GRADE II – LANGUAGE ARTS LONG RANGE PLAN TERM TWO (January-April)

	Week 1	Week 2	Week 3	Week 4	Week 5	
Phonemic Awareness **Whole School Reading**	**Long Vowel** -ai eg tail, main, paid -ay eg clay, stay, say	**Long Vowel** "ea" eg. each, bead, speak "ee" eg. keep, peel, speech "y" e.g happy, eighty, dirty	**Long Vowel** -i-e eg bike, mile, mine - ight eg sigh, light, bright -ind eg find, mind, grind	**Long Vowel** -u-e eg. tune, plume music	**Long Vowel** oa eg. oat, boat, goal moan oo eg. cook, food, poor, crook	**End of Term Assessment**
	Week 6	**Week 7**	**Week 8**	**Week 9**	**Week 10**	
	Consonant Blends bl eg. blend, blood, table, vegetable cl eg.clean ap uncle, article fl eg. flat, flip, ruffle, sniffle	**Consonant Blends** br eg. bread, breath, brown, brow cr eg. cried, crib, cream, crawl gr eg. greed, grand, great, grip	**End Blends** nd eg. land, send, blend, grand nk eg. ink, plank, blank, drink ld eg. bold, mild, held, build	**End Blends** ng eg sting, rang, song mp eg lamp, limp, clump	**Consonant Blends** Revision of all blends done	

	Week 1	Week 2	Week 3	Week 4	Week 5	
Word Study / Vocabulary **Whole School Reading**	**Occupations**	**Occupations**	**Prefixes** **un-** and **dis-** **eg un**tidy**, un**happy**, un**clean, **un**fair	**Prefixes** **un-** and **dis-** **eg uneven, unreal, undo, untie**	**Prefixes** **re- and over-** **eg redo, reheat, rebuild,** **eg overpriced, overcooked**	**Rev. End of Term Assessment**
	Week 6	**Week 7**	**Week 8**	**Week 9**	**Week 10**	
	Synonyms eg. talk: speak, chat, tell eg jump: hop, leap, bounce	**Synonyms** eg. fast: quick, swift, rapid eg. easy: clear, simple, plain	**Homophones** eg. hare, here, hair, hear eg. waste, waist eg. break, brake	**Homophones** eg. flower, flour eg. dear, deer, dare eg. wood, would	**Homophones** eg. right, write eg. fined find eg .heard, herd	

GRADE II – LANGUAGE ARTS LONG RANGE PLAN TERM TWO (January-April)

Grammar **Whole School Reading**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Rev. End of Term Assessment**
	Singular and Plural Nouns eg. furniture, bread, sheep, deer	**Adjectives Identifying adjectives**	**Adjectives Identifying adjectives**	**Collective Nouns** swarm of bees nest of ants herd of cattle	**Collective Nouns** staff of teachers army of soldiers gang of thieves	
	Week 6	**Week 7**	**Week 8**	**Week 9**	**Week 10**	
	The subject Verb Agreement What is the subject of a sentence?	**The subject Verb Agreement** Making a singular subject agree with its verb eg. The girl plays with her brother. Mom washes the dishes.	**The subject Verb Agreement** Making a plural subjects agree with its verb eg. Those dogs hunt some birds. Children go to learn**.**	**Simple (irregular) Past Tense of Verbs run-ran; see-saw; begin-began; come-came; fall-fell; write-wrote**	**Simple (regular) Past Tense of Verbs jump-jumped; play-played; called-called; wish-wished; visit-visited**	
Creative Writing / Composition	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**End of Term Assessment**
	Paragraph Writing (Descriptive) Myself Using Rubrics & Checklists	**Paragraph Writing (Descriptive using the Process Approach)** My Friend Using Rubrics & Checklists	**Paragraph Writing (Descriptive using the Process Approach)** My Mom/Dad Using Rubrics & Checklists	**Paragraph Writing (Descriptive using the Process Approach)** My Pet Using Rubrics & Checklists	**Paragraph Writing (Descriptive using the Process Approach)** My School Using Rubrics & Checklists	
	Week 6	**Week 7**	**Week 8**	**Week 9**	**Week 10**	
	Joining Words using **and** & **but** to join sentences **using checklist**	**Joining Words** using **and** & **but** to join sentences **using checklist**	**Joining Words** using **so** & **because** to join sentences **using checklist**	**Joining Words** using **so** & **because** to join sentences **using checklist**	**Punctuation** turning **statements** into **questions** **using checklist**	

GRADE II – LANGUAGE ARTS LONG RANGE PLAN TERM TWO (January-April)

Handwriting / Penmanship	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**End of Term Assessment**
	Cursive Writing **Writing Letters with hooks**	**Cursive Writing** **Writing Letters with hooks**	**Cursive Writing** **Writing Letters with hooks**	**Cursive Writing** **Writing Letters with hooks**	**Cursive Writing** **Writing Letters with hooks**	
	Week 6	**Week 7**	**Week 8**	**Week 9**	**Week 10**	
	Cursive Writing **Writing Letters with hooks**	**Cursive Writing** **Writing Letters with hooks**	**Cursive Writing** **Writing Letters with hooks**	**Cursive Writing** **Writing Letters with hooks**	**Cursive Writing** **Writing Letters with hooks**	

