



**GUYANA
MINISTRY OF EDUCATION**

CURRICULUM GUIDE

LITERACY

GRADE 3

ACKNOWLEDGEMENTS

The following persons contributed greatly to the development of the Grade 3 LITERACY CURRICULUM GUIDE.

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LITERCY – CURRICULUM GUIDE GRADE 3

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PREFACE

This Literacy Curriculum Guide for Grade 3 has been developed by specialists, consultants, and practicing teachers after extensive evaluation of existing curricula materials. Several of the deficiencies identified have been addressed in this new Guide. The content of the curriculum has been informed by the results of good literacy implementation in the Caribbean and elsewhere. The new thrust of the Guide is to provide teachers with the requisite tools for effective teaching. These include:

- Establishing measurable standards for literacy.
- Defining clear and unambiguous objectives.
- Recommending a variety of teaching strategies, among them are phonics, phonemic awareness, language experience, whole word approach, look and say, the integrated approach.
- Providing reading materials to support effective teaching – the Ralp Readers, Rainbow Readers, among others.
- Providing strategies for diagnostic evaluation.
- Providing suggested activities for a programme of remediation.

To support the literacy programme, a menu of measures to monitor the effective delivery of the curriculum has been put in place. Periodic tests would be administered to determine attainment of the defined literacy standards the results of which will inform the nature of intervention to support classroom instruction.

This Guide provides a sequential approach to the teaching of literacy using tried and tested methods of teaching. Teachers are urged to make a comprehensive study of this guide and to work systematically through the literacy program.

Should you in the process encounter difficulties, the curriculum specialists at NCERD will be too happy to provide you with the necessary assistance. Any major concern you may have can be documented and sent to NCERD for consideration.

I hope you will have a productive and exciting year of teaching.

Good Luck !!!Mohandatt Goolsarran
Director, NCERD.

LITERACY – CURRICULUM GUIDE GRADE 3

INTRODUCTION

This Grade 3 Literacy Curriculum Guide provides a general plan programme of what should be taught at this level. This Guide is based on Curriculum Standards which indicate what a child should know and be able to do at this specific level. The standards and Benchmarks were interpreted and expanded to form the Scope and Sequence Chart as the initial document. This was then structured in a detailed fashion to form the Curriculum Guide.

This Guide aims to build on the foundation provided at the Grade Two level to meet the specific needs of pupils at Grade 3. It is also designed to provide a balance with regard to listening, speaking, reading and writing. It is therefore expected that pupils will listen, understand and respond to others, speak clearly and fluently, read and write confidently and independently. Each lesson should cater for listening, speaking, reading, understanding and writing. These skills are interrelated.

The Guide comprises the **Topic, Objectives, Content, Learning Experiences, Resources and Evaluation**. These provide the necessary guidance that teachers need for planning their General Schemes, Annual Schemes, Termly Schemes and Daily Notes to ensure that teaching is done in an organized fashion.

It is important for teachers to take into consideration the ability of pupils and the communities in which they live when they plan daily notes.

GLOSSARY OF TERMS

This glossary lists and explains terms in this Grade 3 Literacy Curriculum Guide.

Consonant is a speech sound made by partial or complete closure of part of the vocal tract, which obstructs the flow of air. Friction occurs to varying degrees. It is also a letter of the alphabet that is used to represent the sound heard.

Consonant Blend/Cluster is a combination of two or three distinct consonant sounds in a word, occurring before or after a vowel sound. There are initial as well as final consonants, for example, **cr** as in **crow** and **nd** as in **band**.

Consonant Diagraph is a combination of two consonant letters representing a single speech sound. For example, **t** and **h** in **thin** become **/th/**.

Decode - be able to translate a word from print to speech using sound-symbol correspondence. The reader is able to sound out the word.

bag /b/ /a/ /g/ **light** /l/ /i/ /t/.

Note that **gh** is silent.

Decodable Text is a text that uses words with the sound-spelling correspondence, skills students have already learned, along with a small number of sight words. This is done through systematic instruction. Decodable text provides children with an opportunity to practise their knowledge of sound-letter relationship in the context of connected reading. It allows children to develop a strong understanding of written language.

Pat, the rat, ran from Nan. The bug had fun with the cub.

Differentiated Reading Instruction refers to the provision of varied learning situations, such as whole class, small group, or individual instruction to meet the needs of students at different levels of reading competence.

Diphthong is a vowel sound that is produced by two consecutive vowels. The tongue glides from the first to the second sound.

Example: **oi** **boil** **ai** **aisle.**

Emergent Reader is a child who experiences his/her early unconventional attempts at reading, writing and listening.

Environmental Print-print and other graphic symbols, in addition to books, that are found in the classroom, school/community. These include street signs, labels, bill boards, names on buildings.

KFC **TEXACO** **Weetabix** **Topco**

Fluency is the ability to enunciate accurately and quickly, the words in printed material while observing appropriate punctuation marks. There is absence of word identification problem.

Fluent Reader -an independent reader whose performance exceeds normal expectation with respect to age and ability.

Genre means the kind, sort or style in literature. In fact books might be grouped into subgroups such as nursery rhymes, folk tales, animal stories or adventure stories. The expository genre provides information such as from non-fiction books. The procedural genre refers to notices or lists of instruction or recipes. The reference genre refers to dictionaries, encyclopedias etc.

High Frequency Words are words which occur frequently in children's spoken language, reading and writing. Some of these words are: **a /am/ at**

On one me we no said /you /the/ they.

Onset and Rime - the **onset** precedes the vowel and is usually a single consonant, a blend or a diagraph.

p b, cr, bl, th, ch.

The **rime** includes the initial vowel and the consonant that follow:

et - bet

ack - black

ink - think

Phoneme is the smallest meaningful unit of sound in a word.

/h/, /t/, /ea/, /th/, /m/

Phonemic Awareness is the understanding that spoken words and syllables are made of sequences of elementary speech sounds or phonemes.

Phonics is a method of teaching reading and spelling that involves that symbol-sound relationships, used especially in beginning instruction.

Phonological Awareness is used to refer to word parts/syllables, rhyme, phonemes, onset and rime.

Phrase Reading - the use of meaningful units or chunks that comprise more than one word but smaller than a sentence.

The fat cat / sat on / the wet mat.

Two tiny chicks / pecked their food / slowly.

Print Awareness - the recognition by the **emergent reader** that written language has text features and conventions.

Print Rich Environment is an environment filled with print for students to interact with. Here, both reading and writing are modeled.

Segmenting means to break words into their individual phonemes or to break words into syllables or onsets and rimes.

Sight Word - a word that is recognized by the whole word method. It does not require decoding skills. It is learnt by seeing it frequently.

mother mango donkey parent

Word Families-groups of words with the same ending sound (rimes)

wet met net set
band hand land sand.

SPEAKING
STANDARD I DEMONSTRATES GRADE OR AGE APPROPRIATE RECEPTIVE AND EXPRESSIVE
LANGUAGE SKILLS.

TOPIC	OBJECTIVES			CONTENT	METHOD / STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Speaking Free Expression.	Talk feely about personal or group experiences for development of free expression.	Speaking fluently, sequentially, independently and in groups.	Demonstration of confidence. Stick to point when speaking. Show willingness to communicate orally his/her thoughts and feeling to others.	News Period - On my way to school I -----. - The radio announcer said ----. - The field trip was -----. - I like to ----- - Today's weather is -----.	Listening to events that occurred. Sequencing events that occurred. Asking questions pertaining to the experience. Speaking fluently to audience about personal experiences.	Speaking independently or in groups about a personal or group experience.	Social studies - Talk freely about Field trips.
Relating.	Relate stories heard or read effectively for positive development of speech.	Relating stories heard or read. Presenting the main idea of what was heard.	Tell stories convincingly and with enthusiasm.	Story–Telling - Fiction/ Non – fiction. - Science fiction. - Folk tales.	Choosing favourite stories heard or read to relate. Telling stories in own words. Identifying the characters, events, and talking about them. Outlining main ideas of stories. Retelling stories based on main idea.	Relating the main idea of stories heard or read.	Science-relate stories / Science Fiction.

TOPIC	OBJECTIVES			CONTENT	METHOD / STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
					Making use of pictures or puppets to retell.		
Conversation.	Participate in conversations on the telephone and express courtesies to facilitate pleasant conversations	Demonstrating courtesy while conversing. Responding suitably to other speakers. Using appropriate language to communicate with others. Using appropriate tone while conversing.	Taking turns while participating in conversation with others. Speak slowly and carefully while conversing	Conversation - Use of toy telephone to conduct friendly conversations and for emergencies. - Use topics of interest. - Use polite words such as “Please” “Thank you” “You’re welcome”, “May I help you”.	Listening attentively and speaking clearly and fluently while using the telephone. Taking turns to speak. Participating in dialogue. Recording the dialogue. Replaying same. Having dialogue with a visitor to the classroom.	Role playing a telephone conversation. Converse with stranger about school life. Tell a stranger about the activities of the Student Government. Conduct an interview with the President of the Student Government.	Participate in conversations with the focus on - Mathematics - Science - Social Studies.
Reporting.	Deliver oral reports to express what was done or state experiences had.	Telling about experiences had. Using appropriate vocabulary and employing sequential delivery.	Develop an appreciation for the point of view of others and respect for the truth.	Reporting on activities done in sequence such as: - Participation in sports. - Participation in fashion show. - Participation in field trips. - Participation in other school activities meetings. Giving Complaints. - Speeches done by Resource. Persons.	Reporting on activities experienced. Giving complaints in a clear and sequential manner. Telling how it was done and why it was done. Visiting places	Give oral report of student Government Committee meetings held or activities done by committees. Give oral report of rules formulated by Student Government. Give oral report	Social Studies Present report on field trips. Science Present report on experiment done in class room. Art and Craft Draw scenes from tours/field trips.

