

**GRADE I  
LANGUAGE ARTS  
CURRICULUM GUIDE**

**ENHANCED 2020**





### Saint Vincent And The Grenadines



## PREFACE

### The OECS Learning Standards and the Enhanced Language Arts Curriculum

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

The OECS Primary Grades Learning Standards K-6 describe this purpose as “the overarching long-term educational goals that pupils should have achieved by the time they complete a specific grade or education level. These learning standards describe the important knowledge, skills and personal attributes that educators should be continuously addressing and cultivating at all stages throughout the pupils’ educational journey at the primary level. This must be done to ensure that the pupils are prepared for success at the secondary level and beyond ...<sup>1</sup> The main goal of the Language Arts Standards is to empower pupils to communicate efficiently through speech and writing ...<sup>2</sup>

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

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

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

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

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

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

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

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

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

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

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

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

Mrs. Ellentia Harrigan; Mrs. Rosena Brooks; Mrs Yolande Richardson	Anguilla
Ms. Serena Henry; Ms. Paula Francis-Spencer; Ms. Jessie Kentish; Ms. Ekua Richards	Antigua and Barbuda
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Dr. John Berry, Dr. Dean Berry, Mr. Terry McEachern and Professor. Hazel Simmons-McDonald were responsible for guiding the discussions and formulating the original framework. The actual planning and subsequent development process for the learning outcomes became the responsibility of Professor. Hazel Simmons-McDonald, Pro-Vice Chancellor and Principal of the Open Campus, at the University of the West Indies, Cave Hill, Barbados, to whom the OERU is very grateful.

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

Henry Hinds

**Head, OERU October 2008**

## Learning Outcomes for the Language Arts - Grades K – III

### Preamble/Overview

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

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

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

**The document contains the following sections:**

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

***Hazel Simmons-McDonald***

*Professor of Applied Linguistics*

*Consultant*

*October 2008*

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

## INTRODUCTION

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

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

1. **Time:**

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

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

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

2. **Choice:**

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

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

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

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



**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.

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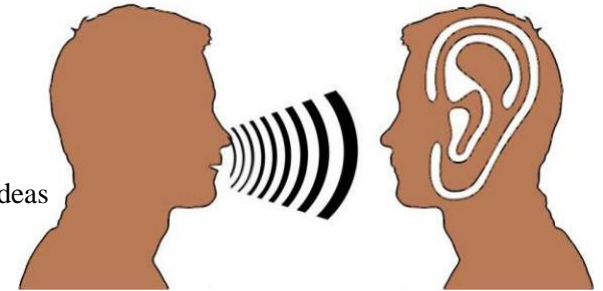
# Curriculum for Grade I

## (Age 6-7)

### Listening and Speaking

#### Grade I General Outcomes for Listening and Speaking

1. Listen attentively and politely to respond appropriately to oral communication.
2. Use suitable phrasing, tone and pitch to allow the listener to follow as students communicate ideas
3. Ask questions for clarification and to stimulate information
4. Give and follow simple directions
5. Recite poems, jingles, limericks and rhymes, paying attention to the rhythm of language
6. Retell stories, using the framework of story grammar
7. Use appropriate descriptive words to share information about people, animals, objects and places
8. Maintain the topic of their oral communication / presentation.
  - Developing the skills of respectful interpersonal Communication
  - Listening and speaking to interact socially
  - Communicating to send and receive information
  - Listening and speaking to link home language to Standard English
  - Listening and speaking to develop oral proficiency in English
  - Listening and speaking to develop and extend oral vocabulary
  - Listening for enjoyment and speaking to express personal response
  - Listening and speaking to develop oral and aural comprehension
  - Listening and speaking to develop the use of Voice effectively and confidently
  - Listening and speaking to develop Attitudes /dispositions for effective oral communication



Domains and Concepts	Specific Objectives	Suggested Activities	Resources
<b>1 Listening and Speaking</b>			
<b>A. Interpersonal Communication</b>  Main Ideas	<ul style="list-style-type: none"> <li>Listen attentively to speakers in conversational exchanges to gather information.</li> <li>Listen to determine the central meaning of a message.</li> </ul>	<ul style="list-style-type: none"> <li>Students share news and talk about events of interest as well as their personal experiences.</li> <li>Students make planned presentations (as in show and tell) and answer questions about them.</li> </ul>	<ul style="list-style-type: none"> <li>A “Topic of the Day” chart</li> <li>A listening center in the classroom with, appropriate recorded selections.</li> <li>Access to appropriate technology (T.V., computer, projector, Bluetooth speaker, educational websites, etc.)</li> </ul>
<b>B. Listening and Speaking to interact socially</b>  Developing oral skills	<ul style="list-style-type: none"> <li>Listen to determine a speaker’s emotional tone.</li> <li>Use turn-taking conventions appropriately.</li> <li>Communicate simple</li> <li>Listen to determine the central meaning of a message.</li> <li>Listen to determine a speaker’s emotional tone.</li> <li>Use turn-taking conventions appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Students listen to recorded stories in Vincentian Dialect and Standard English and other selections with dialogue and talk about the speakers / (Characters’) feelings / moods based on the tone of voice and language used.</li> <li>Students work in groups to formulate questions to ask of speakers who will give an oral presentation to the class.</li> <li>Students role-play simulated situations that require routine conversational responses in Vincentian and home Language exchanges that are appropriate to the situation.</li> </ul>	<ul style="list-style-type: none"> <li>Community members who share local stories and information.</li> <li>Selected resources (listed for Kindergarten), appropriate to the tasks and activities being done in Grade 1.</li> <li>Different stimuli for Listening and generating discussion e.g. Articles from children’s magazines, actual school events (Sports Day, Career Day, appropriate movies etc.)</li> <li>Resource personnel relating to topic</li> </ul>
<b>C. Communicating to give and to get information</b>  Direction instruction  Standard English	<ul style="list-style-type: none"> <li>Ask and give simple directions to get to and from one place to another.</li> <li>Listen to and follow simple two and three-step instructions.</li> <li>Use appropriate language (directional / deictic terms) to give directions (e.g. Turn Right, go straight ahead.</li> <li>Ask explicit and implicit questions to elicit clarification about specific topics.</li> <li>Use standard English to communicate on topics in language arts and subjects across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Students simulate the use of the telephone to find out from an appropriate agency-how/where they can get specific information e.g. the library, tourism authority NEMO.</li> <li>Students listen to simple two and three-step instructions on how to do something or go they follow the instructions.</li> <li>Students listen to an oral communication and ask questions for clarification and additional information.</li> <li>Students participate in field trips, activities to observe the sky, the sounds, the textures, etc. and work in small groups to prepare and present their reports.</li> </ul>	<ul style="list-style-type: none"> <li>A drama center with “costumes” which children can use in role-play activities. e.g (carnival costumes, animal costumes, artifacts related to work in agriculture, fisheries, business, etc.</li> <li>A smart phone or other picture or video capturing device to collect pictures to enhance oral presentations.</li> <li>Construction paper, art paper, cardboard for use in making objects, cutouts (for use in activities ~ e.g. in which completion of a task is based on the instructions given by someone – the teacher, a student demonstrating something she/he can do, a parent, etc.).</li> <li>A radio/computer for listening to selected news. <a href="http://www.teachertube.com">www.teachertube.com</a> <a href="http://www.svgcdu.org">www.svgcdu.org</a>.</li> </ul>

