

	Category	Code
Type	Grade Level (choose multiple)	
	1a	K
	1b	1
	1c	2
	1d	3
Type	Language (choose multiple) – Note: if resource does	
	2a	English
	2b	Creole
	2c	Spanish
Type	Modality (choose one)	
	3a	Document
	3b	Presentation (PPT)
	3c	Audio
	3d	Video
	3e	Multimedia
Type	Purpose/Type	
		Instruction
		Lesson Plan
		TPD
Type	Activities (choose one)	
	4a	Individual
	4b	Partner or Group
	4c	No
Skill	General skills covered (choose multiple)	
	5a	Reading (decoding/word recognition)
	5b	Reading (text elements or features)
	5c	Reading (comprehension)
	5d	Grammar
	5e	Vocabulary
	5f	Spelling
	5g	Writing

	Category	Code
	5h	Listening
	5i	Speaking
Skill	Decoding and word recognition (choose multiple)	
	6a	Letters (Consonants)
	6b	Letters (Vowels, short)
	6c	Letters (Vowels, long)
	6d	Letters (uppercase vs. lowercase)
	6e	Letters vs. Syllables
	6f	Syllables (Open)
	6g	Syllables (Closed)
	6h	Words (one-syllable)
	6i	Words (multi-syllable)
	6j	Affixes (prefixes/suffixes)
	6k	Rhyming words
	6l	Silent letters
	6m	Complex clusters
	6n	None
Type	Print elements and features (choose multiple)	
	7a	Letters or Syllables
	7b	Words
	7c	Sentences
	7d	Paragraphs
	7e	Multiple paragraphs
	7f	Images/illustrations
	7g	Environmental print
	7h	Charts/graphs/diagrams/maps
	7i	Author/Illustrator
	7j	Title
	7k	Title Page
	7l	Table of Contents

	Category	Code
	7m	Chapter headings
	7n	Index or Glossary
	7o	Word Bank
Skill	Grammar and Vocabulary (choose multiple)	
	8a	Connectives
	8b	Function or utility words
	8c	Contractions
	8d	High frequency words
	8e	Compound words
	8f	Linking words
	8g	Nouns
	8h	Proper nouns
	8i	Adjectives
	8j	Pronouns (subject)
	8k	Pronouns (object)
	8l	Pronouns (possessive)
	8m	Pronouns (reflexive)
	8n	Prepositions
	8o	Verbs (identification)
	8p	Verbs (conjugation)
	8q	Synonyms-Antonyms
	8r	Homophone, homographs, homonyms
	8s	Distinguishing meanings
	8t	Sentence types
	8u	Punctuation
	8v	None
Skill	Reading comprehension skills (choose multiple)	
	9a	Make connections

	Category	Code
	9b	Elements of a story
	9c	Sequencing
	9d	Main idea or Topic Sentence
	9e	Inference
	9f	Illustration analysis
	9g	Character analysis
	9h	Fact vs. opinion
	9i	Cause-effect
	9j	Compare-contrast
	9k	Categorisation
	9l	Purpose
	9m	Other
	9n	None
Skill	Writing skills (choose multiple)	
	10a	Writing standards/conventions
	10b	Pre-writing planning
	10c	Writing texts
	10d	Revising and editing
	10e	None
Skill	Listening skills (choose multiple)	
	11a	Sounds of letters
	11b	Origin of sounds
	11c	Types of sounds
	11d	Conversational listening
Skill	Speaking skills (choose multiple)	
	12a	Pronunciation
	12b	Intonation

	Category	Code
	12c	Informal oral expression
	12d	Formal oral expression
Skill	Type of text (choose multiple)	
	13a	Story (nonfiction) (prose or narrative)
	13b	Story (fiction) (prose or narrative)
	13c	Dialogue
	13d	Descriptive text (expository)
	13e	Informational text (expository)
	13f	Instructional text (expository)
	13g	Interrogational text
	13h	Persuasive text (opinion)
	13i	Poem and/or Song
	13j	Lists
	13k	Forms
	13l	Messages
	13m	Diary or journal
	13n	Other
	13o	None
Type	Topic or category of content (choose multiple)	
	14a	Basic topics
	14b	Familiar topics
	14c	Science
	14d	Geography
	14e	Maths
	14f	Other

Description

Resource is designed for learners in kindergarten (ages 5-6)

Resource is designed for learners in first grade (ages 6-7)

Resource is designed for learners in second grade (ages 7-8)

Resource is designed for learners in third grade (ages 8-9)

not contain any text, the OER should be coded as both languages

Resource contains text in Standard English

Resource contains text in Creole or Creole Influenced Vernacular (CIV)

Resource contains text in Spanish

Printable text and images in Microsoft or PDF format

Series of slides in the form of PDF or PPT

Audio recording without images

Recording with images

Resource contains more than one type of medium (e.g. presentation with a video embedded in it)

Resource is designed for teachers to use in classroom instruction (teaching and learning processes)

Resource is a lesson plan or a template used for lesson planning

Resource is to be used to train teachers

Resource contains questions or exercises for students to do independently

Resource contains prompts, exercises, or activities for students to do with a partner or in a group setting

Supporting resource or material without exercises or activities built in

To practice phonetics (e.g. letter-sound or word-sound identification)

Text can be used to identify various elements or features of a text or book (e.g. title, author, punctuation, etc.)

To practice comprehension (e.g. the meaning of a text or passage, arranging events in order/sequence, etc.)

To practice specific types of words (e.g. verbs, nouns, adjectives, contractions, connectives, function words, etc.), sentences, punctuation, and

To practice developing the meaning of new vocabulary words, or using context clues to infer the meaning of a word in a text

To practice spelling words (In written text) or rearranging letters in the correct order to form words

To practice expressing ideas in written text, planning ideas for an essay or type of text

Description

To practice oral comprehension (read alouds, hearing and responding, listening and identifying sounds/letters/syllables, etc.)

To practice pronouncing letters/sounds, enunciating words, intonation of sentences, orally expressing ideas and/or feelings, giving oral presentations (dialogue)

Resource can be used to identify consonants or distinguishing between consonants and vowels

Resource can be used to identify vowels or distinguish between vowels and consonants

Resource can be used to identify, spell or pronounce long vowel sounds (e.g., ee; ea; ie)

Resource can be used to define the reason for/use of lowercase/uppercase letters, identify them in a text, or distinguish between the two

Resource can be used to distinguish between letters and syllables

Resource can be used to identify open syllables (i.e. syllables that end in vowels, e.g. no, he, she, me, go, hi) or to distinguish between open and closed syllables

Resource can be used to identify closed syllables (e.g. syllables that end in consonants, e.g. ask, cat, in, hid, hip, men, etc.) or to distinguish between open and closed syllables

Resource can be used to identify one-syllable words with three/four letters (CVC; CCVC; CVCC), or to distinguish between one-syllable and multi-syllable words

Resource can be used to identify multi-syllable words, or to distinguish between multi-syllable and one-syllable words

Resource can be used to identify prefixes and/or suffixes, or to distinguish between the two

Resource can be used to identify words that rhyme and/or create rhymes and rhyming pattern

Resource can be used to identify and practice words that have silent letters, e.g. g- (as in gnome); k- (knee); -b (lamb); -w- (answer)

Resource can be used to identify and practice complex clusters, i.e. syllables with three consonants (CCC), e.g. /str/ /spr/ /skr/ /spl/ /skw/

Resource cannot be used to teach skills in decoding or word recognition

Resource includes letters only (or syllables, but not complete words)

Resource includes words

Resource includes complete sentences

Resource includes at least one paragraph

Resource includes multiple paragraphs with clear separation between paragraphs

Resource includes images or illustration to accompany text (not including charts, graphs, diagrams, or maps – see below)

Resource includes images of environmental print, e.g. road signs, symbols, labels, etc.

Resource includes charts, graphs, diagrams, or maps for learners to interpret and make meaning

Resource includes a name of the author of the text or illustrator of images

Resource includes a title for the text

Resource includes a title page

Resource includes a table of contents

Description

Resource includes chapters or sections with various headings and subheadings

Resource includes an index or glossary

Resource contains a word bank (with words or empty) for the student to interpret or complete

Resource can be used to teach connectives, e.g.: and, because, but, finally, first, last, next, so then, when

Resource can be used to teach function or utility words, e.g.: a, an, this, that, these, those) or articles (a, an, the)

Resource can be used to teach contractions, e.g.: I'm, aren't, can't, I've, don't, won't, etc.