TOPIC	OBJECTIVES			CONTENT	METHOD / STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				Use the past tense form of the Verb for reporting.	<p>of interest and reporting.</p> <p>Using the 'wh' questions to help in reporting.</p> <p>Reporting from beginning to the end.</p> <p>Listening to an oral report and suggesting ways of improving it.</p>	<p>of Sports.</p> <p>Days/Fun Days held at school.</p>	
Explaining.	Explain in sequential order and in detail how something is done for clear understanding or interpretation.	<p>Explaining in detail how something is done.</p> <p>Arranging ideas in a sequential manner.</p>	<p>Supply details by giving specific examples to back up the main idea of the explanation.</p> <p>Is resourceful.</p>	<p>Simple every day tasks Example:</p> <ul style="list-style-type: none"> - Getting ready for school - Making a fruit drink. - Making kites/ fans. <p>Terms to be used before, first, next, last, immediately after -----.</p>	<p>Sharing everyday experiences with class.</p> <p>Explaining the process step by step verbally.</p> <p>Doing practical demonstration in sequence wherever possible.</p> <p>Using examples to support/strengthen presentations.</p>	<p>Choose a topic and give an explanation of the process.</p> <ol style="list-style-type: none"> 1. How to paddle a canoe. 2. How to wash a car. 3. How to make a fruit salad. 	<p>Give explanation of processes involved in the core areas.</p> <p>- Mathematics</p> <p>Social studies</p> <p>Science .</p>

TOPIC	OBJECTIVES			CONTENT	METHOD / STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Reciting.	<p>Recite or read poems/verses clearly, independently and as a group so that speaking voices can be combined as effectively as singing voices in a choir.</p> <p>Participate in choral speaking and reading to heighten children's appreciation of poetry and literature.</p>	<p>Reciting, interpreting and memorizing poetry in groups or individually.</p> <p>Synchronizing the three language elements such as listening, reading and speaking in poetry.</p>	<p>Display appreciation of poetry and literature.</p> <p>Display positive group attitudes and realize that some activities are better if they are performed as a co-operative effort.</p>	<p>Recite and memorize poems/verses. Participating in choral speaking. Speaking Arrangements</p> <p>1. <u>The Refrain Arrangement</u> The teacher or child recites the body of the poem, and most of the class responds with unison, with the refrain, or chorus Example: The wind.</p> <p>2. <u>The Line-a-Child or Line-a-Group Arrangement.</u> One child or group of children reads one line, another child or group reads the next line, and a third child reads the third line, etc.</p> <p>(i) <u>inflection</u> rise and fall within a phrase.</p> <p>(ii) Pitch level-change within one phrase and other.</p> <p>(iii) emphasis-verbal pointing to the most important word.</p>	<p>Understanding the rhythm and tempo of the poem/verses (rhythm and flow of words). Clapping or beating out rhythm of verses.</p> <p>Reacting to different tempos by using whole bodies using instrument such as drums.</p> <p>Using the voice for choral speaking.</p>	<p>Recite a given poem using the refrain arrangement as a group effort.</p>	<p>Recite poems in the core areas.</p> <p>- Science</p> <p>- Mathematics</p> <p>Social studies.</p>
Speeches.	<p>Deliver brief, simple, effectively prepared speeches for different purposes; to inform, entertain and persuade.</p>	<p>Speaking effectively and confidently to deliver speeches for a variety of purposes.</p>	<p>Display ease and self confidence when speaking.</p> <p>Speak in standard English for specific occasions.</p>	<p>Prepared speeches for</p> <ul style="list-style-type: none"> Greeting persons or groups on special occasions. Welcome to school functions. Introductions e.g. Resource person. Expression of congratulations. Saying thanks or farewell. <p>Other short presentations for specific functions.</p>	<p>Listing ideas for each type of speaking activity. Producing in groups a specific prepared speech. Making comments about how the speech</p>	<p>Give Diwali/Christmas greeting to parents.</p> <p>Welcome parents to Open Day.</p> <p>Introduce a</p>	<p>Deliver prepared speeches for</p> <p>-Mathematics</p> <p>- Social Studies</p> <p>- Science.</p>

TOPIC	OBJECTIVES			CONTENT	METHOD / STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
					could be improved. Pretending to be the audience and relating the effect.	resource person to a Social Studies class.	
Speech Training.	Observe Skills for effective speaking and reading.	Using the voice paying attention to manner, rate of speaking and intonation for effective speaking and reading.	Display appropriate mannerisms when speaking. Speak and read effectively.	Skills for Effective speech. - Good Posture. - Use of natural, easy manner. - Use of suitable pitch. - Use of suitable loudness. - Use of appropriate intonation. -Use of good voice quality. - Use of acceptable rate of speaking. - Clear and distinct speech. -Pronunciation - Rhythm -Appropriate Vocabulary.	Practising appropriate skills while speaking. Standing upright with shoulders square. Practising to use the correct pitch. Practising to use the correct rate of speech. Saying words clearly with appropriate rhythm. Preparing speeches and using the appropriate skills for effective delivery.	Production of choral poetry paying specific attention to the skills outlined.	Speaking and reading. Paying attention to the specific speech training skills in the areas of - Mathematics - Social Studies - Science.

TOPIC	OBJECTIVES			CONTENT	METHOD / STRATEGIES	EVALUATION	INTEGRATION			
	KNOWLEDGE	SKILLS	ATTITUDE							
Vocabulary Development.	Extend speaking vocabulary through the acquisition of new words.	Supplementing more appropriate words during speech.	Willingness to find out the meaning of new/strange words and to use them appropriately.	<p>Expression of vocabulary/acquisition of “new words” -use of Antonyms, Synonyms, Homonyms.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Word</td> <td>Synonyms</td> <td>Antonyms</td> </tr> </table> <p>Building a word web to increase vocabulary -Use of words with multiple meanings.</p> <pre> graph LR Nice[Nice] --- pretty Nice --- lovely Nice --- good Nice --- beautiful Nice --- interesting Nice --- pleasant </pre>	Word	Synonyms	Antonyms	<p>Preparing word lists or word charts featuring different kinds of words or specialized vocabulary.</p> <p>Using the dictionary and the Thesaurus to extend knowledge of words.</p> <p>Participating exercises with words which have multiple meanings.</p>	<p>Participate in oral exercises designed to use new vocabulary appropriately.</p>	<p>Prepare word chart with specialized vocabulary in the core areas:</p> <p>Mathematics</p> <p>- Social Studies</p> <p>- Science.</p>
Word	Synonyms	Antonyms								
Vocabulary Sight Words.	Identify new words by sight in order to build a working vocabulary and develop fluency in reading.	Remembering words by certain features – length, shape, etc.	Show willingness to use both auditory and visual skills to memorise words.	<p>Words in relation to classroom, home, community.</p> <p>Parts of speech – nouns, verbs, adjectives, adverbs.</p> <p>Words from relevant topics as they arise Example: Sports.</p>	<p>Preparing word lists or word charts featuring of words related to the home, classroom, community. Preparing word lists or charts</p>	<p>Identify new words by sight from reading selections.</p>	<p>New words encountered during related activities in</p> <p>- Mathematics</p> <p>- Social Studies</p> <p>- Science.</p>			

TOPIC	OBJECTIVES			CONTENT	METHOD / STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
					featuring specialized vocabulary. Maintaining individual word/picture dictionary. Use of – Word lists Word Charts Words attack Skills.		

LISTENING:

LITERACY CURRICULUM GUIDE GRADE THREE

STANDARD I WRITING DEMONSTRATES GRADE OR AGE APPROPRIATE RECEPTIVE AND EXPRESSIVE LANGUAGE SKILLS.

TOPIC	OBJECTIVES			CONTENT	METHOD / STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
<p><u>ATTENTIVE LISTENING</u></p> <p>Discriminative Listening.</p>	Listen in order to discriminate sounds in the environment.	Identify sounds made by animals.	Accept that each sound in the environment is different although they may have some similarities.	<p>Sounds in the environment</p> <p>Example: Creatures – birds (chirping), dog (barking), donkey (braying), duck (quacking) etc.</p> <ul style="list-style-type: none"> - Songs on the radio - Raindrops on the roof. - Horns of vehicles - Thunder - Drums. 	<ul style="list-style-type: none"> - Listening to various sounds. - Identifying them. - Imitating the sound made by different birds and animals. 	Listen to various sounds then name the source.	Science – listen to sounds made by animals and other living things without seeing them then guess what animals / living things.
<p><u>Following directions.</u></p>	<p>Listen, interpret and follow given directions to get staff task done.</p> <p>Retell a sequence in order to grasp the meaning and complete the task successfully.</p>	<p>Listening and responding to directions given.</p> <p>Repeating sequence of directions given.</p>	<p>Listen attentively to directions given and respond appropriately.</p> <p>Understand and remember instructions given.</p> <p>Exhibit alertness and thoroughness.</p>	<p>Directions for completing tasks.</p> <p>How to:</p> <ol style="list-style-type: none"> 1. prepare for a subject 2. find the way to a particular room in the school. 3. get ready for assembly and dismissal after assembly. 4. play a game of cricket/tennis, etc. 5. use the telephone. 6. use the content page of a book. 7. use the library. 8. make a special dish. 9. brush teeth. 	<ul style="list-style-type: none"> -Listening to directions given by teacher/person in-charge. - Repeating instructions. - Listing the steps of a process as heard in the instructions. - Recalling instructions for playing games and following same. 	<p>Use a chain of pupils to take a message then analyse what was said at each stage and compare the actual message to the end product.</p>	<p>Mathematics Listen and follow steps to solving particular problems.</p> <p>Social Studies Find places in the community for directions.</p> <p>Art Draw direction patterns.</p> <p>Craft Make models from instructions heard.</p> <p>Science Listen and follow instructions on how to perform an experiment.</p>

TOPIC	OBJECTIVES			CONTENT	METHOD / STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
							-how to plant a seed.
Sequencing.	Organise thoughts in a logical manner after listening exercises to develop sequencing skills.	Sequencing pictures to tell a story. Sequencing sentences of a story. Following instructions given in sequence to complete a task successfully.	Listen attentively Display enthusiasm	Stories in which events are sequenced. - The “Gingerbread boy”. - Goldilocks and the Three Bears”. - “The Dog and His Shadow - Poems/ Songs. -The Oldman Man - Old M’Donald had a Farm. - Head and Shoulders, Knees and r. - John Brown’s Baby.	- Arranging jumbled pictures and sentences to make stories. - Listening carefully to the beginnings of chain stories to continue the sequence. - Listening carefully to answer questions about what should happen next. - Supplying lines of incomplete poems, following in the sequence. - Taking turns to complete a drawing by listening to sequenced instructions. - Completing series for numbers, letters and words.	Listen to instructions to complete picture story. Compose poems orally Answer, orally question on stories read - What will happen next?	<u>Composition Writing</u> Writing story based on pictures arranged in sequential order. - writing recipes science - Completing food chain. <u>Mathematics</u> Completing number series. Poetry Composing poems (written).