			<ul style="list-style-type: none"> <li>• Visit to Botanical Gardens or other places of interest that allows sensory exploration.</li> <li>• Diorama to show location or movement from one place to another.</li> <li>• Appropriate website.</li> <li>• Recordings of news items.</li> <li>• Support materials from subjects across the curriculum.</li> </ul>
<b>1 Listening and Speaking</b>			
<b>D. Listen and speak to develop oral proficiency in English</b>	<ul style="list-style-type: none"> <li>• Listen to the stories and poems in Home Language and Standard English to represent the rhythm of language through kinesthetic response, e.g. clapping, tapping out rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen to short, recordings, rhymes and jingles to tap or clap in time to the rhythm.</li> <li>• Students listen to stories and poems to express their personal response to them.</li> </ul>	<ul style="list-style-type: none"> <li>• A small selection of student create or use real musical instruments; a selection of print material including stories, poems, rhymes, information texts;</li> </ul>
<b>E. Listening for enjoyment and speaking to express personal response</b>  Standard English and Home Language	<ul style="list-style-type: none"> <li>• Listen to stories and express a personal response orally (e.g. Say why you like or dislike a character).</li> <li>• Listen to and retell stories</li> <li>• Recite poems, jingles, and rhymes, paying attention to the rhythm of the language and expressing a personal response to selections.</li> <li>• Describe a familiar scene or a favorite place in Standard English and the Home Language.</li> <li>• Listen to determine whether a sentence or series of sentences is expressed in Standard English or in Vincentian Dialect.</li> <li>• Listen for meaning similarities between Vincentian Dialect and Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen to recordings of themselves sharing news or giving an oral presentation to discuss their performance in conferencing sessions with the teacher.</li> <li>• Students share local news and retell familiar stories to the class using Vincentian Dialect and Standard English.</li> <li>• Students participate in arranging class field trips to places interesting in the vicinity of their school or elsewhere. They describe a scene they liked or found interesting.</li> <li>• Students would play various language acquisition games.</li> <li>• Students participate in show and tell activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Blank CDs, voice recorder mobile device and others to record students' news.</li> <li>• Culturally relevant materials, images stories that include dialogues in which the language spoken in a territory is used. (Use as a basis for raising children's awareness about language differences).</li> <li>• Simple checklist of questions for use in conferences with students to help them evaluate their performance.</li> <li>• Selections from other content areas (Science, HFLE, Social studies) to develop specific listening activities.</li> <li>• Use online and offline resources</li> <li>• <a href="http://www.starfall.com">www.starfall.com</a></li> <li>• <a href="http://www.storylineonline.net">www.storylineonline.net</a></li> <li>• <a href="http://www.abcmouse.com">www.abcmouse.com</a></li> <li>• <a href="http://www.adventureacademy.com">www.adventureacademy.com</a></li> </ul>

<b>1 Listening and Speaking</b>			
<p><b>F. Listen and speak to develop comprehension</b></p> <p>Prediction</p> <p>Sequencing</p> <p>Context Clues</p>	<ul style="list-style-type: none"> <li>• Listen to an account of an event or situation to make a prediction about its end results.</li> <li>• Listen to determine the sequence of events in a short expository selection</li> <li>• Retell the events that happened in the beginning, middle and the end of a story.</li> <li>• Listen to an oral communication to determine the message and to relay it to someone.</li> <li>• Identify the new words in a short selection that is read aloud.</li> <li>• Use contextual clues to determine the meaning of unknown word(s) in a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen to stories read aloud by the teacher to retell the events.</li> <li>• Students from two groups to play a communication game. A message is communicated quietly to the first student who then passes it on quietly to the next student the last student in each group tells the message to the teacher who writes it down. The group who has the most accurate version at the end wins.</li> <li>• Students listen to a sentence read aloud by the teacher and repeat any unfamiliar word they hear.</li> <li>• They listen to the same selection again and say what they think the word means.</li> </ul>	<ul style="list-style-type: none"> <li>• Short expository informational text. Trade books appropriate to grade level.</li> <li>• A good selection of informative material from readings in ‘the language arts and across the curriculum.</li> <li>• Bingo games, snakes and ladders, memory game, spin the wheel, etc.</li> <li>• Newspaper, magazine articles and websites appropriate to the age level. e.g. www.abcya.com</li> <li>• Recordings of literature selections: stories, poems and songs</li> <li>• Educational Posters and charts depicting grade level content across the curriculum.</li> <li>• Appropriate diagrams, graphic organizers, etc. from other content areas e.g. Maps and charts from Social Studies, diagrams from Science lessons.</li> </ul>
<p><b>G. Vocabulary and concept development</b></p> <p>Description</p>	<ul style="list-style-type: none"> <li>• Use precise/specific words to refer to words in categories (shapes, colours, food, and clothing).</li> <li>• Identify descriptive words in a short selection that is read aloud.</li> <li>• Share sentences using the identified descriptive word(s)</li> <li>• Listen to identify rhyming words in a selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Students form two groups to play a game in which they identify the word that does not fit into a particular category. Students listen to words read. Then each group takes a turn to pick out the one word that does not belong in the same category as the others.</li> <li>• Students line up a series of cards with words on their desk and listen as the teacher reads a very short selection that contains descriptive words. Students select the cards that match the descriptive words they hear.</li> </ul>	<ul style="list-style-type: none"> <li>• Charts / semantic maps (made by the children and teacher) showing word associations. e.g. Rhyming Patterns.</li> <li>• Flashcards with selected high frequency descriptive words that students have encountered in reading.</li> <li>• Exercise books / notebook, workbooks for recording new words students hear in selections.</li> </ul>