Resource can be used to teach high frequency words

Resource can be used to teach compound words, e.g.: racecar, flashlight, doorknob, lighthouse, handbag, toothpaste, wheelchair, etc.

Resource can be used to teach words that link two sentences, e.g.: in addition, as a result, therefore, consequently, thereby, however, on the other hand

Resource can be used to teach nouns (person, place or object) and/or to differentiate between singular and plural nouns, or possessive and non-possessive nouns

Resource can be used to teach proper nouns (names of people, places, organisations/companies/products that begin with an uppercase letter)

Resource can be used to teach adjectives (descriptive words, colours, size, shapes, location, sensory words, etc.)

Resource can be used to teach subject pronouns (I, you, he, she, it, we, they)

Resource can be used to teach object pronouns (me, you, him, her, it, us, you, them)

Resource can be used to teach possessive pronouns (mine, yours, his, hers, ours, yours, theirs)

Resource can be used to teach reflexive pronouns (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves)

Resource can be used to teach prepositions, e.g.: over, under, above, in, out, behind, below, etc.

Resource that can be used to teach learners to identify verbs (action words)

Resource can be used to teach subject-verb agreement or inflectional endings (i.e. changes in the end of verbs as they are conjugated to different tenses)

Resource can be used to teach synonyms and/or antonyms

Resource can be used to teach homophones (words that sound the same but are spelt differently and have different meanings (e.g. wear/where, capital/capitol), homonyms (words that sound and are spelt the same but have different meanings, e.g. saw/saw, bark/bark, bat/bat), and homographs (words that are spelt the same but have different meanings)

Resource can be used to distinguish between the literal, figurative, and connotative meaning of words

Resource can be used to distinguish between different sentence types, e.g. declarative, interrogative, imperative and exclamatory

Resource includes sentences with punctuation, e.g. full stop, comma, exclamation point, question mark, apostrophe, quotations, parenthesis, brackets

Resource cannot be used to teach vocabulary

Resource can be used for learners to draw on their prior knowledge or background experiences to make connections to the text

Description

Resource can be used for learners to identify various elements of a story, e.g. characters (and their traits), main events (beginning, middle, end characteristics), conflict, solution, etc.

Resource can be used for learners to practice chronology, to identify and order events, scenes, or occurrences (e.g. beginning/middle/end of a story).

Resource can be used for learners to identify or summarise or paraphrase the main/central idea (gist), underlying theme or message conveyed and to differentiate the main idea from the supporting details. It may also allow students to identify the topic sentence of a paragraph or text.

Resource can be used for learners to make predictions about the content of a reading selection (using the title, illustrations, etc.) or answer questions at a specified level

Resource can be used for learners to discuss the contribution of illustrations to a narrative text

Resource can be used for learners to describe, compare, or analyse the characteristics and traits of fictional or nonfictional characters

Resource can be used for learners to differentiate between fact and opinion or develop and/or express their own opinions/judgements about a given text

Resource can be used for learners to determine cause and effect relationships

Resource can be used for learners to compare and contrast (stories, characters, events, objects, etc.)

Resource can be used for learners to categorise words (e.g. word families) or to categorise information (e.g. categories of colours/shapes or facts)

Resource can be used for learners to identify the purpose of a text (or spoken word), e.g. to convince, to explain, to describe, to opine, to instruct

Resource can be used for learners to develop other reading comprehension skills not listed above

Resource cannot be used to teach reading comprehension skills

Resource provides a template for learners to practice writing standards, including upper/lowercase letters, spacing between words, punctuation

Resource provides a template for pre-writing planning (e.g. graphic organizers to group ideas, brainstorm template, webs/clusters, cluster charts)

Resource provides prompts (text or images), templates, or activities to write full paragraphs or essays

Resource provides guidance for learners on how to revise and edit their text, i.e. proofreading or using rubrics, checklists, etc.

Resource cannot be used to teach writing skills

Resource can be used for learners to practice identifying various sounds of letters (e.g. audio recording or script to be read by teacher)

Resource can be used for learners to practice identifying sounds and associating them with their origin (e.g. onomatopoeia)

Resource can be used to distinguish between sounds (e.g. soft/loud, near/far, gentle/harsh, scary/soothing, high/low)

Resource can be used for learners to practice conversational skills, such as taking turns and responding appropriately, or interpreting tone of voice in communication (facial expressions)

Resource can be used for learners to practice pronouncing/enunciating the sound of letters, syllables, or words

Resource can be used for learners to practice proper pace/rate and intonation for different sentence types (e.g. statements, exclamations, questions)

Description

Resource can be used for learners to develop confidence in orally expressing ideas, opinions, feelings, and appropriate facial expressions (e.g.

Resource can be used for learners to plan/prepare for or recite an oral presentation (with or without visual support); or to respond to/evaluate an

Resource can be used for reading/writing/telling a nonfiction story or factual account, e.g. historical narrative, biography/autobiography, anecdote, experience, or factual report of an incident, etc.

Resource can be used for reading/writing/telling a fictional story, e.g. fantasy, fairy tales, folk tales, fables, imaginary text (myths, legends, myste

Resource can be used to for reading/writing/practicing greetings, communication standards (accepted principles) and informal or formal convers

Resource can be used for reading/writing/presenting a descriptive text; or an activity that requires students describe a person, place, object, or

Resource can be used for reading/writing/presenting informational texts, e.g. entries in encyclopedias or dictionaries, newspaper or magazine a
"report of a simple experiment" etc.

Resource can be used for reading/writing/presenting instructional texts, e.g. how to articles, or text that gives directions, instructions or steps on
written directions for an address, etc.)

Resource can be used for reading/writing/expressing questions

Resource can be used for reading/writing/presenting a persuasive text and/or formulating and expressing an opinion/judgement about a given t

Resource can be used for reading/writing/presenting a literary selection with rhythm, including poems, song, jingles, limericks, or alliterations (e

Resource can be used for reading/writing/identifying or presenting list (e.g. shopping lists, list of students in the classroom, etc.)

Resource can be used for reading/writing/analysing a form (e.g. applications to join the local library, information about oneself – name/address/

Resource can be used for reading/writing/analysing letter or card (e.g. friendly or formal letter, invitations, thank you notes, and letters of apolog
telephone messages)

Resource can be used for reading/writing/analysing a diary or journal entry

Resource can be used for reading or writing a text not described above

Resource does not contain any text (or pictures depicting one of the above texts, e.g. series of illustrations, etc.), nor does it contain a related a

Food, colour, shapes, numbers, days of the week, months, learner's name, etc.

Hobbies, pets, family, holidays, special events, friends, routines, school and classroom tasks, rules, etc.

Topics related to the natural sciences (ecosystems and wild animals, insects, bugs, fauna and flora, etc.)

Topics related to the human sciences (culture, continents, land formations, historical periods) or geographical areas (towns, cities, parishes, isla

Topics related to mathematics (numbers, recipes with quantity of ingredients, etc.)