TOPIC	OBJECTIVES			CONTENT	METHOD / STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Extracting main ideas/ information.	Listen then extract the main ideas from presentations to understand the central meaning of what is heard.	Listening, comprehending, interpreting and extracting the salient points. -Listening to identify significant details.	- Display confidence in the recognition of words, - Eager to tell what was understood after listening to information - Show positive change in attitude towards attentive listening.	- News reports - Reports on Educational tours/Field Trips - Story – telling Experiences shared with class -Stories from reading Texts. 1. Working together 2. A co-operative poultry Farm. 3. Playing cricket - Comprehension passages - Broadcast to Schools programmes. - Talks by Headteacher/ Resource Person/ President of the Student Government. - Selected television programmes - Significance of National Holidays.	- Listening to details in news items, current events, stories, poems. - Asking/Answering questions to gain specific ideas/information. - Who, why, when, where, what if? - Sharing news items with others. Sharing personal experiences with each other. Answering questions on Broadcasts to schools programme. Naming characters of stories listened to.	Read given paragraphs then identify the main idea.	Science - examine experiments to extract the main idea. Mathematics Solve problem with various stages – use the main idea.
Discriminating letter sounds.	Discriminate phonetic elements of speech used to form words for oral reading and speaking.	Identifying letter sounds- - initial and final consonant, double consonants, initial and final blends.	Willingness to experiment with different letter sounds. Positive reaction to	Initial and final consonants <u>t</u> able <u>t</u> able <u>t</u> <u>l</u> isten <u>f</u> inal Double consonant <u>l</u> ittle <u>sp</u> elling <u>s</u> orry <u>h</u> appy	Listening to letter sounds from CD/ cassette recorder Listening to the sounds of letters as	Underline/Circle specific word parts after listening to given sounds.	List content words with specific sounds Example: <u>l</u> ea <u>f</u> <u>r</u> oo <u>t</u> <u>s</u> te <u>m</u> <u>p</u> o <u>l</u> le <u>n</u> <u>g</u> i <u>l</u>

TOPIC	OBJECTIVES			CONTENT	METHOD / STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
		Consonant digraphs vowel digraphs and diphthongs.	the use of phonics to read and spell difficult words.	Initial / Final blends blend crack Slash fresh Consonant digraphs Cheese shoe Where these Vowel Digraphs paid bead boat may Diphthong boil thought bowl	teacher says them. Repeating the sounds Looking at words and identifying specific sounds in them - blends, digraphs, diphthongs.	Make family trees with given sounds.	mammals amphibians Social Studies List words with specific sounds. Example: Family community Poetry. Compose lines of poems to end with given sounds.
Responsive Listening.	Make meaningful contributions to conversations after listening to others. Participate in class discussions Question speakers in conversation to gain clarity to points raised.	Listening to others in conversations. Contributing information to conversations. Sticking to the topic of the conversation Listening then asking / answering questions to clarify doubts.	Be communicative, supportive and receptive. Show interest in what is said by others. Display open- mindedness to contribution of others.	Conversations: - Topic events. - Hobbies - Games - Stories heard/read. - Family experiences. - Television programmes. - Classroom discussions. - National Holidays. - Festivals.	Talk about specific topics in groups. Listening to the views of others. Giving own views on chosen/given topic. Repeating what was heard. Asking questions to gain clarity. Responding to why where, when, how what if questions on discussions.	Repeat what was said by any other.	Poetry – Listening to poems. Music – Listening to music. Physical Education –Listening to instructions and doing what is asked.

TOPIC	OBJECTIVES			CONTENT	METHOD / STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Critical Listening Predict Outcome.	Predict the Outcome of listening activities in order to promote creative and critical thinking.	Listening and following a specific sequence or plot in order to predict the outcome	Apply courteous listening. Be decisive and show understanding. Act responsibly.	Listen to the beginnings of stories and predict what will happen next. Stories – Science Fiction Fantasy Stories based on “Managing Social and Sensitive Issues” Use given instructions to anticipate the next move. Setting up experiments then predicting the outcome before the end.	Listening carefully to stories told. Following the sequence of events by listening then predicting the next stage. Retelling the beginning of stories told. Identifying activities/feelings of characters. Predicting outcomes of stories according to sequence of events.	Pupils work in groups – One group begins a story, another ends the story and vice-versa. Listen to a part of an instruction and complete activity using initiative.	Physical Education – activities Music – Songs – Writing songs – beginnings and or endings. Poetry – Listening to Poems and criticize, intonation, etc. Mathematics – Predict the measurement of specific containers or article, conclusion of a concept. Science – predict outcome of experiments. Social Studies/ HFLE. Talk about culture, like and dislikes, Rights and responsibilities.
Appreciative Listening.	Listen and react positively to stories, songs and poems which are relaxing and conducive to	Listening and responding to stories, poems and songs. Using appropriate words to express	React positively to stories, poems, songs. Respect individual differences in other people’s personality	- Stories and poems in class texts. - Rhymes and songs - Music – prerecorded cassettes.	- Listening to stories and poems read by teacher/ children. - clapping rhythm	Listen to poem story / Rhymes / Music and tell the mood of the particular item.	Story – telling Poetry – composing poems. HFLE

TOPIC	OBJECTIVES			CONTENT	METHOD / STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
	enjoyment	feelings after listening to songs, poems, stories, recorded music and conversations	<p>capability and culture.</p> <p>Recognise that everyone is entitled to his/her own opinion.</p> <p>Show/Display tolerance towards the other person's taste of music, stories, television show, etc.</p>	<p>- Listening Exercises</p> <ul style="list-style-type: none"> • Poetry sessions • Choral reading • Drama • Music <p>- Empathy responses.</p> <p>- Laugh - weep</p> <p>- sadness – anger</p> <p>- thoughtfulness</p>	<p>in response to rhymes and songs.</p> <p>- Listening to recitals and empathizing with characters/artists.</p>	<p>Identify poems that cause reactions of joy, sadness, anger, etc.</p>	<p>Empathy, tolerance and respect.</p>

CURRICULUM GUIDE - GRADE 3

Standard 3 DEMONSTRATES PROFICIENCY IN APPLYING RELEVANT DECODING AND WORD RECGNITION STRATEGIES TO THE READING PROCESS AND USES THIS KNOWLAGE TO BECOME A FLUENT READER.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES / MATERIALS	EVALUATION
Identifies all alphabetical letters out of sequence.	3:1 The child will Use his knowledge of letters to re-arrange the letters of the alphabet correctly in different situations	3:1 cards with letters of the alphabet. - Game with letters in the alphabet. Group game with letter "M" as the starting letter. - Letters in signs, newspapers, street names and other important places.	- collecting, displaying and reading letter names. - sharing letters on labels, packages with a friend. - cutting out letters form signs, magazine and placing them in a scrap book in alphabetical order. - playing game "Alphabet battle" in Groups. - writing letters on Word Wall.	Assorted labels from cereal boxes, etc. Game: envelopes and smaller letters from a-z. Crayons, markers, cardboard, pens, pencils, scissors, paste. <u>"Fun With Language"</u> Book 3, Page 13	3:1 The child will: identify / recognize names of the letter in the alphabet in order. - rearrange words beginning with the first letters in each word. - place letters correctly on Word Wall.
Extends vocabulary in own speech.	3:2 The child will - use the words he sees in his environment in both informal and formal conversations.	3:2 names of pictures e.g. radio, television, truck, furniture, swing, brushes, teeth, stretchers. - know sight words - vocabulary of words at home; in the shop / market. - in books he reads at his independent level. -vocabulary related to print, names of places, etc.	Discussing in groups vocabulary used in print in books, at home, in the shop/ market, etc. - creating predictable books Examples: I like ----- rolls. I like -----ice-cream The drink I like is -----. Creating word web based on discussion.	Word Wall. Word lists. Word-picture books. Things in the home, clothes we wear, fruits, foods I like at the store/ shop. Word / Flash / letter, cards with blends, digraphs; predictable books with greeting cards. <u>"Fun With Language"</u> , Book 3 Other teacher resource materials	A. Follow directions / instructions - stay on task. - complete task. B. Explain task or role C. Work successfully in groups. D. Report on given activity successfully. E. READ.
3:6 Knows most of letter – sound	3:6 Show knowledge of individual letter	3:6 Every letter has a sound. Review – consonant	Showing a letter, children produce sound.	Letter cards, C/D/ cassette player, Word cards	Associate the correct sound with the symbol Isolate and name a letter in any context

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correspondence to sound out words.	– sound correspondence by: producing the sound for each letter.	sounds, vowel sounds. Use of blends in words - ‘br’ words - short sounds of the vowels. Other blends.			and produce the sound
3:7 Blends letters sounds to decode printed words at grade level. 3:9 Segment the sounds in printed words.	3:7 The child will use the ability to blend as an aid to decoding printed words. 3:9 Segmenting simple 3 - 4 letter words.	3:7 Blend words in the reading text, word lists, words in the children’s daily lives.	Reviewing letter sounds on a frequent basis. Names things in his life. Games for blending and segmenting – sound a letter, sound a word, echo sounds. Reading words from given texts.	“Fun With Language” Book 3, Pages 13 and 19. Other readers chosen by teacher. Library books New words learnt during discussions, etc.	Produce the source of any letter in sequence in and out of context.
3:11 Sounds out regular words including those with blends, digraphs.	The child will: - recognize that blends and digraphs are formed when letters work together. - distinguish between blends and digraphs in different position in words.	3:11 Digraphs (common word / ones) -ch, sh, th, ph, wh, kn, (k is silent) gu (in the beginning position). Digraphs are two letters together producing one sound. Blends are two letters together producing one sound but each letter	- recognising blends and digraphs in given situation. - identifying blends and digraphs in words. Circling blends in words. brush. Underlining digraphs in words <u>shut</u> . - selecting words with blends and digraphs.	Single letter cards. “Fun With Language” Book 3, Cards with blends digraphs. Sight words. Teacher’s Resource materials.	Recognize blends and digraphs in regular words. Produce the sound of consonant blends and digraphs correctly. Use appropriate decoding skills.