<p><b>1 Listening and Speaking</b></p> <p><b>H. Voice skills</b></p> <p>Pronunciation</p>	<ul style="list-style-type: none"> <li>• Listen to a letter name given in an oral prompt and give the sound of the letter.</li> <li>• Use appropriate intonation patterns for different sentence types.</li> <li>• Pronounce clearly in choral renditions and in planned individual presentations</li> <li>• Use tone appropriate to specific (conversational) contexts</li> <li>• Speak clearly, confidently and pace rate of speech appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate in choral recitation of poems with interesting rhymes and rhythmic patterns. Students create and sing songs.</li> <li>• Students participate in phonological awareness activities and practice pronouncing individual letter sounds, and combinations in individual words, sentences and short selections.</li> <li>• Students role-play different situations and use language that would be appropriate to the characters in these situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Alphabet chart for display.</li> <li>• Teacher - made chart (large print) of some of the listening texts; a selection of appropriate literature (stories, poems ballads).</li> <li>• Selections suitable for choral recitation.</li> </ul>
<p><b>I. Attitudes for effective oral communication</b></p> <p>Developing Oral Language</p>	<ul style="list-style-type: none"> <li>• Use accepted principles for conversational exchanges e.g. signaling for a turn to speak, responding at appropriate times.</li> <li>• Participate in class discussions and other oral activities organised for the class.</li> <li>• Follow established classroom rules for listening tasks and other activities.</li> <li>• Share information, ideas and opinions on matters of interest.</li> <li>• Participate in activities for oral development.</li> </ul>	<ul style="list-style-type: none"> <li>• Students work in small cooperative groups, with the teacher's guidance, to set out the accepted rules for listening and speaking in formal and informal interactions in and out of the classroom.</li> <li>• Students work on individual presentations and they cooperate with classmates to work on planned group oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to other resources, a good supply of drawing materials: pens, crayons, pencils, markers, Bristol board, paper, play dough and glue to illustrate their response to the materials listened to.</li> <li>• A few blank CDs, voice recorder, mobile devices for recording.</li> </ul>

# Reading



## Grade 1 General Learning Outcomes for Reading:

1. Use the comprehension strategies students have learned to understand meaning in texts they read and that are read to them
2. Identify the key features of stories that students read and that are read to them
3. Identify the central idea of a reading selection
4. Make inferences and draw conclusions about ideas and events presented in the texts that students read and that are read to them
5. Match oral words with printed words
6. Read high frequency words at grade level
7. Use the strategies students have learned to decode and recognize unknown words
8. Identify the name of the author of a book
9. Distinguish between various genres of text and their purpose.

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
<b>2. Reading</b>			
A. Concepts of print	<ul style="list-style-type: none"> <li>• Identify the name of the author, illustrator and the title of a book.</li> <li>• Distinguish between letters, words and sentences.</li> <li>• Read from left to right and from top to bottom of the page, hearing sounds in words, sight vocabulary, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• During Reading sessions, students ask and answer questions about the conventions of print.</li> <li>• Students use proper terms to talk about parts of a book.</li> <li>• Students point to the words in the text as teacher models reading aloud from a big book.</li> </ul>	<ul style="list-style-type: none"> <li>• Selection of books; literary (stories, rhymes, poetry); how-to books; some big books for</li> <li>• activities early in the year. Selections should be based on students' reading abilities.</li> <li>• See Marie Clay's Observation Survey for complete list tasks to assess Concepts About Print.</li> <li>• Books with illustrations.</li> <li>• Materials for students to experiment with making their own books including their 'writing' and illustrations.</li> </ul>



<p><b>2. Reading</b></p> <p><b>B. Decoding and word recognition</b></p> <p>Vowels and consonants</p> <p>Syllables</p>	<ul style="list-style-type: none"> <li>• Produce the sounds of the letters of the alphabet, including vowel sounds and consonant blends.</li> <li>• Recognize and read high frequency words.</li> <li>• Recognize and read high frequency function words (e.g. <i>the, an, that, be, have</i>).</li> <li>• Use familiar letter combinations to decode one syllable words.</li> <li>• Use knowledge of syllable structure as an aid to decoding unfamiliar and longer words.</li> </ul>	<ul style="list-style-type: none"> <li>• Students sound out letter combinations during read aloud sessions.</li> <li>• Individual or group word games that focus on using correct letter combinations to build a word.</li> <li>• They select cards with letters placed face down on the desk. Each student has a turn to select four cards and to form a word (CVC, CCVC. CVCC) from the cards selected. Selections focus on the letter combinations being learned.</li> </ul>	<ul style="list-style-type: none"> <li>• Alphabet cards and wall chart.</li> <li>• Flash cards with individual letters and symbols/ pictures that represent the sound(s) letters stand for.</li> <li>• Bristol Cardboard, scissors, coloured pencils, markers for cut outs for board (word) games.</li> <li>• Student and or teacher-made cards with letters of the alphabet for making words.</li> <li>• Songs and rhymes that emphasize the letter/sound relationships.</li> </ul>
<p><b>C. Vocabulary Development</b></p> <p>Rhyming words</p> <p>Context Clues</p> <p>Sight words</p>	<ul style="list-style-type: none"> <li>• Match spoken with printed words that are familiar.</li> <li>• Identify and sound out rhyming words in a reading selection.</li> <li>• Identify new words in a reading selection.</li> <li>• Use context and surrounding text to understand the meanings of new and unknown words.</li> <li>• Use high frequency words and words of interest in oral and written work.</li> <li>• Sort words into appropriate categories.</li> <li>• Identify common / significant environmental signs, student names, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Students identify letter sound relationships during reading sessions and read aloud selections that include the words they know.</li> <li>• Students listen to recordings of rhymes that use high frequency words with the letter /sound combinations that they are learning.</li> <li>• They follow a printed version and point to the words they hear.</li> <li>• Students create CVC words blending phonemes and sounding out the words. They identify the letters associated with the sounds. They do the same thing with CVVC and CVCC words.</li> <li>• Students identify new words in selections read to them and that they have read. They work with in small groups to write down new words in the class Word Bank and used in context.</li> <li>• Students play word games and complete puzzles that require the use of high frequency words that they encounter in their reading.</li> <li>• Students work on activities to sort words into their appropriate categories (initial sound, final sound, syllables, similarities in context, etc.) Use “closed” word sorts (teacher provides the focus for the sort) and “open” word sorts (children search for similarities among words)</li> </ul>	<ul style="list-style-type: none"> <li>• Songs and rhymes that emphasize the letter/sound relationships</li> <li>• Paper and other drawing materials for use in making illustrated (alphabet) books.</li> <li>• Old magazines for cutting out pictures.</li> <li>• Class reader and a rich variety of supplementary texts. Large sheets of paper (e.g. Flip chart) for making up word lists and KWL charts.</li> <li>• A selection of short leveled texts and books of interest that include the words students are learning to decode.</li> <li>• A selection of fiction and nonfiction literature (hard copy and online text) with large print and illustrations.</li> <li>• Recordings with rhymes that reinforce the letter/ sound correspondences that are being learned.</li> <li>• Flip charts or Bristol board for creating graphic organizers for sorting activities.</li> <li>• Print and electronic reference texts.</li> <li>• Materials to make word games and puzzles. A collection of age-appropriate word games and puzzles.</li> </ul>