Topics related to anything else not described above

OECS - Primary School Language Arts (K-2)		
Grade	Domain	Strand
K	Listening and speaking	Listen and speak for personal response and enjoyment
K	Listening and speaking	Listen to discriminate between various sounds in the environment
K	Listening and speaking	Listen to distinguish between the sounds of the letters of the English alphabet and speak to use the sounds of English productively
K	Listening and speaking	Interpersonal communication
K	Listening and speaking	Listen to get and speak to give information

K	Listening and speaking	Vocabulary development
K	Listening and speaking	Developing proficiency with book language
K	Listening and speaking	Speaking with good enunciation, pronunciation, clarity
K	Listening and speaking	Attitudes for developing effective listening and speaking abilities
K	Reading	Knowledge about books
K	Reading	Concepts about print

K	Reading	Decoding and Word Recognition
K	Reading	Vocabulary development
K	Reading	Comprehension
K	Reading	Responding to literature
K	Reading	Text Features
K	Reading	Features of narrative text
K	Reading	Reading and Writing connections

K	Reading	Attitude and Interest
K	Writing	Developing familiarity with symbols
K	Writing	Conventions of written (and oral) English
K	Writing	Sentence structure
K	Writing	Spelling

Target Curriculum

Learning Outcomes

- listen and respond in various ways to what they have heard
 - recite **rhymes, and short poems and sing songs**
 - talk about the stories, rhymes and poems that they have heard
 - retell favourite and **familiar stories**
 - talk about subjects that are of interest to them, **e.g. favourite pastimes, pets etc.**
- identify various **sounds and associate them with their origin**
 - **distinguish between sounds that are: soft / loud; near / far; gentle / harsh; scary / soothing; high / low**
- identify and name the **letters of the alphabet**
 - identify the **sounds that are associated with letters of the alphabet**
 - identify beginning and ending sounds in one **syllable** words
 - count the number of sounds in a syllable
 - count the number of syllables in words (presented orally)
 - use clear and intelligible English sentences
 - identify **rhyming words** and make up rhymes and rhyming patterns
- listen attentively during conversations, **take turns and respond appropriately**
 - identify obvious variation in **tone of voice** (e.g., anger) in stories they listen to, in recordings and in actual conversation
 - interpret the **facial expressions and gestures** displayed by a speaker
 - modify their tone depending on the person to whom they are speaking, and the situation
 - listen to a simple message and relay that message to someone else
 - speak clearly, using complete sentences
- give information in response to questions asked
 - talk about an **event** or subject of interest
 - **recount a familiar event** or happening to the class
 - give simple **directions**
 - give simple oral **instructions** on how to make or do something
 - follow simple two step oral instructions and directions
 - **describe** objects and places with which they are familiar
 - ask questions to elicit information

- use appropriate words to express their ideas and feeling, to convey information, to talk about **news and stories** they have read, listened to or viewed
- use appropriate words to refer to categories of **colour, size, shape, location, quantity**
- use **sensory words** to describe objects, pets etc.
- use **action words** to describe movement
- use the words learned in other subjects to talk about concepts related to these subjects
- use words they have learned from stories in retelling the stories
- ask for clarification of words that they do not understand in conversations or stories that they have listened to or viewed

- listen to a short extract to determine the gist of it
- listen to distinguish between **fantasy and reality in stories**
- retell stories they have heard, using the words they have learned from these stories and other sources
- listen to information (from other subjects at grade level) to discuss the concepts explained / described
- give simple **instructions and directions**
- make a simple oral presentation to the class in which they describe an object or the project they have worked on
- show that they understand the content (**ideas, sequence of events, relationships between events, information**) in selections that they listen to by asking and answering questions about the materials

- use appropriate **intonation patterns** for different sentence types
- **pronounce words** clearly
- use complete sentences in Standard English
- speak with confidence

- listen attentively in conversations and **read aloud** sessions and answer questions when required to do so
- show willingness to take part in activities involving oral work
- work with classmates in small and whole class groups to share information and work collaboratively on projects
- participate in sessions organized to practise Standard English
- show willingness to express their ideas, views and opinions on a range of subjects relevant to their age level

- hold a book the right way up
- identify the parts of a book e.g. cover, spine, page
- use appropriate words to refer to the parts of a book e.g. spine, cover, page
- identify the **title and author's name on the cover and title page**
- identify the beginning and end of a book

- follow the directionality of print from left to right and top to bottom
- name the letters of the alphabet
- distinguish between **uppercase and lowercase letters** of the alphabet
- distinguish between discrete words in sentences
- use appropriate words to refer to the organisation of text in books, e.g. **letter, word, sentence, paragraph**

<ul style="list-style-type: none"> - match the sounds of consonants to the corresponding letters - match short vowel sounds to the appropriate letters - identify consonant sounds at the beginning and end of words - read simple high frequency sight words - track the changing sounds of the letters in one-syllable words
<ul style="list-style-type: none"> - identify their names in print - recognise words that are related to topical categories: foods, colours, and shapes - sort words into categories - recognise common environmental print, e.g. road signs, symbols, labels
<ul style="list-style-type: none"> - identify the main points in a short informative extract (suited to age level) - ask questions about the texts they have read, heard or viewed - answer questions about the texts they have read, heard, or viewed - use their background knowledge to help them understand new information in their reading
<ul style="list-style-type: none"> - use illustrations to predict the outcome of a story - use context clues to predict content - use titles and illustrations to predict the subject matter, main event(s) and endings of stories - identify the characters in a story - identify the main events in a story - use their knowledge of story grammar to understand new, unfamiliar stories and to talk about stories they have read - use traditional terms in story telling e.g. Once upon a time, a long time ago, happily ever after - retell familiar stories - generate and answer questions about stories - compare new with familiar stories - make up an alternative ending for a story - use a series of pictures to make up a story - represent (aspects of) familiar stories in art and role-plays
<ul style="list-style-type: none"> - distinguish between reality and fantasy stories - distinguish between different types of text: stories, poems, signs, labels, newspapers, magazines
<ul style="list-style-type: none"> - identify the title, author's name and the name of the illustrator on the cover and title page of a story book - identify the table of contents of a book
<ul style="list-style-type: none"> - express their response to literature through: (a) drawing pictures that depict the story events, (b) writing (in their own way) about the story, (c) talking about the story with the teacher and classmates, (d) retelling the story or part of it, (e) telling about the story of about the events in it, (f) drama / role-play, (g) pretending to be a character in the story - tell the story or message depicted in their drawings, pictures and writing

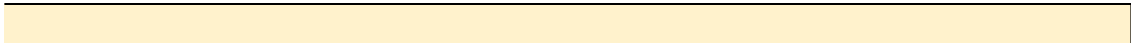
- point to text while reading and read along' (join in orally) when teacher reads familiar **stories**
- participate actively during reading sessions and related activities
- talk about books that have been read to them / that they read
- share ideas, **ask and answer questions about books** that they read / that have been read to them

- write **Consonant – Vowel – Consonant (CVC) words**
- write short sentences
- shape some **uppercase and lowercase** letters of the alphabet
- write from left to right and top to bottom
- use letters that they know to represent written text
- scribble, draw a picture or print letters to convey a message
- order a series of pictures to tell a story in an appropriate sequence

- use a logical / appropriate **sequence** in recounting what they have represented in drawing or writing

- use complete and clear sentences in English

- use their knowledge of letters and letter-sound correspondences to write **one-syllable words**
- spell **high frequency** one-syllable words, and use these words in their writing
- represent words they may not be familiar with, using inventive spelling and the letters that they know



Relevant Codes from Scheme

Epecially: 1a, 5h, 5i, 6k, 13i, 13a, 14b, 14a

Epecially: 1a, 5h, 11b

Epecially: 1a, 5a, 5h, 5i, 6a, 6b, 6c, 6d, 6e

Epecially: 1a, 5h, 5i, 11d

Epecially: 1a, 5h, 5i, 13a, 13d, 13f

Epecially: 1a, 5d, 5e, 5h, 5i, 13a, 13b, 13e, 8i, 8o, 14a, 14b

Epecially: 1a, 5h, 5i, 13a, 13b, 13f, 9c

Epecially: 1a, 5i, 12a, 12b, 12c

Epecially: 1a, 2a, 5h, 5i, 13a, 13b, 9a, 9b, 9c, 9d, 9e, 9f, 9g, 9h, 9i, 9j, 9k, 9l

Epecially: 1a, 7i, 7j, 7k

Epecially: 1a, 5a, 7a, 6d

Especiallly: 1a, 5a, 6a, 6b, 6c, 11a

Especiallly: 1a, 5a, 5d, 5e, 14a, 7g

Especiallly: 1a, 5c, 9a, 9d

Especiallly: 1a, 7f, 5c, 5e, 9b, 9c, 9e, 9g, 13a, 13b, 13c

Especiallly: 1a, 13a, 13b, 13e, 7g

Especiallly: 1a, 7i, 7j, 7k, 7l

Especiallly: 1a, 5c, 5g, 13a, 13b, 9b, 9d, 9g

Epecially: 1a, 5c, 5i, 13a, 13b, 9a, 9b, 9c, 9d, 9e, 9f, 9g

Epecially: 1a, 5g, 6a, 6b, 6c, 6d, 6h, 7a, 7b, 7c, 10a

Epecially: 1a, 5c, 5g, 9c, 8f

Epecially: 1a, 5g, 7c, 8u, 10a

Epecially: 1a, 5a, 5g, 6h, 8d

Target Curriculum		
OECS - Primary School Language Arts (K-2)		
Grade	Domain	Strand
Grade 1	Listening and Speaking	Interpersonal Communication: listening and speaking to interact socially
Grade 1	Listening and Speaking	Interpersonal Communication: communicating to give and to get information
Grade 1	Listening and Speaking	Listen and speak to develop oral proficiency in English: listening for enjoyment and speaking to express personal response
Grade 1	Listening and Speaking	Listen and speak to develop oral proficiency in English: listen and speak to develop comprehension