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	<p>- recognize that not every letter is heard in a digraph.</p>	<p>sound is heard.</p>	<p>- creating word lists with blends and digraphs.</p>																						
<p>3:12 Builds and easily reads word families.</p>	<p>3:12 The child will - Understand that word families have something in common. - use the onset and rime principle to build word families</p>	<p>3:12 The onset / rime principle. Ending for word families. Rule! The onset comes before the vowels s, bl, sh. The rime is the vowel and what comes after it Example:</p> <table border="1" data-bbox="464 818 604 906"> <tr><td>s</td><td>un</td></tr> <tr><td>b</td><td>un</td></tr> <tr><td>f</td><td>un</td></tr> </table>	s	un	b	un	f	un	<p>1. Discussing the idea of something common to a word family. 2. <u>Building</u> Word families. 3. Separating families into onset and rimes. Substituting suitable</p> <table border="1" data-bbox="835 656 1077 857"> <thead> <tr><th>onsets</th><th>rimes</th></tr> </thead> <tbody> <tr><td>ue</td><td>ab</td></tr> <tr><td>atch</td><td>ill</td></tr> <tr><td>all</td><td>ike</td></tr> <tr><td>ap</td><td>ight</td></tr> <tr><td>ee</td><td>ain</td></tr> <tr><td>et</td><td></td></tr> </tbody> </table>	onsets	rimes	ue	ab	atch	ill	all	ike	ap	ight	ee	ain	et		<p><i>“Fun With Language”</i> Book 3, Pages 19, 23, 43. Letter cards. Phonogram cards. Word family lists.</p>	<p>Child will: -produce appropriate sounds. Use appropriate decoding skills. -recognize phonograms. Substitute appropriate phonograms / rimes. Make words based on the knowledge of word families.</p>
s	un																								
b	un																								
f	un																								
onsets	rimes																								
ue	ab																								
atch	ill																								
all	ike																								
ap	ight																								
ee	ain																								
et																									
<p>3:13 Reads and interprets contractions</p>	<p>The child will identify contractions in given situations. - Use contractions appropriately.</p>	<p>A contraction is a shortened form of the verb. For example, we can say I am or I’m; he is or he’s; she is or sh’s Rule! When A vowel is missing in a contraction an apostrophe (‘) is used instead. Say the contraction for I am She is He is</p>	<p>- Discussing the use of contraction in speaking and writing. -Using the contracted forms orally. - Reading the sentences in which contractions are used. - Using the contractions discussed in oral sentences.</p>	<p>Teacher Resource Materials. Cards with the apostrophe. Contractions word cards. Sentences with contractions.</p>	<p>Locate and read sentences with contractions. Write sentences with contractions correctly. Read sentences with contractions fluently.</p>																				

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<p>3:14 Reads and Comprehends Possessive Forms.</p>	<p>The child will:</p> <ul style="list-style-type: none"> - Identify Possessive Nouns.- both Singular and Plural in given situations. - practise using the correct possessive form in given sentences. - write sentences using the possessive form correctly. 	<p>A. The Possessive Noun is written with an apostrophe ('). Example: John's hat girl's bag.</p> <p>B. The apostrophe (') shows ownership or possession. Example: The hat belongs to John.</p> <p>C. The apostrophe IS used before the s ('s) for singular nouns.</p> <p>D. The apostrophe and s is used after the plural noun. Example: Boys' bag girls' pen.</p>	<ul style="list-style-type: none"> - reading rules governing possessive nouns. Discussing the use of the apostrophe and s in singular nouns. - forming possessive nouns orally. Differentiating between singular possessive nouns and plural possessive nouns. Identifying the possessive nouns in given situation. 	<p>"Fun With Language" Book 3, pages 95 and 101.</p> <p>Teacher Resource materials.</p> <p>Other appropriate texts.</p>	<ul style="list-style-type: none"> - use possessive nouns correctly in oral sentences. - identify possessive nouns in sentences. Complete sentences with possessive nouns.
<p>3:15 Reads and comprehends affixes.</p> <ul style="list-style-type: none"> - prefixes. - suffixes. 	<ul style="list-style-type: none"> - recognize a prefix as a word part. - recognize a suffix as a word part. <p>Understand that a prefix or suffix adds meaning to a word or changes its meaning.</p>	<p>A word has parts.</p> <ol style="list-style-type: none"> 1. the root word 2. a prefix – at the beginning. 3. a suffix at the end of a word. <p>Example:</p> <p><u>actor</u></p> <p>beautif<u>ful</u></p>	<p>Looking at given root words example act teach.</p> <p>Adding a suffix to act - actor /acting, teach – teacher /teaching</p> <p>Adding a prefix to tie – untie</p> <p>clean-unclean</p> <p>hook-unhook</p>	<ul style="list-style-type: none"> - Word cards With root words. - Word card with prefixes, suffixes. - Game to apply prefix, suffix correctly. - Match prefixes or suffixes to words accurately. 	<p>Differentiate between a suffix and a prefix.</p> <p>Add a prefix or a suffix to a given root word.</p> <p>Write sentences with the new word.</p>

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	- identify a prefix or a suffix in words.	washed unkind			
3:17 Identifies words with/that rhymes with a given word.	The child will: - identify basic sight words in context and isolation. - read stories, poem and rhymes accurately.	Grade level sight words. Games: Go Fish. Memory Games. Word Domino. Bingo / Wordo. Word Search. Stories, pocus and rhymes.	Reviewing sight words list regularly. Sorting sight words according to endings. Counting number of letters in a word. Listening for the number of sounds in given words. Identifying rhyming words in given situation. Reading poems with rhymes.	Texts <i>“Fun With Language”</i> Book 3, Story books. Appropriate poems with rhymes. Teacher resource materials.	- read from basic sight word list fluently. - sort words according to given criteria. - make and read a sentence with given sight words.

STANDARD 4 COMPREHENDS, INTERPRETS AND EVALUATES AN UNDERSTANDING OF NARRATIVE AND INFORMATIVE TEXT.

TOPIC	OBJECTIVES	CONTENT	LEARNING STRATEGIES	RESOURCES	EVALUATION
Reading Comprehension.	4:1 Recognize that print conveys meaning.	Commands 1. Stop, look and listen. 2. Wash your hands before you take your meals. 3. Jump three times. 4. Say a poem.	<ul style="list-style-type: none"> • Observing command/action words and phrases. • Guided/independent reading of words or phrases. • Identifying and discussing the required actions. • Demonstrating the required actions. • Associating the action with the printed text. • Noting the meaning conveyed by the text. 	Command cards	Demonstrate meaning conveyed in given text.
	4:2 Notice when simple sentences do not make sense.	Sense or No Sense 1. Tree a under sit I. 2. When I feel. 3. I swim in the pond when I feel hot. 4. Sad I cry. 5. Sit here.	<ul style="list-style-type: none"> • Guided independent reading of jumbled words in sentences. • Saying whether or not a message is conveyed. • Re- arranging words so that the sentences make sense. • Adding subjects or predicates so that sentences make sense. • Comparing the sentences before and after rearrangement / 	Subject strips Predicate strips	Classify simple “Sentences that make sense and sentences that do not make sense”.

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			addition. <ul style="list-style-type: none"> • Reading a group of sentences and identifying those that do not make sense. • Saying why the sentences do not make sense. • Noticing when a sentence does not make sense 		
	4:3 Re-read sentences and paragraphs when meaning is not clear.	A Birthday Party. Read – Self question - re read- locate mis-comprehension – reread - explain	<ul style="list-style-type: none"> • Guided/ independent reading of sentences or paragraphs. • Questions self about details. • Re -reading to clarify details. • Locating the point of mis-comprehension. • Re reading then explaining the meaning of sentences or paragraphs. 	Sentence strips. <i>“Fun With Language”</i> Book 3, Page 31.	Read a given sentence/paragraph then explain the meaning.
Comprehends, interprets and evaluates an understanding of narrative and informative text appropriate to the grade level.					
Reading Comprehension.	4:4 Understand and follow two to three step oral directions.	Walk three rooms away from the Head teacher’s Office. On your right is the library. Go around the library and look for the canteen. There is a big flag on the roof.	<ul style="list-style-type: none"> • Listening to directions given by teacher or peers. • Repeating directions and saying what the required actions are: • Following directions step-by-step. • Talking about the completed task. • Giving and following each other’s 		Listen to directions and complete a task.

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	<p>4:5 Read and follow simple written instructions.</p>	<p>Jello</p> <ul style="list-style-type: none"> • Empty the contents of the box into a bowl. • Pour one cup of boiling water into the bowl. • Stir the water until the powder is mixed in well. • Pour one cup of cold water into the bowl. • Stir the water until the powder is mixed in well. • Pour one cup of cold water into the bowl and stir it in. • Put the bowl into the refrigerator and leave to chill. 	<p>directions.</p> <ul style="list-style-type: none"> • Guided/independent reading of written instructions. • Re reading instructions and discussing the required actions. • Reading instructions and following same step-by-step. • Talking about what would happen if one refuses to follow or misses a step. • Writing instructions and giving others to follow. • Reading and following each other's instructions. 	<p>Instruction cards.</p> <p>Recipe cards.</p>	<p>Read and accurately follow a given instruction.</p>
<p>Reading Comprehension.</p>	<p>4:6 Identify some sequence of events in stories.</p>	<p>John's Class</p> <ol style="list-style-type: none"> 1. How did the story begin? First, Harry collected Roy and Charles and the three boys walked down to the backdam. 2. What happened next? Next they swam in the canal. 3. Then, what happened? Then, Roy tried to catch fish with his bare hands. 4. Finally, the boys went home when it was time for school to be dismissed. 	<ul style="list-style-type: none"> • Guided/independent reading of the story/text. • Discussing the events that occurred in the story. • Arranging the events in the order in which they occurred. • Using the "Sequence of Events Text Pattern" graphic organizer to record the events of the story in the sequence in which they occurred. 	<p>Sequence of Events. text pattern.</p> <p><u>"Fun With Language"</u> Book 3, page 98</p>	<p>Read a story and write the events in sequence.</p>

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			<ul style="list-style-type: none"> Using the terms first, next, then and finally to establish sequence. Comparing sequences with peers.		
	4:7 Retell main events of a text in proper sequence.	What did the boys do when they reached the canal? What did the boys do next? Then what did they do in the afternoon? What did they do in addition to that? Finally, what did the boys do?	<ul style="list-style-type: none"> Guided/independent reading of the text. Discussing details of the text. Identifying the main events of the text. Answering questions to establish the sequence in which the events occurred. Retelling the main event in the sequence in which they occurred in the text. 	<i><u>Fun With Language</u></i> Book 3, Page 98	Tell the main events of a story in sequence.
	4:8 Organise picture and text information to sequence a story.	Arrange the sentences in sequence to tell the story. Finally, Mary left for school. Then she had breakfast-Mary jumped out of bed and said her prayers. Afterwards she brushed her teeth. Next she took a bath. Mary combed her hair. Arrange the Pictures to tell a story. <div data-bbox="764 1089 1001 1166" style="border: 1px solid black; padding: 2px; margin: 5px;"> Mary going to school </div> <div data-bbox="764 1187 1001 1263" style="border: 1px solid black; padding: 2px; margin: 5px;"> Mary having breakfast </div> <div data-bbox="764 1284 1001 1360" style="border: 1px solid black; padding: 2px; margin: 5px;"> Mary getting out of bed </div>	<ul style="list-style-type: none"> Guided/independent reading of sentences. Discussing the message/details conveyed in the sentences. Viewing each sentence as a part of story. Arranging the sentences in sequence to tell a story. Reading the story in proper sequence. Observing and discussing pictures. Constructing sentences that explain the pictures. 	Sentences strips Picture cards <i><u>Fun With Language</u></i> Book 3, Page 8.	Arrange sentences or pictures in sequence and tell a story.

