

**REPUBLIC OF TRINIDAD AND TOBAGO
MINISTRY OF EDUCATION**

PRIMARY SCHOOL CURRICULUM

**CURRICULUM GUIDE
ENGLISH LANGUAGE ARTS
INFANTS 1 – STANDARD 5**

Curriculum Planning and Development Division
2013

DRAFT

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Foreword of the Minister of Education



The Ministry of Education sees that education is the key to preparing our country to have a knowledge-driven economy that can be competitive in the region and across the world. It is fundamental to the development of Trinidad and Tobago. We are committed to making human development the central focus of education through the creation of mechanisms for skills-building, life-long learning and institutional strengthening.

Additionally, in this world in which innovation is essential, fostering creativity and higher-order thinking skills in our citizens is an imperative. We recognise too that Literacy and Numeracy are core skills which need to be developed, since these constitute the main areas on which the performance in education of our country is measured.

Within my tenure as Minister of Education, sixteen priority areas have been identified for significant change in the educational landscape of our nation. Our primary sector has been an area of concern, with many of our students not attaining the knowledge and skills necessary for secondary education nor for functioning as young citizens of our nation. The priority areas targeted for intervention at the primary level are: Curriculum Reform, Literacy and Numeracy, Integration of ICTs

in Education, a Continuous Assessment Programme and Improving Infrastructure in Schools. Also significant are the movement of the SEA examination, teacher training and other measures geared toward improving academic performance. All these initiatives work together to bring our primary sector to a quality that will support the requirements for a world-class education for each of our children. Within this context, the primary curriculum has been rewritten in order to prepare our children for successful living in the 21st century. The principles underlying this project were:

- The belief that curriculum reform must address the needs of 21st century development and the labour market needs of the society, as well as build the foundation for responsible citizenship and ensure the optimisation of multiple talents, including the arts and sports.
- The creation of a learning system that accommodates all types of learners, not limited to the academically gifted.
- The strengthening and enhancement of the cognitive, social and psycho-motor skills learnt at the primary level for a seamless transition to the secondary level.

The new primary curriculum has been carefully designed and developed in accordance with international best practice and in accordance with these requirements. This curriculum will meet the needs of our country's development through the achievement of the full potential of each child.

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The National Curriculum Framework

INTRODUCTION

This curriculum framework is intended to outline the nature and purpose of the curriculum as well as the parameters for consistent curriculum implementation throughout primary education in Trinidad and Tobago. The document sets out the principles that govern and guide teaching and learning. The term 'curriculum' is used in this document to describe the sum total of the planned experiences which occur within that environment, and which were designed to foster children's learning and development. These include activities, and events, with either direct or indirect impact upon the child.

A clear understanding of the nature, role and function of the national curriculum for Trinidad and Tobago is a critical part of the whole positive transformation of education to provide a seamless pathway for all students through the system of teaching and learning. This framework provides the basis for the new primary integrated curriculum, which includes specification of subject-areas selected to maximize twenty-first century learning in a student-centred innovative education system in Trinidad and Tobago. The components which are fundamental to transformation of primary education at this point in time form the underlying concepts which guided the development of the curriculum and give direction to teaching and learning. They are of particular importance to the development of our students and of our

nation because they establish common understandings about teaching and learning. These understandings inform how all schools are expected to focus on the achievement of the goals laid out by the Ministry of Education for a future-oriented inclusive education for all. For Trinidad and Tobago, the National Curriculum Framework becomes the basis for all education and curriculum decision-making, including the design, development and implementation strategies for a new system of teaching and learning covering those critical seven years of education. The statement of outcomes for students are a key part of this education framework and forms the basis for all subsequent decisions about teaching and learning, content, pedagogy and assessment. These must work towards fulfilling the vision for successful students and future citizens of our nation.

In order to establish common ground and ensure that the curriculum can be implemented as designed, a set of foundational principles needs to be established. This National Curriculum Framework establishes a consistent foundation for learning that is undergirded by the vision, mission and the five value outcomes for all children as detailed by the Ministry of Education. Given that this is the agency with ultimate responsibility for the education, care and well-being of every learner in the country, the National Curriculum Framework and the curriculum

that devolves from it essentially provide the basis for all teaching and learning activity.

Part of that foundation is the recognition that a curriculum is both product and process, and that any new curriculum materials needs to reflect those notions in the design. Furthermore all curriculum design, development and implementation must be guided by the existing vision, mission and five value outcomes for education in the country. Finally, the foundation must ensure that all curriculum activity, including implementation at the classroom level, functions within the guiding principles of education established by the Ministry of Education. It must also be stated that the guiding principles of the

Ministry of Education were developed after extensive stakeholder dialogue and sound analysis of the current societal and national requirements.

For an effective and relevant twenty-first century process of teaching and learning, these guiding principles are an indicator that the Ministry of Education seeks to place education in Trinidad and Tobago alongside, if not ahead of international best practices. The Ministry of Education has established an *Education Sector Strategic Plan 2011-2015* to achieve the goals of quality, innovative, challenging, flexible education for all, and has begun an investment in human and material resources to achieve this outcome in a purposeful and timely fashion.

BACKGROUND

In order to effectively administer the formal education sector, and ensure that every child has the best opportunity to learn, the Ministry of Education provides direction and guidance based upon sound educational theory and practices together with a considerations from extensive stakeholder consultations. In 2011 the Ministry of Education conducted two national consultations on the primary education curriculum, along with 7 district consultations and one in Tobago. Information received from these stakeholder consultations informed the direction and decisions of the Ministry of Education to better meet the requirements of education at the primary level. Alongside this, a detailed, critical examination of current practice, both within and outside the country was conducted to identify elements that contribute to a quality education.

A detailed and comprehensive plan to revise and update all components of the teaching learning system to new internationally accepted standards emerged. Part of this transformation involved reviewing and assessing current curriculum documentation and practices. A professional review and assessment of the previous curriculum documents was completed, and recommendations were presented to guide the development of the new curriculum framework. A new standard for teaching and learning, which is evident in international best practice, shows that at lower grade level, children learn best when presented with knowledge, skills and values that are integrated and thematically organized. The integration of subject matter and skills or cross-subject connections is an important feature of the design, development, and implementation of the new curriculum.

Integration does not mean that the subject areas disappear. In fact, the subject areas have become pillars and supports for innovative and transformative learning experiences covering these critical seven years of formal education. This new twenty-first century curriculum for Trinidad and Tobago provides every opportunity for the child to learn, master new important skills, and develop character and values that are

critical to their role as productive, caring and responsible citizens, locally, regionally and internationally. This new integrated, innovative, flexible curriculum provides learners with a journey of inquiry and discovery. This integrated thematic curriculum will place Trinidad and Tobago's education system on par with international leaders in the education arena.

DEFINITION

The term 'curriculum' has several meanings, depending on the context and the perspective of curriculum theory that is applied to the definition. Most theories concur that there are four fundamental components within definitions of curriculum:

- Curriculum as the transmission of a body of knowledge.
- Curriculum as product - defined by the ends or achievements expected.
- Curriculum as process.
- Curriculum as praxis

There is little advantage to debating the differences embedded in these views of curriculum. It is however very useful to agree on a basic perspective that guides the process of developing an effective education system that has a well-designed and developed curriculum. It is useful, for example, to see the new curriculum as part of a clearly delineated guide for all learning which is planned and organized by the education system, whether it is carried out in groups, individually, within or outside the school.

By suggesting that a curriculum provides a detailed learning plan and guide, we are also stating that the curriculum specifies precisely what outcomes we anticipate that all learners will achieve as well as how they will achieve those outcomes. The new curriculum articulates a series of sequenced general learning outcomes which are elaborated through subject outcome statements. Abundant guidance is provided in planning units of work, individual teaching learning activities and includes samples of activities developed to ensure that a measure of fidelity in the implementation of the curriculum is maintained. In this respect, the Ministry of Education has established a body of learning outcomes which collectively define the vision of what knowledge, skills and dispositions a twenty-first century learner at the Primary level in Trinidad and Tobago should possess. These outcomes are the key guiding principles underpinning the new infant and primary curriculum and thus underpin the whole education system, ultimately guiding what happens in schools and classrooms.

FOUNDATION OF THE NATIONAL CURRICULUM

Vision

The Ministry is leading a quality education system that responds to the diverse needs and requirements of 21st century learners, promotes inclusivity, seamlessness, equity and equality and contributes to human capital and sustainable development.

Table 1: Vision of the Ministry of Education

Effective curriculum requires a very clear direction. In Trinidad and Tobago the Ministry of Education has articulated its view of education which establishes the mandate for education. In the establishment of policy and principles for education on a national level all decisions are informed by the vision and mission for the system. All curriculum development, from the design of a new set

and intended learning experiences for the classroom in the curriculum guide.

In Trinidad and Tobago, the current focus is on the design and development of primary curriculum, which, as noted above is governed by the principles established in this Curriculum Framework.

One of the key elements of this foundation is the Vision for learning which clearly articulates the commitment of the Ministry to meet the needs of learners. A forward-looking perspective on what all schools should be facilitating in terms of student achievement is guided by the national curriculum. There is equal clarity regarding a twenty-first century education system functioning to provide the highest standard of education.

Devolving from the Vision, in the Mission statement, the Ministry of

of learning guides to implementation at the classroom level is therefore guided by the principles and policies of the Ministry of Education.

The regulatory and guiding principles for education provide the overarching national framework for education. The Ministry of Education, *Education Sector Strategic Plan: 2011-2015*, and other policy documents, establish the design framework for all components of the new curriculum. Principal among these are the vision, mission and the five (5) value outcomes established at the national level for all students, which further guides the formulation of the desired

Mission

To educate and develop children who are able to fulfill their full potential; healthy and growing normally; academically balanced; well-adjusted socially and culturally; and emotionally mature and happy.

Government of Trinidad and Tobago, Ministry of Education, Education Sector Strategic Plan: 2011-2015

Table 2: Mission of the Ministry of Education

Education establishes the mechanism for the realization of the Vision and of what the end product of the anticipated learning experiences will be. The curriculum has elaborated on the stated outcomes for all children with further outcomes both at a general level and more specifically for all subject areas.

The principles by which the Ministry administers the education system to effectively and efficiently achieve the vision, mission and outcomes have been clearly articulated. These guiding principles are essential statements that must govern curriculum design and development, teaching and learning, and the administration of schools if the goals of education are to be achieved. The critical area of focus is on student

learning and fidelity to the curriculum which seeks to transform classroom practices to the benefit of each child.

The guiding principles, listed below, are important components in the new curriculum. The principles informed the curriculum design and development process; they will guide teaching and learning at the implementation phase of the curriculum. As we evaluate the curriculum, they will provide reference points to ensure that the desired attributes of education that are important for the nation are being achieved. The new curriculum materials are not static products, but will remain a flexible roadmap designed to effect high quality, relevant learning for all young people well into the future.

<i>Principle</i>	<i>Elaboration</i>
Student Centred	The student is at the centre of everything we do.
Engaged Communities	We engage parents and families as the heart of students' lives and we support and acknowledge them as the primary guides and decision-makers for students. We engage members of local, regional and global communities as active contributors to student learning
Inclusive	We expect all students will learn in a welcoming environment regardless of place, culture, or learning needs.
Proactive	We plan for a desired future, preventing problems instead of reacting to them.
Shared Responsibility	We acknowledge that education is everybody's business and therefore expect teachers, the school and education leaders to collaborate with other government and community organizations to foster student learning
Innovative	We explore new learning opportunities through research, innovation and professional development to ensure continuous improvement of student learning.
Flexible	We enable meaningful and relevant learning through a range of opportunities appropriate to each student's development stage.
	We ensure that every student will have the benefit of high-quality learning opportunities.

<i>Principle</i>	<i>Elaboration</i>
Equitable	
Accountable	We explain to the citizens of Trinidad and Tobago the outcomes of our students and our use of funding.
Transformative Leadership	We believe that people with vision and passion can achieve great things. We therefore empower and inspire our staff and stakeholders to create positive and lasting changes in the education system.
Quality	We are committed to meeting our own quality standards that are driven by the requirements of our customers. Each of us takes charge to ensure that these standards are implemented in our individual areas of authority.
Teacher Empowerment	We create the environment for excellence in teaching practice that improves the learning of all students, deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

Table 3: Guiding Principles of the Ministry of Education

THE NEW PRIMARY CURRICULUM

The new Primary curriculum envisages preparing our children with the knowledge, skills and dispositions to optimize their own development and ultimately to constitute a caring, respectful and socially conscious citizenry which will competently lead our country onto the world stage. The Curriculum focuses on nine (9) subject areas: Mathematics, English Language Arts, Science, Social Studies, Visual and Performing Arts, Physical Education, Agricultural Science, Spanish and Values, Character and Citizenship Education. Health and Family Life Education outcomes are distributed and supported by all subjects.

By crafting a new national primary curriculum and addressing the learning needs of all young people through a new approach to teaching and learning, Trinidad and Tobago has established a strong foundation for the desired educational outcomes for our students. The Vision and Mission of the Ministry of Education which seeks to recognize, value and nurture individual abilities and talents requires an integrated, appropriate and relevant twenty-first century set of learning experiences at the heart of the curriculum. This overarching vision and mission remain central to all curriculum design, development and implementation initiatives, and will guide pre-service and in-service

teacher education and training activities that are an essential part of the whole education development, innovation and transformation process.

The world is rapidly changing and knowledge, skills, and values are being demanded of citizens, even while the education struggles to catch up with yesterday's requirements. In the vision, mission and principles statements it is very clear that the Ministry of Education wants to develop an education for the twenty-first century, charting the way for education and the nation to keep pace and move to the front of the international arena. Following on this understanding, the new curriculum has been developed as a flexible tool that focuses on the development of twenty first century skills in learners. The curriculum itself, while providing abundant and detailed guidance to teachers, can be adapted and shaped to individual contexts. Curriculum adaptation is an essential aspect of curriculum implementation that is required to meet the rapidly changing and diverse needs of all learners, so enabling teaching and learning to continue to be relevant and current.

The new primary curriculum is characterised by the following:

- An integrated, thematic approach to teaching and learning in which learning from different subjects is skilfully melded into thematic units and learning/lesson plans. There is a focus on core content, building critical skills and cultivating desirable dispositions in students, rather than rote learning of content and regurgitation on paper and pencil tests. This facilitates for a smooth transition from ECCE into Infants and makes for a pleasurable learning experience for the child, and more effective delivery and retention of content.

- Literacy and Numeracy, significant foundational areas, are built in in all subject areas
- Continuous Assessment is promoted with conscious attention to Assessment for Learning which uses a wide range of classroom assessments to provide feedback and improve student performance
- Differentiated Instruction is supported to enable teachers to use a variety of teaching methods and cater to the learning needs of a range of students
- Infusion and use of Information and Communication Technologies, an indispensable twenty-first competence for students, is built in to all areas
- Focused teaching of Visual and Performing Arts and Physical Education ensures that all children's talents and sensibilities are awakened and developed.
- The introduction of foreign language awareness in a Spanish programme which follows a Foreign Language Exploratory model is present. This focuses largely on oral Spanish, its attendant cultures and exploration of other language experiences in the child's immediate environment.
- A focus on Values, Character and Citizenship is a vital component towards building a strong, tolerant and conscientious citizenry.

As noted, the designed learning experiences outlined in the new curriculum are student-centred, inclusive and capable of guiding implementation of a high quality, engaging, innovative teaching and learning process that satisfies the learning needs of all twenty-first century young citizens of Trinidad and Tobago, the Caribbean region and the globally interdependent and connected world.

A significant part of the mandate required that the curriculum capture current, relevant, interesting and fun teaching and learning experiences. The general and specific outcomes focus on the development of concepts, skills and dispositions in students, including higher-order skills suitably targeted to the developmental level of our young learners. While the design of the new curriculum is new to our education system, it is grounded in sound educational theory and principles. Inherent in the subject matter are carefully considered concepts, skill sand dispositions which are relevant to the development

of students and the needs of our society as espoused by our many stakeholders and educators.

The seven years of the primary experience have been broken down into three key levels each of which has a broad area of focus as to the general outcomes desired for the child at that level and are specified as a general level of student achievement.

Organizational Structure of the Achievement Levels

Level	Title	Grades
Achievement Level One	Love of Learning	Infant One Infant Two
Achievement Level Two	Inquiry and Discovery	Standard One Standard Two Standard Three
Achievement Level Three	Taking Flight	Standard Four Standard Five

Table 4: Levels of the Primary system

The titles of each of the designated levels clearly denote the overarching goal for student learning at each stage. The subject specific outcomes for the various year levels evolve from these. The learning experiences throughout the three levels have been designed to articulate a smooth journey of growth, development, and learning, culminating in a well-rounded, independent learner, ready to embrace secondary education. There are a total of twenty six themes designed to organize all learning experiences through the three achievement levels. The curriculum begins in the Infant year levels with a very strong integrated, thematic approach to learning, and progressively introduces subject areas as discrete organizers of that learning by

Standards Four and Five. While the higher primary year levels have more subject area learning they are not without thematic organization. At those levels, the themes become broader, more complex and challenging, while the nine core subject areas emerge in prominence. This design decision was made to facilitate a smooth and seamless transition from primary into secondary education.

The targeted achievements for all students at the end of each of these three levels are succinctly summarized in Table 5. These attributes are the foundation for all learning interactions in and out of the classroom.

Table 5: Learning Level Achievements

Level 1: Love of Learning <i>Infants 1- Infant 2</i>	Level 2: Enquiry & Discovery <i>Standard 1- Standard 3</i>	Level 3: Taking Flight <i>Standard 4- Standard 5</i>
At the end of this level, students will:	At the end of this level, students will:	At the end of this level, students will:
Be able to communicate needs, ideas, and emotions.	Be able to engage in reflection before communicating needs, ideas and emotions.	Apply healthy interpersonal communication skills to enhance learning, and general interaction.
Make choices to solve simple, personal problems.	To develop thoughtful solutions to problems that occur in interaction with others.	Demonstrate some capacity to pose, as well as solve problems.
Engage learning imaginatively.	Produce imaginative responses to learning problems.	Demonstrate both sequential and connective thinking when encountering problems.
Work with others co-operatively.	Create new meanings through teamwork and collaboration.	Exhibit some leadership qualities in both learning and social contexts.

Level 1: Love of Learning <i>Infants 1- Infant 2</i>	Level 2: Enquiry & Discovery <i>Standard 1- Standard 3</i>	Level 3: Taking Flight <i>Standard 4- Standard 5</i>
At the end of this level, students will:	At the end of this level, students will:	At the end of this level, students will:
Begin to consider the importance of diet, exercise and hygiene.	Practise healthy lifestyle habits	Demonstrate sufficient knowledge of the human body to make healthy lifestyle choices consistently.
Demonstrate basic courtesy in relationship to others.	Observe positive social norms and behaviours.	Achieve a well-rounded sense of self and how to contribute productively to a group.
Recognise that working and playing safely protects everyone.	Demonstrate the ability to temper personal behaviour, in order to contribute to a safe environment for all.	Demonstrate some ability to foresee potentially unsafe behaviours in self and others.
Demonstrate joy in learning.	Demonstrate curiosity and a sense of adventure in conducting simple investigations.	Exhibit the satisfaction that accrues from engagement in learning.
Show sufficient self-confidence to engage in learning and social activities	Through growing self-esteem and initiative, begin to develop their own voice and demonstrate a sense of empowerment	Display self-reliance when working independently.
Behave respectfully toward the environment under supervision.	Understand that individual actions contribute to the environmental health of both local and national communities.	Recognise the symbiotic relationship between self and environment and acknowledge in behaviour that every action has a consequence.
Gather information	Gather, organise and present information	Process information.
Use technologies under supervision.	Explore technology purposefully and safely.	Find and employ technology for particular ends.
Understand the concept of past, present and future.	Explore the past and make connections with the present.	Imagine the future.
Demonstrate fair and equitable play habits.	Understand that social interaction requires giving as well as taking.	Become actively involved in issues involving social justice.

Clearly, students will experience a curriculum that engages and challenges them in a variety of ways that are particularly relevant to their social, political, and economic growth and development in the

information age of the twenty-first century. This primary curriculum seeks to expose and fulfill the potential of each child and to affirm the unique identity and character of the citizenry of Trinidad and Tobago.

COMPONENTS OF THE PRIMARY CURRICULUM

The new primary curriculum comprises three documents that are intended to provide necessary information and support to our public.

Curriculum Guides in 9 subject areas are provided. These specify what is to be learnt by students in an ordered, developmentally appropriate sequence in the form of learning outcomes. Learning outcomes are further categorized as related to the acquisition of Content, or the development of Skills or Dispositions. Further guidance is provided in an Elaboration statement to specify the breadth and depth of what is to be taught and assessed, so that there is a standardized approach to teaching and assessment across the country.

For Teachers' use, a **Teacher's Guide** has been developed. This document provides an overview of the pedagogical practices embraced by the new curriculum, summary descriptions of the themes selected as the vehicle for the teaching and learning material as well as the 5 considerations that are infused throughout the curriculum- Literacy, Numeracy, Assessment for Learning, Differentiated Instruction and Infusion of Information and Communication Technologies (ICTs).

For further support of teachers, an **Instructional Toolkit** has been developed. Within this document, detailed plans of work, samples of activities and rubrics for implementation by teachers are provided. Thematic Unit plans which bring to outcomes from several subjects as well as Learning or Lesson Plans, together with sample activities and rubrics are provided. Learning plans that suggest interesting methods for teachers to address core subject-specifics concepts and skills are also included. At the initial stages of implementation of this curriculum that seeks to transform teaching and learning, abundant samples are provided for teachers. These may be implemented directly or may serve as guides for teachers' development of their own thematic units and lessons. As implementation takes place, opportunities will be provided for teachers to provide their own creative and original approaches to these themes and topics within the toolkit.

TIMETABLE

Within the framework of the new primary curriculum, there are some important notions about the new primary timetable which ought to be specified. These are that:

- 9 subject areas are represented (Mathematics, English Language Arts, Science, Social Studies, Visual and Performing Arts; Physical Education, Agricultural Science, Values, Character and Citizenship Education and Spanish). HFLE and ICT are infused throughout the subjects.
- 50% of the time is dedicated to ELA and Mathematics, which include Literacy and Numeracy components and are considered to be priority at the lower primary. The other 50 % of the time is to be dedicated to the other 7 subjects. The curriculum documents reflect that balance, so that as outcomes specified for each year level are covered, the balance of time for subjects is maintained.
- A combination of Thematic Units which combine several subject areas and subject specific core skills are to be taught (as in the Instructional Toolkit). Core skills may be done in preparation for a theme, during a theme or following a theme.
- The timetable is flexible and will be detailed on a weekly basis as teacher's plan for the week is developed. The teacher selects which core skill lessons and which thematic lessons are to be taught each week and presents this in the weekly forecast and evaluation plan.
- In any given week, core skills for any or all subject areas may be taught. One possible illustration of what this may look like is given below:

MON	TUE	WED	THURS	FRI
THEME	CORE SKILLS (MATH)	CORE SKILLS (SOCIAL STUDIES)	THEME	THEME
	THEME	THEME		
			CORE SKILLS (SPANISH)	CORE SKILLS (AGRI.SCI)
CORE SKILLS (SOCIAL STUDIES)	THEME	THEME	THEME	THEME
CORE SKILLS (VAPA)		CORE SKILLS (ELA)	CORE SKILLS (PHYS. ED)	

Table 6: Sample Timetable

English Language Arts

Subject Rationale

The National Primary English Language Arts curriculum is intended to motivate students to study, use and enjoy English language and literatures written in English. Learning English includes learning the language, learning through the language, and learning about the language. Its study involves understanding the internal integration of the skills (listening, speaking, reading and writing) and understanding language itself as a tool for learning. Language provides access to learning. When students understand language they automatically access the entire curriculum.

As the curriculum is enacted, the cross-curricula functional use of language is also illustrated. Students use language to master what they learn in different subjects and while doing so each subject in turn helps students to sharpen their language skills. Additionally, students learn at different rates so their acquisition of language and literacy skills varies. All students however, must develop mastery of the English language skills which is critical to their overall development. The English Language Arts curriculum seeks to facilitate this developmental process through a systematic, integrated, learner-centred approach.

It is to be noted that throughout the National Primary Curriculum an intra-disciplinary, theme-based approach has been adopted. This is intended to facilitate students' language and literacy development and is a key focus of the curriculum. Language learning is intended to be continuous as the curriculum is enacted on any given day. Students can acquire language and subject content simultaneously as they engage in learning activities. This approach helps students connect language across learning areas, see language in effect in real contexts and use language for meaningful purposes; however, the teaching of language through content is not exclusive. **Planned and explicit teaching of core reading, writing and grammar skills must continue using creative and dynamic strategies.** Importantly, the curriculum is not prescriptive with regard to the teaching of grammar. Approaches will vary but **presenting grammar in context is highly recommended.** Students are to be guided in applying their grammar learning in their own writing, reading and speaking. In this way, grammar becomes relevant and alive in students' consciousness and psychological resistance to its study can decline.

The National Primary English Language Arts curriculum is designed to support students throughout the processes of acquiring, developing and mastering requisite skills and knowledge for effective communication. In Trinidad and Tobago, the co-existence of two major linguistic systems, English Creole and Standard English, poses specific problems for some learners. The English Language Arts curriculum explicitly recognizes the nature of this challenge and seeks to address it through a student-centred approach to learning which respects students' linguistic experiences. The language children bring to the classroom - their first language, is a tool for building their awareness of the target language. The students' first language becomes a natural support if communication breaks down when teaching Standard English; this is because both languages are supportive of students' overall linguistic development. Awareness of the two major linguistic systems, English Creole and Standard English is in-built in the ELA programme. The teaching of grammar is central to students' understanding of English language structures and of the grammatical patterns in English Creole. Students need also to understand explicitly, the nature of the relationship between English Creole and Standard English. When this understanding occurs, students will avoid confusing the two and the perception of 'bad English use' or 'broken English' will be minimised. Trinidad and Tobago is a linguistically diverse country. Consequently, understanding of both English Creole and Standard English contributes to the development of positive attitudes towards languages and language users. The National Primary English Language Arts curriculum facilitates this understanding.

Development in English Language Arts is essential to students' intellectual, social, and emotional growth.

Among others, the teaching of ELA will:

- Help students make connections between classroom learning and out-of-class language use.
- Motivate students to become proactive and independent in their learning.
- Provide the language base for the development of competence in all subject areas.
- Encourage students to interact comfortably and competently in different speech contexts.
- Develop students' ability to code switch between Standard English and English Creole.
- Develop students' confidence in their linguistic heritage.
- Build self-esteem and empowerment through the development of a personal voice.
- Equip students to engage in reflection and self-awareness and develop awareness of their world.
- Develop an appreciation for literature.
- Provide a tool for the development of imagination.

ORGANIZATIONAL STRUCTURE OF THE ENGLISH LANGUAGE ARTS CURRICULUM

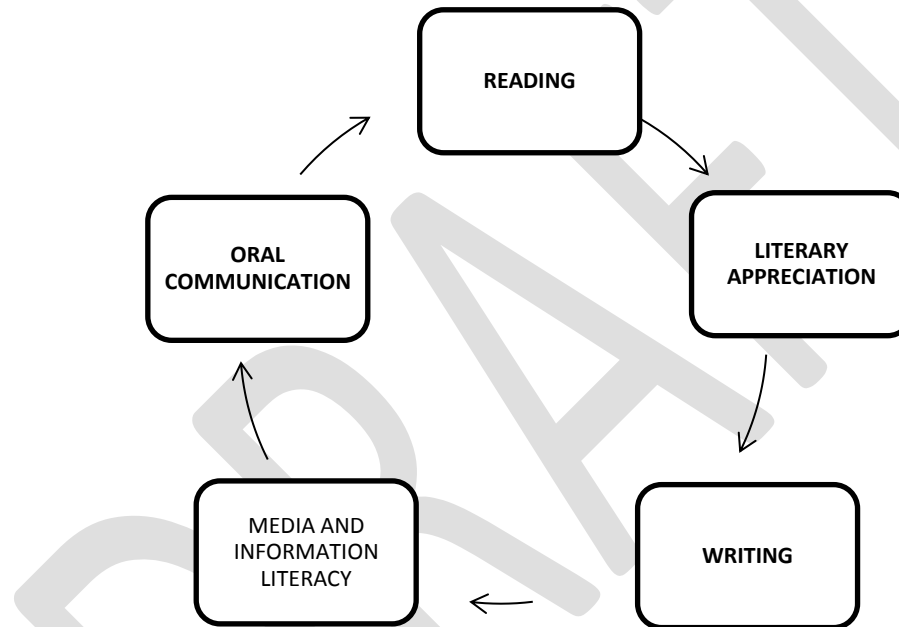


Fig. 1

Oral Communication

Well-developed listening and speaking skills enable students to communicate their ideas, feelings and experiences effectively. As a result, learners who engage in class discussions, using both Creole English and Standard English, are more in control of and involved in their own learning. Through oral communication instruction and opportunities for interaction, young learners also develop sensitivity to and respect for others and their opinions - two qualities that make for a more humane society. Students also need opportunities to engage in critical listening and thinking. This support gives them the opportunity

Reading

Reading empowers learners, boosts their self-esteem and is critical to successful learning at school. During the early years, oral language development and reading development are tightly linked. As students continue to progress, their acquisition of reading skills is complemented and supported by the development of other literacy skills of writing, speaking and listening. All students will learn to read if systematic and explicit reading instruction is inherent within an enriching literary environment. Reading is developmental and students progress through the different stages at individual rates; such differences must be respected and catered to. Learners whose first language is English Creole may need additional support to build their

to question what they are learning and ask for clarification to enhance their learning. Students must be supported to ask good questions, to identify problems in thinking as they attempt to learn, and be able to correct problems they encounter. In this way, they will be better prepared for the world they live in and for their future. Additionally, through the mastering of verbal and non-verbal communication skills, students will have opportunities to communicate, understand, interpret and evaluate information.

oral English language skills as they learn to read books in Standard English. Reading materials that are culturally relevant and age-appropriate will stimulate learners' interests. Helping students connect what they read to their own experiences and background knowledge will support and enhance their reading efforts. The intention is for all students to become literate and be able to understand and process oral, written, electronic and multimedia texts. Consequently, the ultimate goals of the reading programme are: to help students become strategic and critical readers, to empower them to achieve independence in reading and to use literacy as a tool for life-long learning.

Literary Appreciation

Literary Appreciation cultivates the ability to make sense of, experience unconscious delight in and, appreciate and evaluate the quality of literary works. Literature enhances students' behaviour, emotions, attitudes and social values thereby acknowledging differences in personalities, patterns of relationships, and philosophies. In appreciating literature from a variety of cultures, the learner gains pleasure and benefits from listening to, viewing, reading and

interacting with literary works. Consequently, literature is a means of education and enlightenment, as it broadens students' knowledge bases, strengthens their thinking skills, and develops their awareness of new words and language. Literature also engenders appreciation for local and international culture, helps develop citizenship, builds patriotism, and fosters awareness of self and the environment.

Writing

Writing is a recursive, cognitive process that can help students to make meaning of their learning experiences. The writing programme is carefully designed to develop students' ability to: think and write creatively and coherently and communicate effectively using the accepted conventions of written language. A systematic and explicit approach to writing across the curriculum enhances students' abilities to use written language for authentic purposes. Students are guided in understanding writing as a process during which their efforts are

supported by oral and descriptive feedback. As a result, it is expected that learners will benefit from a more stimulating learning environment that encourages their creativity. In this curriculum, effective writing and reading are naturally connected and are supported by the other literacy skills of speaking and listening.

Media and Information Literacy

Young people today are immersed in a world of written, electronic and multimedia texts and as a result, the English Language Arts curriculum reflects this paradigm. As both conscious and unconscious consumers and producers of media, it is essential for young learners to be multi-media literate. Much of the media in our environment are aimed at selling products or ideologies; therefore, students as media consumers must be taught how to critically interpret the information they receive. Media and Information Literacy emphasizes the development of

enquiry-based skills and the ability to engage meaningfully with media and information channels in whatever form and technologies they appear (*UNESCO, 2011*). Consequently, the goal of Media and Information Literacy within the ELA curriculum is to develop a literate person who is able to read, analyse, evaluate, and produce communications in a variety of media forms.

Primary School Curriculum

English Language Arts

Infants 1

ENGLISH LANGUAGE ARTS GENERAL OUTCOMES – INFANTS 1

ORAL COMMUNICATION

- Demonstrate an understanding of appropriate listening etiquette.
- Demonstrate an understanding of appreciative and discriminative listening skills and respond creatively to a variety of audio/audio-visual aesthetic materials.
- Demonstrate listening and speaking skills needed to gain meaning, and to retell.
- Demonstrate appropriate nonverbal communication skills.
- Demonstrate common courtesies in conversations.
- Explore the co-existence of Creole and Standard English in Trinidad and Tobago.

READING

- Detect and manipulate sounds at three levels of sound structure (syllables, onset and rime, and phonemes) in spoken words.
- Engaging with Text
- Understand concepts about print such as directionality in text and book orientation using fiction and non-fiction texts.
- Understand that the blending of sounds produces words that have meaning.
- Understand the use of high-frequency words in different contexts.
- Gain knowledge of new words.
- Display proficiency in reading appropriate-level texts with purpose and understanding.
- Demonstrate the ability to use Reading Comprehension skills and strategies explicitly taught, to make meaning.

LITERARY APPRECIATION

- Recognise and experience delight with different genres in literature (fiction & nonfiction).

- Respond imaginatively to their experiences with literature.