<p><b>2. Reading</b></p> <p><b>D. Comprehension/ Constructing Meaning</b></p> <p>Compare/ Contrast</p> <p>Linking words/ Connectives</p>	<ul style="list-style-type: none"> <li>• Make an oral or visual prediction before reading a story and draw or retell _____</li> <li>• Begin to make comparisons or contrasts between stories, characters, settings, etc.</li> <li>• Use comprehension strategies learned (visualizing, synthesizing, analyzing, connecting, etc.) to understand the meaning of what has been read.</li> <li>• Relate prior knowledge and background experience to the reading selection as an aid to constructing its meaning.</li> <li>• Use simple linking words (e.g. connectives (<i>and, but</i>) and function words (<i>an, the, this, that</i>) to determine the relationship between ideas expressed in sentences.</li> <li>• Read the messages that own writing conveys.</li> <li>• Read and follow short, written instructions and directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Before reading, students discuss the topic of the selection, the picture on the book cover; they recollect and relate prior knowledge and relevant background experience to what is to be read.</li> <li>• During reading, students respond to queries asked by teacher and check their understanding of the material by asking questions about it referring to specific parts of the selection.</li> <li>• Audio recordings of favourite stories with questions” as they hear stories or read stories.</li> <li>• Make connections to background experience answering questions that indicate understanding of what has been read.</li> <li>• After reading, students talk about their enjoyment or lack of enjoyment of the reading selection.</li> <li>• Answer questions to indicate their understanding of what has been read.</li> <li>• Engage in follow-up activities that consolidate their understanding of what was read.</li> <li>• Students focus on connectives and function words to explore the relationship between ideas in a selection.</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of reading materials appropriate to grade / age level.</li> <li>• A selection of graded texts including some more challenging material for advanced readers.</li> <li>• Create a reading centre where the students have access to a variety of leveled and student choice print and electronic reading materials from which they can choose independent reading sessions.</li> <li>• Audio recordings of favourite stories with matching text in print.</li> <li>• Create charts that illustrate connecting words matching text in print.</li> <li>• Create “building centres” (blocks, playdough, popsicle sticks, fabric, scissors, tape, glue, etc.) for children to create objects by following instructions.</li> <li>• <a href="http://www.sightwords.com">www.sightwords.com</a></li> <li>• <a href="http://www.roomrecess.com">www.roomrecess.com</a></li> <li>• <a href="http://www.turtlediary.com">www.turtlediary.com</a></li> <li>• <a href="http://www.svgcd.org">www.svgcd.org</a></li> </ul>
<p><b>E. Critical Reading</b></p> <p>Inferences</p> <p>Reality and Fantasy</p>	<ul style="list-style-type: none"> <li>• Ask themselves questions of the text as they read.</li> <li>• Make inferences about the materials presented in the reading selections that are read to them and they have read.</li> <li>• Draw conclusions about the materials that they read and that are read to them.</li> <li>• Distinguish between reality and fantasy.</li> </ul>	<ul style="list-style-type: none"> <li>• During reading, students generate questions about a reading selection as they try to predict the outcome of events. They also respond to queries related to the substance of the reading selection.</li> <li>• Students observe teacher models a think-aloud strategy in which clues from the text are associated to make an inference or draw a conclusion.</li> <li>• Students respond to queries that help them to use the strategy during a read-aloud session and apply the strategy in shared and independent reading sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Reference materials that explain basic and other specific reading strategies and how this may be used in instruction e.g. Re-reading and reading on to clarify meaning.</li> <li>• Using think aloud strategy to speculate about outcomes and making predictions.</li> <li>• Identifying and associating relevant clues to make an inference or draw a conclusion.</li> <li>• Read or display electronic or text of local and international news stories of interest to this age group. Ask for opinions and why?</li> </ul>