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		<div data-bbox="737 380 953 456" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Mary brushing her teeth</div> <div data-bbox="737 500 953 576" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Mary having a bath</div> <div data-bbox="737 594 978 670" style="border: 1px solid black; padding: 5px;">Mary combing her hair</div>	<ul style="list-style-type: none"> • Viewing each picture as a part of story. • Arranging the pictures so that they sequence a story. • Using the pictures to tell the story. 		
Reading Comprehension.	<p>4:9 Retell parts of a story told orally</p>	<p style="text-align: center;">Christmas</p> <ol style="list-style-type: none"> 1. Who is the story about? 2. When did the story happen/occur? 3. Where did it happen? 4. What happened? 	<ul style="list-style-type: none"> • Listening to a story told by teacher or peers or a recorded story. • Observing and discussing the sequence of events in the story. • Talking about the brevity of the story. • Modelling,, retelling the story using the “retelling frame” (who, which, when, where, why). • Retelling the story individually. 	<p>Tape recorders.</p> <p>Cassettes</p> <p><u>“Fun With Language”</u> Book 3, Page35.</p>	<p>Listen to a story then retell same in your own words.</p>
	<p>4:10 Dramatize stories or parts of stories heard or read independently.</p>	<p>Practise and present a dramatic piece of Janet and Joe on Christmas morning.</p>	<ul style="list-style-type: none"> • Choosing to play the role of a particular character. • Thinking about, focussing on and discussing roles or actions of specific characters. 	<p>Costumes</p> <p>Masks</p>	<p>Act out a short story.</p>

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			<ul style="list-style-type: none"> • Using props and costumes to make actions more expressive. • Using voice effectively while dramatizing stories. • Reflecting on actions. 	<p><u>“Fun With Language”</u> Book 3, page 35</p>	
Reading Comprehension.	<p>4:11 Recall facts and details of text</p>	<p>New Year’s Eve Party</p> <ol style="list-style-type: none"> 1. How did the children get to the party? 2. What was on the table when they arrived at the party? 3. What did the children do after the band passed? 4. Who went to the party with the children? <p>Write two things that are true about the story.</p>	<ul style="list-style-type: none"> • Guided/independent reading of the text. • Discussing what was read. • Listening to statements and identifying those which express ideas that are true about the text. • Identifying the facts of the story. • Discussing details related to the facts. • Noting facts and details of the text. 	<p><u>“Fun With Language”</u> Book 3 ,Page 41</p>	Write four things that are true about a given story after reading same.
	<p>4:12 Identify the main idea of a given text.</p>	<p>New Year’s Eve Party</p> <ol style="list-style-type: none"> 1. What is the main idea? 2. What evidence is there for it? 3. What applications are given? 	<ul style="list-style-type: none"> • Guided/independent reading of the text. • Examining titles and headings carefully. • Stating the gist of a passage or selection in sentences. • Identifying the topic sentences. • Completing the “Main idea and supporting details text pattern” graphic organizer. 	Main idea and supporting details text pattern graphic organiser	Choose the sentence that best expresses the main idea of a given text.

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Reading Comprehension	<p>4:13 Identify and discuss similarities and differences in story elements.</p>	<p>Story elements</p> <ul style="list-style-type: none"> - Characters - Setting - Problem - Events - Resolution/ Ending. <p>Compare the elements of the story “Jack’s Holiday” with those of “Ducky Duck’s Magic Umbrella.”</p>	<ul style="list-style-type: none"> • Guided independent reading of two stories. • Discussing what was read in both stories. • Identifying and defining story elements. • Noting the story elements for each story. • Talking about how the elements in the stories are alike or different. • Comparing and contrasting the elements of the two stories using the “comparison and contrast Text Pattern” graphic organizer. <p>Discussing findings from the completed graphic organizer.</p>	<p>Comparison and contrast text pattern.</p> <p><u><i>“Fun With Language”</i></u> Book 3, Pages 49 and 61</p>	<p>Identify one way in which the settings from two stories are alike or different.</p>
Reading Comprehension.	<p>4:14 Demonstrate understanding of literal meaning of a story.</p>	<p>Going to Party</p> <ol style="list-style-type: none"> 1. What function was the invitation for? 2. Who gave the invitation? 3. When was the function held? 4. What time did the function begin? 	<ul style="list-style-type: none"> • Guided/independent reading of a story. • Recalling details that were stated in the story word by word. • Searching in the story for specific details in order to answer given questions. • Identifying the main 	<p><u><i>“Fun With Language”</i></u> Book 3, page 119</p>	<p>Answer literal recall questions based on the story.</p>

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		5. Where was the function held?	idea as given in the story.		
Reading Comprehension.	4:15 Answer who, what, how, when and where questions about stories read or read aloud by the teacher.	The Lighthouse. <ul style="list-style-type: none"> Who helps to guide the ships safely to harbour? What will happen if there is no guide light for the ships? How many steps are there from the ground to the tower of the lighthouse? When do the pilots board the ship? Where is our lighthouse? 	<ul style="list-style-type: none"> Guided/independent reading of story or listening to a story read aloud by the teacher. Discussing what was read or heard. Reading or listening to the questions based on the story. Thinking about whether the answers to the questions can be located in the story or if they have to be inferred. Locating the answers to the questions from / in the story. Answering the questions. 	<u>“Fun With Language”</u> Book 3, Page 124.	Listen to or read a story then locate answers to specific questions from same.
	4:16 Answer why and what if questions to discuss text.	<ul style="list-style-type: none"> Why do you think the lighthouse has a tower? What if a ship gets stuck on the sand bank at the mouth of the river? 	<ul style="list-style-type: none"> Guided/independent reading of the text. Discussing the details of the text. Reading questions based on the text. Thinking about whether the answers to the questions can be found in the text or if they have to be inferred. Making inferences and answering 	<u>“Fun With Language”</u> Book 3, Page 124	Make inferences in order to answer given questions.

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			questions using same.		
Reading Comprehension.	4:17 Answer comprehension questions based on what has been read independently at grade level	Finding Answers. 1. Name and describe what is seen in the picture. 2. Where is the tower of the lighthouse? 3. Describe the tower of the lighthouse.	<ul style="list-style-type: none"> • Independent reading of the text. • Discussing what was read. • Reading questions based on the text. • Using information gathered from what was read independently to answer questions. • Making inferences and using same to answer questions. • Sharing and comparing answers to questions. 	Grade level books. <u>“Fun With Language”</u> Book 3, Page 124	Read a text independently and answer related questions.
Reading Comprehension.	4:18 Identify cause and effect relationships in texts.	A visit to the zoo. 1. What happened? Effect <ul style="list-style-type: none"> • <u>Peter fell into the pond.</u> Why? Cause <ul style="list-style-type: none"> • Peter went too near to the edge. 2. What happened? Effect <ul style="list-style-type: none"> • The teacher scolded Peter. Why? Cause	<ul style="list-style-type: none"> • Guided/independent reading of text. • Discussing the events in the text. • Viewing the “what happened” as the effect and the “why it happened” as the cause. • Identifying and discussing the causes and effects in the text. • Writing the causes and effects of events in the text on the “Cause and Effect Text Pattern” graphic 	Cause and Effect text pattern graphic organizer. <u>“Fun With Language”</u> Book 3, page 110	Tell what happened in a story and why it happened.

TOPIC	OBJECTIVES	CONTENT	LEARNING STRATEGIES	RESOURCES	EVALUATION
			organiser. <ul style="list-style-type: none"> Recognising that a single cause may have more than one effect. Recognising that it was the character's actions that give rise to the particular effects. 		
	4:19 Analyse cause and effects relationships in a text.	<u>The teacher scolded Peter for not staying with the class.</u> Cause: Peter went too near to the edge. Effects: 1 Peter lost balance. 2. Peter fell into the pond.	<ul style="list-style-type: none"> Writing the causes and effects of events in the text on the "Cause and Effect text pattern." Graphic organizer. Recognizing that a single cause may have more than one effect. Recognizing that it was the character's actions that give rise to the particular effects. 		
Reading Comprehension.	4:20 Predict and justify what might happen next in stories.	A visit to the Dentist David had a terrible toothache. His mother took him to the dentist. The dentist made David open his mouth. What do you think happened next? Dr. Ram cleaned out the cavity and filled it. The dentist showed David some pictures of how to keep his teeth healthy and strong.	<ul style="list-style-type: none"> Guided/independent reading of the story. Stopping at key points of the story to make predictions. Writing predictions on the predictions chart. Giving reasons for predictions. Identifying clues in the story that helped 	Prediction chart <u>"Fun With Language"</u> Book 3, Page 76	Make predictions about events in a story as the story is being read.

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		What do you think David did with this new knowledge?	<p>the reader to arrive at a particular prediction.</p> <ul style="list-style-type: none"> • Reading on, then confirming or revising predictions. 		
Reading Comprehension.	4:21 Use details to predict outcomes.	Give an ending to the story of David's visit to the dentist.	<ul style="list-style-type: none"> • Guided/independent reading of the story. • Discussing the information given in each story. • Thinking aloud about a possible ending for the story. • Using details given to arrive at an appropriate outcome. 	Prediction charts.	Use given details to arrive at an appropriate ending for a story.
Reading Comprehension.	4:22 Use context clues to understand text.	The story of a kite. First, John collects ----- and ----- . He then crosses two thin sticks to make the ----- . John then fastens a piece of strong fish ----- around the frame with ----- kite ----- .	<ul style="list-style-type: none"> • Guided/independent reading of a piece of cloze. • Thinking aloud about what the missing words could be. • Using the familiar words surrounding the deleted one as clues in the cloze. • Giving reasons for selecting a particular word/ words as clues. • Completing the cloze. • Reading the text and explaining the meaning of same. • Using the new words in correct context in oral sentences. 	<p>Word cards.</p> <p><u>"Fun With Language"</u> Book 3, Page 93</p>	Use new words in correct context in oral sentences.