WRITING

- Demonstrate the skills of handwriting readiness.
- Demonstrate neatness and legibility in their handwriting.
- Demonstrate their knowledge of the function of punctuation marks and capitalization.
- Demonstrate knowledge of high frequency words across content areas.
- Demonstrate the ability to compose simple sentences using grammatical patterns explicitly taught.

MEDIA AND INFORMATION LITERACY

- Display an understanding of Media (anything that gives us information).
- Display an understanding of selected forms of media.
(audio – radio; visual – pictures; audio - visual-TV.; print-books etc.)
- Determine the purpose and intended audience of simple media texts (e.g., signs in the immediate environment, pictures and illustrations in books, advertisements in newspapers etc.).
- Demonstrate techniques in creating media
- Demonstrate the ability to use Reading Comprehension skills

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Oral Communication</p> <p>1.1.1 Know appropriate listening behaviours.</p>	<p>1.2.1 Display appropriate listening behaviours for a sustained period of time:</p> <ul style="list-style-type: none"> a) <i>maintaining eye-contact</i> b) <i>appropriate sitting or standing posture</i> c) <i>appropriate facial expressions</i> d) <i>showing interest by gestures</i> e) <i>not speaking while listening</i> f) <i>showing appreciation after listening</i> <p>1.2.2 Create mental images based on given stimuli.</p> <p>1.2.3 Connect stimuli to</p>	<p>1.3.1 Be eager and respectful listeners.</p> <p>1.3.2 Be appreciative of audio/audio-visual aesthetic materials.</p>	<p>1. Demonstrate level-appropriate listening behaviours and speaking conventions when communicating.</p>	<p>1. Display the following listening behaviours:</p> <ul style="list-style-type: none"> • maintain eye contact; • keep upright posture; • make appropriate facial expressions; • show interest by gesture; • do not speak while listening; and • show appreciation after listening by applauding or complimenting.[1.1, 1.2.1]. • Use appropriate eye contact, body language and gestures when speaking [6.2].

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	personal experiences. 1.2.4 Connect ‘self’ to Literature (characters).			
2.1.1 Know appropriate appreciative and discriminative listening behaviours.	2.2.1 Imitate sounds, rhymes, poems and simple pieces of music. 2.2.2 Perform nursery rhymes and simple poems. 2.2.3 Individually and in peer-groups with attention to basic pronunciation and enunciation skills. 2.2.4 Express ‘self’ through at least one of the following: speech, drama or visual representations.	2.3.1 Be comfortable to express ‘self’ to a familiar group.	2. Display understanding of appropriate appreciative and discriminative listening behaviours.	2. Imitate: <ul style="list-style-type: none"> • sounds (from the environment, people, animals, and letters), rhymes and poems [2.1.1] • perform nursery rhymes, simple poems and action songs [2.2.2] • express self through creative dance movement (locomotion- fast/slow, and mood- happy/sad/scared) for specific pieces of music heard [2.2.4].
3.1.1 Know basic skills of oral expression		3.3.1 Be imaginative.	3. Display confidence and comfort in	3. Comfortably:

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
applicable to this level.		3.3.2 Be comfortable to perform for a familiar group.	imaginatively expressing self to familiar groups of people.	<ul style="list-style-type: none"> • perform by reciting a rhyme or poem, or singing to a familiar group [2.3.1, 3.3.1, 3.3.2, 5.3.1] • orally expresses self in both language forms with attention to pronunciation and enunciation skills [2.2.3] • be respectful and courteous when interacting with others [6.3.1] • take turns in expressing self [3.1.1].
4.1.1 Know how to use the “5Ws+H” to gain meaning from aural texts.	4.2.1 Use “5Ws+H” questions to derive meaning. 4.2.2 Answer “5Ws+H” questions (to derive meaning). 4.2.3 Indicate the main idea of simple audio-visual texts.	4.3.1 Be eager and respectful listeners. 4.3.2 Be budding meaning-makers.	4. Use comprehension strategies taught to gain meaning from texts.	4. Use: <ul style="list-style-type: none"> • the “5Ws+H” and simple graphic organizers to gain meaning from texts [4.1.1, 4.2.1, 4.2.2] • orally answer at least two literal and one inferential questions about texts presented [4.2.2] • give one main idea from

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				simple audio-visual texts [4.2.3].
5.1.1 Know how to follow and provide directions and instructions.	5.2.1 Follow and provide simple one-step to three-step directions and instructions.	5.3.1 Be comfortable speakers among familiar people.	5. Demonstrate an understanding of directions and instructions.	5. Follow: <ul style="list-style-type: none"> • simple three-step directions and instructions [5.1.1] • provide simple three-step directions and instructions [5.2.1]
6.1.1 Know how to use and interpret simple non-verbal communication.	6.2.1 Use appropriate gestures, facial expressions, proxemics, haptics, body language and eye contact when communicating.	6.3.1 Be respectful and courteous when interacting with others.	6. Communicate ideas using oral expression and non-verbal forms.	6. Use and interpret: <ul style="list-style-type: none"> • simple non-verbal communication [6.1.1] • use appropriate verbal expressions to introduce self, greet others, express thanks; ask and respond to questions [6.2.1].
7.1.1 Know how to use common courtesies when interacting with a variety of audiences.	7.2.1 <ul style="list-style-type: none"> a) Introduction of self b) Greetings c) Expression of thanks 	7.3.1 Be comfortable speakers among familiar people.	7. Demonstrate uses of common courtesies, in the Standard English form, when interacting	7. Use: <ul style="list-style-type: none"> • common courtesies when speaking to peers and adults [7.1.1]

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	d) Response to questions		with others.	<ul style="list-style-type: none"> Standard English form to communicate courtesies [7.2.1].
8.1.1 Know that two main English Language forms co-exist in Trinidad and Tobago.	8.2.1 Speak freely in classroom discussions and conversations in both the Creole and Standard English. 8.2.2 Convert commonly used Creole Languages to Standard English. <i>See writing strand for sentence structures at this level</i>	8.3.1 Be comfortable to use both Creole and Standard English. 8.3.2 Show respect for the Creole as a legitimate language. 8.3.3 Be comfortable speakers among familiar people.	8. Speak comfortably and appropriately in both the Creole and Standard English to a variety of audiences.	8. Appropriately: <ul style="list-style-type: none"> address a variety of audiences in both language forms [8.1.1, 8.3.1] discuss topics in the classroom in Standard English form [8.2.1].
Reading				
9.1.1 All the letter sounds of the English alphabet individually and in text.	9.2.1 Recognise letter sounds. 9.2.2 Pronounce the sounds of letters of the English alphabet.	9.3.1 Be confident in making sound connections.	9. Demonstrate knowledge of spoken words, syllables and sounds by reading level-appropriate texts with	9. Recognize and pronounce: <ul style="list-style-type: none"> the letter sounds of the English alphabet [9.1.1, 9.2.1, 9.2.2] recognize and produce

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>9.1.2 Speech constitutes a series of individual sounds.</p>	<p>9.2.3 Generate rhymes and rhyming patterns.</p> <p>9.2.4 Link sound and letter patterns, exploring rhyme, alliteration and other sound patterns.</p> <p>9.2.5 Discriminate between words which differ in their: initial sounds, medial sounds, and final sounds.</p> <p>9.2.6 Use onset, rime and phonemes to spell words.</p> <p>9.2.7 Recognize rhyme, syllables and phonemes in spoken words.</p> <p>9.2.8 Segment and blend sounds orally to pronounce words.</p>		<p>fluency; and confidently show reading fluency skills.</p>	<p>rhyming words [9.2.3, 9.2.6, 9.2.7]</p> <ul style="list-style-type: none"> • recognize rhyme, syllables and phonemes in spoken words [9.2.7] • discriminate between words that differ in one phoneme[9.2.5, 9.2.8, 10.2.2] • link sound and letter patterns [9.2.4]. • Explore alliteration and other pattern sounds [9.2.4] • isolate and pronounce the initial, medial vowel and final sounds in three-phoneme words [9.2.5] • identify letter-sound correspondence and apply knowledge of one-to-one

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	9.2.8a Orally substitute, isolate and delete phonemes in words.			<p>letter-sound correspondence to blend simple word parts [9.2.8, 10.2.1, 10.2.3]</p> <ul style="list-style-type: none"> ○ add, delete or substitute individual sounds in simple, one-syllable words to make new words [9.2.8, 9.2.8a] ● use differing pronunciations of some letters appropriately in reading [9.2.1, 9.2.2, 9.2.5, 10.2.7] ● blend and segment onsets and rimes of single- and two-syllable spoken words and in spelling [9.2.8, 9.2.8a, 10.2.4] ● read and spell CVC pattern words [9.2.8, 9.2.8a, 10.2.8] ● use onset and rime, and phonograms to form new

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>words and to read words [10.2.9, 10.2.10]</p> <ul style="list-style-type: none"> • select and apply appropriate phonic skills to decode words and read literary texts [10.1.1, 10.1.2] • distinguish long from short vowel sounds in spoken single-syllable words [10.2.5] • associate the long and short sounds with common spellings [10.2.5] • blend words with long and short sounds and apply knowledge to form new words [10.2.5, 10.2.6] • read grade level texts from a variety of genres [10.2.11] • show patience when developing reading skills

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>[10.3.1, 12.3.1]</p> <ul style="list-style-type: none"> • show respect for self and others as developing readers and creative thinkers [10.3.1, 13.3.1] • express thoughts, ideas and feelings with confidence [9.3.1, 13.3.2].
<p>9.1.3 The sequence of the alphabet.</p> <p>9.1.4 The differences between the shapes and forms of letters.</p>	<p>9.2.9 Differentiate between uppercase letters and lowercase letters.</p> <p>9.2.10 Print both lower and uppercase letters of the English alphabet.</p> <p>9.2.11 Arrange letters of the English alphabet in sequence.</p> <p>9.2.12 Make words.</p> <p>9.2.13 Recognize letters</p>	<p>9.3.2 Be enthusiastic when engaging with text.</p>	<p>10. Demonstrate knowledge of letters of the alphabet, directionality of print and features of books.</p>	<p>10. Display:</p> <ul style="list-style-type: none"> • confidence when making letter-sound connections [9.3.1] • recognize and read the letters of the English alphabet in sequence [9.1.3] • arrange letters of the English alphabet in sequence [9.2.11] • distinguish between the shapes and forms of letters of the English alphabet [9.1.4,

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>9.1.5 How to apply directionality to print.</p> <p>9.1.6 Know the features of a book.</p>	<p>individually and in text.</p> <p>9.2.14 Recognise that letters have different shapes.</p> <p>9.2.15 Hold and open a book correctly.</p> <p>9.2.16 Discover the layout of texts e.g., front and back covers, title, author and illustrator.</p> <p>9.2.17 Differentiate between the terms <i>letter</i> and <i>word</i>.</p> <p>9.2.18 Differentiate between the terms, <i>beginning of sentence</i> and <i>top of page</i>.</p> <p>9.2.19 Recognize that sentences have spacing between words.</p>			<p>9.2.14]</p> <ul style="list-style-type: none"> • differentiate between and print the lower- and upper-case letters of the alphabet [9.2.9, 9.2.10] • recognize and read letters individually and in text [9.2.13] • differentiate between letter and word [9.2.12] • recognize words as letters with no spacing [9.2.12] • make 2- and 3-letter words using letters of the English alphabet [9.2.12] • know the parts of books [9.1.6, 9.2.16] <ul style="list-style-type: none"> ○ hold books and keep correct posture for reading [9.2.15]

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>9.2.20 Move finger from left to right, top to bottom when reading to demonstrate directionality of print.</p> <p>9.2.21 Distinguish between print (letters and words) and illustrations.</p> <p>9.2.22 Use illustrations to make meaning of print.</p> <p>9.2.23 Make connections between spoken and printed words.</p> <p>9.2.24 Explain why punctuation and capitalization are used.</p>			<ul style="list-style-type: none"> • examine the layout of texts in a variety of books [9.1.6, 9.2.16] • read text from left to right and top to bottom [9.2.20] • distinguish between print and illustrations [9.2.21] • differentiate between the terms <i>letter</i> and <i>word</i>, and <i>beginning of sentence</i> and <i>top of page</i> [9.1.5, 9.2.17, 9.2.18] • know that words in sentences have spaces between them [9.2.19] • make connections between the spoken and printed word [9.2.23] • recognize the features of a sentence and how to vary reading with end marks [9.2.24]

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> show enthusiasm when engaging with texts [9.3.2, 11.3].
<p>10.1.1 Apply phonic skills to reading.</p> <p>10.1.2 Read grade level texts.</p>	<p>10.2.1 Identify letter-sound correspondence.</p> <p>10.2.2 Discriminate between words that differ by one phoneme (e.g., hat, hot, hit; mat, rat, sat).</p> <p>10.2.3 Apply knowledge of one-to-one letter-sound correspondences to blend simple word parts together to form a word.</p> <p>10.2.4 Blend consonant sounds at the beginning and end of words.</p> <p>10.2.5 Associate the long and short sounds with the</p>	<p>10.3.1 Be confident as developing readers.</p>		

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>common spellings (graphemes) for the five major vowels.</p> <p>10.2.6 Apply knowledge of long and short vowel sounds to blend word parts together to form words.</p> <p>10.2.7 Use differing pronunciations of some letters appropriately (e.g., ceiling, cake).</p> <p>10.2.8 Read and spell CVC pattern words.</p> <p>10.2.9 Use onset and rimes to create words.</p> <p>10.2.10 Use phonograms to form new words.</p>			

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	10.2.11 Read grade level texts from a variety of genres.			
<p>11.1.1 Demonstrate recall of high-frequency words and apply vocabulary knowledge in speaking, reading and writing.</p> <p>11.1.2 Apply knowledge of new words.</p>	<p>11.2.1 Recognize familiar vocabulary explicitly taught in a variety of contexts to promote understanding of texts.</p> <p>11.2.2 Use picture clues to infer the meaning of words.</p> <p>11.2.3 Experiment with familiar vocabulary explicitly taught to deepen and widen understanding of a variety of texts.</p> <p>11.2.4 Develop a more sophisticated vocabulary by extending basic word knowledge across content areas.</p>	11.3.1 Be confident in expressing themselves in enjoyable and creative ways.	11. Apply vocabulary in context to demonstrate understanding of texts.	<p>11. Use:</p> <ul style="list-style-type: none"> • picture clues to infer meanings in context and apply in speaking, reading and writing [11.1, 11.2.1, 11.2.4] • apply definition clues to gain meaning. [11.2.2] Supply high frequency words in context to complete a two-line cloze passage [11.2.3] • apply familiar vocabulary to gain understanding of texts [11.2.1] • construct sentences orally and in writing using synonyms, antonyms and high frequency words common to this level [11.2.5]

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	11.2.5 Compose simple factual and descriptive sentences.			<ul style="list-style-type: none"> • apply knowledge to answer questions orally and in writing [11.2.5].
12.1.1 Read familiar appropriate-level texts with proficiency.	<p>12.2.1 Read accurately high frequency words with automaticity.</p> <p>12.2.2 Read in context inflectional forms, s, ed, ing and words with contractions e.g., isn't and I'm.</p> <p>12.2.3 Apply relevant decoding and word recognition strategies with proper phrasing to read fluently and monitor meaning.</p> <p>12.2.4 Use correct pronunciation; clear enunciation, intonation,</p>	12.3.1 Be proud of one's accomplishments in reading.	12. Apply level-appropriate phonics and word analysis skills to read fluently and monitor meaning.	<p>12. Identify:</p> <ul style="list-style-type: none"> • key words in texts and decode target words accurately [12.1.1, 12.2.1] • apply word analysis skills to unfamiliar words [12.2.1] • associate the written form of the words with the spoken form and use in many modalities [11.2.4] • associate the spelling with the pronunciation of the words[12.2.3] • distinguish between similarly spelled words by identifying the sounds of the letters that differ [12.2.3, 11.2.4]

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	rhythm, pace, expression and phrasing to read aloud fluently. 12.2.5 Self-correct miscues.			<ul style="list-style-type: none"> • read with appropriate phrasing, intonation, emphasis and expression, at a rate appropriate for comprehension [12.2.2] • read common high-frequency words by sight • read words in a text accurately and with fluency [12.2.2] • select level-appropriate comprehension strategies to decode new words in context, and to make and monitor meaning [12.2.5] • respect peers’ attempts at reading and in applying vocabulary knowledge [12.3.1].
13.1.1 Read to gain meaning.	13.2.1 Answer literal and inferential type questions orally based on a given	13.3.1 Be critical and creative thinkers in responding to text.	13. Apply level-appropriate reading comprehension skills and	13. Activate: <ul style="list-style-type: none"> • prior knowledge to make text-to-self, text-to-text and

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
13.1.2 Use comprehension skills and strategies to understand texts.	stimulus. 13.2.2 Identify explicit main idea of fiction and informational texts. 13.2.3 Describe the relationship between illustrations and the story in which they appear. 13.2.4 Sequence details or events in a variety of genres. 13.2.5 Predict outcomes using title, pictures, or prior events in the text. 13.2.6 Use text structure to understand texts (titles, beginning, middle, and end). 13.2.7 Compare and contrast	13.3.2 Engage in conversations about stories.	strategies to gain understanding from texts.	text-to-world connections [13.2.6] <ul style="list-style-type: none"> • read title and study illustrations to gain understanding of or make predictions about the text [13.2.5] • predict what happens next in a story using clues presented in the reading [13.2.2, 13.2.5] • generate questions about the main idea/event/message of the text using pictures/illustrations [13.2.3] • modify or refine main idea/event/message as the story develops [13.2.12] • state one main idea/message [13.2.3] • sequence details up to three events [13.2.4]

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>the adventures and experiences of characters in familiar stories and their own experiences.</p> <p>13.2.8 Make text-to-self connections using information from selected text and a variety of media.</p> <p>13.2.9 Interpret information presented in a variety of media.</p> <p>13.2.10 Discuss the organizational features of stories (beginning, middle, end, characters, setting).</p> <p>13.2.11 Infer meaning from a variety of genres (fiction and non-fiction).</p>			<ul style="list-style-type: none"> • analyse simple details from illustrations and symbols [13.2.2, 13.2.8] • re-tell favourite parts of the story in own words or through the eyes of a favourite character [13.2.7] • chat about how the situation in the text could affect other characters [13.2.13] • suggest one aspect of a conflict that could be done differently for a better outcome [13.2.13] • interpret information presented in a variety of media [13.2.11] • read level-appropriate literary and media texts with fluency

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	13.2.12 Make judgments and form opinions using explicit information from selected texts and media.			<ul style="list-style-type: none"> • answer two literal and one inferential question orally [13.2.1] • show critical thinking in questioning and responding [13.3.1].
<p>Literary Appreciation</p> <p>14.1.1 Experience various literary genres through interactions with the literature.</p> <p>a. <u>Traditional</u></p> <ul style="list-style-type: none"> - Folk tales - Fables - Myths - Legends - Fantasies - Literary fairy tales - Science 	<p>14.2.1 Participate in the selection of literature based on interest.</p> <p>14.2.2 Engage in readings from various genres.</p> <p>14.2.3 Discuss the lessons learnt from favourite texts.</p> <p>14.2.4 Describe simple physical features of literary characters.</p>	<p>14.3.1 Be appreciative of the various genres of literature.</p> <p>14.3.2 Happy interacting with the literature.</p>	<p>14. Participate in reading and listening activities from various genres.</p>	<p>14. Engage:</p> <ul style="list-style-type: none"> • in readings from various genres showing listening skills [14.2.2] • select literature of choice to read [14.2.1] • volunteer to re-tell or demonstrate one part of a story or poem most interesting to self [14.2.2] • Discuss lessons learnt from stories and poems. [14.2.3] • Talk about the personal

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>b. <u>Poetry forms</u></p> <ul style="list-style-type: none"> - Nonsense verse - Humorous verse - Nursery rhymes - Riddles - Jokes <p>c. <u>Non-Fiction books</u></p> <ul style="list-style-type: none"> - Concept books - Information books 	<p>14.2.5 Imagine self and others as characters in the texts.</p> <p>14.2.6 Role-play characters encountered in texts.</p>		<p>15. Demonstrate an appreciation of the various genres of literature and an eagerness to interact with a range of level appropriate texts.</p>	<p>lesson learnt from favourite texts. [14.2.3]</p> <p>15. Show:</p> <ul style="list-style-type: none"> • appreciation for reading and being read to from the various genres of literature [14.3.1] • show happiness when interacting with the literature and role-playing characters [14.3.2] • volunteer or willingly accept to read individually or be part of a reading unit [15.3.1].
<p>15.1 Know that meaning can be derived from interacting with literary</p>	<p>15.2.1 Share feelings and thoughts about the settings, events and characters in texts with peers and adults.</p>	<p>15.3.1 Be eager to interact with a range of level appropriate texts.</p>	<p>16. Demonstrate that meaning can be derived from interacting with literary works.</p>	<p>16. Relate:</p> <ul style="list-style-type: none"> • text to self to help make meaning [15.2.1]

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
texts.	15.2.2 Retell and discuss events in stories sequentially.		17. Perform specific tasks related to the materials read using varied modes of representation.	<ul style="list-style-type: none"> • talk about creating a setting for stories [15.2.1] • orally describe two key features of settings studied [15.2.1] • identify two to three events of a story [15.2.1] • re-tell up to two events sequentially [15.2.2]. <p>17. Describe:</p> <ul style="list-style-type: none"> • three simple features of literary characters [14.2.4] • use self in place of the characters to understand the text character and how others feel [14.2.6] • share personal feelings and thoughts about the characters,

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				settings and events of favourite stories and poems [15.2.1] <ul style="list-style-type: none"> represent personal thoughts and feelings through varied modes to whole groups [15.2.1].
Writing 16.1.1 Copy basic shapes and patterns in preparation for writing numerals and letters. 16.1.2 Know how to extend and practice motor skills through drawing, painting and tracing. 16.1.3 Know how to write some lower and	16.2.1 Show the Handwriting Readiness skills of grasp of pencil, line awareness, directionality, correct stroke, appropriate size, and spatial and temporal words. 16.2.2 Reproduce letters, numerals, words and simple sentences using correct strokes and patterns, direction, neatness and appropriate size.		18. Show handwriting readiness by writing neatly and legibly showing proper formation of letters and numbers, and appropriate letter case application.	18. Copy: <ul style="list-style-type: none"> shapes and patterns of letters in the upper- and lower-cases and numerals [16.1.1, 16.1.3] print letters and numerals with neatness, correct strokes, direction and size [16.1.1, 16.1.2, 16.1.3, 16.1.4, 16.2.1, 16.2.2] use capital letters for first letter of names, days of the week and of sentences [17.1.1, 17.2.1]

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>upper case letters of the alphabet, and numerals.</p> <p>16.1.4 Know how to write neatly and legibly.</p>	<p>16.2.3 Produce drawing, painting and writing in response to stories and rhymes.</p>			<ul style="list-style-type: none"> • write neatly and legibly, using appropriate punctuation and capitalization [16.1.4, 18.1.1, 18.2.1].
<p>17.1.1 Know to use capital letters for appropriate words.</p>	<p>17.2.1 Use a capital letter for: the first letter in their names, days of the week, and the first letter of sentences.</p>	<p>17.3.1 Be proud of their writing.</p>	<p>19. Show competence in one's use of level-appropriate capitalization.</p>	<p>19. Use a capital letter for:</p> <ul style="list-style-type: none"> • the first letter in their names • first letter of special names (festivals and national holidays, community where they live, favourite places, name of twin-island republic) • days of the week • months of the year • the first letter of sentences [17.1.1, 17.2.1].

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				Myself and Others, My Big Days, Health & Well-being, Food-the things I eat, Celebrations.
18.1.1 Know how to use full stops and question marks in simple sentences.	18.2.1 Use the full stop and question mark at the end of sentences.		20. Demonstrate understanding of the correct end marks to use with sentences.	20. Use: <ul style="list-style-type: none"> the full stop and question mark at the end of statements and questions respectively [18.1.1, 18.2.1].
19.1.1 Recall correct spelling of high frequency words.	19.2.1 Spell high frequency words across content areas.			
20.1.1 Know how to generate sentences using grammatical patterns in context from various stimuli. 20.1.2 Know how to compose simple sentences that are	20.2.1 Use the following Tense patterns 1. The verb “to be” - Present Tense 1st, 2nd, 3rd, persons, singular and plural. e.g., 1 st Person Present Tense	20.3.1 Be knowledgeable about the use of different grammatical patterns in writing sentences. 20.3.2 Be confident in their developing usage of grammatical	21. Construct simple sentences using correct level-appropriate grammatical structures, capital letters, and end marks.	21. Construct: <ul style="list-style-type: none"> one to two simple statements and question sentences using present, past and future tenses and patterns based on the verb ‘to be’ [20.1.1, 20.1.2, 20.2.1] apply the writing conventions of capital letter at the start of,

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
statements and questions.	a) I am + noun b) I am + adjective c) I am + Adjective Phrase d) I am + Adverb Phrase e) Present Participle I'm walking 2nd Person Present tense a) You are + noun b) You are + adjective c) You are + Adjective Phrase d) You are + Adverb Phrase e) Present Participle You are Walking 3rd Person Present Tense Singular a)He/She/It/Ethan + is + Noun b)He/She/It/Ethan + is+ adjective c)He/She/It/Ethan + is +	patterns.		and end mark, to sentence construction [17.1.1, 17.2.1, 18.1.1, 18.2.1] <ul style="list-style-type: none"> • write on a variety of topics discussed and familiar [20.1.1] • write content relevant sentences [20.1.1] • use relevant level-appropriate high frequency words and vocabulary taught [11.1.1, 11.1.2] • spell high frequency words correctly [19.1.1, 19.2.1].

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	adverbial phrase d)Present Participle He/She/It/Ethan + is - walking 1 st , 2 nd , 3 rd Person Plural Present Tense a) We/You/They/Aeidon and Melanie + are + noun b) We/You/They/Aeidon and Melanie + are +adjective c)We/You/They/Aeidon and Melanie + are + Adverbial Phrase d)Present Participle We/You/They/Aeidon and Melanie + are + walking 2. The verb “to be” - Past Tense 1st, 3rd, persons singular a) I/He/She/It +was + noun b) I/He/She/It + was + adjective c) I/He/She/It + was +			

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>Adverbial Phrase d) I/He/She/It + was + -ing</p> <p>1st, 2nd, 3rd, persons plural. a) We/You//They + were + noun b) We/You//They + were + adjective c) We/You//They + were + Adverbial Phrase d) We/You//They + were + -ing</p> <p>3. Patterns based on “to have” Patterns based on has/have.</p>			
<p>Media and Information Literacy</p> <p>21.1.1 Display an understanding of Media (anything that</p>	<p>21.2.1 Communicate their ideas verbally and non-</p>	<p>21.3 Be appreciative of different forms of</p>	<p>22. Demonstrate the ability to communicate</p>	<p>22. View and listen to a variety of media: [21.2.2]</p>

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
gives us information).	<p>verbally about a variety of media materials.</p> <p>21.2.2 Critically view and listen to a variety of media materials.</p> <p>21.2.3 Recognize that media texts are constructed by people.</p> <p>21.2.4 Develop a portfolio of media artefacts.</p>	media.	ideas verbally and non-verbally to a variety of audiences.	<ul style="list-style-type: none"> • examine credits to see that people create media [21.2.3] • share ideas verbally about the variety of media studied [21.2.1] • represent feelings and thoughts on media through non-verbal modes [21.2.1] • create in groups a portfolio of media artefacts related to a level-appropriate topic studied [21.2.4].
<p>22.1.2 Display an understanding of selected forms of media. (audio – radio; visual – pictures; audio - visual-t.v.; print-books etc.)</p>	<p>22.2.1 Use media and technology equipment with care.</p> <p>22.2.2 Describe the characteristics of different forms of media (two attributes per type).</p>	<p>22.3.1 Be appreciative of different forms of media.</p> <p>22.3.2 Be responsible for caring for personal and other people’s property.</p>	23 Demonstrate care and proper handling of media and technology.	<p>23. Use:</p> <ul style="list-style-type: none"> • media and technology with permission and supervision [22.2.1, 22.2.4] • handle equipment with care [22.2.1, 22.2.4] • replace equipment after usage

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>22.2.3 Categorize media forms as audio, visual, audio-visual, print.</p> <p>22.2.4 Demonstrate proper handling and care of media and technology (e.g., books, board games, CDs, televisions, radios etc.).</p> <p>22.2.5 Explain how different forms of media are used in their environment.</p>		<p>24. Demonstrate responsibility for and in the use of personal and other people’s property.</p>	<p>[22.2.1, 22.2.4]</p> <ul style="list-style-type: none"> • work carefully with others while using media and technology equipment [22.2.1, 22.2.4]. <p>24. Use:</p> <ul style="list-style-type: none"> • media competently, with permission and supervision [22.3.2] • demonstrate care and responsibility in the use of personal and others’ media and technology equipment [22.3.2] • carefully re-store equipment and clear work station after using [22.3.2] • immediately report any damage to technology equipment [22.3.2].

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>23.1.1 Determine the purpose and intended audience of simple media texts (e.g., signs in the immediate environment, pictures and illustrations in books, advertisements in newspapers etc.).</p>	<p>23.2.1 Read illustrations and pictures in media texts to determine overt and implied messages (with guided instruction).</p> <p>23.2.2 State the purpose of a variety of media forms.</p> <p>23.2.3 List the characteristics of selected media (e.g., signs in the immediate environment, pictures and illustrations in books, advertisements in newspapers etc.).</p> <p>23.2.4 Explain why they like or dislike selected media texts. (e.g., a character in a cartoon, song, or movie; draw a picture of the</p>	<p>23.3.1 Be critical assessors of media.</p> <p>23.3.2 Be tolerant of peers' responses</p> <p>23.3.3 Express personal thoughts and feelings about some simple media works.</p> <p>23.3.4 Confident in expressing self in a variety of forms.</p>	<p>25. Display an understanding of different forms of level-appropriate media in their environment.</p>	<p>25. Know that:</p> <ul style="list-style-type: none"> • media give us information and appear in different forms for different purposes [22.2.2, 23.1.1, 23.2.2] • categorize media into visual, audio, audio-visual and print [22.2.2] • examine the basic elements of selected media, with assistance, to understand how information is presented to audiences [22.1.1, 22.2.5, 23.2.3, 24.2.1] • itemize materials needed to create visual media [24.2.2] • use different methods and materials to create visual media texts for a variety of purposes [24.2.4]

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	character in a song).			<ul style="list-style-type: none"> with guided instruction, examine illustrations and pictures in their environment to determine one key message conveyed [23.2.1] communicate ideas using a variety of media forms saying why they liked the form chosen [23.2.4].
24.1.1 Demonstrate techniques in creating media	<p>24.2.1 Examine the basic elements of selected media (e.g., colour, shape and material) to understand how information/messages are presented to audiences.</p> <p>24.2.2 Give examples of tools and materials needed to create visual media (e.g., paper, crayons, pictures, glue, paint etc.)</p>	<p>24.3.1 Be creative producers of different media.</p> <p>24.3.2 Be innovative in producing final pieces.</p> <p>24.3.3 Be respectful of peers' attempts.</p>	<p>26. Demonstrate confidence and creativity in expressing self in a variety of media forms.</p> <p>21.3 Appreciative of different forms of media</p> <p>22.3.1 Appreciative of different forms of media.</p> <p>23.3.3 Express personal</p>	<p>26. Show:</p> <ul style="list-style-type: none"> confidence in using media, to represent ideas and feelings [23.3.3, 23.3.4] competently and creatively expresses self, using different media forms [24.3.1, 24.3.2] show respect for peers' responses and opinions [23.3.2, 24.3.3]

ENGLISH LANGUAGE ARTS: INFANTS 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>24.2.3 Generate ideas for creating media for various purposes and audiences.</p> <p>24.2.4 Use different methods to create visual media texts (e.g., painting, drawing, collage, fabric patchwork).</p>		thoughts and feelings about some simple media works	<ul style="list-style-type: none"> • show appreciation for peers' work [24.3.3] • self-critique their work using guided pointers [23.3.1, 23.3.3].

Primary School Curriculum

English Language Arts

Infants 2

GENERAL OUTCOMES FOR INFANT YEAR TWO

ORAL COMMUNICATION

- Demonstrate an understanding of appropriate listening etiquette.
- Demonstrate an understanding of appreciative and discriminative listening skills and respond creatively to a variety of audio/audio-visual aesthetic materials.
- Demonstrate listening and speaking skills needed to gain meaning and retell.
- Demonstrate appropriate non-verbal communication skills.
- Demonstrate common courtesies in conversations.
- Explore the co-existence of English Creole and Standard English in Trinidad and Tobago.
- Demonstrate beginners' competence by independently using taught Standard English structures for classroom interactions.
- Demonstrate basic skills in Standard English pronunciation.

READING

- Detect and manipulate sounds at three levels of sound structure (syllables, onset and rime, and phonemes) in spoken words.
- Display proficiency in using decoding and word recognition skills to read appropriate-level texts.
- Demonstrate recall of high-frequency words.
- Apply vocabulary knowledge in speaking, reading and writing.
- Display proficiency in reading appropriate-level texts with purpose and understanding.
- Understand how to apply Reading Comprehension skills and strategies explicitly taught, to make meaning.

WRITING

- Demonstrate neatness and legibility in their handwriting.
- Demonstrate their knowledge of the function of punctuation marks and capitalization.
- Demonstrate knowledge of high frequency words across content areas.
- Understand the parts of a simple sentence.
- Demonstrate the ability to compose simple sentences using vocabulary in context.
- Demonstrate ability to compose simple sentences using grammatical patterns and parts of speech explicitly taught.
- Demonstrate the ability to write freely on given topics using a process approach.