<p><b>2. Reading</b></p> <p><b>Opinion</b></p> <p><b>F. Text Features/ Text Type</b></p>	<ul style="list-style-type: none"> <li>• Formulate and express an opinion / judgment about the materials that are read to them / that they read.</li> <li>• Identify and distinguish between different text types: poetry, prose: expository, narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• Students talk about their personal responses to the text and present these responses in follow up activities that involve writing; drawing, role-play and other relevant and appropriate tasks.</li> <li>• Students listen to stories, poems, rhymes, informational selections and talk about: the difference in the layout of different text types on the page the rhythm and rhyming patterns in poetry read.</li> <li>• Students listen to poems, stories and short expository selections and discuss the content and text features with teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• A wide range of reading materials suitable to the age group / grade level, including poems, rhymes, stories, trade books, short expository selections from subjects across the curriculum.</li> <li>• Audio recordings of culturally relevant and a range of diverse poems, stories and informational, selections on topics of interest to boys and girls and appropriate to age/ grade level.</li> </ul>
<p><b>G. Features of Expository text</b></p> <p>Main Idea</p> <p>Sequencing</p>	<ul style="list-style-type: none"> <li>• Identify the main idea or topic of a short expository paragraph.</li> <li>• Indicate the order /sequence in which the ideas in a short expository paragraph are presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen to / read a short expository paragraph and identify the main idea. They talk about the main idea and the supporting details.</li> <li>• Students put a series of jumbled sentences from an expository paragraph (written out on cut out strips) in the order that these were presented in the paragraph Students discuss whether this was the best, most logical order.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers that represent features of expository text.</li> <li>• Flipchart large sheets of Bristol board on which short selections can be written out and displayed.</li> <li>• Strips of paper for writing out individual short sentences with which individuals and small groups can work to reconstruct paragraphs. Picture series representing a sequence of events or instructions for doing something.</li> </ul>

<p><b>H. Features of Narrative text</b></p> <p>Story Elements</p>	<ul style="list-style-type: none"> <li>• Identify the names of the author and illustrator of a narrative selection.</li> <li>• Identify the beginning, middle and end of a story.</li> <li>• Identify the setting and characters of a story.</li> <li>• Discuss the characteristics of the setting of a story.</li> <li>• Discuss the traits of the characters in a story.</li> <li>• Identify the main events in a story.</li> <li>• Give an alternative ending to a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Students locate the names of the author and illustrator of a story. They discuss the contributions of the illustration to a selected story.</li> <li>• Students identify and discuss the events that occur at the beginning, and in the middle of a story. They predict the ending. They also say whether the end was pleasing / satisfying and give reasons.</li> <li>• Students talk about their personal responses to the text and present these responses in follow up activities that involve writing; drawing, role-play and other relevant and appropriate tasks.</li> <li>• Students discuss the elements of story grammar: setting (time, place), characters and they apply the framework of story grammar to talk about the stories that they read / that have been read to them.</li> <li>• Students identify the context clues words that are used to present characters in stories and compare the characters using the traits they have identified.</li> <li>• Compare the characters using the traits they have identified.</li> </ul>	<ul style="list-style-type: none"> <li>• A range of leveled stories with pictures.</li> <li>• Stories in which the setting is clearly and explicitly identified (and described).</li> <li>• Blank cluster graphics that can be used for open and closed sorting descriptive words.</li> <li>• Student written Readers' Theatre of new story endings.</li> <li>• Large graphic of story grammar and individual sheets with blank representations for small group and individual work.</li> </ul>
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<p><b>2. Reading</b></p> <p><b>I. Responding to Literature</b></p> <p>Events and plot</p> <p>Main idea</p> <p>Conflict Resolution in story</p>	<ul style="list-style-type: none"> <li>Identify the events of a story that make up the plot.</li> <li>Use their knowledge of the elements of story grammar (setting characters, plot) to talk about a story.</li> <li>Discuss the main idea (or theme) of a story that they have listened to, read or viewed.</li> <li>Discuss how a conflict in a selected story is resolved. Talk about the characters in a story and say why they like or do not like them.</li> <li>Compare stories that they have read.</li> <li>Compare characters in stories that they have read.</li> <li>Express a personal response to stories that they have listened to, read or viewed.</li> </ul>	<ul style="list-style-type: none"> <li>Students retell stories that they have listened to, read and viewed.</li> <li>Students discuss the stories that they have read or viewed. Recalling important details and their significance in the story.</li> <li>Talk about the characters and their action. Say why they would have acted in the same way or differently from the main character in a similar situation.</li> <li>Students contribute information to semantic map that teacher uses to complete the story grammar of a familiar story.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic organizers of story grammar for students to do maps of familiar stories.</li> <li>A good selection of reading material: stories, poems (auto) biographies suitable to age level.</li> <li>Writing and drawing materials so that students can follow up their reading by representing their response to what they have read.</li> <li>Books, online texts, posters, etc. of high interest from the community, classroom and school libraries.</li> </ul>
<p><b>J. Attitudes and Interest</b></p> <p>Reading</p> <p>Comprehension</p>	<ul style="list-style-type: none"> <li>Listen attentively to reading done by teacher and other students.</li> <li>Ask and answer questions about the selections read in class.</li> <li>Read short selections aloud in class when asked to do so.</li> <li>Read silently every day and discuss what was read with teacher and classmate.</li> </ul>	<ul style="list-style-type: none"> <li>Students contribute information as teacher completes a Venn diagram to compare two familiar stories or two characters from stories that have been read.</li> <li>Students participate in shared reading activities. They discuss what they have read and ask questions of their teacher and their classmates about other selections that they read.</li> </ul>	<ul style="list-style-type: none"> <li>A good selection of reading material: stories, songs, poems (auto) biographies suitable to age level in Standard English and Vincentian Dialect</li> <li>Writing and drawing materials so that students can follow up their reading by representing their response to what they have read.</li> <li>School and class library books of high interest.</li> </ul>

# Writing



## **GRADE 1 Learning outcomes for writing**

1. Feel comfortable experimenting with language and spelling to share their ideas in writing.
2. Engage in free writing experiences to generate ideas.
3. Edit free writing with increasing attention to accuracy.
4. Supplement the words students know in their writing with interesting words and phrases.
5. Write short descriptions of two of three sentences. Use descriptive words to describe objects, people and places.
6. Write a short account of an experience.
7. Demonstrate increasing awareness of the conventions for written English.
8. Read over their work to improve it and correct obvious mistakes in their sentences.