Grade 1	Listening and Speaking	Vocabulary and concept development
Grade 1	Listening and Speaking	Voice skills
Grade 1	Listening and Speaking	Attitudes for effective oral communication
Grade 1	Reading	Concepts about print
Grade 1	Reading	Decoding and word recognition
Grade 1	Reading	Vocabulary development

Grade 1	Reading	Comprehension: constructing meaning
Grade 1	Reading	Comprehension: critical reading
Grade 1	Reading	Text features: features of expository text
Grade 1	Reading	Text features: features of narrative text
Grade 1	Reading	Responding to Literature
Grade 1	Reading	Attitudes and interests

Grade 1	Writing	Writing for self
Grade 1	Writing	Writing to accomplish school tasks
Grade 1	Writing	Writing process
Grade 1	Writing	Reading and writing connections
Grade 1	Writing	Conventions of writing
Grade 1	Writing	Grammar
Grade 1	Writing	Sentence structure
Grade 1	Writing	Punctuation
Grade 1	Writing	Spelling

Grade 1	Writing	Attitudes and Interest
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Learning Outcomes

- listen attentively to speakers in **conversational** exchanges
 - listen to determine the **gist** of a message
 - listen to determine a speaker's **emotional tone**
 - use **turn-taking** conventions appropriately
 - **express feelings** orally about situations and events of interest
 - communicate simple messages orally
- ask for directions
 - give simple **directions** to someone to get from one place to another
 - listen to and follow simple two and three step **instructions**
 - use appropriate language (directional / deictic terms) to give directions (e.g. turn right, go straight ahead. See Glossary)
 - **ask questions** to elicit clarification about specific topics - **use Standard English to communicate about topics in language arts and subjects across the curriculum**
- listen to represent the rhythm of language through kinesthetic response, e.g. clapping, tapping out rhythm
 - listen to stories and express a personal response orally (e.g., say whether or not they like them and why)
 - listen to stories and retell favourite ones
 - recite **poems, jingles, rhymes, limericks**, paying attention to the rhythm of the language and expressing a personal response to selections
 - **describe a familiar scene or a favourite place**
 - listen to determine whether a sentence or series of sentences is expressed in **Standard English or in a Creole or CIV (see Glossary / Teachers' Guide)**.
- listen to an account of an event or situation to make a **prediction** about its outcome
 - listen to determine the **sequence of events in a short expository selection**
 - retell the events that happened in the beginning, middle and the end of a story
 - retell familiar stories and use **elements of story** grammar to discuss them
 - listen to an oral communication to determine the message and to relay it

- identify the new words in a short selection that is read aloud
 - use **contextual clues** to help determine the meaning of an unknown word in a sentence read aloud
 - use exact words to refer to words in categories (**shapes, colours, foods**)
 - identify **descriptive words** in a short selection that is read aloud
 - listen to identify **rhyming words** in a selection
-
- listen to a **letter name** given in an oral prompt and produce the sound of the letter
 - use appropriate **intonation** patterns for different sentence types
 - enunciate clearly in **choral renditions and in planned individual presentations**
 - use **tone** appropriate to specific (conversational) contexts
 - speak clearly, confidently and **pace rate** of speech appropriately
-
- listen attentively in conversational exchanges and during presentations given by others
 - use **accepted principles** for conversational exchanges, **e.g. signalling for a turn to speak, responding at appropriate times**
 - participate in class discussions and other oral activities organised for the class
 - adhere to established classroom rules for listening tasks and other activities
 - share information, ideas and opinions
 - participate in activities for oral language development
-
- **identify the name of the author and the title of a book**
 - **distinguish between letters, words and sentences**
 - **read from left to right, and from top to bottom of the page**
-
- **produce the sounds of the letters of the alphabet, including vowel sounds and consonant blends**
 - recognise and read **high frequency words**
 - recognise and read **high frequency function words** (e.g. the, an, that, be, have)
 - use familiar letter combinations to decode **onesyllable words**
 - use knowledge of syllable structure as an aid to decoding unfamiliar and **longer words**
 - match spoken with printed words that are familiar
 - identify and sound out **rhyming words** in a reading selection
-
- identify new words in reading selections
 - use **context and surrounding text** to understand the meanings of new and unknown words
 - use high frequency words in oral and written work
 - **sort words into appropriate categories**
 - identify common / significant **environmental signs**

- use comprehension strategies learned to understand the meaning of what has been read
 - relate **prior knowledge and background experience** to the reading selection as an aid to constructing its meaning
 - use simple **linking words (e.g. connectives (and, but) and function words (an, the, this, that))** to determine the relationship between ideas expressed in sentences
 - read the messages that their own writing conveys
 - read and follow short, written **instructions and directions**
-
- ask questions of themselves and of the text as they read
 - make **inferences** about the materials presented in the reading selections that are read to them / that they read
 - **draw conclusions** about the materials that they read / that are read to them
 - **formulate and express an opinion** / judgment about the materials that are read to them / that they read
-
- identify and distinguish between different text types: **poetry, prose; expository, narrative**
 - identify the **central idea** or topic of a short expository paragraph
 - indicate the **order / sequence** in which the ideas in a short expository paragraph are presented
-
- identify the **names of the author and illustrator of a narrative selection**
 - identify the **beginning, middle and end** of a story
 - identify the **setting and characters** of a story
 - discuss the **characteristics of the setting** of a story
 - discuss the **traits of the characters** in a story
 - identify the **main events** in a story
-
- identify the events of a story that make up the **plot**
 - use their knowledge of the **elements of story** grammar (setting, characters, plot) to talk about a story
 - discuss the **main idea** (or theme) of a story that they have listened to, read or viewed
 - discuss how a **conflict** in a selected story is **resolved**
 - talk about the **characters** in a story and say **why they like or do not like them**
 - compare stories that they have read
 - **compare** characters in stories that they have read
 - express a **personal response** to stories that they have listened to, read or viewed
-
- listen attentively to reading done by teacher and other students
 - **ask and answer questions** about the selections read in class
 - read short selections aloud in class when asked to do so
 - read silently everyday and discuss what was read with teacher and classmates

- write short, clear sentences, using the words they know, including high frequency words that they encounter in their reading

- write a short account of a personal experience

- write a story and share it with teacher and classmates

- write a short **description (two or three sentences) about a familiar object, person, place**

- use the **descriptive words** they know in their stories and descriptions

- write a short **expository paragraph** of two or three sentences about a chosen topic that they have read about and discussed in class

- discuss their ideas for writing before they begin to write

- use a simple **cluster chart** to organise their ideas for writing

- **read over their work and correct obvious mistakes**

- use a short **list of questions to check their writing and to revise what they have written**

- write stories based on ideas triggered by their reading

- read their own writing and answer questions about it

- use an **illustration** from a reading selection as the basis for writing a short focussed paragraph

- **shape letters, letter clusters and words**

- **leave spaces between the words in the sentences they write**

- **leave appropriate spacing between the words in their sentences**

- **use Standard English in their planned written (and oral) school work**

- **use singular and plural nouns correctly**

- **use possessive singular pronouns correctly**

- **use common contractions appropriately in writing the dialogue used by characters in their stories**

- write clear and complete sentences, using the words that they know

- use a capital letter after a full stop, at the beginning of a sentence, for the pronoun and for the names of people

- **use the full stop, question mark and exclamation mark appropriately at the end of sentences**