MEDIA AND INFORMATION LITERACY

- Display an understanding of selected media forms.
- Determine how colour influences message.
- Determine the purpose and intended audience of a variety of media texts.
- Create a combination of visual and print media texts for different purposes and audiences.

LITERARY APPRECIATION

- Respond emotionally to literature as it relates to their experiences and touches their imagination.
- Recognise literary devices used in the different genres of literature.

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Oral Communication</p> <p>1.1 Appropriate listening behaviours.</p>	<p>1.2.1 Display appropriate listening behaviours for a sustained period of time:</p> <ul style="list-style-type: none"> • <i>maintaining eye-contact</i> • <i>keeping appropriate sitting or standing posture</i> • <i>using appropriate facial expressions</i> • <i>showing interest by gestures</i> • <i>not speaking while listening</i> • <i>showing appreciation after listening</i> <p>1.2.2 Create mental images based on given stimuli.</p>	<p>1.3.1 Be eager and respectful listeners.</p> <p>1.3.2 Be appreciative of audio-visual aesthetic materials.</p>	<p>1. Demonstrate level-appropriate listening behaviours and speaking conventions when communicating.</p>	<p>1. Display the following listening behaviours:</p> <ul style="list-style-type: none"> • maintain eye contact • keep upright posture • make appropriate facial expressions • show interest by gesture • do not speak while listening and • show appreciation after listening by applauding or complimenting [1.1, 1.2.1].

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>1.2.3 Connect stimuli to personal and collective experiences.</p> <p>1.2.4 Connect "self" to Literature (characters)</p>			
2.1 Appropriate appreciative and discriminative listening behaviours.	<p>2.2.1 Imitate sounds, rhymes, poems and simple pieces of music.</p> <p>2.2.2 Perform nursery rhymes and simple poems individually and in peer-groups with attention to basic pronunciation and enunciation skills.</p> <p>2.2.3 Express 'self' through at least one of the following: speech, drama or visual representations.</p>	2.3 Be comfortable to express 'self' to a familiar group.	2. Display understanding of appropriate appreciative and discriminative listening behaviours.	<p>2. Imitate:</p> <ul style="list-style-type: none"> • sounds (from the environment, people, animals, instruments and letters), rhymes and poems [2.1, 2.2.1] • perform nursery rhymes, simple poems and more complex action songs [2.2.2] • express self through creative dance movement (locomotion –fast/slow and variations, and mood-happy/sad/scared/angry) for specific pieces of music heard [2.2.4].
3.1 Basic skills of oral expression applicable to level.		<p>3.3.1 Be imaginative</p> <p>3.3.2 Be comfortable to</p>	3. Display confidence and comfort in imaginatively expressing self to	<p>3. Comfortably perform:</p> <ul style="list-style-type: none"> • by reciting a rhyme or poem, or singing to a familiar

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
		perform for a familiar group.	familiar groups.	group [2.3, 3.3.1, 3.3.2, 4.3.1, 4.3.2, 6.3.2] <ul style="list-style-type: none"> • orally expresses self in both language forms with attention to pronunciation and enunciation skills [2.2.3] • be respectful and courteous when interacting with others [5.3.1, 6.3.1, 7.1, 7.3] • express self clearly with ideas and in speech [3.1] • listen attentively [4.3.1,].
4.1 Know how to use the “5Ws+H” to gain meaning from audio-visual texts, through guided questioning.	4.2.1 Use “5Ws+H” questions as guides to gain meaning from aural media. 4.2.2 Employ simple graphic organizers to assist in making meaning. 4.2.3 Indicate the main idea.	4.3.1 Be attentive and respectful listeners. 4.3.2 Be comfortable speakers among familiar people. 4.3.3 Be budding meaning-makers.	4. Use comprehension strategies taught to gain meaning from texts.	4. Use: <ul style="list-style-type: none"> • the “5Ws+H” and simple graphic organizers (bubble topical, cyclical, spider map, T-table) to gain meaning from texts [4.1, 4.2.1, 4.2.2] • answer two literal and two inferential questions about texts [4.2.1] • generate one content relevant question about text presented [1.2.3, 1.2.4, 4.2.1] • give one main idea from simple audio-visual texts

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				[4.2.3].
5.1 Know how to follow and provide directions and instructions.	5.2.1 Follow and provide simple three to five step directions and instructions.	5.3 Be respectful and courteous when interacting with others.	5. Demonstrate an understanding of directions and instructions.	5. Follow and provide: <ul style="list-style-type: none"> • simple three to five steps direction and instruction [5.2] • lead a group comfortably [5.3] • give others the opportunity to lead [5.3] • respectfully follow group leader's instructions and directions [5.3]
6.1 Know how to use and interpret non-verbal communication.	6.2 Use appropriate facial expression, gestures, paralinguistics (volume), body language and posture, proxemics, haptics and eye contact when communicating.	6.3.1 Be respectful and courteous listeners. 6.3.2 Be comfortable speakers among familiar people.	6. Communicate ideas using oral expression and non-verbal language.	6. Use and interpret: <ul style="list-style-type: none"> • simple non-verbal communication [6.1]. Use appropriate eye contact, body language and gestures when: <ul style="list-style-type: none"> • introducing self • greeting others • expressing thanks; and asking and responding to questions [6.2].
7.1 Know how to use	7.2 Introduction of self:	7.3 Be courteous when	7. Demonstrate the use	7. Speak:

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
common courtesies with a variety of audiences.	a) Greetings b) Expression of thanks c) Responding to questions	interacting with others.	of common courtesies when interacting with a variety of audiences.	<ul style="list-style-type: none"> • with competence in using the Standard English form to greet peers and adults, in exchanging common courtesies in the school, and discussing topics in the classroom [7.1, 8.2.1, 10.2.2, 10.2.3, 11.2] • confidently using both English Creole and Standard English, as appropriate, in school [8.1, 8.2.1, 8.3.1, 10.2.1, 10.2.3].
8.1 Know that two main English Language forms co-exist in Trinidad and Tobago.	8.2.1 Speak freely in classroom discussions and conversations in either English Creole or Standard English.	8.3.1 Be comfortable to use English Creole in the appropriate context. 8.3.2 Be respectful of English Creole as a legitimate language.		
9.1 Know the Standard English equivalent to commonly used English Creole language.	9.2.1 Convert commonly used English Creole language to Standard English.			

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
10.1 Know English Creole and Standard English adjacency pairs commonly used at that level.	10.2.1 Differentiate between English Creole and Standard English. 10.2.2 Speak Standard English in the classroom setting. 10.2.3 Use Standard English in conversations. <i>See writing strand for sentence structures at this level.</i>	10.3.1 Be comfortable speakers among familiar people.		
11.1 Know basic skills in pronunciation. 12.1 Know features of Standard English phonology applicable to this level.	11.2 Speak with attention to Standard English pronunciation.	11.3.1 Confident Standard English speakers. 11.3.2 Willing and comfortable speaking in groups.	8. Communicate orally in Standard English.	8. Speak: <ul style="list-style-type: none"> • Standard English in the classroom setting with attention to Standard English pronunciation [9.1, 9.2.1, 10.1, 10.2.1, 10.2.2, 11.1, 11.2, 12.1] • Standard English in conversations and in sharing of ideas in the classroom [10.2.3].
Reading				

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>13.1 Identify, discriminate, memorize, sequence, isolate and comprehend sounds that are associated with the sound-symbol relationship.</p>	<p>13.2.1 Say letters and pronounce their corresponding sounds independently.</p> <p>13.2.2 Substitute, isolate and delete phonemes.</p> <p>13.2.3 Manipulate (identify, segment and blend) phonemes in words in the order in which they occur.</p> <p>13.2.4 Blend and segment onsets and rimes of one and two-syllable words.</p> <p>13.2.5 Link sound and letter patterns, exploring rhyme, alliteration and other sound patterns.</p> <p>13.2.6 Orally add or substitute individual sounds (phonemes) in simple, one and two-syllable words to make new words.</p>	<p>13.3 Be confident as developing readers.</p>	<p>9. Demonstrate knowledge of spoken words, syllables and sounds when reading level-appropriate texts with fluency and, show confidence with reading fluency skills.</p>	<p>9. Recognize and say:</p> <ul style="list-style-type: none"> • the letters of the English alphabet and pronounce their corresponding sounds [13.1, 13.2.1] • recognize rhyme, syllables and phonemes in spoken words [13.2.5] • link sound and letter patterns [13.2.5] • explore alliteration and other pattern sounds [13.2.5] • associate sounds with letters, consonant blends, consonant digraphs and vowel digraphs and blend them to read words [14.2.3]. • create words using consonant blends at the beginning and end of words [14.2.5] • isolate and pronounce the initial, medial vowel and final sounds in three-phoneme words [13.2.3] • identify letter-sound correspondence and apply knowledge of one-to-one

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	13.2.7 Use onset, rime and phonemes to spell words.			letter-sound correspondence to blend simple word parts [9.2.8, 10.2.1, 10.2.3] <ul style="list-style-type: none"> • add, delete or substitute individual sounds in simple, one-syllable words to make new words [13.2.2, 13.2.3] • use onset and rime, and phonograms to form new words and to read words [13.2.7] • select and apply appropriate phonic skills to decode words and read literary texts [14.2.8, 14.2.9] • discriminate between long and short vowel sounds in spoken single-syllable words [14.2.1, 14.2.2] • associate the long and short sounds with common spellings [10.2.5] • blend words with long and short sounds and apply knowledge to form new words [10.2.5, 10.2.6] • read grade level texts from a variety of genres [10.2.11]

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> • show patience when developing reading skills [10.3, 12.3] • show respect for self and others as developing readers and creative thinkers [10.3, 13.3.1] • express thoughts, ideas and feelings with confidence [9.3.1, 13.3.2] • show enthusiasm when engaging with texts [9.3.2, 11.3].
<p>14.1.1 Apply phonic skills to reading.</p> <p>14.1.2 Apply word attack skills.</p> <p>14.1.3 Read and spell words.</p> <p>14.1.4 Read grade level texts independently.</p>	<p>14.2.1 Pronounce words with short and long vowel sounds.</p> <p>14.2.2 Discriminate between short and long vowel sounds.</p> <p>14.2.3 Associate sounds with letters, consonant blends, and consonant digraphs and vowel digraphs and blend them to read words.</p>	<p>14.3 Be confident in developing reading fluency skills.</p>	<p>10. Demonstrate knowledge of word attack skills and phonic skills to read and spell grade level words.</p>	<p>10. Read and arrange:</p> <ul style="list-style-type: none"> • the letters of the English alphabet in sequence [9.1.3] • know the features of a sentence and how to vary reading with end marks [9.2.24] • read following directionality • distinguish between similarly spelled words by identifying the sounds of the letters that differ [14.2.6, 14.2.7, 14.2.8, 16.2.4]

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>14.2.4 Blend words with short (cvc) sounds and long (cvcv) sounds.</p> <p>14.2.5 Create words using consonant blends at the beginning and end of words.</p> <p>14.2.6 Correctly use homophones and homographs in reading and spelling.</p> <p>14.2.7 Identify and apply regular and irregular spelling patterns to words when reading.</p> <p>14.2.8 Decode words with inflectional endings and plurals</p> <p>14.2.9 Use word attack skills to decode words (chunking, syllabication).</p> <p>14.2.10 Read grade level texts</p>			<ul style="list-style-type: none"> • blend and segment onsets and rimes of single- and two-syllable spoken words and in spelling [13.2.4, 13.2.7, 14.2.4] • read and spell CVC pattern words [9.2.8, 10.2.8] • use homophones and homographs in reading and spelling [14.2.6] • use word attack skills to decode words [14.2.9] • decode words with inflectional endings and plurals and apply in spelling [14.2.8] • identify and apply regular and irregular spelling patterns to words when reading [14.2.7].

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	from a variety of genres.			
<p>15.1.1 Apply vocabulary knowledge in different contexts.</p> <p>15.1.2 Build vocabulary from personal experience, environmental print, from books read and content taught.</p>	<p>15.2.1 Use picture clues to infer the meaning of words.</p> <p>15.2.2 Determine the meaning of words using definition clues, context clues and background knowledge.</p> <p>15.2.3 Infer the meaning of words in context and apply in speaking, reading and writing.</p> <p>15.2.4 Supply high-frequency words in context, using guided instruction.</p> <p>15.2.5 Generate sentences orally and in writing using synonyms.</p> <p>15.2.6 Generate sentences orally and in writing using</p>	<p>15.3.1 Be creative in using high-frequency words in different contexts.</p> <p>15.3.2 Respect peers’ attempts in applying vocabulary knowledge.</p>	<p>11. Apply vocabulary in context to demonstrate understanding of texts.</p>	<p>11. Use picture clues:</p> <ul style="list-style-type: none"> • to infer meanings in context and apply in speaking, reading and writing [15.1.1, 15.1.2, 15.2.1, 15.2.3]. • apply definition clues, context clues and prior knowledge to gain meaning and apply in speaking, reading and writing [15.2.2]. • infer the contextual meaning of words or texts from figurative language and factual texts [15.2.3]. • supply high frequency words in context to complete a five-line cloze passage [15.2.4]. • apply familiar vocabulary to gain understanding of texts [15.2.7, 15.2.8]. • construct sentences orally and in writing using synonyms, antonyms and high frequency words common to this level [15.2.5,

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	antonyms. 15.2.7 Experiment with familiar vocabulary explicitly taught to deepen and widen understanding of a variety of texts. 15.2.8 Develop a more sophisticated vocabulary by extending basic word knowledge across content areas. 15.2.9 Compose simple factual and descriptive sentences.			15.2.6, 15.2.7, 15.2.8, 15.3.1]. <ul style="list-style-type: none"> • compose simple factual and descriptive statements and questions [15.2.8, 15.2.9] • apply knowledge to answer questions orally and in writing [15.2.5, 15.2.8] • respect peers’ attempts in exploring with and applying vocabulary knowledge [15.2.8, 15.3.2].
16.1 Read appropriate-level texts with proficiency.	16.2.1 Read high frequency words with accuracy and automaticity. 16.2.2 Apply meaning clues, structure clues, decoding, and word recognition skills to read fluently and monitor meaning. 16.2.3 Read with appropriate	16.3.1 Be confident as developing readers. 16.3.2 Be respectful of peers’ attempts in reading fluently.	12. Apply level-appropriate phonics and word analysis skills to read fluently and monitor meaning.	12. Identify: <ul style="list-style-type: none"> • key words in texts and decode target words accurately [16.1, 16.2.2] • apply word analysis skills to unfamiliar words [16.2.2] • associate the spelling with the pronunciation of the words[16.2.4] • read with appropriate

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>volume to match the text; correct pronunciation; clear enunciation; eye- voice span, intonation, rhythm, pace, expression and phrasing to read (aloud) fluently.</p> <p>16.2.4 Read words with contractions -not (-n't), I am (I'm), will (-'ll) and have (-'ve).</p> <p>16.2.5 Use context and word attack skills to confirm or self-correct word recognition and understanding.</p>			<p>phrasing, intonation, emphasis and expression, at a rate appropriate for comprehension [16.2.3]</p> <ul style="list-style-type: none"> • read common high-frequency words by sight [16.2.1] • read words in a text accurately and with fluency [16.2.1] • select level-appropriate comprehension strategies to decode new words in context, and to make and monitor meaning [16.2.5] • respect peers' attempts at reading and in applying vocabulary knowledge [16.3.1, 16.3.2].
<p>17.1.1 Read to gain meaning.</p> <p>17.1.2 Apply appropriate-level comprehension skills and strategies to understand texts.</p>	<p>17.2.1 Answer literal and inferential type questions orally on a given stimulus.</p> <p>17.2.2 Give simple details from pictures, using picture clues.</p>	<p>17.3.1 Critical and creative thinkers.</p> <p>17.3.2 Confident in expressing ideas, thoughts and feelings.</p>	<p>13. Apply level-appropriate reading comprehension skills and strategies to gain understanding from texts.</p>	<p>13. Activate:</p> <ul style="list-style-type: none"> • prior knowledge to make text-to-self, text-to-text and text-to-world connections [17.1.2, 17.2.6]. • read title and study illustrations to gain understanding of or make

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>17.1.3 Use text features (author, title, illustrator and table of contents).</p>	<p>17.2.3 Identify explicit main idea of pictures and short texts.</p> <p>17.2.4 Sequence details or events in a variety of genres.</p> <p>17.2.5 Predict outcomes using title and pictures.</p> <p>17.2.6 Make text-to-self, text-to-text and text-to-world connections using information in a selected text.</p> <p>17.2.7 Identify words/details from stimulus that suggest feelings or appeal to the senses.</p> <p>17.2.8 Use text structure to understand texts (titles, headings, beginning, middle and end).</p> <p>17.2.9 Analyse details using graphic organizers.</p>			<p>predictions about the text [17.1.1, 17.1.2, 17.2.5].</p> <ul style="list-style-type: none"> • predict what happens next in a story using clues presented in the reading [17.2.2, 17.2.5]. • generate questions about the main idea/event/message of the text using pictures/illustrations [17.2.3]. • modify or refine main idea/event/message as the story develops [17.2.15]. • state one main idea/message [17.2.3]. • sequence details up to three events [17.2.4]. • analyse simple details from illustrations and symbols [17.1.2, 17.2.2, 17.2.8, 17.2.9, 17.2.10]. • re-tell favourite parts of the story in own words or drama, or through the eyes of a favourite character [17.2.7]. • chat about how the situation

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>17.2.10 Interpret symbols, signs and pictographs.</p> <p>17.2.11 Follow directions to complete a task.</p> <p>17.2.12 Use text features such as headings, title page and tables of content to locate information.</p> <p>17.2.13 Engage in research skills e.g., finding information in non-fiction text using headings, sub-headings, illustrations and captions, alphabetize words according to the first letter.</p> <p>17.2.14 Interpret information presented in a variety of media.</p> <p>17.2.15 Make judgments and form opinions using explicit information from selected</p>			<p>in the text could affect other characters [17.2.15].</p> <ul style="list-style-type: none"> • suggest one aspect of a conflict that could be done differently for a better outcome [17.2.15]. • follow directions to complete a simple task [17.2.11]. • locate information using text features [17.1.3, 17.2.12, 17.2.13]. • interpret information presented in a variety of media [17.2.14]. • read level-appropriate literary and media texts with fluency [17.2.14]. • answer three literal and one inferential question orally [17.2.1]. • show critical thinking in questioning and responding [17.3.1].

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	texts.			
<p>Literary Appreciation</p> <p>18.1 Experience various literary genres through interactions with the literature:</p> <p>a. <u>Traditional Folk tales</u></p> <ul style="list-style-type: none"> - Fables - Myths - Legends <p>b. <u>Fantasy</u></p> <ul style="list-style-type: none"> - Literary fairy tales - Science 	<p>18.2.1 Engage in readings from various genres.</p> <p>18.2.2 Visualize the setting and events in texts.</p> <p>18.2.3 Discuss the lessons learnt from favourite texts.</p> <p>18.2.4 Describe simple physical features of literary characters.</p> <p>18.2.5 Imagine self and others as characters in the texts.</p> <p>18.2.6 Dramatize events encountered in texts.</p> <p>18.2.7 Re-tell story in different forms. (T.G. performance,</p>	<p>18.3.1 Appreciative of the various genres of literature.</p> <p>18.3.2 Eager to interact with a range of level-appropriate texts.</p> <p>18.3.3 Excited about readings with literary devices.</p>	<p>14. Know that meaning can be derived through interacting with literary texts and demonstrate eagerness to interact with books and other forms of literature.</p>	<p>14.</p> <ul style="list-style-type: none"> • engage in readings from various genres showing listening skills [18.2.1] • select literature of choice to read, volunteer to re-tell the story or demonstrate one part of a story or poem most interesting to self [18.2.1] • relate text-to-self to help make meaning, to understand the text characters, and how others feel [18.2.5]. • discuss possible lessons learnt from stories and poems and [18.2.3]. • show appreciation of reading and being read to from the various genres of literature by listening

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>c. <u>Realistic Fiction</u></p> <ul style="list-style-type: none"> - Mysteries - Contemporary realistic fiction <p>d. <u>Non- fiction books</u></p> <ul style="list-style-type: none"> - Concept books - Information books <p>e. <u>Poetry forms</u></p> <ul style="list-style-type: none"> - Nonsense verse - Humorous verse - Nursery rhymes - Riddles - Jokes <p>19.1.1 Know that meaning can be derived from</p>	<p>illustrations, images).</p> <p>18.2.8 Share feelings and thoughts about the settings, events and characters in texts with peers and adults.</p> <p>18.2.9 Discuss possible solutions for simple conflict scenarios.</p> <p>19 .2.1 Replicate the rhythms and sound patterns from literary texts.</p> <p>19.2.2 Compose simple rhymes and verses orally.</p>	<p>19.3.1 Creative in composing simple rhymes and verses.</p> <p>19.3.2 Happy interacting with the literature.</p>	<p>15. Describe significant elements of stories and poems and represent ideas of stories and poems told through varied modes.</p>	<p>appreciatively and responding eagerly [18.3.1, 18.3.2].</p> <ul style="list-style-type: none"> • show happiness when interacting with the literature and role-playing characters [18.3.3]. <p>15.</p> <ul style="list-style-type: none"> • orally describe key features of settings studied [18.2.2]. • identify three events of a story and re-tell up to three events sequentially [18.2.2]. • represent ideas and feelings generated from stories and poems in more than two modes [18.2.6, 18.2.7, 19.2.2]. • describe four to five simple physical features of literary characters and role-play one action or behaviour of, or one event associated with specific characters [18.2.4, 18.2.5, 18.2.6]. • identify one conflict situation in literary texts

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
interacting with literary texts. 19.1.2 Know the effect of figures of speech in literature: -Alliteration -Onomatopoeia -Repetition -Simile			16. Express to others, feelings and thoughts about story elements and poetic devices.	and propose one possible solution [18.2.9]. 16. <ul style="list-style-type: none"> • share personal feelings and thoughts about the characters, setting and events of favourite stories and poems [18.2.8]. • compose simple rhymes and verses and perform these to whole groups [19.2.1, 19.2.2, 19.3.1]. • recite rhymes with alliteration, personification, onomatopoeia and simile [19.1.2, 19.3.2].
Writing 20.1 Know how to write words, sentences, and a short paragraph.	20.2 Reproduce letters and numerals as words and sentences with correct strokes, direction, neatness and appropriate size.	20.3 Be confident in writing neatly and legibly.	17. Demonstrate handwriting readiness.	17. <ul style="list-style-type: none"> • copy shapes and patterns of letters in the upper- and lower-cases, and numerals [20.1, 20.2]. • print letters and numerals with neatness, correct

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				strokes, direction and size [19.2.1, 19.2.2, 20.1, 21.1]. <ul style="list-style-type: none"> • use capital letters for the first letter of names, days of the week and of sentences [21.1, 21.2]. • write neatly and legibly [22.1]. • write using level-appropriate punctuation and capitalization [22.1].
21.1.1 Know to use capital letters for appropriate words. 22.1.2 Know to use full stops and question marks in simple sentences.	21.2. Use a capital letter for: the first letter in names, days of the week, months of the year and the first letter of sentences. 22.2. Use the full stop and question mark at the end of sentences.	21.3 Be proud of their writing.		
23.1 Recall correct spelling of high frequency words.	23.2.1 Spell high frequency words across content areas. 23.2.2 Write simple sentences	23.3 Be self-sufficient in writing.		

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	using high frequency words.			
24.1 Distinguish between parts of simple sentences.	24.2 Use “Who is doing the action?” and “What is being done?” to distinguish between subject and verb in sentences.			
25.1 Know how to write statements and questions.	25.2 Create simple sentences using vocabulary in context.	25.3 Be proud of their ability to compose sentences independently.		
<p>26.1.1 Know how to generate sentences using grammatical patterns, in context.</p> <p>26.1.2 Know how to use nouns, pronouns, verbs and adjectives correctly in context.</p>	<p>26.2 Use the following language structures:</p> <p>1. The verb “to be”-Present Tense patterns</p> <p>1st, 2nd, 3rd, persons, singular and plural.</p> <p>E.g.</p> <ul style="list-style-type: none"> • I am + noun • I am + adjective 	26.3 Be proud of their ability to use different grammatical structures.	18. Demonstrate pride in their ability to work independently to compose sentences with proper grammatical structures and rich vocabulary.	<p>18.</p> <ul style="list-style-type: none"> • share written work with a small group or whole class with pride [20.3, 21.3, 25.3, 25.3, 26.3, 27.3]. • edit capitalization and punctuation in own sentences using simple class generated checklist [23.3].

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<ul style="list-style-type: none"> • I am + Adjective Phrase • I am + Adverb Phrase • Present Participle e.g., I'm walking • He/She/It/Andrew + IS + Noun • He/She/It/Andrew + IS+ adjective • He/She/It/Andrew + IS + adverbial phrase • He/She/It/Andrew + IS - ing” • You/We/They/Adrian and Sarah + are + noun • You/We/They/Adrian and Sarah + are +adjective • You/We/They/Adrian and Sarah + are + Adverbial Phrase 			

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<ul style="list-style-type: none"> • You/We/They/Adrian and Sarah + are + -ing <p>2. The verb “to be”- Past Tense patterns</p> <p>1st, 2nd, 3rd, persons singular and plural.</p> <ul style="list-style-type: none"> • I/He/She/It + was + noun • I/He/She/It + was + adjective • I/He/She/It + was + Adverbial Phrase • I/He/She/It + was + -ing • You/We/They + were + noun • You/We/They + were + adjective • You/We/They + were + 			

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p style="text-align: center;">Adverbial Phrase</p> <ul style="list-style-type: none"> • You/We/They + were + -ing <p>3. Present Habitual Tense patterns</p> <ul style="list-style-type: none"> • I/You/We/They + Verb E.g. I eat fruits every day. • On Sundays I/We/You/They go to church • He/She/The doctor + verb E.g. She comes early every morning. <p>4. Future Tense patterns</p> <ul style="list-style-type: none"> • I + will + verb • He/She/It/The man/Mom + will + verb • We/You/They + will + verb 			

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>5. Patterns based on “to have”</p> <ul style="list-style-type: none"> Patterns based on has/have <p>6. Patterns based on “to do”</p> <ul style="list-style-type: none"> Patterns based on does/do 			
27.1 Know how to prewrite, draft, review and edit sentences on a given topic or experience.	<p>27.2.1 Listen, view, articulate and discuss ideas based on a given stimulus.</p> <p>27.2.2 Write words and sentences based on prewriting activity.</p> <p>27.2.3 Compose and write at least two related sentences using simple transitions based</p>	27.3 Be willing to write freely.	19. Apply knowledge of writing conventions and traits of writing to construct level-appropriate sentences.	<p>19. Use a capital letter for:</p> <ul style="list-style-type: none"> the first letter of both names names of parents teacher’s name first letter of special names (festivals and national holidays, community where they live, name of twin-island republic, name of school) days of the week

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>on a given stimulus.</p> <p>27.2.4 Review and edit written sentences.</p> <p>27.2.5 Present sentences orally and written.</p>			<ul style="list-style-type: none"> • months of the year • the first letter of sentences related to themes [23.1, 23.2] • use the period and question mark correctly [24.1, 24.2]. • know the doer [of the action] (subject) and the action (verb) in a simple sentence [24.2]. • use naming words or subject pronouns, and doing words to form sentences [26.2]. • construct two to three simple statements and questions using present, past and future tenses and patterns based on the verb ‘to be’ [25, 26]. • construct one to two simple statements and questions using patterns based on the verb ‘to have’ [25, 26]. • construct one to two simple statements and questions using patterns based on the verb ‘to do’ [25, 26]. • write at least two simple

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>sentences showing voice on familiar topics discussed or on personal experiences recounted [27.1, 27.2.1, 27.2.2].</p> <ul style="list-style-type: none"> • write two or three simple sentences using simple transitions showing sentence fluency and organization after recounting two to three events/ideas in sequential order [27.1, 27.2.1, 27.2.2]. • use relevant level-appropriate high frequency words and vocabulary taught [14.1, 26.2]. • spell high frequency words correctly [23.1, 23.2.1, 23.2.2].
<p>Media and Information Literacy</p> <p>28.1 Display an understanding of selected media forms (audio; visual; audio-visual; print;</p>	<p>28.2.1 Use media and technology equipment with care.</p>	<p>28.3.1 Appreciative of the differences in media forms.</p> <p>28.3.2 Critical thinkers.</p>	<p>20. Demonstrate proper care and handling of media and technology equipment.</p>	<p>20.</p> <ul style="list-style-type: none"> • handle media and technology equipment with care [28.2.1].

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
electronic/digital text - emails, text messages).	<p>28.2.2 Identify a wide range of sources of information.</p> <p>28.2.3 Match media forms to information sources (e.g., emails through computer/smart phone/iPad from family, friends).</p> <p>28.2.4 Describe the characteristics of selected media forms.</p> <p>28.2.5 Analyse different media packaging (modes of 'presentation', e.g., CD, DVD, radio broadcast, television broadcast, comic book, comic strip) to determine their content (audio, visual, audio-visual,</p>		<p>21. Show awareness of selecting media for different purposes and audiences.</p>	<ul style="list-style-type: none"> • replace materials and clean up area after completing work [28.2.1]. • report damage or faulty equipment immediately [28.2.1] • work following instructions and directions[28.2.8]. <p>21.</p> <ul style="list-style-type: none"> • know at least three different media forms and state their purposes [29.1, 30.2.2]. • describe one major characteristic of audio, visual, audio-visual and print media forms [28.2.4]. • compare and categorize media forms according to what is seen, heard or both [28.2.6, 28.2.7, 30.2.1]. • itemize three major sources of information in Trinidad and Tobago and the world [28.2.2]. • match media form to the

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>print).</p> <p>28.2.6 Categorize media forms as audio, visual, audio-visual or print.</p> <p>28.2.7 Compare different media forms.</p> <p>28.2.8 Demonstrate proper handling and care of media and technology.</p> <p>28.2.9 Recognize that all media texts are ‘constructions’.</p>			<p>information source named [28.2.3].</p> <ul style="list-style-type: none"> • observe and describe selected media packaging to determine their content [28.2.5]. • give the intended audiences of some everyday media texts from the home and school environments [29.1, 29.2.4]. • discuss one idea of media to create for three to five different specifically-named audiences [31.2.2] • assess media texts and answer two literal and one inferential question on the text studied [29.2.3, 28.3].
29.1 Determine how colour influences a	29.2.1 Select books with various styles of illustrations (e.g., use of dark colours,	29.3.1 Aware of the elements of illustration.	22. Demonstrate understanding of the use of colours in	<p>22.</p> <ul style="list-style-type: none"> • study selected illustrations

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>message.</p> <p>(Illustrators can use colour to construct a reality for their audiences.)</p>	<p>bright colours, warm colours, cool colours, etc.).</p> <p>29.2.2 Use the think aloud strategy to demonstrate their thinking about the pictures/illustrations in books.</p> <p>29.2.3 Highlight how the illustrator creates a particular mood.</p> <p>29.2.4 Share reactions to the colours used in picture book images.</p> <p>29.2.5 Recognize that illustrators use colour as a tool (or technique) to create a</p>	<p>29.3.2 Confident in expressing ideas and thoughts.</p> <p>29.3.3 Respectful of others' opinions.</p> <p>29.3.4 Motivated to learn through information technology.</p>	<p>creating media.</p>	<p>and discuss the role of the illustrator [29.1, 29.2.1, 29.2.3, 29.2.5, 27.3.1].</p> <ul style="list-style-type: none"> • dramatize moods created by some colours in illustrations and chat about feelings generated [29.2.4]. • match specific colours used to different moods [29.2.7]. • create a chart to represent colours and moods [31.2.4] • design a story book cover or draw pictures using different colours to create varied moods [31.1, 31.2.3, 31.2.5] • chat about the tools and materials needed to create story book illustrations and the choice of colour used [31.2.1, 31.2.6] • show confidence in producing media that represent own thoughts and feelings [27.3.2, 29.3.1].

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	mood. 29.2.6 Write the names of colours (e.g., blue, red, yellow, green). 29.2.7 Classify colours into mood categories (warm, cold, happy, sad colours).			
30.1 Determine the purpose and intended audience of a variety of media texts. (e.g., Purpose of: advertisements, road signs, warning signs, carnival posters, billboards, movies, television, news on the radio)	30.2.1 Compare and contrast the characteristics of selected media which tell about their purpose (e.g., red and yellow colour in signs is used to show danger/warning, size of billboards to reach wide audiences vs. a flyer). 30.2.2 State the purpose of a variety of media forms. 30.2.3 Answer questions that allow for inferential and	30.3 Comfortable assessing purposes of media texts.		