TOPIC	OBJECTIVES	CONTENT	LEARNING STRATEGIES	RESOURCES	EVALUATION
	<p>4:23 Use decoding skills to understand text.</p>	<p>Phagwah On Phagwah Eve, the night of full moon the pandit and others use coconut branches or bamboo to build a bonfire around the Holika. When the Holika is burnt to ashes it is scattered on relatives and friends in remembrance of the burning of Holika and to show how good triumphs over evil.</p>	<ul style="list-style-type: none"> • Guided/independent reading of the text. • Identifying the unfamiliar word. • Looking at all the letters following a left-to-right sequence. • Searching mental file system for information about similar letter patterns and the sounds associated with them. • Trying a pronunciation that matches that of a real word you already know. • Using the context and rereading the sentence containing the unfamiliar word. If the meaning makes sense with pronunciation, resume reading. If it doesn't try again. Chunk the word by putting together letters that usually go together in known words. • Reading the text and explaining the meaning. 	<p><u>"Fun With Language"</u> Book 3, Page 71</p>	<p>Decode Unfamiliar words in a given text.</p>

TOPIC	OBJECTIVES	CONTENT	LEARNING STRATEGIES	RESOURCES	EVALUATION
Reading Comprehension.	4:24 Relate story information to real life experiences.	The Masquerade What does the story remind you of? What would you have done if you were Janet or Joe?	<ul style="list-style-type: none"> • Guided/independent reading of the story. • Discussing the details of the story. • Thinking and talking about what the story “reminds me of”. • Sharing personal experiences that relate to the information in the story. • Talking about what you would have done if you were in the character’s position. 	<u>“Fun With Language”</u> Book 3, Page 25	Read a given story and write/talk about two things the story “reminds me of”.
	4:25 Connect life to text and text to life experiences in stories read independently or by teacher.	Mashramani Many people were standing on the street and on the Mall, waving to the persons in the Float Parade on Mashramani Day. Stop and write code. They were dancing in their colourful costumes to the tune of calypsos played by the steelbands. Stop and write code. Share comments and reactions	<ul style="list-style-type: none"> • Learning the meaning of the text-to-self code (T-S). • Reading a story aloud in groups of three. • Stopping at the part of the story that causes a personal reaction. • Writing the code along with a few words that explain your feelings, thoughts or connections on a sticky. • Attaching the sticky to the spot in the text. • Continuing process 	Sticky notes Markers <u>“Fun With Language”</u> Book 3, Page 67	Read a text and share text-to-self connections.

TOPIC	OBJECTIVES	CONTENT	LEARNING STRATEGIES	RESOURCES	EVALUATION
			until the end of the story. <ul style="list-style-type: none"> • Returning to the sticky notes and sharing comments and reactions with peers. 		
Reading Comprehension.	4:26 Understand that there are different types of texts such as story books non-fiction, informative texts and poems.	There are different types of texts. Storybooks – A written account of something that happened. Non-fiction – text that gives information about real things, people, and events. Fiction – Text about characters and events that are not real. Information texts are those that give useful information. Poems – set of short lines with a noticeable rhythm and words that rhyme.	<ul style="list-style-type: none"> • Guided/independent reading of extracts from different types of texts. • Discussing the details given in the text and recognising that the texts are of different types. • Identifying and talking about the qualities/characteristics of the different texts. • Naming and grouping texts according to their characteristics. 	Different types of texts <u>“Fun With Language”</u> Book 3, Pages 21, 86 and 90.	Read text and group as fiction or non-fiction.
	4:27 Compare information across non-fiction texts.	Non-fiction texts give different kinds of information. Autobiography – texts in which the author tells the story of his /her life. Biography – texts that tell someone’s life story. Informational books-texts that give facts and knowledge.	<ul style="list-style-type: none"> • Guided/independent reading of variety of short non-fiction texts. • Discussing the information given in each text. • Using the Venn diagram, graphic organizer to compare information given in the texts. • Writing simple 	Biographies Autobiographies Textbook	Read non-fiction texts and say how they differ.

TOPIC	OBJECTIVES	CONTENT	LEARNING STRATEGIES	RESOURCES	EVALUATION
		<p>Biography Mary John was born in Jamaica and she grew up in Guyana. She attended Seaview Nursery, Parika Primary and Bartica Secondary Schools. When she was 18 years old she became a teacher. Mary John was never married and she had no children. She died in 1989.</p> <p>Autobiography I am a Guyanese. My name is Peter James. I attended St. Paul's Primary and Grove Secondary Schools. I went to work at Bermine when I was 25 years old. When I retired I began farming. Now I sell newspapers for a living.</p>	<p>sentences that explain the similarities and differences in the graphic organizer.</p> <ul style="list-style-type: none"> • Giving oral explanations of how the texts differ. 		
Reading Comprehension.	<p>4:28 Share new information from text in own words.</p>	<p>Home</p> <p>hen – pen bee – hive lion – den pig – sty bird – nest – tree people – house, cottage, shelter, home</p>	<ul style="list-style-type: none"> • Guided/independent reading of the text. • Thinking about what was read and discussing same. • Jotting down what was learnt in point form on note cards. • Using points on note cards to share what was learnt from the text, in one's own words. • Sharing what was learnt from the text without the use of note cards. • Using one's own words to write 	<p>Note cards</p> <p><u>"Fun With Language"</u> Book 3, Page 90</p>	<p>Read a given text then share what was read in one's own words.</p>

TOPIC	OBJECTIVES	CONTENT	LEARNING STRATEGIES	RESOURCES	EVALUATION
Reading Comprehension.	4:29 Monitor own reading and self-correct misread words.	At the Music Festival Read – predict –integrate prior knowledge – check understanding – evaluate information – critically consider – reread.	sentences that inform others of what was learnt from the text. <ul style="list-style-type: none"> • Guided/independent reading of the text. • Stopping at intervals to make predictions while reading. • Integrating prior knowledge with text information while reading. • Checking understanding by summarizing the text. • Evaluating information by confirming predictions. • Critically considering the new information. • Rereading and correcting misread words. 	<u>“Fun With Language”</u> Book 3, Page 113	Read a section of a text and orally summarize what has happened in same.
Reading Comprehension.	4: 30 Employ specific comprehension strategies when difficulties are encountered in understanding texts.	Strategies to apply when difficulties are encountered. <ul style="list-style-type: none"> • Read and re-read. • Backward –forward searching. • Self – questioning • Locate point of mis-comprehension. • Substantiate information from the text. 	<ul style="list-style-type: none"> • Guided/independent reading of the text. • Re-reading of the text. • Backward and forward searching for answers to specific questions. • Questioning self about events. • Locating point of miscomprehension and correcting self. 	<u>“Fun With Language”</u> Book 3, Page 115	Read a text and explain the meaning of same.

TOPIC	OBJECTIVES	CONTENT	LEARNING STRATEGIES	RESOURCES	EVALUATION
			<ul style="list-style-type: none"> • Checking predictions. 		
Reading Comprehension.	<p>4: 31 Distinguish between fact and fantasy.</p>	<p>Fact is a piece of information that is true.</p> <p>Fantasy refers to an event that is not likely to happen in real life characters, places and events are strange.</p> <p>True or False All the schools took part in the verse speaking competition. The children recited poems bravely and didn't make a mistake.</p> <p>Joan pressed the button. The top turned around with them and flew back to the garage. It whizzed through the air. It went down, down and down. They climbed out.</p>	<ul style="list-style-type: none"> • Guided/independent reading of text extracts that are either facts or fantasy. • Discussing details of the events in the extracts. • Talking about whether or not the events could happen for real. • Highlighting the differences between the elements in stories with factual information and those of fantasy. • Use the Two-story graphic organizer to compare two stories: one with factual information and the other fantasy. • Sharing and comparing the finished product. 	<p>Two-story graphic organizer.</p> <p><u>"Fun With Language"</u> Book 3, Page 87 and 115</p>	Classify information read as fact or fantasy.
Reading Comprehension.	<p>4: 32 Identify feelings of characters in a reading selection</p>	<p>The little Duckling</p> <p>How do you think the duckling felt when she could not do the things the other animals did? What made you think that way? How do you think the duckling felt when she could swim in the pond and the other animals could</p>	<ul style="list-style-type: none"> • Guided/independent reading of a story. • Identifying the characters and discussing details of the experiences they encountered in the story. 	<p><u>"Fun With Language"</u> Book 3, Pages 55 and 56</p>	Read a selection and identify the characters' feelings.

TOPIC	OBJECTIVES	CONTENT	LEARNING STRATEGIES	RESOURCES	EVALUATION
		<p>not?</p> <p>Give reasons for your answer.</p>	<ul style="list-style-type: none"> • Connecting/relating the characters' experiences to one's personal experiences. • Discussing how one felt during a similar experience. • Talking about how the characters must have felt in the reading selection. • Give reasons for opinions. 		
Reading Comprehension.	<p>4: 33 Identify a speaker or narrator in a reading selection.</p>	<p>Mosquito, moth, bee, ladybug, fly, cricket.</p> <p>Leave on the light for me, and I'll come flying.</p> <p>I'm the sweetest bug you can catch. But watch out for my sting.</p> <p>I don't need a fiddle. I make music with my legs.</p> <p>When you look at me you'll see spots.</p> <p>You might call me a vampire. I love to suck your blood.</p> <p>My name is the same as what I do.</p>	<ul style="list-style-type: none"> • Guided/independent reading of narrative texts. • Discussing the event that was narrated in the texts. • Questions self about who the narrator or speaker could be. • Relating the events in the story to possible places, objects and people. • Identifying/naming the narrator of the established relationship. • Giving reasons for choice of narrator. • Comparing choice of narrator with peers. 	Quiz cards.	Read a given story then identify the narrator.
Reading Comprehension.	<p>4: 35 Read aloud, text suited to the grade level with fluency and accuracy to</p>	<p>Read aloud. Plant life. An oak tree is a plant with one big main stem or trunk and many</p>	<ul style="list-style-type: none"> • Listening as teacher reads aloud a familiar text. • Noticing the pattern 	Story books.	Read a favourite text fluently.

TOPIC	OBJECTIVES	CONTENT	LEARNING STRATEGIES	RESOURCES	EVALUATION
	convey the message to the listener.	<p>branches. Oaks have broad, flat leaves that turn colourful during warm weather. The roots of an oak tree grow deep to find ground water for the tree.</p> <p>A cactus is from a family of desert plants. They need very little water to grow. These plants have thick main stems, prickly spines and no leaves. They sometimes have flowers. Their roots spread out near the surface to collect rain.</p>	<p>as teacher reads smoothly, making it sound like talk and using intonation and punctuation effectively.</p> <ul style="list-style-type: none"> • Describing how fluent reading sounds. • Reading aloud, along with teacher, in groups, then independently. • Listening to dis-fluent reading and commenting on how it sounds. • Reading and re-reading sentences in order to develop fluency. 	Textbooks. Story cards.	