GRADE II – LANGUAGE ARTS LONG RANGE PLAN TERM THREE

Reading Comprehension	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Rev. End of Term Assessment**
	Making Prediction KWL	**Cause and Effect Turn and Talk**	**Cause and Effect Think-Pair-Share**	**Context Clues Concept Sort**	**Context Clues Concept Sort**	
	Week 6	**Week 7**	**Week 8**	**Week 9**	**Week 10**	
	Finding Details Anticipation Guide	**Finding Details Anticipation Guide**	**Using a Different Story Ending Listen-Read Discuss**	**Using a Different Story Ending**	**Fact and Opinion Question The Author**	

Word Study	Week 1	Week 2	Week 3	Week 4	Week 5	**Rev. End of Term Assessment**
	Odd One Out Eg. apple, banana, balloon, grape, guava	**Homographs** Eg: I can fly a kite. A fly is in my soup. The mailman put stamp on the letter. They stamp the roaches with their feet.	**Suffixes** -ful & -ness e.g: helpful, grateful, sinful, thoughtful happiness, joyfulness, ungratefulness, greatness	**Suffixes** e.g -less & -ly e.g: thankless, hopeless, careless, restless	**Abbreviations Street** – st Mister – Mr Mistress – Mrs Doctor - Dr	
	Week 6	**Week 7**	**Week 8**	**Week 9**	**Week 10**	
	Abbreviations Avenue - Ave Post Office – P.O Junior – Jr	**Contractions** “not” cannot –can’t is not – isn’t	**Contractions** “am” & “are” I am – I’m We are – We’re	**Antonyms** big– small tall – short old– young	**Antonyms** love – hate weak – strong give – take	

GRADE II – LANGUAGE ARTS LONG RANGE PLAN TERM THREE

Spelling	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Rev. End of Term Assessment**
	Hard c words (cart, clock, crane, count) **Hard g words** (goat, plug, gate, dragon)	**Soft c words** (city, cent, face, celery) **Soft g words** (gift, cage, bridge, giant)	**Two sounds of final y** **"y"** saying **"e" (funny, city, curry, pretty)** **"y"** saying **"i"** (by, cry, my, try)	**Two sounds of final s** **"ssss"** sound (claps, works cats, laughs) **"z"** sound (robes, loads, rags, smells)	**Phonetic part** **lth** (health, wealth, filth) **Phonetic part nch** (inch, punch, branch, wrench)	
	Week 6	**Week 7**	**Week 8**	**Week 9**	**Week 10**	
	Irregular combination au (autumn, August, cause) **Irregular combination ea** (bread, thread, feather, head)	**Irregular combination ie** **"eee" sound** (field, priest, chief, niece) (mixing combinations)	**Medial digraph ph** (nephew, dolphin, trophy, orphan) **Initial digraph Ph:** (phone, photo, phase, phonics)	**Rules of ch final 'ch' sound comes after a two-letter vowel,** (beach, teach, crouch, touch, speech **When the final 'ch' sound follows a one-letter vowel, it's usually written -tch.** (fetch, catch, pitch, watch)	**Review the spelling rules**	

GRADE II – LANGUAGE ARTS LONG RANGE PLAN TERM THREE

	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	
Phonemic	**Nouns** Changing **f** to **v** before adding **es** (wife-wives; half-halves, thief-thieves)	**Singular Possessive Nouns** dad's car; uncle's shirt, Rita's house	**Plural Possessive Nouns irregular Nouns** (children's shoes, men's hats, mice's nests, geese's beaks)	**Plural Possessive Nouns** The girls' class; Some ducks' eggs; These daddies' birthdays	**Adjective Comparative Adjectives**	**Rev. End of Term Assessment**
	Week 6	**Week 7**	**Week 8**	**Week 9**	**Week 10**	
Grammar	**Adjectives Comparative Adjectives**	**Adjectives Comparative Adjectives**	**Adjectives Comparative Adjectives**	**Prepositions in, on, over, above**	**Prepositions** behind, below, between, off, under	

	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	
Creative Writing / Composition	**Expository Writing** Giving simple directions How to get from your classroom to the library How to get from the principal's office to the my classroom (Using Rubrics & Checklists)	**Expository Writing** How to make a drink (orange, lime, Kool Aid) To make a peanut butter sandwich (Using Rubrics & Checklists)	**Expository Writing** To make my bed How to make a kite Using Rubrics & Checklists	**Fill Out Simple Form** Library Forms Travel Forms Using Rubrics & Checklists	**Fill Out Simple Form** Medical Forms Job Forms Using Rubrics & Checklists	**Rev. End of Term Assessment**
	Week 6	**Week 7**	**Week 8**	**Week 9**	**Week 10**	
	Letter Writing **The letter plan & The address** Using Rubrics & Checklists	**Letter Writing** **The address & date The address & date and greetings** Using Rubrics & Checklists	**Letter Writing** **The address, date, greetings and body The address, date, greetings body & closure** Using Rubrics & Checklists	**Letter Writing** **Letter of Apology** Using Rubrics & Checklists	**Letter Writing** **Letter of Invitation** Using Rubrics & Checklists	