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>critical thinking, based on viewed pictures/illustrations.</p> <p>30.2.4 List the characteristics of selected media which tell about their intended audience. (size, use of age-specific actors e.g., children to target children)</p> <p>30.2.5 Select different forms of media designed for different audiences and purposes e.g., using media/resources/toolsdirect instruction.... e.g., using YouTube videos.</p>			
<p>31.1 Create a combination of visual and print media texts for different purposes and audiences (e.g., poster for a cake sale, a card inviting friends to a party).</p>	<p>31.2.1 Give examples of tools and materials needed to create selected media (e.g., paper, pens, pictures, glue, paint microphone etc.).</p> <p>31.2.2 Generate ideas for creating media for various purposes and audiences.</p> <p>31.2.3 Use different methods to</p>	<p>31.3.1 Confident producers of media texts.</p> <p>31.3.2 Collaborative/ Cooperative in working in groups to create final product.</p>	<p>23. Demonstrate respect and tolerance for others' opinions and ideas and when working in groups.</p>	<p>23.</p> <ul style="list-style-type: none"> • work collaboratively in groups • share tools and equipment in collaborative tasks. • follow instructions and directions of group leaders. • speak respectfully of others' work. • listen courteously to the ideas and opinions of

ENGLISH LANGUAGE ARTS: INFANTS 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>create a storybook cover with illustration and title or a poster with illustrations and captions (e.g., printing, drawing, painting, collage etc.).</p> <p>31.2.4 Create a chart that shows different colours and the moods they represent.</p> <p>31.2.5 Create pictures using different colours to represent the mood of the picture.</p> <p>31.2.6 Give explanations for choosing colours in created media texts.</p>	<p>31.3.3 Respectful of peers' ideas.</p>		<p>others [27.3.3, 29.3.2, 29.3.3].</p>

Primary School Curriculum

English Language Arts

Standard 1

GENERAL OUTCOMES FOR STANDARD ONE

ORAL COMMUNICATION

- Demonstrate an understanding of appreciative and discriminative listening skills and respond creatively to a variety of audio-visual aesthetic materials.
- Demonstrate listening skills that would assist in understanding audio/audio-visual texts.
- Demonstrate appropriate non-verbal communication skills.
- Demonstrate common courtesies in conversations.
- Demonstrate an understanding of language awareness.
- Demonstrate basic skills in Standard English pronunciation.

READING

- Display proficiency in using relevant decoding and word- analysis skills to decode multi-syllabic words when reading.
- Demonstrate recall of high-frequency word.
- Apply vocabulary knowledge in speaking, reading and writing.
- Display proficiency in reading appropriate-level texts with purpose and understanding.
- Understand how to apply Reading Comprehension skills and strategies explicitly taught, to make meaning.

LITERARY APPRECIATION

- Understand story grammar in narrative texts.
- Enhance delight in literature through experiences with literary devices in poetry.

WRITING

- Demonstrate neatness and legibility in handwriting.
- Demonstrate knowledge of the use of punctuation and capitalization.
- Demonstrate knowledge of the agreement between subject and verb.
- Demonstrate the appropriate use of “Tense” in sentences in writing.
- Demonstrate knowledge of common prefixes and suffixes in writing.
- Demonstrate knowledge about the different parts of speech.
- Recognize connections between ideas using compound sentences.
- Demonstrate knowledge of the process approach in writing.
- Recognize internal organization within a paragraph.
- Demonstrate an understanding of reflective writing.
- Demonstrate the ability to use vocabulary in context.
- Demonstrate the ability to apply spelling rules in writing.

MEDIA AND INFORMATION LITERACY

- Respond critically to audio-visual media texts.
- Recognize that media contain and convey different beliefs and value messages.
- Identify selected media forms and explain how techniques are used to create/enhance meaning.
- Display an understanding of the purpose of a variety of media texts.
- Create audio-visual media texts for different purposes and audiences.

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Oral Communication</p> <p>1.1.1 Know appropriate appreciative and discriminative listening behaviours.</p> <p>1.1.2 Develop basic skills of oral expression applicable to level.</p>	<p>1.2.1 Create mental images based on given stimuli.</p> <p>1.2.2 Connect stimuli to personal and collective experiences.</p> <p>1.2.3 Connect ‘self’ to Literature (characters and experiences).</p> <p>1.2.4 Perform recitation, choral speaking pieces and scenarios/skits with attention to selected pronunciation and enunciation skills.</p> <p>1.2.5 Articulate appropriate emotional and intellectual responses to a variety of audio-visual stimuli, including literary texts.</p>	<p>1.3.1 Eager and respectful listeners.</p> <p>1.3.2 Appreciative of audio-visual aesthetic materials.</p> <p>1.3.3 Comfortable to speak to and perform for a familiar audience.</p> <p>1.3.4 Imaginative.</p>	<p>1. Demonstrate understanding of appropriate appreciative and discriminative listening behaviours.</p>	<p>1.</p> <ul style="list-style-type: none"> • Imitate sounds (from the environment, people, animals, instruments and letters), rhymes and poems [1.1.1]. • Perform nursery rhymes, simple poems and more complex action songs [1.2.4, 10.2.5]. • Express self through creative dance movement (locomotion –fast/slow/variations, and mood – happy/sad/scared/angry) for specific pieces of music heard [1.2.2, 1.2.5].

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	1.2.6 Use high-frequency and content-specific words to create and express meaning.			<ul style="list-style-type: none"> Recite poems with a sense of rhythm and with the required articulation, intonation and expression [10.2.6, 10.2.7].
2.1.1 Develop strategies to aid comprehension at the pre-listening, during-listening and post-listening stages. 2.1.2 Know how to use the “5Ws+H” to gain meaning from audio-visual texts.	2.2.1 Employ taught strategies to assist in making meaning: <ul style="list-style-type: none"> pre-listening: purpose for listening, expectations at end during-listening: self-questioning if expectations are being met post-listening: self-question to determine if expectations were met, oral response to the aural piece 2.2.2 Discuss the message of audio-visual texts using “5Ws+H” questions.	2.3.1 Critical and respectful listeners. 2.3.2 Comfortable and confident speakers among familiar people. 2.3.3 Creative meaning-makers.	2. Demonstrate level-appropriate listening skills and speaking conventions when communicating.	2. Use: <ul style="list-style-type: none"> listening strategies to help make meaning [2.1.1, 2.2.1]. high frequency words and content-specific words to help create and express meaning [1.2.6]. the “5Ws+H” and simple graphic organizers to help gain and express meaning from texts [1.2.3, 2.1.2, 2.2.2]. Answer two literal and two inferential questions about texts [2.1.2, 2.2.2].

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> Give one main idea from simple audio-visual texts [2.2.2].
<p>3.1.1 Know how to use and interpret non-verbal communication.</p> <p>3.1.2 Know how to use common courtesies with a variety of audiences.</p>	<p>3.2.1 Use appropriate facial expression, gestures, paralinguistics (volume and tone), body language and posture, proxemics, haptics, eye contact when communicating.</p> <p>3.2.2 Introduce self</p> <p>3.2.3 Greet others</p> <p>3.2.4 Express thanks</p> <p>3.2.5 Respond to questions</p>	<p>3.3.1 Respectful and courteous listeners.</p> <p>3.3.2 Comfortable speakers among familiar people.</p> <p>3.3.3 Courteous when interacting with others.</p>	<p>3. Communicate ideas using oral expression and non-verbal forms.</p> <p>4. Demonstrate the use of common courtesies when interacting with a variety of audiences</p>	<p>3. Use and interpret:</p> <ul style="list-style-type: none"> simple non-verbal communication [3.1.1, 3.2.1]. appropriate eye contact, facial expression, volume, body language and gestures when speaking, to introduce self, greet others, express thanks, ask and respond to questions [3.2.2, 3.2.3, 3.2.4, 3.2.5]. <p>4. Show:</p> <ul style="list-style-type: none"> competence in using the Standard English form to greet peers and adults, in exchanging common courtesies in the school, and to discuss topics in the classroom [3.1.2,

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				4.1.2, 4.2.2, 4.2.3, 5.2]
<p>4.1.1 Basic and contrastive analysis of English Creole and Standard English.</p> <p>4.1.2 Know how to code-switch between English Creole and Standard English.</p>	<p>4.2.1 Distinguish between English Creole and Standard English based on phonology (sounds), morphology (grammar) and syntax (arrangement of words).</p> <p>4.2.2 Code switch between English Creole and Standard English.</p> <p>4.2.3 Engage in conversations using Standard English.</p> <p><i>See writing strand for sentence structures at this level.</i></p>	<p>4.3.1 Comfortable to use English Creole.</p> <p>4.3.2 Courteous when interacting with others.</p> <p>4.3.3 Comfortable in most speaking contexts.</p> <p>4.3.4 Be more proficient and confident in using Standard English.</p>	5. Communicate orally in Standard English.	<p>5.</p> <ul style="list-style-type: none"> • Speak Standard English in the classroom setting with attention to proper pronunciation and enunciation [4.1.1, 4.2.1, 4.2.2, 5.1.1, 5.1.2, 5.2]. • Use Standard English in conversation and in sharing of ideas in the classroom [4.2.3]. • Use Standard English with confidence in small groups [4.3.1, 4.3.2, 4.3.3, 4.3.4, 5.3.1, 5.3.2].
<p>5.1.1 Know basic skills in pronunciation.</p> <p>5.1.2 Know features of Standard English</p>	5.2 Speak with attention to Standard English pronunciation.	<p>5.3.1 Confident Standard English speaker.</p> <p>5.3.2 Willing and comfortable to speak to different audiences.</p>		

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
phonology applicable to this level.				
<p><u>Reading</u></p> <p>6.1.1 Apply appropriate phonic skills and strategies in reading.</p> <p>6.1.2 Read grade level books independently.</p>	<p>6.2.1 Read appropriate-level texts from a variety of genres.</p> <p>6.2.2 Read in isolation, and in context, high-frequency words appropriate to grade level.</p> <p>6.2.3 Apply prior knowledge of letter sound symbol relationships to reading.</p> <p>6.2.4 Associate sounds with consonant blends and clusters, consonant digraphs and vowel digraphs and blend them to read words.</p> <p>6.2.5 Discriminate between sounds with consonant blends and clusters, consonant</p>	<p>6.3.1 Be confident in applying phonic skills to read unfamiliar words.</p> <p>6.3.2 Be tolerant of peers' attempts in applying phonic skills to read unfamiliar words.</p>	<p>6. Demonstrate knowledge of spoken words, syllables and sounds to read level-appropriate texts with fluency.</p>	<p>6.</p> <ul style="list-style-type: none"> • Distinguish long from short vowel sounds in spoken multi-syllabic words[6.2.3]. <p>Discriminate between sounds with:</p> <ul style="list-style-type: none"> • consonant blends • clusters • consonant digraphs • vowel digraphs when reading [6.2.4, 6.2.5] • blend words with long and short sounds[6.2.5] • Identify and read words with vowels modified by r, l, and w [6.2.10]. • Apply diphthongs to the

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>digraphs and vowel digraphs when reading words.</p> <p>6.2.6 Decode multi-syllabic words.</p> <p>6.2.7 Associate and apply diphthongs to their respective sounds e.g., “oi” - toil; “oy” - oyster; “ou” – mouse and “ow”- brown when reading.</p> <p>6.2.8 Identify words with vowels modified by r, l and w.</p> <p>6.2.9 Syllabicate words to assist with pronunciation and meaning.</p> <p>6.2.10 Identify and use words with inconsistent but common spelling-sound correspondences in reading and spelling.</p> <p>6.2.11 Use word attack skills</p>			<p>respective sounds [6.2.7].</p> <ul style="list-style-type: none"> • Syllabicate words using cvc and cvvc rules and common affixes to assist with pronunciation and meaning [6.2.9]. • Decode multi-syllabic words to help pronunciation and understand texts [6.2.6]. • Select and apply appropriate phonic skills to decode words and read literary texts [6.2.3, 6.2.4, 6.2.5, 6.2.6, 6.2.7, 6.2.8, 6.2.9]. • Apply phonic skills and word analysis to read words and gain meaning from texts [6.1.1, 6.2.3, 6.2.4, 6.2.5, 6.2.6, 6.2.7, 6.2.8, 6.2.9, 6.2.11, 6.2.12].

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>to decode words (chunking, syllabication, decoding by analogy-use of phonograms and blending).</p> <p>6.2.12 Analyse words with common prefixes and suffixes, inflectional endings and plurals to gain meaning.</p>			<ul style="list-style-type: none"> • Read high frequency words appropriate to grade level [6.2.2]. • Read grade level texts independently from a variety of genres [6.1.2, 6.2.1]. • Analyse words with common affixes, inflectional endings and plurals when reading [6.1.12].
<p>7.1.1 Apply vocabulary knowledge to speaking, reading and writing.</p> <p>7.1.2 Infer the meaning of words in context and apply in speaking, reading and writing.</p>	<p>7.2.1 Supply high-frequency words in context, using guided instruction.</p> <p>7.2.2 Determine the meaning of words using definition clues, context clues and background knowledge.</p> <p>7.2.3 Determine that prefixes and suffixes change a word’s meaning.</p>	<p>7.3.1 Be creative in using high-frequency words in different contexts.</p> <p>7.3.2 Respect peers’ attempts in applying vocabulary knowledge.</p>	<p>7. Apply vocabulary skills to demonstrate understanding of texts.</p>	<p>7.</p> <ul style="list-style-type: none"> • Use definition clues, context clues and prior knowledge to infer meanings in context and apply in speaking, reading and writing [7.1.1, 7.1.2, 7.2.2]. • Supply high frequency words in context to complete a simple cloze passage [7.2.1, 7.2.8].

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>7.2.4 Infer the meaning of figurative language in context.</p> <p>7.2.5 Infer the meaning of factual words in context.</p> <p>7.2.6 Determine the meaning of words and phrases in text relevant to content areas.</p> <p>7.2.7 Generate sentences orally and in writing using synonyms, antonyms, multiple-meaning words and homophones in context (familiar and new).</p> <p>7.2.8 Experiment with familiar vocabulary explicitly taught to deepen and widen understanding of a variety of texts.</p> <p>7.2.9 Develop a more sophisticated vocabulary</p>			<ul style="list-style-type: none"> • Infer the contextual meaning of words or texts from figurative language and factual texts [7.2.4, 7.2.5] • Apply familiar vocabulary to gain understanding of texts [7.2.6, 7.2.8]. • Construct sentences orally and in writing using synonyms, antonyms, multiple-meaning and high frequency words common to this level [7.2.7, 7.2.9]. • Apply knowledge of vocabulary to answer questions orally and in writing [7.1.1, 7.1.2, 7.2.4, 7.2.5, 7.2.7, 7.2.8, 7.2.9]. • Associate the written form of the words with

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	across content areas.			the spoken form and use in many modalities [7.2.7, 7.2.8].
<p>8.1.1 Read appropriate-level texts with proficiency to develop as strategic readers.</p> <p>8.1.2 Determine the purpose of factual and narrative text.</p>	<p>8.2.1 Read accurately, high frequency words with automaticity.</p> <p>8.2.2 Read with good volume, breath-control, correct pronunciation and clear enunciation, intonation, rhythm, pace and prosody (expression and phrasing) to read fluently to convey the meaning of the text to the reader and to an audience.</p> <p>8.2.3 Apply decoding and word analysis skills with proper phrasing to read fluently and monitor meaning using:-</p> <ul style="list-style-type: none"> • Root words, affixes, inflectional endings and compound words 	<p>8.3.1 Be confident in reading appropriate-level texts fluently.</p> <p>8.3.2 Be respectful of peers' attempts in reading fluently.</p> <p>8.3.3 Encourage peers as they read a variety of texts.</p>	<p>8. Apply level-appropriate phonics and word analysis skills to read fluently and monitor meaning.</p>	<p>8.</p> <ul style="list-style-type: none"> • Identify key words, decode target words and read text accurately, with fluency [8.1.1, 8.2.1, 8.2.3]. • Apply word analysis skills to unfamiliar words [8.2.3, 8.2.5, 8.2.6, 8.2.7, 15.1, 15.2] • Associate the spelling with the pronunciation of the words [8.2.3, 8.2.5, 8.2.6, 8.2.7] • Distinguish between similarly spelled words by identifying the sounds of the letters that differ [8.2.3, 8.2.5, 8.2.6, 8.2.7, 8.2.8]

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<ul style="list-style-type: none"> • Phonemic awareness and phonic skills e.g., onset and rime; syllabication, digraphs, long vowels, blends and morphemes <p>8.2.4 Use context to confirm or self-correct miscues.</p> <p>8.2.5 Pronounce correctly, words with inflectional forms, -s, -es, -ed, -ing, and -est in context.</p> <p>8.2.6 Read and interpret words with singular and plural possessive ('-s/-s') and contractions not (-n't), I am (I'm), will (-ll) and have (-ve).</p> <p>8.2.7 Recognize and use compound words in context.</p> <p>8.2.8 Demonstrate an understanding of the</p>		<p>9. Demonstrate confidence with reading fluency skills.</p>	<ul style="list-style-type: none"> • Read with appropriate phrasing, intonation, emphasis and expression, good volume, breath-control, correct pronunciation and clear enunciation, intonation, rhythm, pace and prosody at a rate appropriate for comprehension [8.2.2]. • Read common high-frequency words by sight [8.2.1]. • Select level-appropriate comprehension strategies to decode new words in context, and to make and monitor meaning [8.1.1, 8.1.2]. • Self-correct when reading [8.2.4]. <p>9. Show:</p>

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	connections between punctuation and sentence structure, intonation and emphasis.			<ul style="list-style-type: none"> • patience while developing reading skills [8.3.1]. • Display confidence in one’s ability to read fluently [9.3.1]. • Respect peers’ attempts at reading and in applying vocabulary knowledge [7.3.2]. • Use high frequency words creatively in different contexts[7.3.1]. • Express thoughts, ideas and feelings with confidence [9.3.3]. • Show critical thinking in questioning and responding [9.3.2]. • Show support to others as developing readers and creative thinkers

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				[8.3.2, 8.3.3].
<p>9.1.1 Read to gain meaning.</p> <p>9.1.2 Apply appropriate-level comprehension skills and strategies to understand texts.</p> <p>9.1.3 Use text features (author, title, illustrator and table of contents) and text structures to gain meaning.</p> <p>9.1.4 Use before, during and after reading strategies.</p>	<p>Apply Reading Comprehension skills and strategies explicitly taught, to:</p> <p>9.2.1 Identify and clarify key ideas (think about what’s read).</p> <p>9.2.2 Answer literal and inferential questions.</p> <p>9.2.3 Identify explicit main idea of texts in a variety of genres.</p> <p>9.2.4 Sequence details or events in a variety of genres.</p> <p>9.2.5 Predict outcomes using title, pictures and prior events.</p> <p>9.2.6 Make text-to-self, text-to-text and text-to-world connections using information</p>	<p>9.3.1 Demonstrate self-confidence in their ability to read fluently.</p> <p>9.3.2 Be critical and creative thinkers.</p> <p>9.3.3 Be confident in expressing ideas, thoughts and feelings.</p>	<p>10. Apply level-appropriate reading comprehension skills and strategies to gain understanding from texts.</p>	<p>10.</p> <ul style="list-style-type: none"> • Activate prior knowledge to make text-to-self, text-to-text and text-to-world connections [9.1.1, 9.1.2, 9.2.6, 9.2.7, 9.2.14]. • Read title and study illustrations to gain understanding of or make predictions about the text [9.1.3, 9.2.5, 9.2.7, 9.2.10, 9.2.12]. • Predict what happens next in a story using clues presented in the reading [9.2.5, 9.2.12]. • Analyze simple details from illustrations, symbols and key words [9.2.1, 9.2.7, 9.2.8, 9.2.10].

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>in a selected text.</p> <p>9.2.7 Use prior knowledge to understand texts in a variety of genres.</p> <p>9.2.8 Identify words/details from stimulus that suggest feelings or appeal to the senses.</p> <p>9.2.9 Create graphic organizers to represent key ideas.</p> <p>9.2.10 Use text features such as headings, title page and tables of content to locate information.</p> <p>9.2.11 Develop research skills using media literacy.</p> <p>9.2.12 Apply understandings of text structure and organization to infer and deduce meaning.</p>			<ul style="list-style-type: none"> • Represent key ideas in simple organizers [9.2.9]. • Generate questions about the main idea/event/message of the text using pictures/illustrations [9.2.3]. • Modify or refine explicit main idea/event/message as the story develops [9.2.3, 9.2.7, 9.2.12, 9.2.14]. • State one main idea/message with supporting details [9.2.3]. • Sequence details up to five events [9.2.4]. • Re-tell favourite parts of the story in own words

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>9.2.13 Compare and contrast ideas in fictional text: character, plot, setting and themes.</p> <p>9.2.14 Use metacognitive strategies to clarify meaning in text e.g., re-reading, visualizing, thinking about the text, before, during and after reading strategies.</p>			<p>or through the eyes of a favourite character[9.2.6, 9.2.7, 9.2.13].</p> <ul style="list-style-type: none"> • Chat about how the situation in the text could affect other characters [9.2.8, 9.2.13]. • Suggest one aspect of a conflict that could be done differently for a better outcome [9.2.6, 9.2.13, 9.2.14]. • Research and interpret small bits of information presented in a variety of media [9.2.11]. • Answer at least three literal and two inferential questions [9.2.2].
Literary Appreciation				

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>10.1.1 Know the elements of a story.</p> <ul style="list-style-type: none"> • Setting • Character • Problem • Action • Resolution <p>10.1.2 Know some of the attributes of poems.</p> <ul style="list-style-type: none"> • Rhyme • Rhythm <p>10.1.3 Know the effect of figures of speech in literature:</p>	<p>10.2.1 Describe place and time where story occurs.</p> <p>10.2.2 Identify people or personified animals and objects that carry out the action in stories.</p> <p>10.2.3 Identify the series of events that lead to the solution of problems.</p> <p>10.2.4 Identify and use personification in literary texts.</p> <p>10.2.5 Recite and perform poems, rhymes and songs.</p> <p>10.2.6 Develop a sense of rhythm in their recitation.</p> <p>10.2.7 Develop the ability to recite poetry with the required articulation, intonation and</p>	<p>10.3.1 Responsive emotionally to stories and poems.</p> <p>10.3.2 Appreciative of literature as it relates to real life experiences.</p> <p>10.3.3 Appreciative of the language and sound patterns used in poetry.</p> <p>10.3.4 Imaginative in the development of rhythmic literary pieces.</p>	<p>11. Know that meaning and delight can be derived through interacting with literary texts.</p>	<p>11.</p> <ul style="list-style-type: none"> • Select literature of choice to read, volunteer to re-tell the story or demonstrate one part of a story or poem most interesting to self [10.3.1]. • Relate text-to-self to help make meaning, understand the text characters, and how others feel [18.3.2]. • Discuss possible lessons learnt from stories and poems [10.3.1, 10.3.2]. • Describe the place and time where stories and poems occur [10.2.1]. • Identify by name and five simple descriptions the characters (real and personified) that

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>- Alliteration</p> <p>- Onomatopoeia</p> <p>- Personification</p> <p>- Repetition</p> <p>- Simile</p>	<p>expression.</p> <p>10.2.8 Discuss the form and language of poems.</p> <p>10.2.9 Create new sound and word patterns based on literary devices.</p> <p>10.2.10 Identify and use alliteration, onomatopoeia, repetition and simile in poetry.</p>			<p>perform specific main actions in a story [10.2.2, 23.2.5].</p> <ul style="list-style-type: none"> • Identify minor characters of importance and their roles in stories read [10.2.2]. • Represent action or behaviour of, or events associated with specific characters using a variety of modes [10.2.2]. • Identify and use personification, alliteration, onomatopoeia, repetition and simile in literary texts [10.2.4, 10.2.10]. • identify one conflict in text [10.2.3] • sequentially itemize the series of events that led to the solution of the

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>problem [10.2.3]</p> <ul style="list-style-type: none"> • suggest other possible solutions to the story problem [10.2.3] • discuss the language and form of poems [10.2.8, 10.3.3] • identify rhyme and rhythm in poems [10.1.2, 10.3.3] • identify figures of speech in poems [10.1.3] • create new sounds and patterns based on onomatopoeia, personification, alliteration and rhyme [10.1.2, 10.1.3, 10.2.9, 10.3.4] • show appreciation of reading and being read

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>to, from the various genres of literature by listening appreciatively and responding eagerly [18.3.1, 18.3.2]</p> <ul style="list-style-type: none"> show happiness when interacting with the literature and role-playing characters [18.3.3]
<p>Writing</p> <p>11.1 Know how to write words, sentences, and short paragraphs.</p>	<p>11.2 Write words, sentences and paragraphs with correct strokes, direction, neatness and appropriate size.</p>	<p>11.3 Be confident in writing neatly and legibly.</p>		
<p>12.1 Know and apply the rules of punctuation and capitalization.</p>	<p>12.2.1 Use capitalization for initials, the first letter of days of the week, months of the year, titles of respect, holidays, places, addresses and books titles.</p>	<p>12.3 Self-assured certain aspects of mechanics of writing.</p>	<p>12. Demonstrate pride in their ability to work independently to compose sentences with proper grammatical structures and rich vocabulary.</p>	<p>12.</p> <ul style="list-style-type: none"> Share written work with a small group or whole class with pride [11.3, 15.3, 16.3, 19.3, 20.3, 21.3, 22.3]. Edit capitalization and

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	12.2.2 Use punctuation in sentences correctly for full stop, question mark, exclamation mark and commas, for words in a series.			<p>punctuation in own sentences using simple class generated checklist [12.3].</p> <ul style="list-style-type: none"> Edit peers' work for concord [13.3, 17.3, 18.3].
13.1 Know that a subject must agree in number with a verb.	13.2 Make subject and verb agree in number, using singular and plural nouns and personal pronoun forms.	13.3 Be proficient in subject and verb agreement in their writing.		
14.1 Know how to use the different tenses of verbs: simple present, present continuous, simple past and future within context correctly.	<p>14.2 Use the different tenses of verbs within context:</p> <p>Patterns based on: am, is, are has, have do, does</p> <p>Present continuous tense e.g., is/are eating</p> <p>Simple present tense e.g., I/You/We /They/The</p>			

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>dogs/walk He/She/It/The dog walks</p> <p>Simple past tense e.g., walk – walked run – ran eat – ate</p> <p>Future tense: use of will</p> <p>Negative Words and the verb.</p> <p>e.g., has not, have not, haven't hasn't it is not, isn't.</p> <p>Contractions: I'm not -n't</p> <p>Existential Patterns There is/are <u>There is</u> a book on the table. <u>There are</u> books on the table.</p>			

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
15.1 Add prefixes and suffixes to root words to make and use new words in context.	15.2.1 Make and use new words by adding prefixes and suffixes to root words.	15.3 Be confident in their vocabulary development.		
16.1 Know the functions of the different parts of speech: noun, verb, adjective, and pronoun.	16.2 Use the different parts of speech in sentences: a) Common and Proper Nouns b) Number c) Gender Classification d) Apostrophe for single ownership e) Personal Pronouns – subject, object, possessive f) Comparative and Superlative forms of adjectives g) Indefinite Article a/an	16.3 Be proficient in their writing development.		
17.1 Know how to construct a compound sentence.	17.2 Create compound sentences using the conjunctions and/but.	17.3 Be competent writers.		
18.1 Know and understand the stages	18.2 Write the following applying the process	18.3 Be confident writers.		

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
of the process approach in writing: <ul style="list-style-type: none"> • prewriting • drafting • revising • editing • publishing 	approach: <ol style="list-style-type: none"> a) Factual paragraph b) Simple instructions and directions c) Comic Strips and Mad-libs d) Rhymes and poems e) Narrative-descriptive on self and others. 			
19.1 Identify organizational features in paragraphs: <ul style="list-style-type: none"> • One main idea • A topic Sentence • Supporting details • Transitional words 	19.2 Create a paragraph using internal organizational features taught.	19.3 Be confident in self-expression.	13. Apply knowledge of writing conventions and traits of writing to construct level-appropriate sentences.	13. <ul style="list-style-type: none"> • Use a capital letter for: initials, titles of respect, first letter of special names (festivals and national holidays, community where they live, the name of twin-island republic, name of school, and book titles [12.2.1]. • Use the period and question mark at the end of statements and questions respectively, commas for words in a series and exclamation mark [12.2..2].

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> • Know the doer (subject) and the action (verb) in statements and questions [13.1]. • Make subject and verb agree in number, using singular and plural nouns and personal pronoun forms [13.2]. • Recognize the function of apostrophes, adjectives and conjunctions [16.1, 16.2, 17.1]. • Use naming words or subject pronouns, doing words, describing words and conjunctions (and/but) to form compound sentences [13.1, 13.2, 14.1, 14.2, 16.1, 16.2, 17.1]. • Construct question sentences using present,

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>past and future tenses and patterns based on the verb ‘to have’, ‘to be’ and ‘to do’ [14.1, 14.2].</p> <ul style="list-style-type: none"> • Write simple and compound sentences showing sentence fluency and organization after recounting two to three events/ideas in sequential order [20.1, 20.2.1, 20.2.2]. • Construct a factual paragraph, simple instructions and directions for a game, comic strips and Mad-libs (related to themes), rhymes and poems, and narrative-descriptive on self and others, using the writing process [18.1, 18.2]. • Write a paragraph showing voice on

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				familiar topics discussed or on personal experiences recounted [19.1, 19.2]. <ul style="list-style-type: none"> • Use relevant level-appropriate high frequency words and vocabulary taught [8.2.1, 15.1, 15.2, 21.1, 21.2]. • Spell high frequency words correctly [22.1, 22.2].
20.1 Know how to write a reflective piece.	20.2.1 Self-question to elicit thoughts and feelings about selected daily activities. 20.2.2 Express thoughts and feelings in writing.	20.3 Be confident in self-expression.		
21.1 Use technical jargon to express meaning. Use context to arrive at word meanings.	21.2 Apply vocabulary in context: <ul style="list-style-type: none"> a) Sight words b) Content area vocabulary c) Technical terms d) Synonyms 	21.3 Be willing to use new vocabulary.		

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	e) Antonyms f) Homophones g) Multiple Meaning Words including words from Trinidadian and Tobagonian Creole.			
22.1 Know how to use spelling rules when writing: <ul style="list-style-type: none"> • Syllabication rules • Phonics • Inflectional Endings 	22.2 Apply spelling rules correctly in writing. Produce the following correctly: <ol style="list-style-type: none"> a) plural forms in which ‘y’ is changed to ‘i’ and ‘f’ to ‘v’ before adding an “es” ending. b) words that double the final consonant before adding endings. c) words that drop the final ‘e’ before an ending. d) words with hard and soft ‘c’ and ‘g’ e) words with silent letters. f) common homophones. 	22.3 Be proud of their spelling.		

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Media and Information Literacy</p> <p>23.1 Respond critically to audio-visual media texts (especially animated works).</p>	<p>23.2.1 Identify animated works as media texts.</p> <p>23.2.2 Critically view and listen to a variety of media materials with a focus on simple animated works.</p> <p>23.2.3 Identify overt and implied messages, initially with support and direction, in simple audio-visual media texts.</p> <p>23.2.4 Express personal thoughts and feelings about some simple animated media works.</p> <p>23.2.5 Share personal feelings</p>	<p>23.3.1 Be critical assessors of media texts.</p> <p>23.3.2 Be attentive listeners.</p> <p>23.3.3 Be critical listeners to form opinions.</p> <p>23.4.3 Be confident in expressing ideas thoughts and feelings.</p>	<p>14. Demonstrate awareness of and respond critically to audio-visual works.</p>	<p>14.</p> <ul style="list-style-type: none"> • View and listen to a variety of media materials with a focus on simple animated works [23.1, 23.2.1, 23.2.2]. • Express thought and feelings toward animated media works [23.2.4]. • Select a favourite animated character and act out favourite parts of animated portrayed [24.2.2, 24.2.4, 26.2.4]. • Talk about your favourite animated character in a show and

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>about animated characters.</p> <p>23.2.6 Recognize media texts that are fictional and non-fictional.</p> <p>23.2.7 Name kinds of media texts that contain</p> <p>a. imaginary materials (e.g. fairy tales)</p> <p>b. real materials (e.g. sports coverage)</p> <p>23.2.8 Recognize and describe characteristics that distinguish real and imaginary material e.g. use of actors, live action.</p>			<p>tell [24.2.1].</p> <ul style="list-style-type: none"> • Identify tools and materials needed to create animated characters [26.2.1]. • Create illustrations for a book using different methods [26.2.3]. • Discuss the overt messages in media viewed or listened to and relate text-to-self and text-to-world [18.3.2, 23.2.3, 24.1.1, 24.2.3, 25.3.2]. <p>Categorize media works as:</p> <ul style="list-style-type: none"> • fictional and non-fictional [23.2.6]. • with real and imaginary materials [23.2.7, 23.2.8]. • assess media texts and

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				answer two literal and one inferential questions on the text studied [23.1].
<p>24.1.1 Recognize that media contain and convey different beliefs and value messages.</p> <p>24.1.2 Identify selected media forms and explain how techniques are used to create/enhance meaning. (e.g., size, colour and emoticons)</p>	<p>24.2.1 Participate in show and tell of objects/media that are connected with their favourite animated characters (i.e. merchandise such as tee shirts, lunch bags, backpacks, thermoses).</p> <p>24.2.2 Discuss favourite animated character.</p> <p>24.2.3 Identify that animated characters hold both overt and implied messages (e.g. students can create flip-page animations).</p> <p>24.2.4 Act out parts from their favourite animated shows.</p>	<p>24.3.1 Be confident in expressing ideas thoughts and feelings.</p> <p>24.3.2 Be analytical thinkers to make text-to-self and text-to-text connections.</p>		
25.1 Display an	25.2.1 Use media and	25.3.1 Be responsible in	15. Demonstrate proper	15.

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>understanding of the purpose of a variety of media texts (e.g. audio, visual, audio-visual, print, and electronic/digital text, emoticons).</p>	<p>technology equipment with care.</p> <p>25.2.2 Analyse different media packaging (modes of ‘presentation’, e.g., CD, DVD, radio broadcast, television broadcast, comic book, comic strip) to determine their content (audio, visual, audio-visual, print).</p> <p>25.2.3 Compare and contrast the characteristics of selected media which tell about their purpose (e.g. use of pictures in visual media to target/influence children or adults, girls or boys etc.).</p> <p>25.2.4 Interpret content in print, visual, audio and electronic media.</p> <p>25.2.5 Identify entertainment and information as purposes</p>	<p>handling equipment.</p> <p>25.3.2 Be reflective of the messages conveyed in a variety of media.</p> <p>25.3.3 Be confident in expressing ideas thoughts and feelings.</p>	<p>care and handling of media and technology equipment.</p>	<ul style="list-style-type: none"> • Handle media and technology equipment with care. [25.2.1, 26.2.5, 25.3.1]. • Replace materials and clean up area after completing work. • Report damaged or faulty equipment immediately. • Work following instructions and directions [26.2.6, 26.2.7].