## **Strands/ Learning Outcomes**

- Writing
- Writing for self
- Writing to share information
- Writing to accomplish school tasks
- Participating in all phases of the writing process to develop, revise, edit and share writing
- Reading and writing connections
- Using the Conventions of writing with increasing accuracy

Domains and Concepts	Specific Objectives	Suggested Activities	Resources
<b>3. Writing</b>			
<b>A. Writing for self</b>  Invented Spelling	<ul style="list-style-type: none"> <li>Write clear sentences, using the words they know, high frequency words, and attempting unknown words, that they encounter in their reading.</li> <li>Participate in small group or whole class shared story writing.</li> <li>Write a short account of a personal experience.</li> <li>Make use of invented spelling and knowledge of the conventions.</li> </ul>	<ul style="list-style-type: none"> <li>Students will use word banks to check the spelling of words.</li> <li>Students will talk about the ideas they want to write about. They will tell of personal experiences to answer questions.</li> <li>Students will write an account of what was discussed with teacher's assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Blank paper and exercise books with large pages for students to write and draw.</li> <li>Pencils, markers, paints and brushes.</li> <li>Materials to write down and display the shared oral stories of individual, small group and whole class. Use these shared stories as anchors to teach spacing, letter formation, spelling, etc.</li> <li>Lined copybooks for students to control the shaping of the letters and for forming words.</li> </ul>
<b>B. Writing to accomplish school tasks</b>  Expository Writing	<ul style="list-style-type: none"> <li>Write a story and share it with teacher and classmates.</li> <li>Write a short description (two or three sentences) about a familiar object, person, place.</li> <li>Use the descriptive words they know in their stories and descriptions.</li> <li>Write a short expository paragraph of two or three sentences about a chosen topic that they have read about and discussed in class.</li> </ul>	<ul style="list-style-type: none"> <li>Students work at writing down their ideas for stories in sentences, using the words they know and encounter in their reading. They discuss the ideas they want to write about with teacher and classmates before writing.</li> <li>They read aloud and answer questions about what they have written.</li> <li>Students use descriptive words they know and encounter in their reading to present the setting and characters in their stories.</li> <li>Students use a starter sentence or idea the teacher has given and they write sentences around that idea to create a short expository paragraph.</li> <li>Students follow as teacher models writing a paragraph by putting sentences written on individual strips of paper in the best order.</li> <li>Students discuss the topic, main idea and the order used.</li> <li>Students create a paragraph using sentences on strips of paper. They later write out their sentences in their books.</li> </ul>	<ul style="list-style-type: none"> <li>Exercise books for individual word banks and for writing large sheets of Bristol board / flip chart with blank graphic organiser for Clustering ideas for writing.</li> <li>Use "found objects" that student collect in the school yard, items brought from home, pictures of unusual animals, etc. as idea generators for writing.</li> <li>Classroom word wall for easy reference to sight words.</li> <li>Graphic organizers for descriptive words.</li> <li>Classroom wall displaying words and phrases from Vincentian dialect English.</li> <li>Display chart patterns.</li> <li>Teacher listens to student conversations and "collects" examples of real speech and then writes the examples on strips of paper with individual sentences of different types (statements, questions).</li> </ul>

<p><b>3. Writing</b></p> <p><b>C. Using the Process Approach to Writing</b></p> <p>Prewriting/Drafting</p> <p>Conferencing/Editing</p> <p>Publishing</p>	<ul style="list-style-type: none"> <li>• Discuss their ideas for writing before they begin to write.</li> <li>• Use a simple cluster chart to organize their ideas for writing.</li> <li>• Read over their work and correct obvious mistakes.</li> <li>• Use a short list of questions to check their writing and to revise what they have written.</li> </ul>	<ul style="list-style-type: none"> <li>• Students write every day. They follow as teacher writes dictated stories and news on the board and they read over and improve what has been written. They participate in shared writing sessions with teacher and ask and answer questions about their ideas for writing the words they will use and the sentences they have written.</li> <li>• Students write on their own every day, about topics of high interest (personal biographies, pets, wondering questions (why is the sky blue?), friends, important events in their lives). They read over their work and share what they have written with the rest of the class.</li> <li>• Students interact with teacher in individual writing conferences to talk about what they have written to get feedback and to discuss their progress.</li> <li>• Students use a simple list of questions provided by teacher to check over their work. They also make use of class reference materials to check their work (e.g. Sentence patterns on display, word bank).</li> <li>• Students listen to each other read their work in whole class and small groups. They ask questions about what has been written and the writer answers questions. Students use the feedback given to improve their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate worksheets for some structured writing tasks.</li> <li>• An area in the class for one-on-one conferencing. Seating arrangements for group tasks to continue while individual conferencing is in progress.</li> <li>• A ‘publishing’ corner where students can display their writing samples on large sheets (related to a particular topic) or put them into large loose-leaf books and illustrate them.</li> <li>• A class-generated PowerPoint where each student writes a “slide”.</li> <li>• A short list of questions that focus on key areas of writing students are learning about for use by individuals and small groups to check the writing and to use as a basis for giving feedback. Selected materials used in reading lessons.</li> </ul>
<p><b>D. Reading and writing connections</b></p> <p>Narrative Writing</p>	<ul style="list-style-type: none"> <li>• Write stories based on ideas triggered by their reading.</li> <li>• Read their own writing and answer questions about it.</li> <li>• Read the work of other students and ask questions about it.</li> <li>• Use an illustration from a reading selection as the basis for writing a short focused paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• After reading, students extend their understanding by discussing the story outcome(s) and other possible endings. They imagine the life (or an event in the life) of a minor character and write a story about it.</li> <li>• These and other ideas help them to generate a story based on what they have read.</li> <li>• Students share the stories they have written by reading them aloud to the class or a small group. They answer questions about the story and provide clarification when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Selected reading materials.</li> </ul>