- **spell high frequency sight words** at grade level

- **spell one-syllable words of three and four letters (CVC; CCVC; CVCC)**

- use alternative spelling for **long vowel sounds (e.g. ee; ea; ie)**

- use strategies for learning to spell (see Teachers' Guide)

- show willingness to write independently
- show interest in working on writing letters and words
- talk about their writing
- discuss the feedback given to them on their writing
- use Standard English for their planned oral and written presentations
- show effort in learning to spell high frequency words
- persevere with using the writing conventions: - write clearly and legibly - write well-formed sentences and correct mistakes
- use punctuation marks appropriately

Relevant Codes from Scheme

Epecially: 1b, 5h, 5i, 9d, 11d, 12c

Epecially: 1b, 5h, 5i, 13f, 13g, 14c, 14d, 14e, 2a

Epecially: 1b, 5h, 5i, 6k, 13i, 8i, 13d, 2a, 2b

Epecially: 1b, 5b, 5c, 5h, 5i, 9e, 13d, 13e, 13f, 9b, 9c

Especialmente: 1b, 5e, 8i, 14a, 6k, 13i

Especialmente: 1b, 5h, 5i, 5a, 12b, 12c

Especialmente: 1b, 5i, 12c, 12b

Especialmente: 1b, 5b, 7i, 7j

Especialmente: 1b, 5a, 5d 6a, 6b, 6c, 8b, 8d

Especialmente: 1b, 9k, 9e, 5c, 7g, 5e

Especially: 1b, 9a, 8f, 8b, 5d, 13f, 5c

Especially: 1b, 9e, 5c, 9h

Especially: 1b, 5c, 13a, 13b, 13d, 13e, 13f, 13i, 9c, 9d,

Especially: 1b, 7i, 7j, 7k, 9b, 9c, 9d, 9g, 13a, 13b, 5b, 5c

Especially: 1b, 9c, 9d, 9g, 9h, 9i, 9j, 13a, 13b, 5b, 5c

Especially: 1b, 13g, 5a, 5b, 5c

Especiallly: 1b, 5g, 8d, 10a, 10c

Especiallly: 1b, 5g, 8i, 10c, 14a, 13a, 13b, 13c, 13d, 13e

Especiallly: 1b, 5g, 10b, 10d

Especiallly: 1b, 5g, 10a, 10c, 9f

Especiallly: 1b, 5g, 10a

Especiallly: 1b, 5d, 5g, 8g, 8c, 13a, 13b, 13c

Especiallly: 1b, 5d, 10a

Especiallly: 1b, 5d, 10a, 8u

Especiallly: 1b, 8d, 5f, 6c, 6b, 6h,

Epecially: 1b, 5g, 5i, 10a, 2a

Target Curriculum**OECS - Primary School Language Arts (K-2)**

Grade	Domain	Strand
Grade 2	Listening and speaking	Interpersonal Communication: Listening and speaking to interact socially
Grade 2	Listening and speaking	Interpersonal Communication: Communicating to get and give information
Grade 2	Listening and speaking	Listening for enjoyment and speaking to express a personal response

Grade 2	Listening and speaking	Listen and speak to develop comprehension
Grade 2	Listening and speaking	Vocabulary and concept development
Grade 2	Listening and speaking	Voice skills
Grade 2	Listening and speaking	Attitudes for effective oral communication

Grade 2	Reading	Decoding and word recognition
Grade 2	Reading	Vocabulary development
Grade 2	Reading	Reading comprehension: constructing meaning
Grade 2	Reading	Reading comprehension: Critical reading

Grade 2	Reading	Text features
Grade 2	Reading	Responding to literature
Grade 2	Reading	Attitudes and interests
Grade 2	Writing	Writing for self

Grade 2	Writing	Writing for a chosen audience and to accomplish school work
Grade 2	Writing	Writing process strategies
Grade 2	Writing	Reading and Writing Connections
Grade 2	Writing	Conventions of English
Grade 2	Writing	Grammar
Grade 2	Writing	Sentence structures

Grade 2	Writing	Punctuation
Grade 2	Writing	Spelling
Grade 2	Writing	Attitudes and Interest

Learning Outcomes

- listen attentively to speaker(s) in conversational exchanges
 - listen to detect the **emotional tone** of a speaker
 - listen to get the **gist** of a message
 - listen to determine the **sequence** of a series of events described
 - listen to determine the communicative purpose of a speaker
 - listen to **draw an appropriate conclusion** from a spoken message
 - identify the use of common contractions in a spoken communication and determine their meanings
 - use language that is appropriate to situation and context for routine exchanges, e.g. greeting, leavetaking, apologizing, requesting
 - use the oral conventions of **English in planned oral presentations**
- listen to **news items** and paraphrase what was said
 - formulate appropriate **questions** to get the information they need
 - give factual information about events based on first hand knowledge
 - give a factual account, presenting information in a logical sequence
 - ask for **directions**
 - give clear directions
 - stay on topic in an oral communication / presentation
 - give relevant and appropriate answers to questions asked
 - use Standard English to express ideas and engage in discussions on subject content in class
 - explain a simple **process**
- listen to **stories** and other literary selections and express a personal response to them
 - listen to identify **rhyming words** in poems and other literary selections
 - listen to humorous selections and identify and discuss the humour
 - recite **poems, limericks** and other literary selections, paying attention to the rhythm of the language
 - retell familiar / favourite stories
 - describe reactions/ emotional attitude to stories listened to or viewed

- listen to understand the nature and purpose of tasks set in the classroom and perform them
 - listen to draw appropriate conclusions from spoken messages
 - listen to a story to **predict** the outcome
 - listen to determine the speaker's purpose in an oral communication
 - listen to a short extract and paraphrase it
 - listen to determine the **main idea** in an oral communication or a short extract
 - listen to distinguish a **fact** from an **opinion**
 - listen to distinguish between **fantasy and reality**
 - express an opinion about a story
 - give an **opinion** in response to a particular point of view expressed by another
-
- use **high frequency words** learned in the language arts and subjects across the curriculum in spoken messages and planned oral presentations
 - listen to identify common **contractions** in an oral communication
 - listen to a short extract to identify the **high frequency utility words in it (e.g. and, so, but, then, said, this, that, when, then)**
 - listen to a short text to identify all the compound words in it
 - use **contextual clues** to help determine word meanings in a short spoken message
 - use words with their appropriate stress patterns in spoken messages and planned oral presentations
 - use well-formed sentences in planned oral presentations
 - use the appropriate sounds for the letters and letter combinations in words
-
- vary volume, moderate tone and adjust pace as appropriate to different situations
 - **pronounce** words clearly
 - use appropriate **intonation** for different sentence types
-
- listen to the ideas and opinions expressed by others
 - show willingness to share ideas, express opinions and views
 - respond appropriately to a speaker in a conversational exchange
 - show willingness to participate in activities for developing oral communication
 - show an effort to **use Standard English in planned oral presentations, to express ideas and in discussions about content in the language arts and other subject areas**
 - use the conventions for oral English in planned oral presentations
 - speak clearly, confidently and pace the rate of speech appropriately according to the situation

- use different strategies for decoding words, including use of known / familiar letter clusters and orthographic combinations in words, syllabication patterns (segmenting or chunking), blending phonemes and sounding out and, looking at the shape of the whole word
- decode **multi-syllable words**
- recognise and read **compound words**
- recognise and read **prefixes and suffixes** in
- **use context and surrounding text to identify words**
- use sentence structure in which the word occurs as an aid to decoding difficult words
- use the parts of a **compound** word to figure out the meaning of the whole word
- use **context and surrounding text to determine the meaning of an unknown word**
- explain the meaning of common **prefixes and suffixes** that occur in the words they read at grade level
- identify **high frequency content and function words** in the materials they read at grade level and show that they understand their meanings
- identify and show that they understand the meanings signalled by common **inflectional endings**
- identify **synonyms and antonyms** that they encounter in their reading
- relate their prior knowledge and background experience to a text as an aid in understanding it
- use visual **information such as charts, graphs and diagrams to interpret** and understand meaning in an expository reading selection
- draw conclusions about the information presented in texts that they read
- identify the main (central idea) in a text
- distinguish between **main idea and supporting details**
- distinguish between relevant and irrelevant details used to support a central idea
- distinguish between relevant and irrelevant information in reading selections
- use **linking words** to help them understand relationships between clauses and sentences in a text
- formulate and express a **judgment** about the (ideas, events, information presented in) texts that they read
- determine **cause and effect** relationships in the selections that they read
- confirm or disconfirm their **predictions** about a text after reading on
- apply the strategies they have learned, to read and understand materials in the **language arts and other subjects at grade level across the curriculum**