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>of media.</p> <p>25.2.6 Explain why they like or dislike selected media texts. (e.g. a character in a cartoon, song, or movie; draw a picture of the character in a song).</p>			
<p>26.1 Create audio-visual media texts for different purposes and audiences. (e.g. a simple slide show for a multimedia presentation, a sign or poster for their classroom or the school)</p>	<p>26.2.1 Give examples of tools and materials needed to create a new character for an animation or story (e.g. drawing and painting materials, plasticine, fabric pieces for costumes, microphone e.g. use of computer software etc.)</p> <p>26.2.2 Generate ideas for creating characters for various purposes and audiences.</p> <p>26.2.3 Use different methods to create a character for an animation or book (e.g. printing, drawing).</p>	<p>26.3 Be creative in using multimedia knowledge to produce final product.</p>	<p>16. Show awareness of selecting media for different purposes and audiences.</p>	<p>16.</p> <ul style="list-style-type: none"> • Identify two main purposes of media [25.2.5]. • Contrast at least three different media forms according to their purposes [25.2.2, 25.2.3]. • Observe and describe selected media packaging to determine their content [25.2.2].

ENGLISH LANGUAGE ARTS: STANDARD 1

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:	<p>26.2.4 Create a skit by role-playing a favourite character in a number of different situations (e.g. Photo Story).</p> <p>26.2.5 Use media and technology equipment with care.</p> <p>26.2.6 Demonstrate how to use audio-visual recording hardware.</p> <p>26.2.7 Record an activity or skit using a video camera to produce audio-video media.</p>			

Primary School Curriculum

English Language Arts

Standard 2

GENERAL OUTCOMES FOR STANDARD TWO

ORAL COMMUNICATION

- Demonstrate enhanced skills of listening, creativity and expression through experiences with a range of audio/audio-visual stimuli.
- Use listening and speaking to construct and clarify meaning, solve problems and complete tasks.
- Demonstrate an understanding of appropriate listening and speaking behaviours in a variety of contexts.
- Demonstrate language awareness knowledge of English Creole and Standard English at levels of phonology, morphology and syntax.
- Demonstrate basic skills in Standard English pronunciation and enunciation.

READING

- Display proficiency in using relevant decoding and word- analysis skills to decode multi-syllabic words when reading.
- Demonstrate recall of high-frequency words and apply vocabulary knowledge in speaking, reading and writing.
- Display proficiency in reading appropriate-level texts with purpose and understanding.
- Apply Reading Comprehension Skills and Strategies explicitly taught, to make meaning.

LITERARY APPRECIATION

- Respond personally and creatively to literature.
- Derive personal meaning from stories and poems.

WRITING

- Demonstrate the ability to write cursive writing neatly and legibly.
- Demonstrate knowledge of punctuation and capitalization.
- Demonstrate knowledge of the agreement between subject and verb.
- Demonstrate the appropriate use of “Tense” in sentences in their writing.
- Demonstrate knowledge of common prefixes and suffixes in writing.
- Demonstrate knowledge about the different parts of speech.
- Develop an understanding of simple and compound sentences to vary the sentences in their writing.
- Demonstrate knowledge of the process approach in writing friendly letters.
- Demonstrate the ability to write e-mails.
- Demonstrate an understanding of writing creative descriptions using sensory details and paragraph organization.
- Demonstrate an understanding of reflective writing.
- Demonstrate the ability to use vocabulary in context.
- Demonstrate the ability to apply spelling rules in writing.
- Develop an explicit awareness of English Creole and Standard English patterns in their writing.

MEDIA AND INFORMATION LITERACY

- Begin to respond critically to audio texts.
- Demonstrate an understanding of the purpose of a variety of media texts.
- Understand that all media are constructions where authors and illustrators construct a reality for their audiences.
- Identify selected media forms and explain what techniques are used to create meaning.
- Create audio texts for different purposes and audiences.

ENGLISH LANGUAGE ARTS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Oral Communication</p> <p>1.1.1 Know appropriate listening behaviours.</p> <p>1.1.2 Know skills of oral expression applicable to level.</p>	<p>1.2.1 Create mental images based on given stimuli.</p> <p>1.2.2 Connect stimuli to personal and collective experiences.</p> <p>1.2.3 Perform recitation, choral speaking pieces and scenarios/skits with attention to selected pronunciation and enunciation skills.</p> <p>1.2.4 Articulate appropriate emotional and intellectual responses to a variety of audio-visual stimuli, including literary texts.</p> <p>1.2.5 Evaluate personal connections with Literature (characters and experiences).</p>	<p>1.3.1 Be appreciative of audio (-visual) aesthetic materials.</p> <p>1.3.2 Be critical and respectful listeners.</p> <p>1.3.3 Be comfortable to speak to and perform for a familiar and unfamiliar audience.</p> <p>1.3.4 Be creative and expressive.</p>	<p>1. Apply appropriate appreciative and discriminative listening and speaking skills.</p>	<p>1.</p> <ul style="list-style-type: none"> • Perform recitals, choral speaking pieces, and scenarios and complex action songs as personally interpreted [1.2.2, 1.2.3, 1.2.4]. • Express self through creative dance movement for specific pieces of music heard [1.2.2, 1.3.4]. • Recite poems with a sense of rhythm and with the required articulation, intonation and expression [1.1.2]. • Give positive attention to the work of peers [1.1.1, 1.3.1, 1.3.2].

ENGLISH LANGUAGE ARTS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>2.1.1 Know strategies to aid comprehension at the pre-listening, during-listening and post-listening stages.</p> <p>2.1.2 Know how to use the “5Ws+H” to gain meaning from audio/audio-visual texts.</p>	<p>2.2.1 Employ taught strategies to assist in making meaning:</p> <ul style="list-style-type: none"> • pre-listening: purpose for listening, expectations at end. • during-listening: self-questioning if expectations are being met. • post-listening: self-question to determine if expectations were met, oral response to the aural piece. <p>2.2.2 Discuss the message of aural texts by asking and answering “5Ws+H” questions.</p> <p>2.2.3 Articulate a summary statement for audio/audio-visual texts.</p>	<p>2.3.1 Be critical and respectful listeners.</p> <p>2.3.2 Be comfortable and confident speakers.</p> <p>2.3.3 Be creative.</p> <p>2.3.4 Be risk-takers.</p> <p>2.3.5 Be comfortable using modern technology.</p>	<p>2. Demonstrate level-appropriate listening skills and speaking conventions when communicating.</p>	<p>2. Use:</p> <ul style="list-style-type: none"> • listening strategies to help make meaning during and after listening to a selection [2.1.1, 2.2.1] • high frequency words and content-specific words to help create and express meaning [3.2.4] • the “5Ws+H” and simple graphic organizers to help gain and express meaning from texts [2.1.2, 2.2.2]. • Answer four literal, two inferential and one evaluative question about texts [2.1.2, 2.2.2]. • Show critical thinking in questioning and responding [2.3.1]. • Give one main idea from simple audio-visual texts and two to four supporting details [2.2.3]. • Articulate a summary statement for audio-visual texts presented. [2.2.3].
3.1.1 Know appropriate	3.2.1 Follow and provide	3.3.1 Be	3.	3. Use and interpret:

ENGLISH LANGUAGE ARTS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>listening and speaking behaviours.</p> <p>3.1.2 Basic and applicable contrastive analysis between English Creole and Standard English.</p>	<p>relatively complex directions and instructions.</p> <p>3.2.2 Use appropriate verbal and non-verbal language features to communicate effectively.</p> <p>3.2.3 Engage in conversations and other formal interactions using Standard English.</p> <p>3.2.4 Use high-frequency and content-specific words to create and express meaning.</p> <p>3.2.5 Distinguish between English Creole and Standard English languages based on phonology, morphology and syntax.</p> <p>3.2.6 Code-switch.</p>	<p>courteous when interacting with others.</p> <p>3.3.2 Be confident and competent speakers and performers.</p> <p>3.3.3 Be confident in using Standard English.</p>	<p>Communicate ideas using oral expression and non-verbal language.</p>	<ul style="list-style-type: none"> • simple non-verbal communication [3.1.1, 3.2.1, 3.2.3] • appropriate eye contact, facial expression, volume, body language and gestures when speaking, expressing common courtesies; asking and responding to questions, and to converse [3.2.2, 3.2.3]. • Orally expresses self in both language forms with attention to pronunciation and enunciation skills [3.2.6, 3.3.2, 3.3.3, 4.1.1, 4.1.2, 4.2.1]. • Speak confidently using both the Creole and Standard English, as appropriate, in school [3.2.5, 4.1.1, 4.2.2, 4.3.1, 4.3.2]. • Express self clearly in speech [3.1.2].

ENGLISH LANGUAGE ARTS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>4.1.1 Know basic skills in Standard English pronunciation and enunciation.</p> <p>4.1.2 Know features of Standard English phonology applicable to this level.</p>	<p>4.2.1 Speak with attention to Standard English pronunciation.</p> <p>4.2.2 Speak with attention to Standard English enunciation.</p> <p><i>See writing strand for sentence structures at this level.</i></p>	<p>4.3.1 Be confident Standard English speaker.</p> <p>4.3.2 Be willing and comfortable to speak to different audiences.</p>	<p>4. Communicate orally in Standard English</p>	<p>4. Speak:</p> <ul style="list-style-type: none"> • Standard English in the classroom setting with attention to proper pronunciation and enunciation [4.1.1, 4.2.1, 4.2.2]. • Standard English in conversations and in sharing of ideas in the classroom [4.2.3]. • Standard English with confidence in small groups [4.3.1, 4.3.2, 4.3.3, 4.3.4].
<p><u>Reading</u></p> <p>5.1.1 Apply appropriate phonic skills and strategies in reading.</p> <p>5.1.2 Apply spelling-sound correspondences for additional common vowel teams in reading and writing.</p>	<p>5.2.1 Read appropriate-level texts independently.</p> <p>5.2.2 Read in isolation, and in context, high-frequency words appropriate to grade level.</p> <p>5.2.3 Read level-appropriate irregularly spelled words.</p> <p>5.2.4 Pronounce words with variable consonant sounds e.g.</p>	<p>5.3.1 Be confident in applying phonic skills to read unfamiliar words.</p> <p>5.3.2 Be tolerant of peers' attempts in applying phonic skills to read unfamiliar</p>	<p>5. Demonstrate proficiency in using decoding and word analysis skills to fluently read and monitor meaning from level-appropriate texts.</p>	<p>5.</p> <ul style="list-style-type: none"> • Select appropriate phonic skills to decode multi-syllabic words to read literary texts [5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.4, 5.2.5, 5.2.6, 5.2.7, 5.2.8, 5.3.1, 5.3.2, 7.2.2]. • Select and apply appropriate word analysis skills to unfamiliar words to read literary texts [5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.2.5, 5.2.6, 5.2.7, 5.2.8, 5.3.1, 5.3.2, 7.2.1].

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>(/g/enerous, /g/ood; /c/eiling, /c/ome; jump/ed/, tri/ed/).</p> <p>5.2.5 Apply rules of syllabication to decode multi-syllabic words.</p> <p>5.2.6 Apply knowledge of phonological awareness and phonics to decode words e.g. long vowel patterns in multi-syllabic words; consonant clusters ('sprain', 'throat', 'screen', 'squawk').</p> <p>5.2.7 Display proficiency in using relevant decoding and word- analysis skills to decode multi-syllabic words when reading.</p> <p>5.2.8 Associate diphthongs with their respective sounds including “u, au and aw;” phonograms -ough, -tion/-sion, in the final position with their</p>	<p>words.</p> <p>5.3.3 Be respectful of peers’ attempts in decoding unfamiliar words in context.</p>		<ul style="list-style-type: none"> • Identify key words, decode target words and read text accurately, with fluency [7.1, 7.2.1]. • Associate the spelling with the pronunciation of the words [5.1.2, 5.2.3, 5.2.6]. • Distinguish between similarly spelled words by identifying the sounds of the letters that differ [5.2.5, 5.2.6]. • Associate diphthongs, silent digraphs and phonograms with respective sounds [5.2.8].

ENGLISH LANGUAGE ARTS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	respective sounds /off/ and /shun/and silent consonant digraphs in the initial position (e.g. 'gn-, wh-, wr- and kn-').			
<p>6.1.1 Recall vocabulary knowledge in speaking, reading and writing.</p> <p>6.1.2 Demonstrate the meaning of figurative language in texts.</p>	<p>6.2.1 Supply high-frequency words accurately in a variety of contexts.</p> <p>6.2.2 Use context-clues, word structure clues, definition clues and background knowledge to determine the meaning of words or phrases (including homophones and multiple-meaning words).</p> <p>6.2.3 Use synonyms, antonyms, multiple-meaning words homophones and homographs in context (familiar and new).</p> <p>6.2.4 Determine the meaning of words used in descriptive and factual language.</p>	<p>6.3.1 Be creative in using high-frequency words in different contexts.</p> <p>6.3.2 Respect peers' attempts in applying vocabulary knowledge.</p> <p>6.3.3 Be confident in exploring vocabulary knowledge in different contexts.</p>	<p>6. Apply vocabulary skills to demonstrate understanding of texts.</p>	<p>6.</p> <ul style="list-style-type: none"> • Use picture, word, definition and context clues and prior knowledge to infer meanings in context and apply in speaking, reading and writing [6.1.1, 6.2.2]. • Apply familiar vocabulary to gain understanding of texts [6.2.3, 6.2.10, 6.2.11]. • Construct sentences orally and in writing using synonyms, antonyms, multiple-meaning and high frequency words common to this level [6.1.1, 6.2.1, 6.2.3, 6.2.7, 6.2.8, 6.2.9, 6.2.10, 6.2.11]. • Apply knowledge of vocabulary to answer questions orally and in writing [6.1.1, 6.2.3, 6.2.9, 6.2.10, 6.1.11].

ENGLISH LANGUAGE ARTS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>6.2.5 Infer and recognise vocabulary in phrases and sentences that convey a formal, factual tone.</p> <p>6.2.6 Infer the meaning of figurative language in context.</p> <p>6.2.7 Determine the meaning of words and phrases in context relevant to content areas.</p> <p>6.2.8 Determine the meaning of general academic and domain-specific words and phrases in texts relevant to a content area level.</p> <p>6.2.9 Generate sentences orally and in writing using synonyms, antonyms, multiple-meaning words and homophones in context (familiar and new).</p> <p>6.2.10 Experiment with familiar vocabulary explicitly</p>			<p>Determine the contextual meaning of words and phrases in:</p> <ul style="list-style-type: none"> • descriptive text • factual text • content areas • general academics [6.2.4, 6.2.5, 6.2.6, 6.2.7, 6.2.8] • explore figurative language to determine meaning of words used [6.1.2, 6.2.6].

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>taught to deepen and widen understanding of a variety of texts.</p> <p>6.2.11 Develop a more sophisticated vocabulary by extending basic word knowledge across content areas.</p>			
<p>7.1.1 Read appropriate-level texts (fiction and non-fiction) proficiently.</p> <p>7.1.2 Apply reading skills strategically.</p>	<p>7.2.1 Read accurately, high frequency words in context with automaticity.</p> <p>7.2.2 Apply a variety of appropriate-level strategies and skills to construct meaning from text, including before, during and after reading.</p> <p>7.2.3 Monitor reading through a variety of strategies previously taught (at the sentence, paragraph and whole-text level) to support comprehension.</p> <p>7.2.4 Read with appropriate</p>	<p>7.3.1 Be confident in reading appropriate-level texts fluently.</p> <p>7.3.2 Be respectful of peers' attempts in reading fluently.</p> <p>7.3.3 Encourage peers as they read a variety of texts.</p>	<p>7. Demonstrate proficiency in applying reading skills strategically to read grade level text proficiently and monitor meaning.</p>	<p>7. Read:</p> <ul style="list-style-type: none"> • with appropriate phrasing, intonation, emphasis and expression, good volume, breath-control, correct pronunciation and clear enunciation, intonation, rhythm, pace and prosody at a rate appropriate for comprehension [7.2.4]. • common high-frequency words by sight [7.2.1]. • select level-appropriate comprehension strategies to decode new words in context, and to make and monitor meaning [7.2.3, 8.1.1]. • Show patience with developing

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>volume, correct pronunciation and clear enunciation, intonation, rhythm, pace and prosody (expression and phrasing) to read fluently to convey the meaning of the text to the reader and to an audience.</p>			<p>reading skills [5.3.2].</p> <ul style="list-style-type: none"> • Display confidence in one’s ability to read fluently [5.3.1, 7.3.1, 8.3.1]. • Show confidence in expressing ideas, thoughts and feelings [8.3.3]. • Respect peers’ attempts at reading and in applying vocabulary knowledge [5.3.2, 5.3.3, 6.3.2, 7.3.2]. • Use high frequency words creatively in different contexts [6.3.3, 7.3.1]. • Display the ability to think critically [8.3.2]. • Show support to others as developing readers and creative thinkers [7.3.3].

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>8.1.1 Read to learn.</p> <p>8.1.2 Apply appropriate reading comprehension skills and strategies explicitly taught to make meaning.</p> <p>8.1.3 Locate and infer information using a variety of text features and structures.</p> <p>8.1.4 Use research to acquire meaning.</p>	<p>Use guided reading comprehension strategies and skills previously taught to answer literal and inferential type questions.</p> <p>8.2.1 Identify key words when scanning texts to establish relevance.</p> <p>8.2.2 Determine the main idea and supporting details from text by showing their relationship to text.</p> <p>8.2.3 Apply knowledge of inference and deduction to identify cause and effect relationships in texts.</p> <p>8.2.4 Express preferences and support views by reference to texts.</p> <p>8.2.5 Make text-to-self, text-to-text and text-to-world</p>	<p>8.3.1 Demonstrate self-confidence in one’s ability to read fluently.</p> <p>8.3.2 Be critical and creative thinkers.</p> <p>8.3.3 Be confident in expressing ideas, thoughts and feelings.</p>	<p>8. Apply level-appropriate reading comprehension skills and strategies to gain understanding from texts.</p>	<p>8.</p> <ul style="list-style-type: none"> • Activate prior knowledge to make text-to-self, text-to-text and text-to-world connections [8.2.5]. • Read title and study illustrations to gain understanding of or make predictions about the text [8.1.1, 8.1.3, 8.2.1]. • Identify key words when scanning texts [8.2.1]. • Generate questions about the main idea/event/message of the text using pictures/illustrations [8.2.6]. • Modify or refine main idea/event/message as the story develops [8.2.2]. • State one main idea/message with supporting details [8.2.3]. • Analyse simple details from key words [8.2.1, 8.2.7, 8.2.11]. • Examine concepts of inference,

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>connections between what is already known and the information presented in the text.</p> <p>8.2.6 Creating mental images to respond to the text e.g., share reactions, clarify confusion, generate questions, predict outcomes and draw inferences.</p> <p>8.2.7 Evaluate texts by making explicit and inferential reference to texts.</p> <p>8.2.8 Develop research skills to interpret symbols, signs, charts and (simple) graphs.</p> <p>8.2.9 Use text features such as headings, title pages, tables of content to locate and understand information.</p> <p>8.2.10 Use the dictionary and thesaurus to discover meanings</p>			<p>deduction, and cause and effect [8.2.3, 8.2.6].</p> <ul style="list-style-type: none"> • Identify cause and effect relationships in texts [8.2.1, 8.2.4]. • Infer and deduce cause or effect given one and verify using text [8.2.3, 8.2.6]. • Present preferred account/event/point-of-view in texts in a variety of ways [8.2.4, 8.2.5, 8.2.11]. • Support personal views with reference to the text [8.2.4, 8.2.5, 8.2.6, 8.2.7]. • Research and interpret bits of information presented in a variety of media including symbols, signs, charts and graphs [8.1.4, 8.2.9]. • Locate information in texts using title pages, headings, guide words, tables of contents and indices [8.1.3, 8.2.9].

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	of words in context. 8.2.11 Use metacognitive strategies to clarify meaning in text; e.g. re-reading, visualizing, thinking about the text.			<ul style="list-style-type: none"> • Answer at least three literal, two inferential and one evaluative questions orally and in writing from texts presented [8.1.2]. • Use meta-cognition strategies to clarify meaning of text [8.1.2, 8.2.11]. • Verify meanings of new words using dictionary and thesaurus [6.2.8, 8.2.10].
<p>Literary Appreciation</p> <p>9.1.1 Students will know how to examine the elements of a story in selected literary texts.</p> <ul style="list-style-type: none"> • Setting • Character • Problem • Action 	<p>9.2.1 Identify the major themes and main ideas in literary texts.</p> <p>9.2.2 Predict outcomes and draw conclusions.</p> <p>9.2.3 Identify problems and offer solutions.</p> <p>9.2.4 Re-create key characters and events from selected literary texts using different</p>	<p>9.3.1 Be curious about how literature affects self.</p>	<p>9. Demonstrate understanding of literary texts in one’s personal and creative responses.</p>	<p>9.</p> <ul style="list-style-type: none"> • Relate text-to-self, text-to-text and text-to-world to help make meaning and understand the text characters [9.2.4, 9.2.5, 9.2.11, 9.3.1]. • Discuss possible themes and main ideas in selected stories and poems [9.1.1, 9.2.1]. • Identify one major conflict in text and offer one possible solution [9.2.3].

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<ul style="list-style-type: none"> • Resolution <p>9.1.2 Know about the appropriateness of language as used in narration and dialogue.</p> <p>9.1.3 Know the forms and attributes of poems:</p> <ul style="list-style-type: none"> • Rhyme patterns • Stanza formation <p>9.1.4 Know Figures of Speech</p> <ul style="list-style-type: none"> -Personification -Simple metaphor 	<p>media.</p> <p>9.2.5 Make connections between stories and real life situations.</p> <p>9.2.6 Examine writer’s point-of-view.</p> <p>9.2.7 Create dialogue from selected material.</p> <p>9.2.8 Practice scenarios involving use of dialogues created.</p> <p>9.2.9 Use diction and tone to gain deeper meaning in literature.</p> <p>9.2.10 Compose simple forms of poetry.</p> <p>9.2.11 Make connections</p>	<p>9.3.2 Be aware of English Creole as a legitimate language of communication.</p> <p>9.3.3 Be inquisitive about language.</p> <p>9.3.4 Be appreciative of the many benefits of listening to and reciting poems.</p>		<ul style="list-style-type: none"> • Suggest other possible solutions to the story problem [9.2.3]. • Predict what happens next in the story or poem based on prior events [9.2.2]. • Speak about the writer’s point-of-view and give their own point-of-view [9.2.6]. <ul style="list-style-type: none"> • Present scenarios involving • • • re-create scenarios using created

ENGLISH LANGUAGE ARTS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:	between poetry and real life situations.			<p>dialogues and own point-of-view [9.2.7]</p> <ul style="list-style-type: none"> • identify and use rhyme in poetry [9.1.3, 9.3.3] • compose simple poetry showing stanza formation [9.1.3, 9.2.10] • identify figures of speech in poems [9.1.4] • identify and use personification in literary texts [9.1.4] • identify simple metaphor in literary text [9.14] • show appreciation of reading and being read to from the various genres of literature by listening appreciatively and responding eagerly [9.3.4] • show happiness when interacting with the literature and role-playing characters [9.3.4]

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Writing</p> <p>10.1 Know how to write cursive through penmanship exercises.</p>	<p>10.2.1 Reproduce correct cursive writing patterns, formation, spacing and neatness in writing.</p>	<p>10.3.1 Be appreciative of neat and legible writing.</p> <p>10.3.2 Be confident about writing neatly and legibly.</p>	<p>10. Demonstrate handwriting readiness.</p>	<p>10.</p> <ul style="list-style-type: none"> • Print letters and numeral patterns, correct strokes and formation, direction, spacing and size [10.1, 10.2.1]. • Write neatly and legibly [10.3.1, 10.3.2]. • Write in cursive form [10.1, 10.2.1].
<p>11.1 Know the rules of punctuation and capitalization.</p>	<p>11.2.1 Use capitalization to indicate letters for days of the week, months of the year, initials, titles of respect, holidays, places, addresses, proper names of students, book titles, first word in a sentence and the word 'I'.</p> <p>11.2.2 Use punctuation in sentences: full stop, question mark, exclamation mark, apostrophe in contractions and possessives.</p> <p>11.2.3 Use a period after</p>		<p>11. Apply knowledge of writing conventions appropriate to the level.</p>	<p>11. Use:</p> <ul style="list-style-type: none"> • capitals letter for: initials, titles of respect, first letter of special names (festivals and national holidays, community where they live, the name of twin-island republic, name of school, and book titles [11.1, 11.2.1]. • the period and question mark at the end of statements and questions respectively, commas for words in a series and exclamation mark [11.1, 11.2..2, 11.2.3, 11.2.4].

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	abbreviations: titles of respect, initials of names, street name. 11.2.4 Use a comma after greeting and closing of letter or social note, in dates, in addresses, with items in a series, with nouns of direct address.			
12.1 Know that a subject must agree in number with a verb.	12.2.1 Make subject and verb agree in number, using singular and plural nouns and personal pronoun forms.	11.3.1 Be proficient in subject and verb agreement in their writing.		
13.1 Know how to use the different tenses of verbs: simple present, present continuous, simple past and future within context correctly.	13.2 When to use the different tenses of verbs within context: a) Patterns based on: am, is, are has, have do, does b) Present continuous tense e.g. is/are eating c) Simple present tense			

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>e.g. I/You/We /They/The dogs/ walk He/She/It/The dog walks</p> <p>d) Simple past tense e.g. walk – walked run – ran eat – ate</p> <p>e) Future tense: use of will</p> <p>f) Statements: negative and interrogative forms.</p>			
14.1 Add prefixes and suffixes to root words to make and use new words in context.	<p>14.2.1 Use prefixes and suffixes to make and use new words in writing.</p> <p>Prefixes: 'un-', 'dis-', 'in-', 'im-', 'mis-', 'pre-', 'non-', 'ir-' 'il-'</p> <p>Suffixes: -'ish', '-ly', '-ness', '-able', '-y', '-ist', '-ous', '-tion'</p>	14.3.1 Be proficient in their development of vocabulary.		
15.1 Know the functions of the	15.2.1 Use the different parts of speech in sentences:			

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
different parts of speech: noun, verb, adjective and pronoun.	a) Common Proper and Collective Nouns b) Number c) Gender Classification d) Apostrophe for ownership e) Personal Pronouns – subject, object, possessive f) Comparative and Superlative forms of adjectives g) Indefinite Article a/an h) Conjunction i) Prepositions j) Adverbs			
16.1 How to combine simple sentences to form compound sentences.	16.2.1 Use coordinating conjunctions to join two simple sentences to form compound sentences.			
17.1.1 How to write friendly letters using a process approach, including the address on an envelope.	17.2.1 Write a friendly letter applying the process approach. 17.2.2 Organize paragraphs using a topic sentence and	17.3.1 Be organized in their writing.	12. Apply knowledge of the traits of writing and the writing process	12. <ul style="list-style-type: none"> • Write personal address and, address an envelope for mailing [17.1.1, 17.2.5]. Use the organizational structure of a letter format to write:

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>17.1.2 Understand the stages of the process approach in writing:</p> <ul style="list-style-type: none"> • prewriting • drafting • revising • editing • publishing 	<p>supporting details.</p> <p>17.2.3 Use transitional words and phrases to link sentences and paragraphs.</p> <p>17.2.4 Use the following organizational structure: address, salutation, body/content, conclusion and closure.</p> <p>17.2.5 Address an envelope.</p> <p>17.2.6 Apply Pre-writing Skills (think, brainstorm, create web maps, articulate/list ideas, make notes, outline important points/relevance, sequence information, read related information)</p> <p>17.2.7 Apply Drafting Skills (follow pre-writing plan, formulate topic sentences and</p>	<p>17.3.2 Be confident writers.</p>	<p>to construct level-appropriate sentences.</p>	<ul style="list-style-type: none"> • friendly letters and, • e-mails to close friends, relatives, and acquaintances [17.2.4, 18.2.1]. • paragraphs with logical organization of topic sentences and supporting details [17.2.2, 19.2.3]. • using transitional words and phrases for sentence fluency and appeal to the senses [17.2.3, 19.2.1, 19.2.4]. • Apply the process approach to writing letters, descriptive paragraphs and e-mails [17.1.2, 17.2.6, 17.2.7, 17.2.8, 17.2.9, 17.2.10, 18.1, 19.1.1, 19.2.5, 19.2.6, 19.2.7, 19.2.8, 19.2.9]. • Edit capitalization and punctuation in own sentences using simple class-generated checklist [11.1,11.2.1,11.2.2,11.2.3,11.2.4,17.2.9]. • edit peers’ work for concord [12.1,12.2.1, 17.2.9]

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>supporting details, express ideas in paragraphs).</p> <p>17.2.8 Apply Revising Skills (to address, salutation, body/ content, conclusion, closure, organization of ideas, transitional words and phrases and paragraphing).</p> <p>17.2.9 Apply Editing Skills (edit writing applying grammar and mechanics rules).</p> <p>17.2.10 Apply Publishing Skills.</p>			
18.1 Know how to write e-mails.	18.2.1 Write an e-mail to close friends and relatives.	18.3.1 Be competent in the use of technology for communication.		
19.1.1 Know how to write two descriptive paragraphs that appeal to the senses using the process approach.	<p>19.2.1 Write using creative descriptions appealing to the five senses.</p> <p>19.2.2 Use the simile in</p>	19.3.1 Be confident in expressing ideas on paper.	13. Demonstrate pride in their ability to work independently	<p>13.</p> <ul style="list-style-type: none"> • Know the subject and the verb in statements and questions [12.1]. • Make subject and verb agree in

ENGLISH LANGUAGE ARTS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>19.1.2 Know the functions of similes in writing.</p>	<p>writing.</p> <p>19.2.3 Organize descriptive paragraphs using a topic sentence and supporting details.</p> <p>19.2.4 Use transitional words and phrases to link sentences and paragraphs.</p> <p>19.2.5 Apply Pre-writing Skills (think, brainstorm, create web maps, articulate/list ideas, make notes, outline important points/relevance, sequence information, read related information)</p> <p>19.2.6 Apply Drafting Skills (follow pre-writing plan, formulate topic sentences and supporting details, express ideas in paragraphs)</p> <p>19.2.7 Apply Revising Skills (descriptive and figurative</p>		<p>to compose sentences and paragraphs with correct grammatical structures and rich vocabulary.</p>	<p>number, using singular and plural nouns and personal pronoun forms [12.2].</p> <ul style="list-style-type: none"> • Recognize the function of prepositions, adverbs, apostrophes, adjectives, nouns, verbal forms and conjunctions in context [13.2, 15.1, 15.2]. • Use nouns or subject pronouns, verbs, adjectives and conjunctions (and/but) to form compound sentences [16.1, 16.2]. • Construct question sentences using present, past and future tenses and patterns based on the verb ‘to have’, ‘to be’ and ‘to do’ [13.1, 13.2]. • Write simple and compound sentences showing sentence fluency and organization after recounting two to three events/ideas in sequential order [16.1, 16.2]. • Write a paragraph showing voice on familiar topics discussed or on personal experiences recounted

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	language, organization of ideas, transitional words and phrases and paragraphing). 19.2.8 Apply Editing Skills (edit writing applying grammar and mechanics rules). 19.2.9 Apply Publishing Skills.			[19.1, 19.2]. <ul style="list-style-type: none"> • Use relevant level-appropriate high frequency words and vocabulary taught [6.1.1, 14.1, 14.2, 15.1, 15.2, 21.1, 21.2]. • Use similes in writing [19.1.2, 19.2.2]. • Spell high frequency words correctly [22.1, 22.2]. • Spell words applying level-appropriate rules [22.1, 22.2].
20.1 Know how to write a reflective piece.	20.2.1 Self-question to elicit thoughts and feelings about selected daily activities. 20.2.2 Express thoughts and feelings in writing.	20.3.1 Be confident in self-expression.	14. Write reflectively on daily activities.	14. <ul style="list-style-type: none"> • Self-question before writing[20.2.1] • Organize thoughts and feelings before writing [20.2.1]. • Express thoughts and feelings in writing [20.1, 20.2.2]. • Show comfort and confidence to share reflections [17.3.2, 19.3.1, 20.3.1]. • Share written work with a small

ENGLISH LANGUAGE ARTS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				group or whole class with pride [17.3.2, 19.3.1, 20.3.1].
<p>21.1.1 Use technical jargon to express meaning.</p> <p>21.1.2 Use context to arrive at word meanings.</p>	<p>21.2.1 Apply vocabulary in context:</p> <ul style="list-style-type: none"> a) Sight words b) Content area vocabulary c) Technical terms d) Synonyms e) Antonyms f) Homophones g) Multiple Meaning Words including words from Trinidadian and Tobagonian creole. 	<p>21.3.1 Be willing to use new vocabulary.</p>		
22.1 Know how to use	22.2.1 Produce the following	22.3.1 Be proud		

ENGLISH LANGUAGE ARTS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
spelling rules when writing: <ul style="list-style-type: none"> • Syllabication rules • Phonics • Inflectional Endings 	correctly: <ol style="list-style-type: none"> a) plural forms in which ‘y’ is changed ‘i’ and ‘f’ to ‘v’ before adding an “es” ending b) words that double the final consonant before adding endings c) words that drop the final ‘e’ before an ending d) ‘ie’ and ‘ei’ words e) Words with hard and soft ‘c’ and ‘g’ f) Words with silent letters g) Common homophones h) Key words in other subject areas 	of their ability to spell.		
23.1 Convert spoken	23.2.1 Change Creole patterns	23.3.1 Be		

ENGLISH LANGUAGE ARTS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
English Creole patterns into the equivalent Standard English patterns.	to Standard English contextually.	appreciative of the contextual nature of the two languages.		
<p>Media & Information Literacy</p> <p>24.1 Begin to respond critically to audio texts (music, radio advertisements, broadcasts and audiobooks).</p>	<p>24.2.1 Identify audio works as media texts.</p> <p>24.2.2 Critically view and listen to a variety of media materials with a focus on simple audio works.</p> <p>24.2.3 Identify overt and implied messages, with support and direction, in simple audio media texts.</p> <p>24.2.4 Express personal thoughts and feelings about some simple audio media works.</p>	<p>24.3.1 Be critical assessors of media texts.</p> <p>24.3.2 Be critical listeners to form opinions.</p> <p>24.3.3 Be confident in expressing ideas thoughts and feelings.</p>	<p>15. Demonstrate awareness of and respond critically to audio-visual works.</p>	<p>15.</p> <ul style="list-style-type: none"> • View and listen to a variety of media materials with a focus on simple audio works [24.1, 24.2.1, 24.2.2]. • Express thoughts and feelings about simple audio works [24.2.4]. • Discuss the overt messages in media listened to and relate text-to-self and text-to-world [24.2.3, 25.2.4, 25.2.5, 27.2.1]. • Discuss if media selected portray reality or fantasy [25.3.2, 26.2.3]. <p>Categorize media works as:</p>

ENGLISH LANGUAGE ARTS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> • fact and fiction [26.2.2] • reality-based or fantasy-based [26.2.1] • assess media texts and answer two literal, one inferential and one evaluative questions on the text studied [23.1].
<p>25.1 Demonstrate an understanding of the purpose of a variety of media texts (e.g. audio, visual, audio-visual, print, and electronic/digital text).</p>	<p>25.2.1 Use media and technology equipment with care.</p> <p>25.2.2 Identify purposes of media.</p> <p>25.2.3 Interpret content in print, visual, audio and electronic media.</p> <p>25.2.4 Make choices as independent consumers based on media messages.</p> <p>25.2.5 Explain the purpose of selected media texts (a television show, advertisement, radio broadcast, poem and</p>	<p>25.3.1 Develop as critical thinkers, to glean underlying messages.</p> <p>25.3.2 Be positive while interacting with different audiences.</p> <p>25.3.3 Be willing to share ideas and justify opinions in a variety of settings.</p>	<p>16. Demonstrate proper care and handling of media and technology equipment.</p>	<p>16.</p> <ul style="list-style-type: none"> • Handle media and technology equipment with care [25.2.1]. • Replace materials and clean up area after completing work. • Report damage or faulty equipment immediately. • Work following instructions and directions. <p>16.</p> <ul style="list-style-type: none"> • Contrast at least three different media forms according to their purposes [25.1, 25.2.2, 25.2.3, 25.2.5, 25.2.6, 28.1]. • Give reasons why one medium is preferred over another for the

ENGLISH LANGUAGE ARTS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	other audio selections etc.) 25.2.6 Select different forms of media tailored to audience and purpose.			purpose selected [25.3.3, 26.3.1, 27.2.2, 27.2.3].
26.1 Understand that all media are constructions where authors and illustrators construct a reality for their audiences. E.g. pictures that are like real life and pictures that are not like real life.	26.2.1 Compare and contrast the characteristics of selected media which tell if they are reality-based or fantasy-based. 26.2.2 Analyse messages in media to determine if they are fact or fiction e.g., exposure to web pages which show fiction or nonfiction. 26.2.3 Discuss selected media to justify if they portray reality and fantasy. 26.2.4 Use a think aloud strategy to demonstrate thinking about how reality and fantasy is constructed in media texts.	26.3.1 Be critical assessors of media.	17. Examine the relationship between media, media materials and literacy tools.	17. <ul style="list-style-type: none"> • Show that each medium has its own language, style, form, techniques, conventions, and aesthetics [28.2]. • Discuss how language, style, form, techniques, conventions, and aesthetics help to create preferential bias towards a product [27.2.4]. • Itemize tools and materials needed to perform specific tasks [28.2.2, 28.2.3, 28.3.1].
27.1 Identify selected	27.2.1 Deconstruct selected	27.3.1 Be positive	18. Show	18.