<p><b>3. Writing</b></p> <p><b>G. Sentence structure</b></p>	<p>Write clear and complete sentences, using the words that they know.</p>	<ul style="list-style-type: none"> <li>• Students write using the words they know, words of interest and the high frequency words they encounter in their reading. They check the correctness of their usage in writing conferences with teacher in small group sessions, and on their own.</li> <li>• Students will play a sentence game. From the word box, students will select words and create sentences. Each individual or group selects four high frequency content words out of a content word box (e.g. Nouns, verbs, adjectives), and three function words out the function word box (e.g. <i>in, on, I, at, by, the, an,</i> etc.). Students have a few minutes to create a clear and well-formed sentence from the selection. The individual or group receives points for: a sentence that is (i) well-formed, and (ii) conveys a clear message.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of basic sentence patterns displayed in a prominent place where students have easy access to check while revising their writing.</li> <li>• Question checklists for simple sentences for use by individuals and small groups to check well the structure of sentences.</li> <li>• High-frequency content and function words written out on cards or squares of panel Words are sorted into different boxes, one for content words and another for function words for games.</li> <li>• A scoring scheme for the game. A large scoring card on flip chart for students to record scores during the game.</li> </ul>
<p><b>H. Punctuation</b></p>	<ul style="list-style-type: none"> <li>• Use a capital letter <ul style="list-style-type: none"> <li>a. after a full stop</li> <li>b. at the beginning of a sentence</li> <li>c. for the pronoun I</li> <li>d. for special names</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students pay attention to the use of the full stop, question mark and exclamation mark as teacher points them out in reading selections during read aloud sessions every day.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of sentences using the punctuation marks students are learning to recognize and use.</li> <li>• Recordings of stories and other selections.</li> </ul>

<p><b>3. Writing</b></p> <p><b>I. Interest and Attitude</b></p> <p>Independent Writing</p>	<ul style="list-style-type: none"> <li>• Write independently.</li> <li>• Show interest in working on writing letters and words.</li> <li>• Talk about their writing</li> <li>• Discuss the feedback given to them on their writing.</li> <li>• Use Standard English for their planned oral and written presentations.</li> <li>• Learn to spell high frequency words.</li> <li>• Utilize the writing conventions.</li> <li>• Write sentences that are well formed, clear and legible.</li> <li>• Spell high frequency sight words and some words of interest at grade level</li> <li>• Spell one-syllable words of three and four letters (CVC; CCVC; CVCC)</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate in activities and tasks that involve reading and writing every day.</li> <li>• Students take time to shape their letters and to set out their sentences, leaving spaces between words.</li> <li>• Students share their stories by dictating to teacher, by drawing, using inventive and authentic spelling.</li> <li>• Students share their writing.</li> <li>• Students apply strategies learned in phonemic and phonological awareness activities in their efforts to spell the words they know and new words they encounter during reading.</li> <li>• Students build plural words by joining cards or blocks with the right plural ending to the root word. They also use this activity to create words with –ed and –ing endings.</li> <li>• Students create and maintain a word bank or personal dictionary (i.e. an alphabetical list of high frequency words from their reading and writing).</li> </ul>	<ul style="list-style-type: none"> <li>• Provide adequate time for students to read and write on topics of interest: every day.</li> <li>• Provide feedback to small groups and individuals.</li> <li>• Model use of English in speaking and writing.</li> <li>• Help students develop positive attitudes to language and language learning.</li> <li>• Provide authentic purposes for writing</li> <li>• Encourage students’ response to literature through speaking, reading and writing</li> </ul>
<p><b>J. Spelling</b></p>	<ul style="list-style-type: none"> <li>• Begin to use alternative spelling for long vowel sounds (e.g. <i>ee; ea; ie</i>)</li> <li>• Use strategies for learning to spell (see Teachers’ Guide)</li> <li>• Use punctuation marks appropriately.</li> <li>• Participate in all components of the process Approach to writing (drafting, revising, editing, publishing, sharing/publishing).</li> </ul>		<ul style="list-style-type: none"> <li>• Provide activities that help the students recognize the high frequency words they encounter in reading and to use them in planned speaking and writing.</li> </ul>

## VIEWING AND VISUAL REPRESENTATION



### Grade 1 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
<b>VIEWING AND VISUAL REPRESENTATION</b>		
<b>A. Use multimedia to make presentations about things read, listened to or researched</b>	<ul style="list-style-type: none"> <li>• Viewing films of books read or to be read.</li> <li>• Watch live broadcasts to respond either orally or in writing.</li> <li>• Watch documentaries on topics of students' interest.</li> <li>• Teacher models use of multimedia using digital cameras, power points etc.</li> <li>• Produce text based or online reading materials with illustrations: comic strips, cartoons, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Online resources, recording and audio devices</li> <li>• Radios</li> <li>• Television set/(SMART TV)</li> <li>• Computers with internet access</li> <li>• Digital cameras</li> <li>• Projector</li> <li>• CD/DVDs</li> <li>• Audio /E-Books</li> <li>• Online book making software</li> </ul>
<b>B. Write and perform skits and plays to depict things read, listened to or researched Develop oral fluency through performance of skits, songs, etc</b>	<ul style="list-style-type: none"> <li>• Teacher and students stage dramatic presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Note pads</li> <li>• Microphones</li> </ul>
<b>C. Use art to depict ideas read, listened to or researched</b>		<ul style="list-style-type: none"> <li>• Arts paper</li> <li>• Coloured pencils</li> <li>• Crayons</li> </ul>

## ASSESSMENT IDEAS

As in Kindergarten, the emphasis in Grade I must be on teaching and learning. However, it is important to know what the students are capable of doing and to determine how they are progressing towards the achievement of the standards for Grade I. Consequently, we need to assess and monitor students' ability and to use the information gathered to inform instruction. The assessment chart indicates specific assessment indicators for the domains, strands and topics. The following are general guiding principles for monitoring students learning throughout the year.

1. Create a portfolio for each child to keep samples of stories, representations of stories (drawings, scribbles), observation forms and your notes on the student's progress in all the domains of the language arts.
2. Do an entry-level assessment, such as the Observation Survey, when the children enter first grade to determine whether they have developed phonological awareness, how much of the alphabet and letter-sound correspondences they know and whether they can recognize and read high frequency words from texts read in Kindergarten.
3. Schedule conferences with individual students to determine whether they have developed oral proficiency using Standard English, organize planned oral presentation activities and use these also to monitor student's oral use of the language.
4. Schedule time for individual reading conferences in which you can take a running record of a student's reading to determine fluency and to identify specific areas of weakness.
5. Use story charts as one way of monitoring students' responses to literature. Initially, teacher has to fill in the relevant sections based on the student's responses but student's will eventually be able to complete the chart when they have learned to write.
6. Provide immediate feedback on students' reading and writing and provide explicit guidance for improvement. In conference sessions determine whether students use the guidance you have given them to improve their reading and writing.
7. Give special attention to Vincentian Dialect speakers and their development of oral communication skills in English. Use various approaches to monitor students' development throughout the year. Use students' performance on tasks to determine how they are progressing towards achievement of the standards.