- use **title**, cover illustration, the first sentence or **paragraph** to **make predictions about the content of a reading selection**
 - use **charts and diagrams** to clarify the meaning of an expository text
 - indicate the contribution of graphs diagrams and charts to an expository selection
 - use the **table of contents and chapter headings** to find information in an expository text
 - identify features of an expository paragraph
 - identify the characteristics of different types of **expository texts** (e.g. **recipes, informational articles, how to articles**) at level
 - distinguish between the features of stories, poems and **plays** (at level)
 - distinguish between texts that deal with reality and those that deal with fantasy
-
- use the **title and cover illustration to make a prediction about the content of a story**
 - predict the outcome of a story based on the events and the actions of characters
 - **discuss the contribution of illustrations to a narrative text**
 - use the elements of story grammar to identify and discuss new and unfamiliar narratives
 - read two stories and compare them
 - **compare the print version of a story with the video version**
 - read and talk about a wide and varied range of literary material appropriate to grade level
-
- show a positive attitude towards **reading**
 - show willingness to search for new books to read in the class and school library
 - show interest in **listening** to books read by the teacher and to stories retold by classmates
 - show willingness to ask questions of teachers and classmates about the stories and other materials that are read
 - read for various purposes and set purposes for reading
 - select texts for reading based on interest
-
- maintain a personal response journal to write about the books they have read
 - write a simple **list**, for example, a list of the tasks to be done for homework
 - fill out a simple **form**, e.g. an application to join the local library

- use pre-writing strategies to generate ideas for writing
 - use a web or other appropriate **graphic organiser (or strategy) to group ideas for writing**
 - write a friendly **letter** to a chosen addressee
 - write simple **three step instructions / directions**
 - write a **short account based on a personal experience**
 - write **a description of an object or a person or a place**
 - write a short expository paragraph, organising information around a central idea
 - write a story using the elements of story grammar as a framework
 - use high frequency words encountered in reading in their writing
 - use **high frequency function words** in their writing
 - use the process strategies they have learned to revise and improve their writing
 - use **verbs and nouns** correctly in their writing
 - write clear and complete sentences in **Standard English**
 - spell high frequency content and function words at level correctly in their writing
 - use the **punctuation** marks they have learned correctly in their writing
-
- use different strategies to generate ideas for writing (e.g. **brainstorming**, reading, reflecting on experiences)
 - select topics / subjects for writing
 - use **webs / clusters** / to organize their ideas for writing
 - read over their writing, reflect on it and discuss the ideas they have expressed
 - use **checklists** for the conventions of written English to check their writing for correctness of sentence structure, grammar and punctuation
 - **revise and edit** their writing and prepare a clean corrected copy to submit to teacher
-
- write a short paragraph in which they express their response to a book they have read
 - express their response to a story they have read in writing, drawing, roleplay
 - read the stories they have written to their classmates and elicit feedback from them
 - use reading as a resource for writing
-
- write sentences in English that are well-formed
 - read over their writing to transform **Creole** and CIV structures into Standard English
 - Use the **punctuation** marks they have learned appropriately and correctly in their writing
 - use **appropriate spacing between words**
 - write legibly, paying attention to the shape of **uppercase and lowercase letters**
-
- use **nouns and verbs** correctly in **sentences**
 - use the **parts of speech** correctly in both their planned oral presentations and in their writing
 - read over their written work to **check the accuracy of the grammar of their sentences**
-
- write complete and well formed **sentences**
 - write sentences that are understandable and state the intended meaning clearly

- use the **punctuation** marks they have learned in Grade 1 and Grade 2 accurately (Standards V.9C.i. – ii, p. 48 and V.8C.i. – iii, p. 112)

- use quotation marks in the **dialogue of stories**

- use the **spelling** strategies they have learned to spell correctly the **high frequency words** they **encounter in reading, across all content areas**, in their writing

- spell high **utility and function words** correctly in their writing

- spell frequently encountered **prefixes and suffixes** correctly

- monitor the spelling of words as they write independently

- read over and **revise** their writing to correct the spelling mistakes they have made

- show willingness to share their writing with classmates; to listen to, to read and to comment on what they have listened to or read

- respond appropriately to the feedback given on their writing by teachers and classmates

- participate in writing process activities that require them to read over and **revise** their work to improve it

- show a positive attitude towards learning to **spell** new words

- use appropriate strategies for learning to spell new and **unfamiliar words**

- show willingness to work at the **writing conventions** and to write legibly

- show willingness to monitor their use of Standard **English** and to correct errors of grammar in their writing and speech

Relevant Codes from Scheme

Especially: 1c, 5h, 5i, 11d, 12b, 12c, 9d, 9c

Especially: 1c, 5h, 5i, 13e, 13g, 13f, 13e

Especially: 1c, 5h, 5i, 13a, 13b, 13i, 6k

Epecially: 1c, 5h, 5i, 9e, 9d, 9h, 13h, 13b

Epecially: 1c, 5d, 5e, 5h, 5i, 8b, 8c, 8d, 9e

Epecially: 1c, 5h, 5i, 12a, 12b

Epecially: 1c, 5h, 5i, 2a, 14c, 14d, 14e

Especially: 1c, 5a, 6i, 8e, 6j, 5e, 10a

Especially: 1c, 5d, 5e, 6j, 8d, 8e, 8q, 8p

Especially: 1c, 5c, 7h, 13d, 13e, 13f, 9d

Especially: 1c, 5c, 8f, 9i, 9e, 14c, 14d, 14e, 13h,

Epecially: 1c, 5b, 9e, 7h, 7d, 7j

Epecially: 1c, 5c, 7f, 9f, 7j, 7f, 13a, 13b, 3d

Epecially: 1c, 5c, 5h

Epecially: 1c, 5g, 13j, 13k

Especially: 1c, 5g, 10b, 13l, 13f, 13a, 13d, 14a, 14b, 8i, 8o, 8g,
10a, 8d, 9b, 8b, 8u, 2a

Especially: 1c, 5g, 10b, 10d

Especially: 1c, 5c, 5g, 13a, 13b

Especially: 1c, 5g, 2a, 2b, 8u, 10a, 6d

Especially: 1c, 5g, 8g, 8o, 8p, 10d, 12c

Especially: 1c, 5g, 10a, 7c

Epecially: 1c, 5g, 8u, 13c

Epecially: 1c, 5g, 5f, 8d, 8b, 6j, 10d, 14c, 14d, 14e

Epecially: 1c, 5g, 10d, 5f, 10a, 2a

Target Curriculum		
OECS - Primary School Language Arts (K-2)		
Grade	Domain	Strand

Grade 3	Listening and speaking	Interpersonal Communication: Listening and speaking to interact socially
Grade 3	Listening and speaking	Communicating to get and give information
Grade 3	Listening and speaking	Listening and speaking to develop oral communication skills for academic and other purposes: (B-1) Listening and speaking for enjoyment and to express personal response

Grade 3	Listening and speaking	Listening and speaking to develop oral communication skills for academic and other purposes (B-2) Listening and speaking to develop comprehension
Grade 3	Listening and speaking	Listening and speaking to develop oral communication skills for academic and other purposes (B-3) Listening and speaking to evaluate oral and media communication
Grade 3	Listening and speaking	Vocabulary and concept development
Grade 3	Listening and speaking	Voice Skills
Grade 3	Listening and speaking	Attitudes for effective oral communication
Grade 3	Reading	Decoding and word recognition

Grade 3 Reading Vocabulary development

Grade 3 Reading Reading comprehension: (C-1)
Construct Meaning

Grade 3 Reading Reading comprehension: (C-2)
Critical reading

Grade 3	Reading	Reading comprehension: (C-3) Understanding of informational / expository text
Grade 3	Reading	Reading comprehension: (C-4) Understanding of narrative and other literature texts
Grade 3	Reading	Reading comprehension: (D) Responding to literature
Grade 3	Reading	Reading comprehension: (E) Reading and writing connections
Grade 3	Reading	Reading comprehension: (F) Attitudes and interests