LITERACY CURRICULUM GUIDE GRADE THREE

STANDARD 5 WRITING CONVENTIONS STANDARD ENGLISH – PANS, COMPOSES AND RE-READS

SIMPLE SENTENCES

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES/ MATERIALS	EVALUATION	INTEGRATION
<p>5:1 The simple sentence – Parts of a sentence.</p>	<p>5:1:1 The pupil will:- - identify the subject and predicate of a sentence so as to be aware of complete sentences.</p>	<p>5:1:1 THE SENTENCE A sentence is a group of words which contains a subject and a predicate and expresses a complete thought.</p> <p><u>PARTS OF A SENTENCE</u> A simple sentence has two parts. (i) Subject – naming part (ii) Predicate – stating part.</p>	<p>5:1:1 - Reading guided examples of line of words. - Comparing / contrasting line of words to elicit definition of sentence. -Oral discussion to identify subject or predicate of sentences. - Explaining what the subject is and what the predicate is. -Identifying the subject and predicate of sentences. - Dividing given sentences into two main parts. - Supplying suitable subjects and predicates. - Proof reading / Editing</p>	<p><i>“Fun With Language”</i> Book 3, Pages 42, 43, 58, 63.</p> <p>Charts, work-cards</p>	<p>5:1:1 - Read each line of words. -Write (s) if it is a sentence. - On the table. - Returned to the party. - Many things from the table. - He looked funny.</p>	<p>Reading corner Write sentences and put in the corner.</p> <p>Mathematics Write statements for problems.</p> <p>Science Write facts, observations</p> <p>Social Studies Write facts.</p> <p>Music/Poetry Compose songs, poems, skits etc.</p> <p>Health and family Life Express feelings orally and in writing.</p>
	<p>5:1:2 - recognize the parts of a sentence. - explain how the subject is found in a sentence. - identify the</p>	<p>5:1:2 <u>HOW TO FIND THE SUBJECT</u> To find the subject I must: (i) Find the verb. (ii) Put who or what before the verb and ask the question. Example:</p>			<p>5:1:2 Divide each sentence into Subject and Predicate. The children ate cake and sweets. David played many games</p>	

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES/ MATERIALS	EVALUATION	INTEGRATION										
	subject in sentences.	<p><i>“Fun With Language”</i> Book 3 Page 42)</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Predicate</th> </tr> </thead> <tbody> <tr> <td>Tommy</td> <td>went to the party</td> </tr> <tr> <td>(who)</td> <td>(what he did)</td> </tr> <tr> <td>The dog</td> <td>Sat under the table</td> </tr> <tr> <td>(what)</td> <td>(what the dog did)</td> </tr> </tbody> </table>	Subject	Predicate	Tommy	went to the party	(who)	(what he did)	The dog	Sat under the table	(what)	(what the dog did)				
Subject	Predicate															
Tommy	went to the party															
(who)	(what he did)															
The dog	Sat under the table															
(what)	(what the dog did)															
	<p>5:1:3 Use complete sentences when speaking or writing.</p>	<p>5:1:3 Use a suitable subject to complete. ----- walked down the road. Use a suitable Predicate to complete. The food was -----.</p>			<p>5:1.3 Use a suitable subject or predicate to complete. The bond went ----. Tammie went to ----- -----the road. ----- into the yard.</p>											
<p>5:2 Kinds of Sentences.</p> <p>Use correct punctuation marks for each kind of sentence.</p>	<p>5:2:1 The pupil will: - use different kinds of sentences to enrich writing.</p> <p>5:2:2 - identify and write different kinds of sentences. - distinguish between the different kinds of sentences</p>	<p><u>Kinds of Sentences</u> Sentences may be grouped according to their purpose.</p> <p>There are four kinds of sentences. (i) Declarative /Telling Sentences. A declarative/telling sentence makes a statement or gives us information. It ends with a full stop. (.) Example: I am Janet.</p> <p>(ii) Interrogative/Asking Sentence</p>	<ul style="list-style-type: none"> - Making sentences about objects, people and places. - Reading sentences in pairs/small groups. - Discussing the purpose of each sentence. - Identifying different types of sentences. -Noting facial expressions and vocal intonations of spoken sentences. - Making sentences. 	<p><i>“Fun With Language”</i> Book3, Pages 6 – 7 and 45.</p> <p><i>“A Basic English Course”</i> – Primary level I Pages 15 – 16 Pages 13 – 19 – 20 Pages 24 – 25 Pages 28– 29 Page 33 Pages 37 – 38 Page 42 Pages 50 – 51 Pages 59 to61</p>	<p>A variety of excises. Example:</p> <p>A. Read each sentence carefully. State what kind of sentence it is. Put in the full stop or question mark.</p> <p>1. He grows fruits and vegetables</p> <p>2. When do we celebrate Labour Day in Guyana</p>	<p>Drama Reading/Acting plays, skits, etc.</p> <p>Social Studies Interviews to get information. Example: Festivals.</p> <p>Mathematics Creating word problems. Writing statements for worded</p>										

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES/ MATERIALS	EVALUATION	INTEGRATION						
	<p>5:2:3 - demonstrate an understanding of the different kinds of sentences.</p>	<p>An interrogative/asking sentence seeks to get information. It ends with a question mark. (?) Examples: Who are our neighbours on the left?</p> <p>(iii) Command/Request (Imperative sentence) A command gives an order Example: Speak the truth. A request is a sentence which asks for something politely.</p> <p>Example: Please, close the gate.</p> <p>A command/request ends with a full stop (.)</p> <p>(iv) Exclamatory Sentences An exclamatory sentence expresses strong feelings. It ends with an exclamation mark (!) Example: The house is on fire!</p> <p>Note carefully. Types (i) and (ii) must be taught formally.</p> <p>Type (iii) and (iv) should be taught incidentally in Reading and Poetry lessons.</p>			<p>3. Who made the birthday cake</p> <p>4. My friend is very intelligent</p> <p>5. There are thirty-five pupils in our class</p> <p>B. Write three telling sentences and three asking sentences of your own.</p> <p>C. Match each asking sentence with the corresponding telling sentence.</p> <table border="1" data-bbox="1541 792 1814 987"> <thead> <tr> <th data-bbox="1541 792 1686 846">Asking Sentence</th> <th data-bbox="1686 792 1814 846">Telling Sentence</th> </tr> </thead> <tbody> <tr> <td data-bbox="1541 846 1686 927">Where is Katie?</td> <td data-bbox="1686 846 1814 927">She is painting a picture.</td> </tr> <tr> <td data-bbox="1541 927 1686 987">What is she doing?</td> <td data-bbox="1686 927 1814 987">Katie is in the classroom</td> </tr> </tbody> </table>	Asking Sentence	Telling Sentence	Where is Katie?	She is painting a picture.	What is she doing?	Katie is in the classroom	<p>problems.</p> <p>Health and Family Life Ask questions/give answers when discussing topics.</p>
Asking Sentence	Telling Sentence											
Where is Katie?	She is painting a picture.											
What is she doing?	Katie is in the classroom											
Uses Grade Level Punctuation.												
5:3:1	The pupil will	5:3:1	Using guided examples to	“Fun With Language”	Several exercises	Reading Corner						

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES/ MATERIALS	EVALUATION	INTEGRATION
Punctuation (The full stop - The Question Mark). 5:3:2 Capitalisation.	- write meaningful sentences paying attention to appropriate end marks. - apply appropriate marks at the end of sentences. - show awareness of full stops being placed at the end of declarative sentences and question mark at the end of asking sentences.	The Full stop. The full stop is used at the end of a telling sentence. Examples: My friend has a pet. The Question Mark - The question mark is used at the end of an asking sentence. Who has a pet? 5:3:2 Capital letters Capital letters are used in these ways. (1) To begin each sentence. My teacher is kind. (2) To begin the names of persons. The pupil gave the book to Krishna . (3) To begin the names of places. The capital of Guyana is Georgetown . My class went to the National Park yesterday. The tour guide showed us the Kanuku Mountains . My cousin lives on Regent Street .	identify the uses of the full stop, question marks and capital letters. -Observing the use of full stop, question marks and capital letters in passages from the readers. - Discussing the uses of the full-stop, question mark and capital letters. - making sentences orally and in writing.	Book 3, Pages 6 – 7 and 45. “A Basic English Course” – Primary Level I Pages 50– 51 Pages 54 – 55 Page 119 Charts.	Examples: Put in capital letters, full stops and question marks where necessary. (1) last tuesday, terrence and I visited gloria 2. on sunday we go to christ church 3. why did balram cross the demerara harbour bridge 4. every friday the scouts meet at the georgetown club 5. what do you like about Guyana Draw a circle around the letter which is near the sentence which has all the capital letters in the correct places. (A) John and david are friends. (B) The old woman lives on Camp street. (C) Uncle Joseph works at St. Mary’s Secondary School.	Charts/Books with correct punctuation. Mathematics Write worded problems. Science Write, observations from experiments. Social Studies Write facts correctly. Health and family Life Ask questions and give answers when discussing life skills.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES/ MATERIALS	EVALUATION	INTEGRATION
		<p>(4) To begin the names of special holidays and festivals.</p> <p>Mashramani is celebrated each year.</p> <p>Each year we also celebrate Easter.</p> <p>(5) To begin the names of days of the week and months of the year.</p> <p>Examples: A special meeting for parents will be held on the first Thursday in May.</p> <p>(6) To write the word I. Sometimes I play basketball.</p>				
<p>5:3:4 The Comma.</p>	<p>The pupils will:</p> <ul style="list-style-type: none"> - use commas when writing to represent a pause in speech or to indicate items in a list so as to produce coherent writing. - use commas effectively in sentences and letter writing. <p>Develop willingness to experiment with commas.</p>	<p>Commas are used for clear expression of ideas. (They are used to represent a pause in speech).</p> <p>Commas are used to separate items in a series.</p> <p>Examples: Mother bought oranges, cherries, guavas and plums from the market.</p>	<ul style="list-style-type: none"> - Observing the use of commas in sentences and letter writing. - Putting in commas where necessary in series. - Writing letter outlines. - Preparing lists for shopping. - Listing items in sentences - Using commas in a variety of exercises. 	<p>Books, Charts, etc.</p> <p><u>“Fun With Language”</u> Book 3, Pages 120 and 121.</p>	<ul style="list-style-type: none"> - Write dates using commas correctly. - Write greetings to friends and relatives. 	<p>Mathematics Write shopping lists</p> <p>Art and Craft Make patterns.</p> <p>Science List items for experiments.</p> <p>Social Studies Write notes on topics.</p>