## ASSESSMENT TABLES

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

## Appendix 1

### WORD FAMILIES FOR GRADES K-3

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

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

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

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

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



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

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

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

## CONSONANTS BLENDS

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

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

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

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

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

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

## VOWELS

### Examples of words with short and long sounds for each vowel

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

## VOWEL DIGRAPHS

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

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

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

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

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

## Appendix 2

### GRADE I – LANGUAGE ARTS LONG RANGE PLAN TERM ONE (September-December)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>GRAMMAR</b>						
Diagnostic Reading Assessment	The alphabet: Capital letters: ABCD	The alphabet: Common letters: abc	The vowels & consonants		Using a/an  A cat an orange	
<b>PHONICS</b>						
Letter sound Relationship s, a, t, i, p	Letter sound relationship c, k, e, h, n	Letter sound relationship d, g, o, l, f	Letter sound relationship u, b, j, z, x	Letter sound relationship w, y, x	Letter sound relationship ai/ ay	Letter sound relationship ea, ee
<b>COMPOSITION</b>						
Show and Tell	Picture Story My Pet	Picture Story Myself	Picture Story My Family	Picture Story My School	Picture Story My Country	
Recognizing similarities and differences		Completing Patterns		Grouping Objects		
<b>SPELLING</b>						
Words from Jolly Phonics, Reading, Sight Words list, Student’s vocabulary						
<b>READING</b>						
Read short sentences and materials developed in class. Use phonetic words to build and read sentences.						

**GRADE I – LANGUAGE ARTS LONG RANGE PLAN TERM ONE (September-December)**

Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
<b>GRAMMAR</b>					
Nouns: People, Animals		Nouns: Places, Things		Singular and Plural Nouns “s” & “es” book .... books dish .... dishes	
<b>PHONICS</b>					
Letter sound relationship oa,oo	Letter sound relationship ow/oo	Letter sound Relationship ch/sh	Letter sound relationship wh/th	Letter sound relationship ending blend ngnt ll	
<b>COMPOSITION</b>					
Book Report Author, title characters, setting				Portfolio Oral and Written Book Report	
Recognizing similarities and differences		Completing Patterns		Grouping Objects	
<b>SPELLING</b>					
Words from Jolly Phonics, Reading, Sight words list, student’s vocabulary					
<b>READING</b>					
Read short sentences and materials developed in class. Use phonetic words to build and read sentences					

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

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>PHONICS</b>					
<b>Letter Recognition review</b>			<b>Ending Sounds</b>		
oa	oo (book)	oo (moon)	y (ie sound)	all/ell	ill
<b>WORD STUDY</b>					
Opposites (up, down, in, out)			Homophones (see. sea. sun, son)		
<b>SPELLING</b>					
Words from phonics, reading passages, word study and sight words					
<b>COMPOSITION</b>					
Real and Make Believe	Sentence Sequencing	Main Idea	Making Inferences	Question and Answer Relationship (QAR)	
<b>READING COMPREHENSION</b>					
Real and Make Believe			Sentence Sequencing		Main Idea
<b>GRAMMAR</b>					
<b>Plural Nouns</b>		<b>Pronouns</b>			
Adding “es” to nouns ending in (s, ss, x) gas class box		He / She	It	We	They



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

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>PHONICS</b>					
<b>Long Vowels magic e</b>				<b>Ending Sounds</b>	
ng / nt	A	I	O	ck	nk
<b>WORD STUDY</b>					
Compound Words (snow + man = snowman)			Similar Words (Look see, big large)		Finding small words in bigger words (thin, small, this)
<b>SPELLING</b>					
Words from phonics, reading passages, word study and sight words					
<b>COMPOSITION</b>					
Read and Make Believe		Making Simple Sentences		Completing Sentences	Compositing your own sentences
<b>READING COMPREHENSION</b>					
Read and Make Believe		Main Idea		Making Inferences	Question and Answer relationship (QAR)
<b>GRAMMAR</b>					
<b>Adjectives</b>				<b>Comparing Adjectives</b>	
Colour	Size	Shape	Texture	Longer / Shorter	Bigger / Smaller

**GRADE I – LANGUAGE ARTS LONG RANGE PLAN TERM THREE (May-July)**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
<b>COMPOSITION</b>				
Prepositions (in, on, under, over, next to)		Possessive Nouns		Writing Sentences
<b>PHONICS</b>				
bl + cl	pl + fl	sl + br	cr + fr	dr + gr
<b>GRAMMAR</b>				
( is, are, am)	has / have	Action words (identify action words)	Action Words	
<b>WORD STUDY</b>				
Rhyming words Sad, bad, mad tad, gad, rad, fad		Alphabetical order cat, pencil, yam, book, farm, apple <b>apple, book, cat, farm, pencil, yam</b>		
<b>COMPREHENSION</b>				
Following directions	Cause and effect skills	Similar and difference	Drawing conclusion	Question answering reading passages

## GRADE I – LANGUAGE ARTS LONG RANGE PLAN TERM THREE (May-July)

Week 6	Week 7	Week 8	Week 9	Week 10
<b>COMPOSITION</b>				
Completing sentences	Conjunction and + but		Thank you notes	
<b>PHONICS</b>				
pr + tr	th + wh	st + sk	sp + or	ar + ir
<b>GRAMMAR</b>				
Present continuous tense adding (ing)		Simple present tense (s and es)		Simple past tense (adding ed)
<b>WORD STUDY</b>				
Gender: people Nouns ( <b>boy, girl, mon, dad, man, woman</b> )	Gender: animal nouns ( <b>cow, bull, ram, ewe</b> )	Words with more than one meaning <b>Right:</b> right hand ... i am right <b>Back:</b> back of room ... part of body		Contraction 'not' Didn't Can't
<b>COMPREHENSION</b>				
Following directions	Cause and effect skills	Similar and difference	Drawing conclusion	Question answer using reading passages