ENGLISH LANGUAGE ARTS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>media forms and explain what techniques are used to create meaning (e.g. animated vs. live actors giving information on the same topic).</p>	<p>media to understand how information and/or messages are presented to audiences.</p> <p>27.2.2 Discuss in group settings, preferences of media types.</p> <p>27.2.3 Explain why one media form is preferred over another.</p> <p>27.2.4 Determine how language, style, form, techniques, conventions, and aesthetics help to create preferential bias towards a product (word usage such as ‘crunchy taste’).</p>	<p>while interacting with different audiences.</p> <p>27.3.2 Be willing to share ideas and justify opinions in a variety of settings.</p>	<p>awareness of selecting media for different purposes and audiences.</p>	<ul style="list-style-type: none"> • Contrast at least three different media forms according to their purposes [25.1, 25.2.2, 25.2.3, 25.2.5, 25.2.6, 28.1]. • Give reasons why one medium is preferred over another for the purpose selected [25.3.3, 26.3.1, 27.2.2, 27.2.3].
<p>28.1 Create audio texts for different purposes and audiences.</p>	<p>28.2.1 Generate ideas for creating audio texts for various purposes and audiences.</p> <p>28.2.2 Give examples of tools and materials needed to create a public service announcement for the school community (e.g.</p>	<p>28.3.1 Be creative in exploring multimedia knowledge to produce final product.</p>		

ENGLISH LANGUAGE ARTS: STANDARD 2

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>radio, computer, microphone, audio recorder, CDs etc.).</p> <p>28.2.3 Use appropriate media tools to create an audio book or voice over for an animation etc.</p> <p>28.2.4 Show that each medium has its own language, style, form, techniques, conventions, and aesthetics: (Media producers use sound effect clips, music, speaking skills to create and deliver messages.)</p>	<p>28.3.2 Be confident in their ability to defend their point-of-view.</p>		

Primary School Curriculum

English Language Arts

Standard 3

GENERAL OUTCOMES FOR STANDARD THREE

ORAL COMMUNICATION

- Demonstrate a level of mastery of listening skills, creativity and expression through experiences with a range of audio/audio-visual stimuli.
- Use listening and speaking as tools to construct and clarify meaning, solve problems and complete tasks.
- Demonstrate the ability to evaluate and assess different types of messages and express point of view.
- Demonstrate an understanding of appropriate listening and speaking behaviours in a variety of contexts.
- Demonstrate language awareness knowledge of English Creole and Standard English at levels of phonology, morphology and syntax.

READING

- Display proficiency in using relevant decoding and word- analysis skills to decode multi-syllabic words when reading and spelling.
- Apply vocabulary knowledge in speaking, reading and writing.
- Read appropriate-level texts with purpose and understanding.
- Apply Reading Comprehension Skills and Strategies explicitly taught, to make meaning.

LITERARY APPRECIATION

- Analyse elements of stories and poems.
- Respond with delight to literature through language.

WRITING

- Apply knowledge of the rules of punctuation and capitalization.
- Demonstrate knowledge of a variety of sentence types.
- Demonstrate knowledge of two types of sentence structures in writing.
- Demonstrate knowledge about the different parts of speech in sentences.
- Demonstrate knowledge of the relationship between subject and verb agreement.
- Demonstrate an understanding of sentence analysis.
- Demonstrate the ability to create simple stories using the process approach to writing.
- Demonstrate knowledge of simple report writing using the process approach to writing.
- Demonstrate an understanding of reflective writing.
- Demonstrate knowledge of spelling rules.
- Understand the appropriate use of the different types of vocabulary in context.
- Demonstrate an understanding of common prefixes and suffixes in writing.
- Develop explicit, conscious understanding of the differences between English Creole and Standard English in writing.

MEDIA AND INFORMATION LITERACY

- Display an understanding of a variety of media texts.
- Begin to respond critically to electronic/digital media texts.
- Identify selected media forms and explain what techniques are used to create meaning and influence audience behaviour and thinking.
- Create a variety of media texts for different purposes and audiences.
- Reflect on and identify their strengths as media interpreters and creators.

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Oral Communication</p> <p>1.1.1 Know ways of interacting with a range of audio/audio-visual aesthetic stimuli for enjoyment.</p> <p>1.1.2 Know skills of oral expression applicable to level.</p>	<p>1.2.1 Use imagination, experiences and listening skills to enjoy and connect to aural, aesthetic materials.</p> <p>1.2.2 Perform recitation, choral speaking and scenarios/skits with attention to pronunciation and enunciation.</p> <p>1.2.3 Articulate emotional and intellectual responses to a variety of audio/audio-visual stimuli, including literary texts.</p> <p>1.2.4 Evaluate personal connections with Literature (characters, experiences and main message[s]).</p>	<p>1.3.1 Be appreciative, critical, creative and expressive communicators.</p> <p>1.3.2 Be comfortable to speak to and perform for an audience.</p>	<p>1. Apply appropriate appreciative and discriminative listening and speaking skills.</p>	<p>1.</p> <ul style="list-style-type: none"> • Perform recitals, choral speaking pieces, and scenarios and complex action songs as personally interpreted [1.2.2, 1.2.3, 1.2.4]. • Express self through creative dance movement for specific pieces of music heard [1.2.1, 1.2.2, 1.3.1]. • Recite poems with a sense of rhythm and with the required articulation, intonation and expression [1.1.2, 1.2.1]. • give positive attention to the work of peers [1.1.1, 1.3.1, 1.3.2]

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>Students will:</p> <p>2.1.1 Know strategies to aid comprehension at the pre-listening, during-listening and post-listening stages.</p> <p>2.1.2 Know how to use the “5Ws+H” to gain meaning from audio/audio-visual texts.</p>	<p>2.1.1 Employ taught strategies to assist in making meaning:</p> <ul style="list-style-type: none"> • pre-listening: purpose for listening, expectations at end of activity. • during-listening: self-questioning - if expectations are being met, note taking. • post-listening: self-question to determine if expectations were met, oral responses to the aural stimuli. <p>2.2.2 Discuss the message of aural texts by asking and answering “5Ws+H” questions to make meaning:</p> <ul style="list-style-type: none"> • Main idea • Supporting details • Simple summary statement 		<p>2. Demonstrate level-appropriate listening skills and speaking conventions when communicating.</p>	<p>2.</p> <ul style="list-style-type: none"> • Use listening strategies to help make meaning during and after listening to a selection [2.1.1, 2.2.1]. • Use the “5Ws+H” and simple graphic organizers to help gain and express meaning from texts [2.1.2, 2.2.2] • Answer four literal, two inferential and one evaluative questions about texts[2.1.2, 2.2.2] • Give one main idea from simple audio-visual texts and three to five supporting details [2.2.2].

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				Articulate a summary statement for audio-visual texts presented [2.2.2].
<p>3.1.1 Know how to use strategies that assist in simultaneous listening and analysing activities and expressing valid points of view.</p> <p>3.1.2 Know that strengths and weaknesses exist in messages.</p> <p>3.1.3 Know that a message should be analysed before its acceptance.</p>	<p>3.2.1 Take notes after listening.</p> <p>3.2.2 Ask pertinent questions to create meaning.</p> <p>3.2.3 Highlight important points relevant to a given topic.</p> <p>3.2.4 Present alternative points of view.</p> <p>3.2.5 Discuss varying points of view E.g. use of graphic organizers.</p> <p>3.2.6 Identify and assess words and phrases in messages which are used for persuasion and facts and opinions:</p> <p style="padding-left: 40px;">a) Advertisements</p> <p style="padding-left: 40px;">b) Arguments/Argumentation</p> <p>3.2.7 Ask questions to assess the reliability of claims or arguments made.</p>	<p>3.3.1 Be critical listeners.</p> <p>3.3.2 Be polite in expressing different points of view.</p> <p>3.3.3 Be tolerant of others' points of view.</p> <p>3.3.4 Be competent analysers of messages.</p>	<p>3. Demonstrate the ability to use strategies to evaluate different messages received.</p>	<p>3.</p> <ul style="list-style-type: none"> • Take notes relevant to the topic given highlighting important points. [3.1.1, 3.2.1, 3.2.3, 3.3.1]. • Question what is heard, make value judgments as it relates to self, and form opinions [3.2.2, 3.2.8, 3.2.9, 3.3.4] • Express a different point-of-view with politeness [3.3.2, 3.3.3]. • Discuss varying points of view [3.2.5, 3.2.7]. <p>Identify and assess the</p>

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>3.2.8 Make judgments of what is heard by assessing the message’s strengths and weaknesses.</p> <p>3.2.9 Form opinions about what is heard and how it is said, to prove or disprove.</p>			<p>choice and suitability of words used for persuasion, fact and opinion in:</p> <ul style="list-style-type: none"> • advertisements • debates • presentations [3.2.6, 3.3.4].
<p>4.1.1 Know appropriate listening and speaking behaviours.</p> <p>4.1.2 Basic and applicable contrastive analysis of English Creole and Standard English.</p> <p>4.1.3 Know the basic conditions and criteria necessary to code-switch between English Creole and Standard English.</p>	<p>4.2.1 Follow and provide relatively complex directions and instructions.</p> <p>4.2.2 Use appropriate verbal and non-verbal language features to communicate effectively.</p> <p>4.2.3 Use high-frequency and content-specific words to create and express meaning.</p> <p>4.2.5 Engage in conversations and other formal interactions using Standard English.</p> <p>4.2.6 Speak with attention to Standard English pronunciation.</p> <p>4.2.7 Distinguish between English Creole and Standard English languages based on</p>	<p>4.3.1 Be courteous when interacting with others.</p> <p>4.3.2 Be confident and competent speakers and performers.</p> <p>4.3.3. Be confident in using Standard English.</p> <p>4.3.4 Be willing and comfortable to speak to different audiences.</p>	<p>4. Demonstrate an understanding and appreciation of English Creole and Standard English.</p> <p>5. Communicate orally in Standard English</p>	<p>4.</p> <ul style="list-style-type: none"> • Follow and provide complex instructions and directions in Standard English [4.11, 4.2.1, 4.2.3]. • Engage in conversations, classroom discussions and other formal situations using Standard English [4.2.5, 4.2.6, 4.3.1, 4.3.2, 4.3.3] <p>5. Speak with attention to Standard English pronunciation [4.1.2, 4.1.3,</p>

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<i>See writing strand for sentence structures at this level.</i>	phonology (sounds), morphology (grammar) and syntax (arrangement of words). 4.2.8 Code-switch between Creole and Standard English based on purpose, audience and topic.	4.3.5 Be proud of English Creole as a legitimate language.		4.2.6, 4.2.7, 4.2.8, 4.3.2, 4.3.3, 4.3.4, 4.3.5].
Reading 5.1 Apply appropriate phonic skills and strategies in reading.	5.2.1 Read grade level texts independently. 5.2.2 Read in isolation, and in context, high-frequency words appropriate to grade level. 5.2.3 Associate sounds with phonograms e.g. -ble,-cle, -ture, -ciam, -ic, -ick in isolation and in context. 5.2.4 Use knowledge of phonics combined with other word-attack strategies such as knowledge of morphemic word families, spelling generalizations, and letter combinations including double letters to decode new words.	5.3.1 Be proficient readers. 5.3.2 Be proud of their accomplishments in applying phonic skills to new contexts. 5.3.3 Be cooperative in assisting peers.	6.	6. <ul style="list-style-type: none"> • Select appropriate phonic skills to decode multi-syllabic words to read literary texts [5.1, 5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.2.5, 5.2.6, 5.2.7, 5.2.8, 5.3.1, 5.3.2, 7.2.1] • Select and apply appropriate word analysis skills to unfamiliar words to read literary texts [5.1, 5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.2.5, 5.2.6, 5.2.7, 5.2.8,

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>5.2.5 Apply knowledge of phonological awareness and phonics to decode words e.g. long vowel patterns in multi-syllabic words, consonant clusters ('straight', 'throat', 'screech', 'squawk').</p> <p>5.2.6 Associate diphthongs with their respective sounds including /u/, /au/ and /aw/.</p> <p>5.2.7 Associate sounds with silent consonant digraphs in the initial position (e.g. 'gn-, wh-, wr- and kn-').</p> <p>5.2.8 Apply rules of syllabication to decode multi-syllabic words.</p> <p>5.2.9 Identify words with inconsistent but common spelling-sound correspondences.</p>			<p>5.3.1, 5.3.2, 7.2.1].</p> <ul style="list-style-type: none"> • Associate diphthongs and phonograms with their respective sounds [5.2.3, 5.2.6]. • Associate sounds with silent consonants in the initial position in words [5.2.7]. • Associate the spelling with the pronunciation of the words [5.2.6, 5.2.7, 5.2.8, 5.2.9] • Distinguish between similarly spelled words by identifying the sounds of the letters that differ [5.2.3, 5.2.4, 5.2.5, 5.2.6, 5.2.7, 5.2.9].
6.1 Use words which express deeper meaning in speaking, reading and	6.2.1 Use context-clues, word structure clues, definition clues and background knowledge to determine the meaning of	6.3.1 Be respectful of peers' attempts in applying	7. Apply vocabulary skills to demonstrate	<p>7. Use:</p> <ul style="list-style-type: none"> • reading strategies to activate prior knowledge in pre-

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>Students will: writing.</p>	<p>words or phrases (including homophones and multiple-meaning words).</p> <p>6.2.2 Develop a more sophisticated vocabulary across content areas.</p> <p>6.2.3 Determine the meaning of words used in descriptive and factual language.</p> <p>6.2.4 Apply multi-meaning words in technical vocabulary in speaking, writing and reading in context.</p> <p>6.2.5 Interpret analogy and connotative language.</p> <p>6.2.6 Demonstrate the meaning of figurative language in all genres.</p>	<p>vocabulary knowledge.</p> <p>6.3.2 Be empowered to use vocabulary knowledge in different contexts.</p>	<p>understanding of texts.</p>	<p>reading [6.2.1].</p> <ul style="list-style-type: none"> • picture, word, definition and context clues to infer meanings in context and apply in speaking, reading and writing [6.1, 6.2.1]. • Apply familiar vocabulary to gain understanding of texts and to develop a more sophisticated vocabulary bank [6.2.2, 6.2.3, 6.2.4, 6.2.5]. • Construct sentences orally and in writing using synonyms, antonyms, multiple-meaning and high frequency words common to this level [6.2.3, 6.2.6] • Apply knowledge of vocabulary to answer and generate questions orally and

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>in writing, and to demonstrate the meaning of figurative language [6.2.3, 6.2.5, 6.2.6].</p> <ul style="list-style-type: none"> • Determine the contextual meaning of words and phrases in descriptive and factual texts [6.2.3]. • Examine and interpret analogy relationships in texts [6.2.5] • interpret the connotative meanings of familiar and new words contextually [6.2.5] • explore analogy and connotative language as giving deeper meaning to texts [6.2.5] • verify meanings of new words using dictionary and thesaurus [6.2.2]

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>Students will:</p> <p>7.1 Use critical and strategic reading strategies to read competently.</p>	<p>7.2.1 Apply a variety of appropriate-level strategies and skills to construct meaning from text, including before, during and after reading.</p> <p>7.2.2 Read a variety of informational and narrative/descriptive texts/genres with sufficient accuracy to support comprehension.</p> <p>7.2.3 Monitor reading for accuracy and sense, demonstrating that they have the confidence to adjust their reading.</p> <p>7.2.4 Develop a love for reading a range of genres.</p>	<p>7.3.1 Be confident in reading appropriate-level texts fluently.</p> <p>7.3.2 Be respectful of peers' attempts in reading fluently.</p> <p>7.3.3 Encourage peers as they read a variety of texts.</p>	<p>8. Demonstrate proficiency in using critical and strategic reading skills to read fluently and monitor meaning from level-appropriate texts.</p>	<p>8.</p> <ul style="list-style-type: none"> • Identify key words, decode target words and read text accurately, with fluency [7.1, 7.2.1, 7.2.2, 7.2.3] • Read with appropriate phrasing, intonation, emphasis and expression, good volume, breath-control, correct pronunciation and clear enunciation, intonation, rhythm, pace and prosody at a rate appropriate for comprehension [7.2.3, 7.2.4]. • Read common high-frequency words by sight [7.2.1]. • Select level-appropriate comprehension strategies to decode new words in

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>context, and to make and monitor meaning [7.2.3, 8.1.1, 8.2.4].</p> <ul style="list-style-type: none"> • Show patience and co-operate when developing reading skills [5.3.3]. • Display confidence in their ability to read fluently [5.3.1, 5.3.2, 7.3.1]. • Share ideas, thoughts and feelings in different audiences [8.3.2, 8.3.3]. • respect peers' attempts at reading and in applying vocabulary knowledge [5.3.3, 6.3.2] • show tolerance for the opinions of others [8.3.4]

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> • use high frequency words creatively in different contexts[6.3.2, 7.3.1] • show support to others as developing readers and creative thinkers [5.3.3, 6.3.1, 7.3.2, 7.3.3] • display the ability to think critically [8.3.1] • Develop a passion for reading [7.2.4].
<p>8.1.1 Read to learn.</p> <p>8.1.2 Apply appropriate-level comprehension skills and strategies to understand texts.</p> <p>8.1.3 Use text features (author, title, illustrator and table of contents) and text</p>	<p>Use reading comprehension strategies to answer literal and inferential type questions independently:</p> <p>8.2.1 Answer and ask questions based on a given stimulus.</p> <p>8.2.2 Use the dictionary and thesaurus to acquire meanings of words in context.</p>	<p>8.3.1 Be critical and creative thinkers.</p> <p>8.3.2 Be empowered to express ideas, thoughts and feelings.</p>	<p>9. Apply level-appropriate reading comprehension skills and strategies to gain understanding from texts.</p>	<p>9.</p> <ul style="list-style-type: none"> • Activate prior knowledge to make text-to-self, text-to-text and text-to-world connections [8.1.2, 8.2.1, 8.2.3, 8.2.4, 8.2.11]. • Read title and study illustrations to gain understanding of or

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>Students will:</p> <p>structures to gain meaning.</p> <p>8.1.4 Use before, during and after reading strategies.</p>	<p>8.2.3 Activate prior knowledge and (content-area) vocabulary to deepen understanding of texts.</p> <p>8.2.4 Use metacognitive strategies to clarify meaning in text e.g., rereading, visualizing, thinking about the text, before, during and after reading strategies.</p> <p>8.2.5 Identify key words when scanning texts to establish relevance.</p> <p>8.2.6 Understand that texts have purposes and are written for audiences.</p> <p>8.2.7 Identify main idea and supporting details from text to show their relationship to text.</p> <p>8.2.8 Apply knowledge of inference and deduction to identify/discuss cause and effect relationships in texts.</p> <p>8.2.9 Express preferences and support their views by reference to texts.</p>	<p>8.3.3 Be confident in sharing ideas with different audiences.</p> <p>8.3.4 Be tolerant of differences of opinions.</p>		<p>make predictions about the text [8.1.1, 8.1.3, 8.2.1, 8.2.10, 8.2.12].</p> <ul style="list-style-type: none"> • Give the purposes of all texts presented and discuss possible audiences for them [8.2.6]. • Identify key words when scanning texts [8.2.5]. • Generate questions about the main idea/event/message of the text using pictures/illustrations and other stimuli [8.2.1, 8.2.12]. • Modify or refine main idea/event/message as the story develops [8.2.4].

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>Students will:</p>	<p>8.2.10 Reflect and share personal views based on their reading experience with given text.</p> <p>8.2.11 Make text-to-self, text-to-text and text-to-world connections between what they already know and the information presented in two different texts.</p> <p>8.2.12 Create mental images to respond to the text e.g., share reactions, clarify confusion, generate questions, predict outcomes and draw inferences.</p> <p>8.2.13 Evaluate texts by making explicit and inferential reference to texts.</p>			<ul style="list-style-type: none"> • State one main idea/message with supporting details [8.2.7]. • Analyse simple details from key words [8.2.3]. • Apply knowledge of inference and deduction to show cause/effect relationships in texts [8.1.2, 8.2.8] • Given one of cause or effect, infer or deduce the other and verify using text [8.2.8]. • Present preferred account/event/point-of-view in texts in a variety of ways [8.2.9]. • Support personal views with reference to the

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>text [8.2.7, 8.2.9, 8.2.10, 8.2.11, 8.2.13].</p> <ul style="list-style-type: none"> • Research and interpret bits of information presented in a variety of media including symbols, signs, charts and graphs [8.1.3]. • Locate information in texts using table of contents, index, acknowledgments and glossary [8.1.3]. • Answer at least two literal, three inferential and one evaluative question orally and in writing from texts presented [8.2.1].
<p>Literary Appreciation</p> <p>9.1.1 Know how to analyse</p>	<p>9.2.1 Use graphic organizers for visual representation of narrative elements.</p>	<p>9.3.1 Be appreciative of the</p>	<p>10. Demonstrate understanding of</p>	<ul style="list-style-type: none"> • Relate text-to-self,

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>Students will:</p> <p>narrative and poetic elements in literature.</p> <p>9.1.2 Know appropriateness of language in context.</p> <p>9.1.3 Know the Literary Device:</p> <ul style="list-style-type: none"> • Imagery <p>9.1.4 Know Figures of Speech</p> <ul style="list-style-type: none"> • Simile • Simple metaphor • Personification 	<p>9.2.2 Relate the story through another character’s perspective.</p> <p>9.2.3 Draw conclusions and infer meaning.</p> <p>9.2.4 Discuss introduction, rising action, climax, falling action and conclusion in literary texts.</p> <p>9.2.5 Identify and discuss figurative language based on context and content.</p> <p>9.2.6 Explore the mood of a literary piece.</p> <p>9.2.7 Examine the writer’s and the reader’s points-of-view.</p> <p>9.2.8 Discuss how the creole is used in selected literary texts.</p> <p>9.2.9 Make connections between literature and real life situations.</p>	<p>connections between style, imagery and language.</p> <p>9.3.2 Be conscious of author’s use of language.</p> <p>9.3.3 Be aware of the use of the Trinidad Creole and Tobago Creole for communication in different scenarios.</p>	<p>literary texts in the analysis of elements of stories and poems.</p>	<p>text-to-text and text-to-world to help make meaning and understand the text characters’ perspectives [9.2.2]</p> <ul style="list-style-type: none"> • speak about the writer’s point-of-view and give own point-of-view [9.2.6] • draw own conclusion and infer meaning as they relate to the story • identify major conflict in text and offer two possible solutions [9.2.3] • discuss plot and analyse its development through selected stories • represent plot using graphic organizers

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> • explore the feelings created after reading poems and stories • identify words/language used to create specific moods • substitute words to change moods in texts presented • examine words/language used in creating a mental picture • use language with guidance to create imagery • identify figures of speech in poems [9.1.4] • identify

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				personification in literary texts and use in oracy [9.1.4] <ul style="list-style-type: none"> • identify simple metaphor in literary text [9.1.4] • identify the simile in texts and use in writing • show appreciation for reading and of being read to from the various genres of literature
Writing 10.1 Apply the rules of punctuation and capitalization.	10.2.1 Use the following punctuation marks in sentences: <ul style="list-style-type: none"> • full stop, question mark, exclamation mark, apostrophe in contractions and possessives, quotation marks and commas in apposition, in words in a series and in addresses. 	10.3 Be self-organized in their writing.	11. Apply knowledge of writing conventions appropriate to the level.	11. Use: <ul style="list-style-type: none"> • the period, question mark and exclamation marks at the end of statements, questions, commands and

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>10.2.2 Use capital letters in sentences for:</p> <ul style="list-style-type: none"> • first word in a quotation • title of books, chapters, poems • title of proper names • important words in headlines, subject heading etc. 			<p>surprise respectively, apostrophe in contraction and possessives, quotation marks, and commas for words in apposition, in a series and in addresses [10.1, 10.2.1, 11.1.1, 11.2.1]</p> <ul style="list-style-type: none"> • a capital letter for the title of proper names, first word in a quotation, titles of books, chapters and poems, important words in headlines, and subject headings [10.1, 10.2.2] • edit capitalization and punctuation in own sentences using simple class generated checklist [10.1, 10.2.1, 10.2.2]
11.1.1 Know the different	11.2.1 Write the different types of	11.3.1 Be proud of	12. Demonstrate	12. Write:

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>forms of sentences: Interrogative, imperative and negative.</p> <p>11.1.2 Know how to expand the basic sentence type to enrich sentences.</p>	<p>sentences.</p> <p>11.2.2 Expand the basic sentence type by adding an adjective or adverb in word and phrase.</p>	<p>their accomplishments.</p>	<p>pride in their ability to work independently to compose sentences with proper grammatical structures and rich vocabulary.</p>	<ul style="list-style-type: none"> • imperative and negative sentences [11.1.1, 11.2.1] • construct interrogative sentences using present, past and future tenses and patterns based on verbal forms [13.2.2]
<p>12.1.1 Apply their knowledge of simple and compound sentences to add variations to their writing.</p>	<p>12.2.1 Use a conjunction to join two simple sentences to form a compound sentence.</p>	<p>12.3.1 Be creative in their writing.</p>		
<p>13.1.1 Recognize use of the different parts of speech in sentences.</p>	<p>13.2.1 Use Nouns: common, proper, collective and abstract in sentences.</p> <p>13.2.2 Use Verbal forms:</p> <p>a) Simple Present, Past, Future, Present Continuous Tense, Past Perfect Tense,</p> <p>b) Use Modals: can, may, should, would, could, might.</p>			

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>c) Participle-past and present.</p> <p>d) Regular and irregular.</p> <p>13.2.3 Use Adjectives: comparative and superlative degree.</p> <p>13.2.4 Use Pronouns: Personal, Possessive Reflexive and Relative Pronoun.</p> <p>13.2.5 Use Adverbs: comparative and superlative forms.</p> <p>13.2.6 Use Prepositions in context.</p> <p>13.2.7 Use Conjunctions to combine ideas and sentences.</p>			
14.1.1 Know that a subject must agree with a verb in number.	14.2 Choose verbs to agree with subjects in number.			
15.1.1 Know how to analyse a sentence into subject and verb.	15.2 Analyse a sentence identifying its subject and verb.			
16.1.1 Know the following	16.2.1 Write narrative-descriptive stories	16.3 Be competent	13. Apply	13. Expand:

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>to engage in narrative-descriptive writing:</p> <ul style="list-style-type: none"> • The elements of story writing • Sensory detail • Figurative language • Organization • Grammar and mechanics • The stages in the writing process 	<p>showing beginning middle and end plot structure, character development, setting, sensory descriptive words and the simile, simple metaphor and personification devices.</p> <p>16.2.2 Write narrative descriptive stories applying the stages in the writing process:</p> <ul style="list-style-type: none"> • apply Pre-writing Skills (think, brainstorm, create web maps, articulate/list ideas, make notes, outline important points/relevance, sequence information, read related information) • apply Drafting Skills (follow pre-writing plan, formulate topic sentences and supporting details, express ideas in paragraphs) • apply Revising Skills (review plot structure, figurative language, sensory details, organization of ideas, transitional words and phrases and paragraphing) • apply Editing Skills (edit writing by 	<p>in composing stories.</p>	<p>knowledge of the traits of writing and the writing process to construct level-appropriate sentences.</p>	<ul style="list-style-type: none"> • the different forms of sentences using an adjective, adverb, or adjectival phrase and adverbial phrase [11.1.2, 11.2.2] • make subject and verb agree in number [14.1.1, 14.2.1] • analyse sentences into the subject and the verb phrase (predicate) [15.1.1, 15.2.1] • recognize the function of prepositions, adverbs, apostrophes, adjectives, nouns, verbal forms and conjunctions in context [13.1.1, 13.2.1]

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>Students will:</p>	<p>applying grammar and mechanics rules)</p> <ul style="list-style-type: none"> • apply Publishing Skills 			<ul style="list-style-type: none"> • use nouns or subject pronouns, verbs, adjectives and conjunctions (and/but) to form compound sentences [12.1.1, 12.2.1] • write simple and compound sentences showing sentence fluency and organization after recounting three to five events/ideas in sequential order [12.1.1, 12.2.1] • use relevant level-appropriate high frequency words and vocabulary taught [6.1, 20.1, 20.2, 21.1.1, 21.2.1, 21.3.1] • use sensory details and figurative language in writing

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>[16.1]</p> <ul style="list-style-type: none"> • spell high frequency words correctly [19.1.1, 19.2.1] • spell words applying level appropriate rules [19.1.1, 19.2.1] <p>10. Share:</p> <ul style="list-style-type: none"> • written work with a small group or whole class with pride [10.3, 11.3, 16.3, 17.3, 18.3.1] • write at least two paragraphs showing voice on familiar topics discussed or on personal experiences recounted [11.1.2, 11.2.2, 12.1, 12.2, 16.1, 16.2, 17.1.1, 17.2.1]

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> • write paragraphs with logical organization of topic sentences and supporting details for factual and narrative-descriptive writing [11.1.2, 11.2.2, 12.1, 12.2, 16.1, 16.2, 17.1.1, 17.2.1] • write using transitional words and phrases for sentence fluency and appeal to the senses [16.1.1, 17.1.1] • apply the process approach to writing narrative-descriptive paragraphs, simple reports, friendly letters and e-mails [16.1, 16.2.1, 16.2.2, 17.1.1, 17.2.1] • edit capitalization and punctuation in

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>own sentences using simple class generated checklist [11.1.1, 11.2.1, 11.2.2, 11.2.3, 11.2.4, 16.2.2, 17.2.1]</p> <ul style="list-style-type: none"> edit peers' work for concord [12.1.1, 12.2.1, 16.2, 17.2.1, 22.2.1]
<p>17.1.1 Know how to write a simple report using the process approach with focus on :</p> <ul style="list-style-type: none"> Organizational structure Introductory paragraph Transition words Content 	<p>17.2.1 Write simple reports on selected daily activities applying the process approach to writing:</p> <ul style="list-style-type: none"> apply Pre-writing Skills (think, brainstorm, create web maps, articulate/list ideas, make notes, outline important points/relevance, sequence information, read related information) apply Drafting Skills (follow pre-writing plan, formulate topic sentences and supporting details, express ideas in paragraphs) 	<p>17.3.1 Be self-organized in their writing.</p>		

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<ul style="list-style-type: none"> • Language use • Grammar and Mechanics 	<ul style="list-style-type: none"> • apply Revising Skills (review content, language and organization – logical sequencing of information, paragraphing, introduction, body, conclusion, and transitional words and phrases) • apply Editing Skills (edit writing applying grammar and mechanics rules) • apply Publishing Skills 			
<p>18.1.1 Know how to write a reflective piece considering:</p> <ul style="list-style-type: none"> • a description of what happened and who was involved • an interpretation of what is most important • an outcome of what I have learned 	<p>18.2.1 Critically question self and their own thinking about a situation/event.</p> <p>18.2.2 Express their thoughts and feelings in a reflective piece.</p>	<p>18.3 Be confident in self-expression.</p>	<p>14. Write reflectively on daily activities.</p>	<p>14. Self-question before writing.[18.2.1]</p> <ul style="list-style-type: none"> • organize thoughts and feelings before writing [18.1] • express thoughts and feelings in writing [18.1, 18.2.2] • show comfort and confidence to share reflections [17.3, 18.3]

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> share written work with a small group or whole class with pride [17.3.1, 18.3.1]
<p>19.1 Know how to apply spelling rules correctly when writing:</p> <ul style="list-style-type: none"> Syllabication rules Phonics Inflectional Endings 	<p>19.2 Apply spelling rules correctly in writing.</p> <p>Produce the following correctly:</p> <ul style="list-style-type: none"> plural forms in which ‘y is changed ‘i’and ‘f’ to ‘v’ before adding an “es” ending words that double the final consonant before adding endings words that drop the final ‘e’ before an ending ‘ie’ and ‘ei’ words words with hard and soft ‘c’ and ‘g’ words with silent letters 	<p>19.3 .1 Be self-sufficient in writing.</p>		

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<ul style="list-style-type: none"> • common homophones • key words in other subject areas 			
20.1.1 Know how to use the different types of vocabulary across content areas.	20.2 .1Use the different types of vocabulary in context across content areas: <ul style="list-style-type: none"> a) Technical terms b) Synonyms c) Antonyms d) Homophones e) Homographs f) Words with multiple-meanings 	20.3.1 Be knowledgeable about the different types of vocabulary and their usage in text.		
21.1 Identify the affixes added to root words to make and use new words in context.	21.2.1 Make and use new words by adding prefixes and suffixes to root words in writing. Suffixes:- -less,-ness, -ous,-ful, -ly, and different forms of –shun	21.3.1 Be proficient in the usage of their developing vocabulary.		