Grade 3 Writing Writing for self and for a chosen audience

Grade 3 Writing Writing to develop academic proficiency

Grade 3 Writing Writing process strategies

Grade 3 Writing Research skills

Grade 3	Writing	Conventions of written (and oral) English
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Grade 3	Writing	Grammar
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Grade 3	Writing	Sentence structure
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Grade 3	Writing	Punctuation
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Grade 3	Writing	Spelling
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Grade 3

Writing

Attitudes and interest

Learning Outcomes

- Listen to determine the **purpose** of a speaker's message
- Listen to respond appropriately in a conversation
- Use **polite, appropriate tone and language in conversations** both in and out of the classroom
- Vary level of formality according to context, situation and audience / interlocutor (other person in conversational exchange)
- Use appropriate strategies for opening and closing (formal) **conversations**
- Take **turns** appropriately in conversations
- Ask **questions** to elicit information and seek clarification from a speaker
- Answer **questions** in order to explain and clarify a message
- Listen to determine the **gist** of a message
- Listen to follow the **sequence** of events in a report given by a speaker
- Listen to follow **directions** on how to get from one location to another
- Listen to follow simple **instructions** given orally on how to make or to do something
- Listen to a short speech or report and then give a **summary of the main points**
- Listen to a short text to determine the **main idea**
- Give someone **directions** on how to get from one place to another
- Give **instructions** to explain how to perform a task
- Ask relevant **questions** to get specific information
- Use well-formed sentences to convey information
- Use **Standard English** for oral communication and for giving planned presentations in class
- Listen to determine and appreciate the **rhythmic** structure of selected literary texts appropriate to grade level
- Listen to express a **personal response** to **poems, stories** and other types of literary material
- **Describe** familiar objects, people and places
- Tell about an interesting **personal experience**
- Tell an **imagined story** that has a beginning, middle and an end
- Retell a story based on a personal experience
- Recite a favourite poem with fluency and expression
- Plan and present a dramatic presentation based on a personal experience or a poem or narrative

- Listen to follow the **chronology of events** in an oral report
- Listen to determine the **main point** in a spoken message
- Listen to a short extract to **summarise** the information presented
- Listen to an oral communication to **paraphrase** and explain what has been said
- Listen to distinguish between the **cause and effect** of a particular occurrence or event
- Listen to identify **supporting points** in an oral presentation
- Listen to distinguish between **opinions** expressed by a speaker and **facts** that can be verified
- Give a **planned oral presentation** that is organised around a main topic and provide adequate details to develop the main idea
- Use appropriate **visual support** to provide clarification in making a planned oral presentation
- Listen to evaluate a speaker's contribution in a **dialogue or discussion**
- Listen to distinguish between **opinions and verifiable facts** in a speaker's contribution
- Listen to evaluate **oral presentations** made by self, classmates and others
- Compare and evaluate the same **news item** as presented on radio, TV and in the print media
- Listen to the register / level of formality in oral discourse to evaluate its appropriateness for audience, context, situation and occasion
- Listen to a **conversational exchange** to distinguish between the use of **Standard English and Creole / CIV**
- Use Standard English to give a **factual report about an incident**
- Listen to identify word **contractions** used by a speaker
- Listen to **determine word meanings from the contexts** of their use in an **oral presentation**
- Listen to identify **homophones** in a listening text
- Use **high frequency words** with appropriate meanings in oral presentations
- Use words for their **literal, figurative and connotative** meanings in oral presentations
- Use clear and exact vocabulary to convey the message and to establish the tone
- Modulate voice, vary **tone**, pitch and pace speech appropriately in making a **planned presentation**
- Project voice and use appropriate volume in making a presentation
- Use proper phrasing and assign **stress** appropriately to words in making an oral presentation
- Use appropriate **intonation** for different sentence types
- Show willingness to initiate and maintain **conversation** for school-related tasks
- Show respect for the ideas / **opinions** of others
- Speak confidently in **conversational exchanges** and during class presentations
- Show willingness to invest time in listening and speaking activities to develop oral communication skills
- Use familiar **word families** to decode new and unfamiliar words
- Use learned strategies (syllabication, word parts, phonics) to decode unknown words
- Identify **high frequency words**
- Decode **multi-syllabic words**
- Read a variety of materials at grade level accurately and fluently
- Read and interpret increasingly **complex sentences**
- Decode words with **silent letters**, e.g. g- (as in gnome); k- (knee); -b (lamb); -w- (answer)

- Use the **context of a sentence to determine the meaning** of an unknown word
- Use affixes (**prefixes and suffixes**) to determine the meaning of words
- Use definitions, information included in **parenthesis (brackets)**, restatements, to determine the meaning of unfamiliar words
- Identify **synonyms, antonyms, homonyms, homophones, homographs** in materials they read
- Use their knowledge of synonyms, antonyms, homonyms, homophones and homographs where appropriate to determine word meanings
- Use a **dictionary** to check on the meaning, pronunciation and other characteristics of a word
- Use a **thesaurus** as a reference to select the right / most appropriate word for a given context
- Identify **multi-syllabic words** and words with **complex clusters** encountered in their reading and use these words appropriately in their oral communication
- Identify and use the appropriate **collective names for animals**
- Extend vocabulary by identifying and making productive use of technical terms and other new words encountered in **subjects across the curriculum**
- Extend vocabulary by using learned strategies to achieve ownership of words encountered in reading
- Use **Word Banks** productively to record and make note of the new words encountered in reading, and their meanings
- Use the strategies learned in the earlier grades to understand materials read in Grade III
- Read and understand material **across the curriculum**, at grade level
- Relate **prior knowledge** to information given in a reading selection to make an appropriate **inference**
- Use **background knowledge, experience and selective information** in a reading selection to form a **judgement** about a particular point or issue
- Generate **questions** about the text based on prior knowledge as an aid to understanding
- Answer questions at the **literal (explicit level)** about a reading selection
- Answer questions at an **implicit (inferential level)** about a reading selection
- Use question and answer relationship (QAR) strategies to identify answers to questions about a reading selection
- Apply the **comprehension** skills learned in earlier grades to understand the meaning of a text
- Use think and search strategies to make correct **inferences** about a text
- Identify the **main idea** in a reading selection identify supporting details in a paragraph
- Read more challenging texts at the Grade III level and interpret them beyond the literal level
- Read a **variety of texts** independently
- Relate **background knowledge** with information given in a text to make an **inference**
- Skim parts of a text to get **relevant** facts
- Scan a text to get an idea of the **gist** of it
- Use knowledge of **print conventions** as an aid in constructing the meaning of a text
- Distinguish between **relevant and superfluous material in an informational passage**
- Use **comprehension** strategies employed in language arts to understand materials in subjects **across the curriculum**

- Distinguish between **fiction and non-fiction** selections
- Show an understanding of the structure and organisation of an **expository** paragraph
- Use the **title, table of contents, indices and glossary** to locate information in a text
- Distinguish between the **main idea and supporting information in an expository text**
- Follow simple written **instructions** on how to make or do something
- Follow written **directions on how to get from one location to another**
- Use **charts, diagrams and other graphic information** in an expository selection as an aid to understanding the text
- Evaluate the contribution of **graphic information** to an expository selection
- Represent information presented in a chart in an **expository passage** in written format
- Show understanding of the organisation of an **encyclopaedia** to find information