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>Prefixes: tele, anti, pre, aero, etc</p> <p>21.2.2 Give the meaning of new words formed with the affixes.</p>			
22.1.1 Recognize Creole patterns in their writing to code switch to Standard English patterns.	22.2 .1 Use a code switching analysis chart to change Creole patterns to Standard English patterns.	22.3.1 Be proficient in their writing.		
<p>Media & Information Literacy</p> <p>23.1.1 Display an understanding of a variety of media texts. (e.g., audio, visual, audio-visual, print, and electronic/digital text)</p>	<p>23.2.1 Use media and technology equipment with care.</p> <p>23.2.2 Comprehend content in print, visual, audio and electronic media.</p> <p>23.2.3 Recognize that all forms of media contain constructed messages.</p> <p>23.2.4 Identify purposes of media.</p> <p>23.2.5 Demonstrate competence in gaining messages as an independent consumer of media texts.</p>	<p>23.3.1 Responsible in handling equipment.</p> <p>23.3.2 Reflective of the messages conveyed in a variety of media.</p> <p>23.3.3 Critical thinkers to determine underlying messages.</p>	<p>15. Demonstrate proper care and handling of media and technology equipment.</p> <p>16. Show awareness of selecting media for different</p>	<p>15. Handle:</p> <ul style="list-style-type: none"> • media and technology equipment with care and with proper etiquette [23.2.1] • work following instructions and directions [23.3.1] • use media ethically adhering to the Copyright Act and

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	23.2.6 Explain the purpose of selected media texts (magazine ads, newspaper pull-outs, an email message, text message, online advertisements etc.)	23.3.4 Confident in defending point-of-view	purposes and audiences.	Acceptable Use Policy [26.2.1, 26.2.2, 26.3.1] 16. Identify: <ul style="list-style-type: none"> • three main purposes of media [23.2.4] • contrast at least three different media forms according to their purposes [23.1, 23.2.6, 23.3.2]
24.1.1 Begin to respond critically to electronic/digital media texts.	24.2.1 Identify media texts. 24.2.2 Critically view and listen to a variety of media materials with a focus on electronic/digital works. 24.2.3 Express personal thoughts and feelings about selected electronic/digital media works.	24.3.1 Reflective of the messages conveyed in a variety of media. 24.3.2 Critical thinkers to determine underlying messages.	17. Demonstrate awareness of and respond critically to electronic/digital media works.	17. View and listen: <ul style="list-style-type: none"> • to a variety of media materials with a focus on electronic/digital media works [24.1, 24.2.1, 24.2.2] • express thought and feelings toward

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>24.2.4 Consider both the overt and implied messages in electronic/digital media texts.</p>	<p>24.3.3 Confident in defending point-of-view</p>		<p>electronic/digital media works [24.2.3]</p> <ul style="list-style-type: none"> • discuss the overt messages in media listened to and relate text-to-self and text-to-world [23.2.3, 23.2.5, 24.2.4, 24.3.1, 24.3.2, 24.3.3] • assess media texts and answer two literal, one inferential and one evaluative question on the media text studied [24.1, 24.2.4]
<p>25.1.1 Identify selected media forms and explain what techniques are used to create meaning and influence audience behaviour and thinking. (e.g., pictures, headlines, fonts, sound effects,</p>	<p>25.2.1 Examine the codes and conventions of visual imagery, meaning illustrations in picture books, by looking at the role that formatting plays in message making.</p> <p>25.2.2 Explain how illustrators can use colour and other tools/techniques to construct a reality for their audiences.</p>	<p>25.3.1 Aware of the importance of visual imagery in designing final products.</p>	<p>18. Examine the use of language and colour to enhance and influence audience appeal.</p>	<p>18. Cite:</p> <ul style="list-style-type: none"> • techniques used to create selected media [25.1.1] • explore colour and other tools used in creating visual

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
animations, use of celebrities to advertise, embellishments such as flashing lights)	25.2.3 Show how websites use various styles and techniques to influence audiences and to convey messages <i>(e.g., use of images, use of dark colours, bright colours, warm colours, cool colours, pictures, headlines, fonts, sound effects, animations, use of celebrities to advertise, embellishments such as flashing lights etc.)</i>	25.3.2 Competent in constructively critiquing websites		imagery [25.2.1, 25.2.2, 25.3.1] <ul style="list-style-type: none"> discuss style and techniques used in websites to influence audiences [25.2.3, 25.3.2]
26.1.1 Create a variety of media texts for different purposes and audiences. (e.g., a skit, including sound effects, based on a photograph; a weather report with illustrations, animations and captions)	26.2.1 Use information products and technology ethically. 26.2.2 Employ media etiquette when using technology and producing media texts. 26.2.3 Explain that media are constructions; each medium has its own language, style, form, techniques, conventions and aesthetics. 26.2.4 Develop a storyboard in order to retell a story in visual form (using Photo Story). <i>(Class outing, Agricultural Science practical, a skit, including sound effects, based on a photograph; a weather report with illustrations, animations and captions</i>	26.3.1 Be ethical users of media tools (consideration of copyright rules and acceptable use policy). 26.3.2 Be proud of their accomplishments in integrating technology knowledge across content areas.		

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p><i>etc.)</i></p> <p>26.2.5 Demonstrate by manipulating visual images (e.g., re-sequencing), alternative stories can be told.</p>			
<p>27.1.1 Reflect on and identify their strengths as media interpreters and creators.</p>	<p>27.2.1 Critically examine created media texts.</p> <p>27.2.2 Reflect on techniques and tools used to create media to make judgments on pros and cons of these.</p> <p>27.2.3 Discuss strengths and weaknesses of created media texts.</p> <p>27.2.4 Compare and contrast media produced by individuals in the class.</p> <p>27.2.5 Determine/judge impact of created media re purpose.</p>	<p>27.3.1 Develop as critical thinkers re: related tasks.</p> <p>27.3.2 Develop a spirit of inquiry to make informed decisions.</p>	<p>19. Apply knowledge of media texts and construction to critically analyse own work.</p>	<p>19. Create:</p> <ul style="list-style-type: none"> • specific visual media pieces [26.1.1, 26.2.4, 26.2.5] • examine created media using created rubric [27.2.1] <p>Analyse strengths and weaknesses of:</p> <ul style="list-style-type: none"> • self as a media creator and interpreter • peers’ work, with respect [27.1.1, 27.2.3,7.3.1] • assess the suitability of tools selected and

ENGLISH LANGUAGE ARTS: STANDARD 3

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>techniques used to create media work using generated rubric [27.2.2, 27.3.2]</p> <ul style="list-style-type: none"> • chat about the impact of the piece created using prior knowledge of media construction [27.2.4, 27.2.5]

DRAFT

Primary School Curriculum

English Language Arts

Standard 4

GENERAL OUTCOMES FOR STANDARD FOUR

ORAL COMMUNICATION

- Demonstrate a level of mastery of listening skills, creativity and expression through experiences with a range of aural stimuli.
- Use listening and speaking as tools to construct and clarify meaning and solve problems.
- Demonstrate the ability to evaluate and assess different types of messages.
- Demonstrate an understanding of appropriate listening and speaking behaviours in a variety of contexts.
- Demonstrate an understanding of language awareness knowledge of English Creole and Standard English at levels of phonology, morphology and syntax.

READING

- Decode words with automaticity and accuracy using a range of reliable strategies.
- Apply vocabulary knowledge in speaking, reading and writing.
- Read texts with purpose and understanding.
- Apply Reading Comprehension skills and strategies explicitly taught, to make meaning.

LITERARY APPRECIATION

- Respond with delight to literature through language and critical literacy skills.
- Gain deeper understanding of the world in general through literature.

WRITING

- Demonstrate knowledge of punctuation marks.
- Demonstrate knowledge of phrases to be used to enrich sentences.
- Demonstrate knowledge of the three types of sentences in their writing.
- Demonstrate knowledge of the agreement between subject and verb.
- Demonstrate the ability to create simple stories using the process approach to writing.
- Demonstrate knowledge of the process approach in expository writing.
- Demonstrate an understanding of reflective writing.
- Demonstrate knowledge of spelling rules to spell words correctly.
- Demonstrate an understanding of common prefixes and suffixes in writing.
- Understand the appropriate use of the different types of vocabulary in context.
- Develop explicit, conscious understanding of the differences between English Creole and Standard English in their writing.

MEDIA AND INFORMATION LITERACY

- Identify selected media forms and explain how they are used to create meaning. (e.g., media texts designed to reach a very wide audience: signs, posters, billboards, movies, television, podcasts)
- Demonstrate competence in gaining messages as an independent consumer of media texts.
- Create a variety of media texts for different purposes and audiences.
(e.g., a poem, announcement, or flyer produced electronically by combining word-processed text with pictures and/or photographs; a newspaper article that includes a photograph and headline)
- Reflect on and identify their strengths as media interpreters and creators.

ENGLISH LANGUAGE ARTS: STANDARD 4

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>1.1.1 Know ways of interacting with a range of aural aesthetic stimuli for enjoyment.</p> <p>1.1.2 Know skills of oral expression applicable to level.</p>	<p>1.2.1 Use imagination, experiences and listening skills to enjoy and connect to aural, aesthetic materials.</p> <p>1.2.2 Speak and perform for school audiences with appropriate pronunciation and enunciation.</p> <p>1.2.3 Speak with attention to Standard English pronunciation.</p> <p>1.2.4 Articulate emotional and intellectual responses to a variety of aural stimuli.</p>	<p>1.3.1 Be appreciative, critical, creative and expressive communicators.</p> <p>1.3.2 Be comfortable to speak to and perform for an audience.</p>	<p>1. Demonstrate level-appropriate listening skills and speaking conventions when communicating.</p>	<p>1. Perform:</p> <ul style="list-style-type: none"> • recitals, choral speaking pieces, and scenarios and complex action songs as personally interpreted, with a sense of rhythm and with the required articulation, intonation and expression [1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.4] • use listening strategies to help make meaning during and after listening to a selection [2.1.1, 2.2.1]. • use the “5Ws+H” and graphic organizers to help

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>gain and express meaning from texts [2.1.2, 2.2.2]</p> <ul style="list-style-type: none"> • answer three literal, two inferential and two evaluative questions about texts [2.1.2, 2.2.2] • give one main idea from audio-visual texts and three to five supporting details [2.2.2] • articulate a summary statement for audio-visual texts presented [2.2.2] • discuss the speaker’s intention in conveying messages using facts from the piece presented [2.2.2]

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> share personal opinions on pieces presented and give positive attention to the work of peers [1.3.1, 1.3.2, 2.3.2, 2.3.3]
<p>2.1.1 Know how to use pre-listening, during-listening and post-listening listening strategies.</p> <p>2.1.2 Know how to use the “5Ws+H” to gain meaning from aural texts.</p>	<p>2.2.1 Employ taught strategies to assist in making meaning:</p> <p>a) pre-listening: purpose for listening, predicting, expectations at end of activity, connecting to previous knowledge</p> <p>b) during-listening: self-questioning - if expectations are being met, note taking, note making</p> <p>c) post-listening: self-question to determine if expectations were met, oral responses to</p>	<p>2.3.1 Be critical and respectful listeners.</p> <p>2.3.2 Be comfortable and confident speakers.</p> <p>2.3.3 Be creative.</p>		

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>the aural stimuli</p> <p>2.2.2 Discuss the message of aural texts by asking and answering “5Ws+H” questions to make meaning:</p> <p>a) Main idea and supporting details b) Summary statements c) Use of facts and opinions d) Speaker’s intention/purpose</p>			
<p>3.1.1 Know how to use strategies that assist in simultaneous listening and analyzing activities.</p> <p>3.1.2 Know that a message should be analyzed before its</p>	<p>3.2.1 Take notes after listening.</p> <p>3.2.2 Ask pertinent questions.</p> <p>3.2.3 Highlight important points relevant to a given topic.</p>	<p>3.3.1 Be critical listener</p> <p>3.3.2 Be polite in expressing different points of view</p>	<p>2. Demonstrate the ability to use strategies to evaluate different types of messages received.</p>	<p>2. Take notes:</p> <ul style="list-style-type: none"> • relevant to the topic given, highlighting important points [3.1.1, 3.2.1, 3.2.3, 3.3.1] • question what is heard, make value judgments as it

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
acceptance.	3.2.4 Present alternative points of view. 3.2.5 Discuss varying points of view. 3.2.6 Identify and assess the effects of words and phrases in messages which are used for persuasion, facts and opinions. 3.2.7 Advertisements 3.2.8 Ask questions to assess the reliability of claims or arguments made. 3.2.9 Consider the influence of perspective, motivation and medium of a message on its meaning. 3.2.10 Make judgments of what is heard by assessing the message's strengths	3.3.3 B tolerant of others' points of view 3.3.4 Be competent analysers of messages		relates to self, and form opinions [3.1.2, 3.2.2, 3.2.8, 3.2.9, 3.2.10, 3.2.11, 3.3.4] <ul style="list-style-type: none"> • Express point-of-view with politeness. [3.2.4, 3.3.2, 3.3.3] • discuss varying points of view [3.2.4, 3.2.5, 3.2.7] Identify and assess the choice and suitability of words used for persuasion, fact and opinion in: <ul style="list-style-type: none"> • advertisements • debates • presentations [3.2.6, 3.3.4] • analyse other influences that make

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	and weaknesses. 3.2.11 Form and articulate opinions about what is heard and how it is said to approve or disprove.			advertisements, debates and presentations appealing [3.2.9]
4.1.1 Know appropriate listening and speaking behaviours for a variety of contexts. 4.1.2 Basic and applicable contrastive analysis of Creole and Standard English. 4.1.3 Know the conditions and criteria necessary to code-switch between Creole and Standard English.	4.2.1 Follow and provide relatively complex directions and instructions. 4.2.2 Use appropriate verbal and non-verbal language features to communicate effectively. 4.2.3 Use high-frequency and content-specific words to create and express meaning. 4.2.4 Use Standard English for formal speech contexts. 4.2.5 Distinguish between Creole and Standard	4.3.1 Be courteous when interacting with others. 4.3.2 Be confident and competent speakers and performers. 4.3.3 Be confident in using Standard English.	3. Demonstrate an understanding and appreciation of the Creole and Standard English. 4. Communicate orally in Standard English	3. Follow and provide: <ul style="list-style-type: none"> • more complex instructions and directions in Standard English [4.1.1, 4.2.1, 4.2.3] • engage in conversations, classroom discussions and other formal situations using Standard English [4.2.5, 4.2.6, 4.3.1, 4.3.2, 4.3.3] • speak with attention to Standard English pronunciation

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>English languages based on phonology, morphology and syntax.</p> <p>4.2.6 Code-switch between Creole and Standard English based on purpose, audience and topic.</p> <p><i>See writing strand for sentence structures at this level</i></p>			<p>[4.1.2, 4.1.3, 4.2.6, 4.2.7, 4.2.8, 4.3.2, 4.3.3, 4.3.4, 4.3.5]</p> <p>4. Engage in:</p> <ul style="list-style-type: none"> • conversations, classroom discussions and other formal situations using Standard English [4.2.5, 4.2.6, 4.3.1, 4.3.2, 4.3.3] • speak with attention to Standard English pronunciation [4.1.2, 4.1.3, 4.2.6, 4.2.7, 4.2.8, 4.3.2, 4.3.3, 4.3.4, 4.3.5]
<p>Reading</p> <p>5.1 Apply appropriate phonic skills and strategies to reading.</p>	<p>5.2.1 Read grade level texts independently.</p> <p>5.2.2 Read in isolation, and</p>	<p>5.3.1 Be proficient readers.</p> <p>5.3.2 Be proud of</p>		

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>in context, high-frequency words appropriate to grade level.</p> <p>5.2.3 Use knowledge of phonics in conjunction with other word-attack strategies such as knowledge of morphemic word families, spelling generalizations, and letter combinations including double letters to decode new words in context.</p>	<p>their accomplishments in applying phonic skills to new contexts.</p> <p>5.3.3 Be cooperative in assisting peers.</p>		
<p>6.1 Use words which express deeper meaning in speaking, reading and writing.</p>	<p>6.2.1 Develop a more sophisticated vocabulary by extending basic word knowledge across content areas.</p> <p>6.2.2 Determine the meaning of words used in descriptive and factual language.</p>	<p>6.3.1 Be creative in using high-frequency words in different contexts.</p> <p>6.3.2 Be respectful of peers' attempts in applying vocabulary knowledge.</p> <p>6.3.3 Be confident in</p>	<p>5. Apply vocabulary skills to demonstrate understanding of texts.</p>	<p>5. Use:</p> <ul style="list-style-type: none"> • reading strategies to activate prior knowledge in pre-reading [6.1] • picture, word, definition, and context clues to infer meanings in context and apply in

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>6.2.3 Apply multi-meaning words in technical vocabulary in speaking, writing and reading in context.</p> <p>6.2.4 Demonstrate the meaning of figurative language in all genres.</p> <p>6.2.5 Interpret metaphor, analogy, and connotative language.</p>	<p>using vocabulary knowledge in different contexts.</p>		<p>speaking, reading and writing [6.1, 6.2.5]</p> <ul style="list-style-type: none"> • apply familiar vocabulary to gain understanding of texts and to develop a more sophisticated vocabulary bank [6.2.3, 6.2.5] • construct sentences orally and in writing using synonyms, antonyms, multiple-meaning, technical vocabulary and high frequency words common to this level [6.2.1, 6.2.2, 6.2.3, 6.2.5] • apply knowledge of vocabulary to answer questions orally and in writing and to demonstrate the meaning of

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>figurative language [6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5]</p> <ul style="list-style-type: none"> • determine the contextual meaning of words and phrases in descriptive and factual texts [6.2.1] • examine and interpret metaphor and analogy relationships in texts [6.2.5] • interpret the connotative meanings of familiar and new words contextually [6.2.5] • explore the meaning of figurative language used in texts [6.2.4]

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> verify meanings of new words using dictionary and thesaurus [6.1, 6.2.2]
<p>7.1 Use critical and strategic reading strategies to read competently.</p>	<p>7.2.1 Apply a variety of appropriate-level strategies and skills to construct meaning from text, including before, during and after reading.</p> <p>7.2.2 Read a variety of informational and narrative/descriptive texts/genres with sufficient accuracy to support comprehension.</p> <p>7.2.3 Monitor reading for accuracy and sense, demonstrating that they have the confidence to adjust their reading.</p>	<p>7.3.1 Be confident in reading appropriate-level texts fluently.</p> <p>7.3.2 Be respectful of peers’ attempts in reading fluently.</p> <p>7.3.3 Encourage peers as they read a variety of texts.</p>	<p>6. Demonstrate proficiency in using decoding and word analysis skills to fluently read and monitor meaning from a variety of level-appropriate texts.</p>	<p>6. Select:</p> <ul style="list-style-type: none"> appropriate phonic skills to decode multi-syllabic words to read literary texts [5.1, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 7.2.3] select and apply appropriate word analysis skills to unfamiliar words to read literary texts [5.1, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 7.2.3] identify key words, decode target words and read text accurately and

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>fluently [7.1, 7.2.1, 7.2.2, 7.2.3]</p> <ul style="list-style-type: none"> • read with appropriate phrasing, intonation, emphasis and expression, good volume, breath-control, correct pronunciation and clear enunciation, intonation, rhythm, pace and prosody at a rate appropriate for comprehension [7.2.2, 7.2.3] • read common high-frequency words with automaticity [5.1, 7.2.1] • select level-appropriate comprehension strategies to decode new words in context and adjust

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>reading to make and monitor meaning [7.2.3]</p> <ul style="list-style-type: none"> • read level grade text independently [5.1, 7.2.2] • display a passion for reading [7.1]
<p>8.1.1 Apply appropriate reading comprehension skills and strategies explicitly taught to develop as strategic and critical thinkers</p> <p>8.1.2 Use before, during and after reading strategies.</p>	<p>Apply reading comprehension skills and strategies independently to:</p> <p>8.2.1 Respond to and ask literal and inferential questions based on a given stimulus.</p> <p>8.2.2 Identify key words when scanning texts to establish relevance.</p> <p>8.2.3 Understand that texts have purposes and are written for audiences.</p>	<p>8.3.1 Be critical and creative thinkers.</p> <p>8.3.2 Be empowered to express ideas, thoughts and feelings.</p> <p>8.3.3 Be confident in sharing ideas with different audiences.</p> <p>8.3.4 Be tolerant of differences of opinions.</p>	<p>7. Apply level-appropriate reading comprehension skills and strategies to gain understanding from texts.</p>	<p>7. Activate:</p> <ul style="list-style-type: none"> • prior knowledge to make text-to-self, text-to-text and text-to-world connections [8.1.1, 8.1.2, 8.2.6, 8.2.9] • give the purpose of all texts presented and discuss possible audiences for them [8.2.3] • identify key words when scanning texts

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>8.2.4 Identify main idea and supporting details from text.</p> <p>8.2.5 Apply knowledge of inference and deduction to identify cause and effect relationships in texts.</p> <p>8.2.6 Use metacognitive strategies to clarify meaning in text e.g., rereading, visualizing, thinking about the text, before, during and after reading strategies.</p> <p>8.2.7 Create mental images to respond to text.</p> <p>8.2.8 Express preferences and support views by reference to texts.</p> <p>8.2.9 Make text-to-self,</p>			<p>[8.2.2]</p> <ul style="list-style-type: none"> • generate questions about the main idea/event/message of the text using pictures/illustrations and other stimuli [8.2.1, 8.2.10] • Modify or refine main idea/event/message as the story develops [8.2.4]. • State one main idea/message with supporting details [8.2.4]. • Analyse simple details from key words and represent in graphic organizers [8.2.2, 8.2.11]. • Apply knowledge of

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>text-to-text and text-to-world connections between what they already know and the information presented in the text.</p> <p>8.2.10 Generate questions about the text.</p> <p>8.2.11 Analyse details using graphic organizers.</p> <p>8.2.12 Evaluate texts by making explicit and inferential reference to texts.</p>			<p>inference and deduction to show cause/effect relationships in texts [8.1, 8.2.5].</p> <ul style="list-style-type: none"> • Infer and deduce cause or effect given one and verify using text [8.2.5]. • Present preferred account/event/point-of-view in texts in a variety of ways [8.2.8]. • Support personal views with reference to the text [8.2.8, 8.2.10, 8.2.12]. • Locate information in texts using index, glossary and bibliography [8.1]. • Answer at least two

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				literal, three inferential and two evaluative questions orally and in writing from texts presented [8.2.1].
<p>Literary Appreciation</p> <p>9.1.1 Know how to apply critical literacy skills.</p> <ul style="list-style-type: none"> • Point-of-view • “5Ws+H” Questioning for meaning of text • Compare and contrast • Close reading <p>9.1.2 Know how to use figurative language in context.</p> <p>9.1.3 Know that literary texts</p>	<p>9.2.1 Compare a similar theme presented in two different literary texts.</p> <p>9.2.2 Share thoughts and feelings about literary texts expressing point-of-view.</p> <p>9.2.3 Recreate plot structures.</p> <p>9.2.4 Produce own figurative language based on context and content.</p>	<p>9.3.1 Be appreciative of the author’s craft.</p> <p>9.3.2 Value literature.</p>	<p>8. Demonstrate understanding of literary texts in the analysis of elements of stories and poems.</p>	<p>8. Discuss and practice close reading of passages looking for:</p> <ul style="list-style-type: none"> • key words and phrases • literary devices • figures of speech • tone, style and imagery • similarities • answers to some of our own questions [9.1.1]. • Relate text-to-self,

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>Students will:</p> <p>are written by different people from varying countries with diverse cultures</p>	<p>9.2.5 Make connections among different cultures through literature</p> <p>9.2.6 Compose own poems and stories.</p>			<p>text-to-text and text-to-world to help make meaning and understand the text language and characters' perspectives [9.2.5, 9.1.3].</p> <ul style="list-style-type: none"> • Speak about the writer's point-of-view and give own point-of-view [9.1.1, 9.2.2]. • Draw own conclusion and infer meaning as they relate to the story [9.1.1, 9.2.5]. • Discuss plot and analyse its development through selected stories [9.2.3]. • Represent plot using graphic organizers [9.2.3]. • Compare a similar theme and how the

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>author treats with it in two different texts [9.1.1, 9.2.1].</p> <ul style="list-style-type: none"> • Identify figures of speech in poems and produce own based on context and content [9.1.2, 9.2.4] • Compose own poems and stories [9.2.6]. • Show appreciation for reading and of being read to from the various genres of literature [9.3.1, 9.3.2].
<p>Writing</p> <p>10.1 Know the rules of applying punctuation to writing.</p>	<p>10.2 Apply the correct punctuation marks to writing:</p> <p>a) Colon b) Quotation marks in dialogue, titles and</p>		<p>9. Apply knowledge of writing conventions appropriate to the level.</p>	<p>9.</p> <ul style="list-style-type: none"> • Use the colon, and quotation marks for dialogue, titles and direct speech [10.1, 10.2]. • Edit capitalization

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	direct speech.			and punctuation in own sentences using simple class generated checklist [10.1, 10.2.1].
11.1 Know how to expand the basic sentence type by adding nouns, adjectives and adverbs (single word or phrase) to enrich sentences.	11.2 Expand the basic sentence type by adding nouns, adjectives or adverbs (word or phrase).			
<p>12.1.1 Know the structure of simple and compound sentences.</p> <p>12.1.2 Know that a complex sentence is formed when you join a main clause and a subordinate clause.</p> <p>12.1.3 Know how to construct a complex sentence</p>	<p>12.2.1 Use a conjunction to join two main clauses to make a compound sentence: (for, and, nor, but, or, yet, so)</p> <p>12.2.2 Use a conjunction to join a main clause and subordinate clause to form a complex sentence: (because, unless, when where, why, wherever, who, that, since, whether, unless, until, as, if, as if, while, before, after, although, as long as, so</p>	12.3 Be competent writers	10. Demonstrate pride in one’s ability to work independently to compose sentences with proper grammatical structures and rich vocabulary.	<p>10.</p> <ul style="list-style-type: none"> • Know the structure of and write simple, compound and complex sentences showing sentence fluency and organization [12.1.1, 12.1.2, 12.2.1.12.2.2]. • Know the functions of phrases and expand the different types of sentences using an adjective, adverb, adjectival phrase, adverbial

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	that, than, though, whenever, unless.)			<p>phrase, or a noun [11.1, 11.2].</p> <ul style="list-style-type: none"> • Make subject and verb agree in number [13.1, 13.2]. • Share written work with whole class with pride [12.3, 14.3, 16.3, 17.3, 18.3].
13.1 Know that a subject must agree with a verb in number.	<p>13.2 Use the correct form of the verb in writing:</p> <p>a) Phrases ‘together with,’ ‘as well as,’ ‘along with,’ the verb agrees with the subject word.</p> <p>b) Some personal pronouns agree with the singular verb while others agree with the plural form.</p>			

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>c) Expressions such as: most of, many of, a lot of, a little of, much, some, all of, and some of, can take either a singular or plural verb. When the subject is countable the verb is plural, when the subject is uncountable it takes a singular verb.</p> <p>d) Forms of the verb ‘to be’ take the number of the subject.</p> <p>e) Sums of money, measurements, fractional parts take the singular verb.</p> <p>f) A collective noun which is singular in meaning is followed by a singular verb.</p>			
14.1 Know the following to engage in narrative-	14.2.1 Write narrative-descriptive stories showing	14.3 Be competent in composing stories.	11. Apply knowledge of the	11. <ul style="list-style-type: none"> • Know the structure

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
descriptive writing: <ul style="list-style-type: none"> • The elements of story writing. • Language use • Sensory details. • Figurative language. • Organization • Transitional words and phrases • Paragraphing • Grammar and Mechanics • The stages in the writing process. 	beginning, middle and end plot structure, character development, setting, sensory descriptive words and the simile, simple metaphor and personification devices. 14.2.2 Write narrative descriptive stories applying the stages in the writing process: <ul style="list-style-type: none"> • apply Pre-writing Skills (think, brainstorm, create web maps, articulate/list ideas, make notes, outline important points/relevance, sequence information, read related information) • apply Drafting Skills (follow pre-writing 		traits of writing and the writing process to create written pieces.	of and write simple, compound and complex sentences showing sentence fluency and organization [12.1.1, 12.1.2, 12.2.1.12.2.2]. <ul style="list-style-type: none"> • Know the functions of phrases and expand the different types of sentences using an adjective, adverb, adjectival phrase, adverbial phrase or a noun [11.1, 11.2]. • Make subject and verb agree in number [13.1, 13.2]. • Recognize the function of prepositions, adverbs, apostrophes, adjectives, nouns,

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>plan, formulate topic sentences and supporting details, express ideas in paragraphs)</p> <ul style="list-style-type: none"> • apply Revising Skills (review plot structure, figurative language, sensory details, organization of ideas, transitional words and phrases and paragraphing) • apply Editing Skills (edit writing applying grammar and mechanics rules) • apply Publishing Skills 			<p>verbal forms and conjunctions in context. [13.1, 13.2].</p> <ul style="list-style-type: none"> • Use relevant level-appropriate high frequency words and vocabulary taught [18.1, 18.2.1, 18.2.2, 19.1, 19.2]. • Spell high frequency words correctly [17.1, 17.2, 19.1, 19.2]. • Spell words applying level appropriate rules[17.1, 17.2]. • Share written work with whole class with pride. [12.3, 14.3, 16.3, 17.3, 18.3]. • Write paragraphs

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>with logical organization of topic sentences and supporting details for factual and narrative-descriptive writing [14.1, 14.2.1, 14.2.2, 20.1].</p> <ul style="list-style-type: none"> • Write using transitional words and phrases for sentence fluency and appeal to the senses [11.1]. • Apply the process approach to writing simple narrative-descriptive stories and expository pieces (reports, instructions, and directions) [14.1, 14.2.1, 14.2.2, 15.1, 15.2]. • Edit capitalization

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>and punctuation in own sentences using simple class-generated checklist [14.2.2, 15.2].</p> <ul style="list-style-type: none"> Edit peers' work for concord [14.2.2, 15.2, 20.2].
<p>15.1 Know how to write exposition using the process approach with focus on :</p> <ul style="list-style-type: none"> Organizational structure Introductory paragraph Transitional words Content Language use 	<p>15.2 Write simple reports, instructions and directions applying the process approach to writing:</p> <ul style="list-style-type: none"> apply Pre-writing Skills (think, brainstorm, create web maps, articulate/list ideas, make notes, outline important points/relevance, sequence information, read related information) 	<p>15.3 Be effective in their writing.</p>		

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<ul style="list-style-type: none"> • Grammar and • Mechanics 	<ul style="list-style-type: none"> • apply Drafting Skills (follow pre-writing plan, formulate topic sentences and supporting details, express ideas in paragraphs) • apply Revising Skills (review content, language and organization – logical sequencing of information, paragraphing, introduction, body, conclusion, and transitional words and phrases) • apply Editing Skills (edit writing applying grammar and mechanics rules) 			

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
16.1.1 Recall skills involved in reflective writing. 16.1.2 Know how to write a reflective piece.	<ul style="list-style-type: none"> • Apply Publishing Skills 16.2 Express their thoughts and feelings in a reflective piece.	16.3 Be confident in self-expression.	12. Write reflectively on daily activities.	12. <ul style="list-style-type: none"> • Apply prior skills in reflective writing [16.1.1, 16.1.2]. • Express thoughts and feelings in writing [16.2]. • Show comfort and confidence to share reflections in small groups [16.3].
17.1 Know how to apply spelling rules correctly when writing. <ul style="list-style-type: none"> • Syllabication rules • Phonics • Inflectional Endings 	17.2 Use spelling rules correctly in writing. Produce the following correctly: <ul style="list-style-type: none"> a) make compound words into plural forms b) when a word ends in a silent ‘-e’, drop the ‘-e’ before adding -ing 			

ENGLISH LANGUAGE ARTS: STANDARD 4

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>c) for action words that end in ‘-ie’, change the ‘-ie’ to a ‘-y’ before adding -ing</p> <p>d) when the suffix -full is added to the end of a base word, drop one ‘-l’.</p> <p>e) double the last letter of words ending in a short vowel followed by a single consonant before adding a ‘-y’ e.g. bag - baggy</p> <p>f) add a ‘-y’ to words ending with two consonants to form describing words e.g. dirt-dirty</p> <p>g) for words ending in</p>			

ENGLISH LANGUAGE ARTS: STANDARD 4

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	a silent ‘-e’, drop the ‘-e’ before adding ‘-y’ e.g. ice-icy h) key words in subject areas.			
18.1 Identify the affixes added to root words to make and use new words in writing.	18.2.1 Make new words by adding prefixes and suffixes to root words. a) Suffixes: -able,-ness, -ous,-ful, -ity, and different forms of [shun] b) Prefixes: tele-, anti-, pre-, aero-, etc.	18.3 Be proficient in the usage of their developing vocabulary.		
19.1 Know how to use the different types of vocabulary across content areas.	19.2 Use the different types of vocabulary in context across content areas: a) Technical terms	19.3 Be knowledgeable about the different types of vocabulary and their usage in text.		