- Read a wide range of literary material appropriate to grade level
- Distinguish between different literature text types such as **stories, poems, plays**
- Explain the basic features of the plots of **fables, folk tales, fairy tales, adventure stories (myths, legends, mystery stories)** appropriate to grade level
- Show an understanding of story grammar (the **plot structure** and organisation of a story)
- Use the **elements of story** grammar to aid their understanding of new and unfamiliar stories
- Discuss the contribution of **illustrations** to a narrative selection
- Identify **rhythmic patterns and rhyming words in poetry**
- Identify the speaker (persona) in a **poem**
- Identify the **narrator of a story**
- Distinguish between and use the terms that refer to the **elements of story grammar (setting, plot, character, theme)**
- **Compare** two familiar stories they have read
- Compare the **main characters** in stories they have read
- Determine what a character is like based on what the narrator and other characters say
- Use the blurb of a text to determine the usefulness and relevance of the text
- Recognise features of **poems that appeal to the senses (e.g. alliteration, onomatopoeia, simile)**
- Determine the **underlying theme or message** conveyed by the author of a narrative
- Use reading as a resource for writing
- Apply what they have learned about features of text types to their own writing, as appropriate
- Use a reading **journal** to record **observations and ideas** as a resource for writing
- Focus their attention on the reading selection during independent silent reading
- Show willingness to try new and more challenging texts
- Justify reading **preferences**
- Search out additional texts by a favourite **author**
- Use books as a source of **information**
- Show enthusiasm for and participate in reading activities that are part of the daily class routine

- Decide on the audience for a particular written communication and shape it for that audience
- Write **personal letters both friendly and formal**
- Write **invitations, thank you notes and letters, letters of apology**
- Address an **envelope** appropriately
- Use a **diary** for recording personal information
- Write simple lists **and notes for accomplishing everyday tasks**
- Use **journals** to record ideas for writing and writing samples
- Record brief **(telephone) messages** conveyed by a speaker
- Write with a clear purpose and a particular audience in mind
- Develop an **expository paragraph from a topic sentence** and provide **supporting details** that explain and clarify the topic sentence
- Write an **expository paragraph** that focuses on a **central idea**
- Write simple **directions** that indicate clearly how to get from one place to another
- Write simple **instructions** on how to make or do something
- Write a simple notice about an upcoming **school or community event**
- Write an **account** of an event based on **personal experience**
- Write a **report of a simple experiment**
- Represent the information in a simple **chart in the form of a paragraph of a few sentences**
- Write **descriptions of people, places, objects and animals, using concrete sensory details to convey a specific impression**
- Write a **factual account** of an event
- Write a story with a **beginning, middle and an end**; with a clear setting, character(s) and events that make up a plot
- Select words carefully to convey the intended meaning of the written communication
- Use the process strategies learned in earlier grades to **revise and edit** their writing
- Use **pre-writing strategies such as brainstorming** to generate ideas for their writing
- Use a **cluster or a simple outline** to organise their ideas and plan their writing
- Read over their writing to improve the organization of ideas, word choice and clarity of sentences
- Work with classmates to read, respond to and discuss compositions they have written
- **Edit writing** to produce a good final product
- Use the computer and appropriate software to compose, revise and edit their writing
- Prepare their writing for publication in the class or school magazine or the authors' wall space in the class
- Show understanding of the organisation of reference materials such as a **dictionary, thesaurus and encyclopaedia**
- Use the available print reference materials to read about a selected topic
- Use technological, online reference resources to read about a selected topic
- Make notes in their own words based on what they have read
- **Paraphrase** information
- Use **quotation marks** to indicate information taken directly from a printed or technological source
- Use their notes to write a **paragraph** about a selected topic

- Show mastery of the **writing conventions** learned in earlier grades
- Write and speak using the **conventions of Standard English** appropriate to grade level
- Organise writing in **paragraphs** control shaping of handwriting more consistently
- Use appropriate **spacing between letters and words**
- Write legibly
- Read or listen to a communication appropriate to grade level to identify instances of Ungrammatical English usage
- Write and speak using correct grammar
- Identify instances in which **subject and verb** agreement is not adhered to in a written or spoken communication
- Read over writing and listen to a **planned oral presentation** to check for correct subject and verb agreement
- Use **subjects and verbs** correctly in sentences
- Read or listen to a communication to identify appropriate use of **pronouns, adjectives and articles**
- Use **pronouns, adjectives and articles** correctly in writing and speaking
- Identify instances of inappropriate agreement between **pronouns** and their antecedents and use correct pronouns in writing and speaking
- Use **present, past and future tenses** accurately in speaking and writing
- Distinguish between the use of **possessive its and the contraction it's (meaning it is)**
- Identify and use correctly **there, their, there's theirs and they** in writing
- **Proofread** their writing to identify and correct grammar errors
- Write complete, clear and well formed **sentences**
- Use the different sentence types: **declarative, interrogative, imperative and exclamatory** in writing
- Write complex sentence patterns
- Use the **punctuation** marks learned in the earlier grades accurately
- Punctuate sentences correctly, using the **full stop, question mark, exclamation mark** as appropriate
- Use the **comma** appropriately in: - addresses - in the greeting and closure of a **friendly letter** - to separate items in a series - to separate n
dates
- Use **quotation** marks to indicate **dialogue** in a **story**
- Use **capital** letters for: - the names of **geographical areas (towns, cities, parishes, islands, countries)** - **holidays (e.g. New Year's Day)** - **sp
historical periods**
- Show mastery of the skills and strategies learned in earlier grades to **spell** words correctly at grade level
- Spell **multi-syllable** and **compound words** correctly
- Use the individual words in a compound word as an aid to spell the whole word correctly
- Spell **high frequency words** encountered in reading
- Use spelling rules where appropriate as an aid to spell words correctly

- Show interest and enthusiasm in writing
- Show increasing interest and engagement in writing for self and others
- Show increasing commitment to writing **across the curriculum** to complete a range of assignments
- Show interest in using available technology to compose and revise their writing
- Use the available technology to enhance work that is intended for display
- Work on projects that incorporate all the domains of the language arts

Relevant Codes from Scheme

Epecially: 1d, 5h, 5i, 9l, 11d, 12c, 12d, 13g

Epecially: 1d, 5h, 5i, 8f, 9c, 9d, 13f, 13g, 2a

Epecially: 1d, 5h, 5i, 6k, 13i, 13a, 13b, 13d

Especially: 1d, 5h, 5i, 9c, 9d, 9h, 9i, 12d

Especially: 1d, 5h, 5i, 13c, 9h, 13h, 12d, 13e, 13a

Especially: 1d, 5d, 5e, 5h, 5i, 8c, 8r, 8d, 8s

Especially: 1d, 5i, 11d, 12b, 12d

Especially: 1d, 5h, 5i, 12c, 11d, 9h, 13h

Especially: 1d, 5a, 9k, 8d, 6i, 7b, 7c, 6i

Especially: 1d, 5d, 5e, 6j, 8u, 8q, 8r, 6i, 13e, 6m, 14c, 14d, 14e, 7o

Especially: 1d, 5c, 14c, 14d, 14e, 9a, 9e, 9h, 13h, 9b, 9e

Especially: 1d, 5c, 9a, 9b, 9d, 9e, 13a, 13b, 13c, 13d, 13e, 13f, 13g,
13h, 13i, 7a, 7b, 7c, 7d, 7e, 7f, 7g, 7h, 7i, 7j, 7k, 7l, 7m, 7n, 7o, 14c,
14d, 14e

Especially: 1d, 5b, 5c, 13a, 13b, 13d, 13e, 13f, 7j, 7l, 7o, 9d, 7h

Especially: 1d, 5b, 5c, 13a, 13b, 13i, 9b, 9c, 9f, 7f, 6k

Especially: 1d, 5b, 5c, 9b, 9d, 9g, 9j, 11b, 13i

Especially: 1d, 5c, 5g, 13d, 13m

Especially: 1d, 5b, 5c, 13e, 13h, 7i

Especially: 1d, 5g, 13h, 13l, 14b

Especially: 1d, 5g, 13d, 13e, 13f, 7c, 7d, 9d, 14b, 13a, 8i, 9c, 8f

Especially: 1d, 5g, 10b, 10d

Especially: 1d, 5c, 5g, 8u, 9d, 7c, 7d, 13e

Especiall: 1d, 5g, 10a, 2a, 7c, 7d

Especiall: 1d, 5c, 5d, 5g, 5h, 5i, 8c, 8i, 8j, 8k, 8l, 8m, 8o, 8p, 8r, 12d,
10a, 10c, 10e

Especiall: 1d, 5g, 7c, 8t, 8u

Especiall: 1d, 5g, 8u, 13a, 13b, 13c, 13l, 14b, 14d

Especiall: 1d, 5f, 5g, 8d, 8e, 6i

Especially: 1d, 5g, 14c, 14d, 14e