ENGLISH LANGUAGE ARTS: STANDARD 4

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	b) Synonyms c) Antonyms d) Homophones e) Homographs f) Words with multiple-meanings			
20.1 Recognize English Creole patterns in their writing to code switch to Standard English patterns.	20.2 Use a code switching analysis chart to change English Creole patterns to Standard English patterns.	20.3 Be proficient in their writing.		
<p>Media & Information Literacy</p> 21.1 Identify selected media forms and explain how they are used to create meaning. (e.g., media texts designed to reach very wide audiences: signs, posters, billboards, movies, television, and podcasts).	21.2.1 Deconstruct selected media to understand how information/messages are presented to audiences. 21.2.2 Identify overt and implied messages in selected media texts.	21.3.1 Be confident media interpreters. 21.3.2 Be reflective of the messages conveyed in a variety of media.	13. Demonstrate awareness of overt messages in and respond critically to media works.	13. <ul style="list-style-type: none"> • View and listen to a variety of media materials [22.2.1]. • Express thought and feelings about simple media works [22.2.2].

ENGLISH LANGUAGE ARTS: STANDARD 4

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> • Cite techniques used to create selected media [21.1, 21.2.1]. • Explore colour and other tools used in creating visual imagery appeal [21.2.1] • discuss style and techniques used in websites to influence audiences [21.2.1, 22.2.3] • discuss the overt messages in media listened to and relate text-to-self and text-to-world [21.2.2, 22.1, 22.3.1, 22.3.2, 24.3.2] • assess media texts and answer two literal, one

ENGLISH LANGUAGE ARTS: STANDARD 4

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				inferential and one evaluative question on the media text studied [21.3.1, 21.3.2, 22.1].
22.1 Demonstrate competence in gaining messages as an independent consumer of media texts.	<p>22.2.1 Explain the purpose of selected media texts (a television show, advertisement, radio broadcast, poem any other audio selections etc.)</p> <p>22.2.2 Express personal thoughts and feelings about some simple media works (e.g. state whether they like or dislike a character in a cartoon, song, or movie; draw a picture of the character in a song).</p> <p>22.2.3 Recognize that different media forms use particular language styles and techniques in their</p>	<p>22.3.1 Be critical thinkers to determine underlying messages.</p> <p>22.3.2 Be confident in defending point-of-view.</p>		

ENGLISH LANGUAGE ARTS: STANDARD 4

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	construction.			
<p>23.1 Create a variety of media texts for different purposes and audiences. (e.g., a poem, announcement, or flyer produced electronically by combining word-processed text with pictures and/or photographs; a newspaper article that includes a photograph and headline)</p>	<p>23.2.1 Use information products and technology ethically.</p> <p>23.2.2 Employ media etiquette when using technology and producing media texts.</p> <p>23.2.3 Select appropriate formats based on the needs of the audience and purpose.</p> <p>23.2.4 Produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques:</p> <p>a) to influence attitudes positively e.g., towards pollution or smoking</p>	<p>23.3.1 Be ethical users of media tools (consideration of copyright rules and acceptable use policy).</p> <p>23.3.2 Be proficient communicators in connecting content-area information with a variety of digital forms.</p> <p>23.3.3 Be proud of their accomplishments in integrating technology knowledge across content areas.</p>	<p>14. Demonstrate proper care and handling of media and technology equipment.</p>	<p>14.</p> <ul style="list-style-type: none"> • Handle media and technology equipment with care and with proper etiquette [23.2.1, 23.3.1]. • Use media ethically adhering to the Copyright Act and Acceptable Use Policy [23.2.1, 23.2.2, 23.3.1].

ENGLISH LANGUAGE ARTS: STANDARD 4

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	health effects b) to influence attitudes negatively e.g., ‘eating candy is good for you’. (e.g. a poem, announcement, or flyer produced electronically by combining word-processed text with pictures and/or photographs; a newspaper article that includes a photograph and headline).			
24.1 Reflect on and identify their strengths as media interpreters and creators.	24.2.1 Critically examine created media texts. 24.2.2 Reflect on techniques and tools used to create media to make judgments on pros and cons of these. 24.2.3 Discuss strengths and weaknesses of created media texts.	24.3.1 Develop as critical thinkers re: related tasks. 24.3.2 Develop a spirit of inquiry to make informed decisions.	15. Apply knowledge of media texts and construction to critically analyse own work.	15. <ul style="list-style-type: none"> • Create specific media texts [23.2.4]. • Examine created media using created rubric [23.2.3, 24.1, 24.2.1]. • Contrast at least three different media forms according to their purposes [23.1, 23.2, 24.2.2]. Analyse strengths and

ENGLISH LANGUAGE ARTS: STANDARD 4

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>24.2.4 Compare and contrast media produced by individuals in the class.</p> <p>24.2.5 Determine/judge impact of created media re purpose.</p>			<p>weaknesses of:</p> <ul style="list-style-type: none"> • self as a media creator and interpreter. • peers’ work, with respect [24.2.3, 24.2.4, 24.2.5]. • Assess the suitability of tools selected and techniques used to create media work using generated rubric [24.2.2]. • Chat about the impact of the piece created using prior knowledge of media construction [24.2.5].

Primary School Curriculum

English Language Arts

Standard 5

GENERAL OUTCOMES FOR STANDARD FIVE

ORAL COMMUNICATION

- Demonstrate a level of mastery of listening skills, creativity and expression through experiences with a range of aural stimuli.
- Use listening and speaking as tools to construct and clarify meaning and solve problems.
- Demonstrate the ability to evaluate and assess different types of messages.
- Demonstrate an understanding of appropriate listening and speaking behaviours in a variety of contexts.
- Demonstrate language awareness knowledge of Creole and Standard English at levels of phonology, morphology and syntax.

READING

- Decode words with automaticity and accuracy using a range of reliable strategies.
- Apply vocabulary knowledge in speaking, reading and writing.
- Read appropriate-level texts with purpose and understanding.
- Apply Reading Comprehension skills and strategies explicitly taught, to make meaning.

LITERARY APPRECIATION

- Respond with delight to literature through language and critical literacy skills.

WRITING

- Demonstrate knowledge of punctuation marks and capitalization.
- Demonstrate knowledge of spelling rules.
- Understand the appropriate use of the different types of vocabulary in context.
- Demonstrate knowledge of grammar rules
- Demonstrate knowledge of the different genres to write narrative descriptive pieces.
- Demonstrate knowledge of expository writing to write expository pieces using the process approach writing.
- Demonstrate an understanding of reflective writing to write reflective pieces.
- Demonstrate explicit awareness of the Creole and Standard English patterns in their writing for transformation.

MEDIA AND INFORMATION LITERACY

- Demonstrate an understanding of a variety of media texts.
(e.g., audio, visual, audio-visual, print, and electronic/digital text)
- Identify selected media forms and explain how they are used to create meaning.
(e.g., media texts designed to reach a very wide audiences: signs, posters, billboards, movies, television, informational audio broadcasts)
- Create a variety of media texts for different purposes and audiences.
(e.g., a mock television commercial for a favourite cereal, toy, or book; a radio or television news broadcast about a topic - such as water pollution - from a cross-curricular unit of study)
- Reflect on and identify their strengths as media interpreters and creators.

ENGLISH LANGUAGE ARTS: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Oral Communication</p> <p>1.1.1 Know ways of interacting with a range of aural aesthetic stimuli for enjoyment.</p> <p>1.1.2 Know skills of oral expression applicable to level.</p>	<p>1.2.1 Use different genres of poetry and oral tradition stories to develop appreciation of language and Literature.</p> <p>1.2.2 Speak and perform for wider school audiences with appropriate pronunciation and enunciation.</p> <p>1.2.3 Speak with attention to Standard English pronunciation.</p> <p>1.2.4 Articulate emotional and intellectual responses to a variety of aural stimuli.</p>	<p>1.3.1 Appreciative, critical, creative and expressive communicators.</p> <p>1.3.2 Comfortable to speak to and perform for an audience.</p>	<p>1. Demonstrate mastery in oral communication.</p>	<p>1. Perform:</p> <ul style="list-style-type: none"> • recitals, choral speaking pieces, and scenarios and complex action songs as personally interpreted, with a sense of rhythm and with the required articulation, intonation and expression [1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.4] • use listening strategies to help make meaning during and after listening to a selection [2.1.1, 2.2.1] • use the “5Ws+H” and graphic organizers to help gain and express meaning from texts [2.1.2, 2.2.2] • answer three literal, two inferential and two

ENGLISH LANGUAGE ARTS: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>evaluative questions about texts [2.1.2, 2.2.2]</p> <ul style="list-style-type: none"> • identify one main idea from audio-visual texts and three to five supporting details [2.2.2] • articulate a summary statement for audio-visual texts presented [2.2.2] • discuss the speaker’s intention in conveying messages using facts from the piece presented [2.2.2] • discuss speaker’s bias in appropriate-level persuasion pieces [2.2.2] • share personal opinions on pieces presented and give positive attention

ENGLISH LANGUAGE ARTS: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				to the work of peers [1.3.1, 1.3.2, 2.3.2, 2.3.3]
<p>2.1.1 Know how to use pre-listening, during-listening and post-listening listening strategies.</p> <p>2.1.2 Know how to use the “5Ws+H” to understand the messages from aural texts.</p>	<p>2.2.1 Employ taught strategies to assist in making meaning:</p> <p>a) pre-listening: purpose for listening, predicting, expectations at end of activity, connecting to previous knowledge</p> <p>b) during-listening: self-questioning - if expectations are being met, note taking, note making</p> <p>c) post-listening: self-question to determine if expectations were met, oral responses to</p>	<p>2.3.1 Critical and respectful listeners.</p> <p>2.3.2 Comfortable and confident speakers.</p> <p>2.3.2 Creative.</p> <p>2.3.4 Risk-takers.</p>		

ENGLISH LANGUAGE ARTS: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>the aural stimuli</p> <p>2.2.2 Discuss the message of aural stimuli by asking and answering "5Ws+H" questions to make meaning, including:</p> <p>a. Main idea, supporting details and summary statements.</p> <p>b. Use and effects of facts and opinions.</p> <p>c. Speaker's intention/purpose, motivation (including speaker bias).</p>			
3.1.1 Know how to use strategies that assist in simultaneous listening and analysing activities.	<p>3.2.1 Take notes after listening.</p> <p>3.2.2 Ask pertinent</p>	<p>3.3.1 Critical listener.</p> <p>3.3.2 Polite in</p>	2. Demonstrate the ability to use strategies to evaluate different types of	2. Take notes relevant to the topic given, highlighting important points. [3.1.1, 3.2.1, 3.2.3, 3.3.1]

ENGLISH LANGUAGE ARTS: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
<p>Students will:</p> <p>3.1.2 Know that a message should be analysed before its acceptance.</p>	<p>questions.</p> <p>3.2.3 Highlight important points relevant to a given topic.</p> <p>3.2.4 Present alternative points of view.</p> <p>3.2.5 Discuss varying points of view.</p> <p>3.2.6 Identify and assess the effects of words and phrases in messages which are used for persuasion, facts and opinions.</p> <ul style="list-style-type: none"> • Advertisements • Political speeches <p>3.2.7 Ask questions to assess the reliability of</p>	<p>expressing different points of view.</p> <p>3.3.3 Tolerant of others points of view.</p> <p>3.3.4 Competent analysers of messages.</p>	<p>messages received.</p>	<ul style="list-style-type: none"> • question what is heard, make value judgments as it relates to self, and form opinions [3.1.2, 3.2.2, 3.2.8, 3.2.9, 3.2.10, 3.3.4] • express point-of-view with politeness [3.2.4, 3.3.2, 3.3.3] • discuss varying points of view [3.2.4, 3.2.5, 3.2.7] <p>Evaluate the choice and suitability of words used for persuasion, fact and opinion in:</p> <ul style="list-style-type: none"> • advertisements • political speeches [3.2.6, 3.3.4] • analyse other influences that make the message of advertisements and

ENGLISH LANGUAGE ARTS: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>claims or arguments made.</p> <p>3.2.8 Consider the influence of perspective, motivation and medium of a message on its meaning.</p> <p>3.2.9 Make judgments of what is heard by assessing the message's strengths and weaknesses.</p> <p>3.2.10 Form and articulate opinions about what is heard and how it is said to approve or disprove claims.</p>			<p>political speeches appealing [3.2.9]</p>
<p>4.1.1 Know appropriate listening and speaking behaviours for a variety of contexts.</p>	<p>4.2.1 Follow and provide complex directions and instructions.</p> <p>4.2.2 Use appropriate</p>	<p>4.3.1 Be courteous when interacting with others.</p>	<p>3. Demonstrate an understanding and appreciation of the Creole and Standard English.</p>	<p>3. Follow and provide:</p> <ul style="list-style-type: none"> • more complex instructions and directions in Standard

ENGLISH LANGUAGE ARTS: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>4.1.2 Basic and applicable contrastive analysis of Creole and Standard English.</p> <p>4.1.3 Know the conditions and criteria necessary to code-switch between Creole and Standard English.</p> <p><i>See writing strand for sentence structures at this level</i></p>	<p>verbal and non-verbal language features to communicate effectively.</p> <p>4.2.3 Use high-frequency and content-specific words to create and express meaning.</p> <p>4.2.4 Use Standard English for formal interactions including conversations, speeches and presentations.</p> <p>4.2.5 Distinguish between Creole and Standard English languages based on phonology, morphology and syntax.</p> <p>4.2.6 Code-switch between Creole and Standard English based</p>	<p>4.3.2 Be confident and competent speakers and performers.</p> <p>4.3.3 Be proud and respectful of Creole as a language.</p> <p>4.3.4 Be confident in using Standard English.</p>	<p>4. Communicate orally in Standard English.</p>	<p>English [4.1.1, 4.2.1, 4.2.3]</p> <ul style="list-style-type: none"> engage in conversations, classroom discussions and other formal situations using Standard English [4.2.5, 4.2.6, 4.3.1, 4.3.2, 4.3.3] <p>4. Speak with attention to Standard English pronunciation. [4.1.2, 4.1.3, 4.2.6, 4.2.7, 4.2.8, 4.3.2, 4.3.3, 4.3.4, 4.3.5]</p>

ENGLISH LANGUAGE ARTS: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	on purpose, audience and topic.			
<p>Reading</p> <p>5.1 Apply appropriate phonic skills and strategies in reading.</p>	<p>5.2.1 Read grade level texts independently.</p> <p>5.2.2 Use knowledge of phonics in conjunction with other word-attack strategies such as knowledge of morphemic word families, spelling generalizations, and letter combinations including double letters to decode new words.</p> <p>5.2.3 Apply phonics to read and spell new words.</p>	<p>5.3.1 Be proficient readers.</p> <p>5.3.2 Be proud of their accomplishments in applying phonic skills to new contexts.</p>		
<p>6.1 Select words to express deeper meaning in speaking, reading and writing.</p>	<p>6.2.1 Determine the meaning of words used in descriptive and factual language.</p>	<p>6.3.1 Be creative in using vocabulary knowledge in</p>	<p>5. Apply vocabulary skills to demonstrate understanding of texts.</p>	<p>5. Use:</p> <ul style="list-style-type: none"> • reading strategies to activate prior

ENGLISH LANGUAGE ARTS: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>6.2.2 Apply multi-meaning words in technical vocabulary in speaking, writing and reading in context.</p> <p>6.2.3 Interpret metaphor, analogy, and connotative language.</p> <p>6.2.4 Demonstrate the meaning of figurative language in all genres.</p> <p>6.2.5 Develop a more sophisticated vocabulary by extending basic word knowledge across content areas.</p>	<p>different contexts.</p> <p>6.3.2 Be Respectful of peers’ attempts in applying vocabulary knowledge.</p> <p>6.3.3 Be confident in using vocabulary knowledge in different contexts.</p>		<p>knowledge in pre-reading [6.1]</p> <ul style="list-style-type: none"> • use picture, word, definition and context clues to infer meanings in context and apply in speaking, reading and writing [6.1, 6.2.5] • apply familiar vocabulary to gain understanding of texts and to develop a more sophisticated vocabulary bank [6.2.3, 6.2.5] • construct sentences orally and in writing using synonyms, antonyms, multiple-meaning, technical vocabulary and high frequency words common to this level [6.2.1, 6.2.2, 6.2.3, 6.2.5]

ENGLISH LANGUAGE ARTS: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> • apply knowledge of vocabulary to answer questions orally and in writing, and to demonstrate the meaning of figurative language [6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.5] • determine the contextual meaning of words and phrases in descriptive and factual texts [6.2.1] • examine and interpret metaphor and analogy relationships in texts [6.2.3] • interpret the connotative meanings of familiar and new words contextually [6.2.3] • explore figurative meanings in context [6.2.4]

ENGLISH LANGUAGE ARTS: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<ul style="list-style-type: none"> • verify meanings of new words using dictionary and thesaurus [6.1, 6.2.5]
<p>7.1 Use critical and strategic reading strategies to read competently.</p>	<p>7.2.1 Apply a variety of appropriate-level strategies and skills to construct meaning from text, including before, during and after reading.</p> <p>7.2.2 Read a variety of informational and narrative/descriptive texts/genres with sufficient accuracy to support comprehension.</p> <p>7.2.3 Monitor reading for accuracy and sense, demonstrating that they have the confidence to adjust their reading.</p>	<p>7.3.1 Be confident in reading appropriate-level texts fluently.</p> <p>7.3.2 Be respectful of peers’ attempts in reading fluently.</p> <p>7.3.3 Be supportive of peers as they read a variety of texts.</p>	<p>6. Demonstrate proficiency in using appropriate word attack skills to read fluently and monitor meaning from a variety of level-appropriate texts.</p>	<p>6. Select:</p> <ul style="list-style-type: none"> • appropriate word attack skills to read literary texts [5.1, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 7.2.3] • read with appropriate phrasing, intonation, emphasis and expression, good volume, breath-control, correct pronunciation and clear enunciation, intonation, rhythm, pace and prosody at a rate appropriate for comprehension [7.2.2, 7.2.3, 7.2.4] • read common high-frequency words with automaticity [5.1, 7.2.1]

ENGLISH LANGUAGE ARTS: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	7.2.4 Develop a love for reading a range of genres.			<ul style="list-style-type: none"> • select level-appropriate comprehension strategies to decode new words in context and adjust reading to make and monitor meaning [7.1, 7.2.3] • display a passion for reading and sharing [7.2.4]
8.1 Apply appropriate reading comprehension skills and strategies as strategic and critical thinkers.	Use reading comprehension skills and strategies independently to: 8.2.1 Respond to and ask literal and inferential questions based on a given stimulus. 8.2.2 Identify key words when scanning texts to establish relevance.	8.3.1 Be critical and creative thinkers. 8.3.2 Be empowered to express ideas, thoughts and feelings. 8.3.3 Be confident in sharing ideas with different audiences.	7. Apply level-appropriate reading comprehension skills and strategies to gain understanding from texts.	7. Activate: <ul style="list-style-type: none"> • prior knowledge to make text-to-self, text-to-text and text-to-world connections [8.1, 8.2.9] • give the purpose of all texts presented and discuss possible audiences for them [8.2.3] • identify key words

ENGLISH LANGUAGE ARTS: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>8.2.3 Understand that texts have purposes and are written for audiences.</p> <p>8.2.4 Identify main idea and supporting details from text.</p> <p>8.2.5 Demonstrate an understanding of supporting details and show their relationship to text.</p> <p>8.2.6 Apply knowledge of inference and deduction to identify cause and effect relationships in texts.</p> <p>8.2.7 Use metacognitive strategies to clarify meaning in text e.g., rereading, visualizing, thinking about the text,</p>	<p>8.3.4 Be tolerant of differences of opinions.</p>		<p>when scanning texts [8.2.2]</p> <ul style="list-style-type: none"> • generate questions about the main idea/event/message of the text using pictures/illustrations and other stimuli [8.2.1, 8.2.7, 8.2.9, 8.2.10] • state one main idea/message with supporting details [8.2.4, 8.2.7] • analyse simple details from key words and represent in graphic organizers [8.2.2, 8.2.11] • apply knowledge of inference and deduction to show cause/effect relationships in texts [8.1, 8.2.6] • present preferred

ENGLISH LANGUAGE ARTS: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>before, during and after reading strategies.</p> <p>8.2.8 Express preferences and support their views by reference to texts.</p> <p>8.2.9 Make text-to-self, text-to-text and text-to-world connections between what they already know and the information presented in the text.</p> <p>8.2.10 Generate questions about the text.</p> <p>8.2.11 Analyse details using graphic organizers.</p> <p>8.2.12 Evaluate texts by making explicit and inferential reference to texts.</p>			<p>account/event/point-of-view in texts in a variety of ways and support personal views with reference to the text [8.2.7, 8.2.8, 8.2.12]</p> <ul style="list-style-type: none"> • locate information in texts using the glossary and bibliography [8.1] • answer at least two literal, three inferential and three evaluative questions orally and in writing from texts presented [8.2.1]

ENGLISH LANGUAGE ARTS: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
<p>Literary Appreciation</p> <p>9.1 Know how to apply critical literacy skills.</p> <ul style="list-style-type: none"> • Point-of-view • “5Ws+H” Questioning for meaning of text • Compare and contrast • Close reading(literary devices, figures of speech, tone, style, imagery) 	<p>9.2.1 Produce own figurative language based on context and content.</p> <p>9.2.2 Express points-of-view.</p> <p>9.2.3 Compare and contrast similar themes presented in two different literary texts.</p> <p>9.2.4 Discuss own ideas and opinions about characters and events in literary texts.</p>	<p>9.3.1 Be appreciative of the use of tone, style, imagery and language.</p> <p>9.3.2 Be respectful of the differences with others’ points-of-view.</p>	<p>8. Demonstrate understanding of literary texts in the analysis of elements of stories and poems.</p>	<p>8. Use close reading of passages to look for:</p> <ul style="list-style-type: none"> • key words and phrases • repetitions, contradictions, and similarities • answers to some of their own questions • literary devices • figures of speech • tone, style and imagery [9.1.1] • discuss the writer’s point-of-view and give own point-of-view

ENGLISH LANGUAGE ARTS: STANDARD 5

CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				<p>[9.1.1, 9.2.2, 9.3.2]</p> <ul style="list-style-type: none"> • draw their own conclusion and infer meaning as they relate to the story [9.1.1, 9.2.4] • compare a similar theme and how the author treats with it in two different texts [9.1.1, 9.2.3] • identify figures of speech in poems and produce own based on context and content [9.1, 9.2.1] • compose own poems and stories [9.2.1] • show appreciation for the value of literature [9.3.1, 9.3.2]
<p>Writing 10.1 Know and apply rules of punctuation and capitalization to</p>	10.2 Use punctuation marks and capital letters	10.3 Be competent in the		

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
use in and edit writing.	correctly in writing.	use of punctuation marks and capital letters.		
11.1 Know and apply spelling rules to spell words correctly in their writing. <ul style="list-style-type: none"> • Syllabication rules • Phonics • Inflectional Endings 	11.2 Apply spelling rules when writing.	11.3 Be competent in the application of the rules of spelling.		
12.1 Know how to use the different types of vocabulary across content areas.	12.2 Use the different types of vocabulary in context across content areas: <ol style="list-style-type: none"> a) Technical terms b) Synonyms c) Antonyms d) Homophones e) Homographs f) • Words with multiple-meanings 	12.3 Be knowledgeable about the different types of vocabulary and their usage in text.		
13.1 Know and apply grammatical rules to writing and editing	13.2 Apply rules: <ol style="list-style-type: none"> a) of subject and verb agreement b) appropriate use of tense 		9. Demonstrate pride in one’s ability to work independently to compose sentences with proper	9. Recognize: <ul style="list-style-type: none"> • the function of and use parts of speech with correct verb tense and

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	c) correct usage of parts of speech		grammatical structures and rich vocabulary.	concord in all writing across the curriculum [13.1, 13.2] <ul style="list-style-type: none"> • apply all taught punctuation marks and capitalization rules to writing [10.1, 10.2] • edit capitalization, punctuation, concord, choice of vocabulary and spelling in own sentences using simple class generated checklist [10.1, 10.2, 10.3] • use vocabulary knowledge across the curriculum [12.1, 12.2, 12.3] • spell high frequency words and by applying rules taught [11.1, 11.2, 11.3]
14.1 Know and apply the elements of story writing.	14.2.1 Compose narrative descriptive	14.3 Be creative in their writing.	10. Apply knowledge of the traits of writing	10. Apply:

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>pieces in the different genres:</p> <ul style="list-style-type: none"> a) Stories b) Poems c) Songs d) Scripts <p>14.2.2 Applying the process approach to writing.</p>		<p>and the writing process to create simple written pieces from various literary genres.</p>	<ul style="list-style-type: none"> • the process approach to writing simple narrative-descriptive pieces (stories, songs, poems, scripts) and expository pieces (reports, instructions, directions) [10.1, 10.2, 10.3, 11.1, 11.2, 11.3, 12.1, 12.2, 13.1, 13.2, 13.3, 14.1, 14.2.1, 14.2.2, 14.3, 15.1, 15.2, 15.3, 17.1, 17.2]
<p>15.1 Know the characteristics of expository writing and know how to apply the stages of the process approach.</p>	<p>15.2 Apply the stages of Pre-writing, Drafting, Revising, Editing and Publishing to the writing of:</p> <ul style="list-style-type: none"> a) Reports b) Instructions c) Directions 	<p>15.3 Be confident in applying the stages of the process approach when writing.</p>		
<p>16.1 Know and apply strategies to writing a reflective piece.</p>	<p>16.2 Write reflections expressing their thoughts and feelings.</p>	<p>16.3 Be comfortable writing about self.</p>	<p>11. Write reflectively.</p>	<p>11. Apply prior skills in reflective writing. [16.1, 16.2, 16.3]</p>
<p>17.1 Recognize Creole patterns in their writing to code switch to</p>	<p>17.2 Use a code switching analysis chart</p>	<p>17.3 Proficient in their writing.</p>		

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
Standard English patterns.	to change Creole patterns to Standard English patterns.			
<p>Media & Information Literacy</p> <p>18.1 Demonstrate an understanding of a variety of media texts. (e.g., audio, visual, audio-visual, print, and electronic/digital text)</p>	<p>18.2.1 Demonstrate proper handling and care of media and technology to peers and students in lower classes.</p> <p>18.2.2 Comprehend content in print, visual, audio and electronic media.</p> <p>18.2.3 Recognize that all forms of media contain constructed messages.</p> <p>18.2.4 Identify <i>entertainment, information and financial gain</i> as purposes of media.</p>	<p>18.3 Competent media interpreters.</p>		

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	18.2.5 Explain the purpose of selected media texts (a television show, advertisement, radio broadcast, poem any other audio selections etc.)			
19.1 Identify selected media forms and explain how they are used to create meaning. (e.g., media texts designed to reach very wide audiences: signs, posters, billboards, movies, television, informational audio broadcasts)	<p>19.2.1 Identify overt and implied messages in selected media texts.</p> <p>19.2.2 Demonstrate competence in gaining messages as an independent consumer of media texts.</p> <p>19.2.3 Recognize that different media forms use particular language styles and techniques in their construction.</p>	19.3 Be competent judges of media purposes.	12. Demonstrate awareness of overt messages in and respond critically to media works.	<p>12. Identify and explain:</p> <ul style="list-style-type: none"> • purposes of media [18.2.4, 18.2.5] • discuss style and techniques used in websites to influence audiences [19.2.3, 20.2.3] • give the overt messages in media listened to and relate text-to-self and text-to-world [18.2.2, 18.2.3, 19.2.1, 19.2.2] • assess media texts and answer two literal, two

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
				inferential and two evaluative questions on the media text studied [19.2.2,]
20.1 Create a variety of media texts for different purposes and audiences. (e.g., a mock television commercial for a favourite cereal, toy, or book; a radio or television news broadcast about a topic - such as water pollution - from a cross-curricular unit of study)	20.2.1 Use information products and technology ethically. 20.2.2 Employ media etiquette when using technology and producing media texts. 20.2.3 Deconstruct selected media to understand how information/messages are presented to audiences. 20.2.4 Give examples of tools and materials needed to create selected media (e.g., paper, pens, pictures, glue, paint)	20.3 Be ethical users of tools. (consideration of copyright rules and acceptable policy.)	13. Demonstrate proper and ethical care and handling of media and technology equipment.	13. Handle: <ul style="list-style-type: none"> • media and technology equipment with care and with proper etiquette [18.2.1, 20.2.1, 20.2.2, 20.3] • use media ethically, adhering to the Copyright Act and Acceptable Use Policy [20.2.1, 20.2.2, 20.3]

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>microphones, cameras etc.)</p> <p>20.2.5 Generate ideas for creating media to influence beliefs, values and behaviours e.g., (i) media promoting belief in folklore characters (ii) posters for importance of washing hands.</p> <p>20.2.6 Use different methods and tools to create media texts (e.g., storyboarding, videotaping, podcasting, painting, publishing, web design).</p> <p>20.2.7 Design a new toy and create an advertisement campaign to promote it to a specific audience for financial purposes.</p>			

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>20.2.8 Design a public service announcement to give information and raise awareness about an issue of their choice (e.g., healthy eating).</p>			
<p>21.1 Reflect on and identify their strengths as media interpreters and creators.</p>	<p>21.2.1 Critically examine created media texts.</p> <p>21.2.2 Reflect on techniques and tools used to create media to make judgments on pros and cons of these.</p> <p>21.2.3 Discuss strengths and weaknesses of created media texts.</p> <p>21.2.4 Compare and contrast media produced by individuals in the</p>	<p>21.3 Be critical assessors of their abilities.</p>	<p>14. Apply knowledge of media texts and construction to critically analyse own work.</p>	<p>14. Generate:</p> <ul style="list-style-type: none"> • ideas for creating media to influence audiences [20.2.5] • create specific media texts and critically examine peers’ and own work [20.2.6, 20.2.7, 20.2.8, 21.2.1] • contrast at least three different media forms according to their purposes [21.2.4] • assess the suitability of

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CONTENT	SKILLS	DISPOSITIONS	OUTCOMES	ELABORATIONS
Students will:				
	<p>class.</p> <p>21.2.5 Determine/judge impact of created media re purpose.</p> <p>21.2.6 Conduct research (e.g., interviews) in order to collect, analyse and share the results about media usage and preferences.</p> <p>21.2.7 Generate awareness about Media and Information Literacy as well as other related topics (i.e. health issues, gender stereotypes, bullying, media violence and internet safety).</p>			<p>tools selected and techniques used to create media work using generated rubric[20.2.4, 20.2.6, 21.2.2]</p> <ul style="list-style-type: none"> • chat about the impact of the piece created using prior knowledge of media construction [21.2.3, 21.2.5] • engage in research to show media preferences [21.2.6] • generate media awareness among peers [21.2.6, 21.2.7]