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES/ MATERIALS	EVALUATION	INTEGRATION
5:3:5 The Apostrophe.	<p>The pupils will:</p> <ul style="list-style-type: none"> - punctuate sentences with the apostrophe appropriately for the purpose of meaningful writing and reading. - identify and use the apostrophe appropriately. - punctuate, writing appropriately. 	<p>The apostrophe is used to show where letters are left out in words’.</p> <p>When the apostrophe is used to make words smaller this is called a contraction.</p> <p>Examples: Is not – isn’t We are – we’re I am – I’m</p>	<ul style="list-style-type: none"> - Observing the use of contractions in guided sentences. - Discussing how apostrophes are used in contractions. - Forming contractions from given pairs of words. - Reading sentences with contractions. 	<p>“Fun With Language” Book 3, Pages 94 and 95 and other books, charts.</p> <p>Graphics of dialogue, chalkboard and coloured chalk.</p>	<p>Form contractions from given pairs of words.</p> <p>Examples: Was not - wasn’t Did not – didn’t</p> <p>Use selected contractions in sentences.</p>	<p>Reading Corner Write sentences using contractions. Read passages and poems with contractions.</p> <p>Poetry Write poems and rhymes contractions.</p> <p>Health and Family Life. Write expressive notes to family members and friends.</p>
5:4 Identifies and Uses. Possessive Forms of Nouns Correctly.						
Possessive Nouns – Singular and Plural.	<p>The pupil will:</p> <ul style="list-style-type: none"> -use the apostrophe to show possession when writing sentences in order to produce meaningful sentences. - identify and use the apostrophe to show possession. - show willingness to accept and observe the use of the possessive forms. - punctuate writing 	<p>Possessive Nouns show ownership.</p> <p>An apostrophe is used before the s (*s) to show ownership or possession of singular nouns</p> <p>Examples: The kite belongs to John. It is John’s kite.</p> <p>The book belongs to Peter. It is Peter’s book.</p> <p>The tail of the dog is short. The dog’s tail is short.</p> <p>If the plural noun ends with s. The possessive form of the nouns is formed by putting the apostrophe after the s.</p>	<ul style="list-style-type: none"> - Observing the uses of the apostrophe. - Formulating rules. <p>Placing the apostrophe in the correct space/ place.</p> <p>Writing sentences using the apostrophe.</p>	<p>“Fun With Language” Book 3, Pages 93, 102 and 133.</p> <p>.</p> <p>“A Basic English Course” – Primary Level I Pages 68– 70 Books, charts.</p>	<p>Using the apostrophe correctly in given phrases or sentences.</p> <p>- Doing a variety of exercise from the prescribe texts.</p>	<p>Social Studies Write request, reports and charts..</p> <p>Science Experiments and observations</p> <p>Physical Education Play games.</p> <p>Music Writing songs.</p>

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES/ MATERIALS	EVALUATION	INTEGRATION
	appropriately using the possessive forms.	<p>Examples: The bags of the boys – the boys' bags.</p> <p>The pens of the girls. The girls' pens.</p> <p>The tails of the donkeys The donkeys' tails.</p>				
Parts of Speech – Nouns.	<p>The pupil will: - identify nouns and use them appropriately in sentences to present complete sentences</p> <p>- write sentences using the correct grammatical structures and word forms.</p> <p>- be aware that word forms and grammatical structures can be found in sentences.</p>	<p>Nouns are naming words.</p> <p>They name persons, places, animals and things.</p> <p>1. The boy opens the door.</p> <p>2. Petal arrives at the class late.</p> <p>3. Keith went to Lethem last Saturday.</p> <p>(Note well! All parts of speech must be taught in sentences).</p>	<p>Reading guided sentences to pick out naming words.</p> <p>- Defining nouns.</p> <p>-Identifying nouns in sentences.</p> <p>- Inserting suitable nouns in their correct positions within sentences.</p>	<p><u>“Fun With Language”</u> Book3, Pages 16 and 17</p> <p><u>“A Basic English Course”</u> – Primary Level I Page 2, objects in the classroom.</p>	<p>Picking out nouns from given sentences.</p> <p>Inserting suitable nouns to complete sentences.</p>	<p>Reading Charts with sentences, Books</p> <p>Social Studies Information cards on places, monuments, landmarks, national holidays, etc.</p> <p>Science Games, experiments</p> <p>Health and Family Life. Write food choices Write events about family members..</p>
Types of Nouns Proper and Common.	<p>- The pupil will identify proper and common nouns and use them appropriately in sentences.</p> <p>- Write proper and common nouns with appropriate</p>	<p>Proper Nouns are special names. The begin with capital letters. Example: Ruth Esther and Rachel are sisters.</p> <p>Common nouns are general names.</p>	<p>- Reading passages and selecting proper and common nouns.</p> <p>- Selecting suitable proper and common nouns to complete sentences.</p>	<p><u>“Fun With Language”</u> Book 3,</p> <p><u>“A Basic English Course”</u> – Primary Level I Pictures, charts.</p>	<p>Picking oat nouns from given sentences.</p> <p>Inserting appropriate proper or common nouns to complete sentences.</p>	<p>Social studies Write names of landmarks, countries, national holidays, etc.</p> <p>Spelling Games, crossword</p>

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES/ MATERIALS	EVALUATION	INTEGRATION
	letters.	Example: The dog is in the kennel .				
Types of Nouns – Proper and Common.	- be aware that proper nouns are special names.	Common nouns are general names Examples: The dog is in the Kennel .			<u>“Fun With Language”</u> Book 3 Page 26, 27 and 32	
Nouns – Number.	<p>The pupil Will:</p> <ul style="list-style-type: none"> - identify patterns in singular and plural nouns. - recognize singular and plural nouns. - develop the ability to change singular nouns to plural and vice versa. - show awareness of singular and plural nouns. 	<p>When a noun refers to one person or thing, it is singular in number.</p> <p>When a noun refers to more than one, it is plural in number.</p> <p>RULES. (1) The regular way to form the plural of a noun is to add s.</p> <p>Examples: One dog; many dogs. One pencil; six pencils.</p> <p>2. The plural of some nouns is formed by adding es. Nouns Ending in -s x , z, ch and sh by adding - es.</p> <p>One bus; two buses One box, three boxes One waltz, several waltzes.</p> <p>One trench – five trenches One bush – many bushes.</p> <p>3. The plural of nouns ending in y following a consonant is formed by adding the y to i and adding -es.</p>	<p>Observing patterns in singular and plural nouns.</p> <p>- Forming rules</p> <p>Changing singular nouns to plural and vice versa..</p> <p>- Completing exercises.</p>	Objects, pictures, books.	<p>Completion Exercises</p> <p><u>“A Basic English Course”</u> – Primary Level I Pages 77 and 78</p> <p>Forming Plural Nouns. Examples: Write the plural of these: One bag – two ---- One cherry – three --.</p>	<p>Art and Craft Drawing single objects and collection of objects.</p> <p>Science Talk freely about scientific things in the environment.</p> <p>Social Studies Name and identify villages towns, cities and countries.</p> <p>Health and Family Life Education Sharing values (s) of oneself and others.</p>

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES/ MATERIALS	EVALUATION	INTEGRATION
	<p>verb form to indicate tense in order to produce sentences which tell the specific time.</p> <p>- use suitable tenses in given situations.</p> <p>- change Simple Present Tenses to Simple Past tense or Simple Present Tense to Present Continuous Tense.</p>	<p>they express. The time indicated by the form of a verb is called its tense. <u>The Simple Present Tense.</u> This tense is used: To express action or make a statement about something which is happening now. (at the moment).</p> <p>It is used to: (i) Show habitual or repeated actions.</p> <p>Examples: David drinks milk everyday. Satti reads every morning.</p> <p>(ii) express a general truth: Ice is a solid.</p> <p><u>The Present Continuous Tense.</u> This tense is used to show an action which takes place at the moment but will eventually stop/end.</p> <p>The Present Continuous Tense is formed by Using am, is or are with a present participle. (-ing part of the verb)</p> <p>Example:</p> <ol style="list-style-type: none"> 1. I am making roti. 2. The gardener is weeding the yard. 3. The pupils are playing cricket. 	<p>time indicated.</p> <p>-Discussing the use of specific tenses. -Formulating rules about verb forms.</p> <p>- Using the Simple present, Present Continuous and Simple Past Tenses orally and in writing.</p> <p>- Using substitution charts to make sentences.</p> <p>- Dramatising actions and making sentences using appropriate verbs.</p> <p>- Using pictures/puppets to bring out the use of tenses.</p> <p>- Changing the tense of sentence. Example: I eat a meal. (Simple Present) I am eating a meal. (Present Continuous) I ate a meal. (Past Tense)</p>		<p>Complete sentences by using the correct verb forms.</p> <p><u>“Fun With Language”</u> Book 3, Pages 22, 23, 37, 51, 52, 53, 68, 69, 126, and 133.</p>	<p>Use the appropriate tenses in speech and writing in all subjects.</p>

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES/ MATERIALS	EVALUATION	INTEGRATION												
		<p><u>The Simple Past Tense</u> This tense is used to express an action which has already happened.</p> <table border="1"> <thead> <tr> <th>Present</th> <th>Past</th> </tr> </thead> <tbody> <tr> <td>The visitors climb the mountain.</td> <td>The visitors climbed the mountain.</td> </tr> <tr> <td>The maids fry fish.</td> <td>The maids fried fish.</td> </tr> <tr> <td>I hug my teacher.</td> <td>I hugged my teacher.</td> </tr> </tbody> </table> <p><u>Irregular Past Tense</u></p> <table border="1"> <tbody> <tr> <td>Fishermen catch fish.</td> <td>Fishermen caught fish.</td> </tr> <tr> <td>We eat fruits.</td> <td>We ate fruits</td> </tr> </tbody> </table>	Present	Past	The visitors climb the mountain.	The visitors climbed the mountain.	The maids fry fish.	The maids fried fish.	I hug my teacher.	I hugged my teacher.	Fishermen catch fish.	Fishermen caught fish.	We eat fruits.	We ate fruits				
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Using Verbs correctly / Subject –Verb Agreement.																		
Subject – Verb Agreement.	<p>The pupil will: -use the correct verb to agree with the subject.</p> <p>- apply the correct usage or capital drawings.</p> <p>- apply the correct usage.</p> <p>- develop the habit of using verbs to agree with the subject.</p>	<p>A verb must always agree with its subject.</p> <p>We use the verb is with singular subjects.</p> <p>We use are with plural subjects.</p> <table border="1"> <thead> <tr> <th>Singular Subject</th> <th>Plural Subject</th> </tr> </thead> <tbody> <tr> <td>The boy is in school.</td> <td>The boys are in school.</td> </tr> <tr> <td>Where is she going?</td> <td>Where are they</td> </tr> </tbody> </table>	Singular Subject	Plural Subject	The boy is in school.	The boys are in school.	Where is she going?	Where are they	<ul style="list-style-type: none"> - Reading guided examples: - Discussing the pattern. - Forming rules. - Making sentences orally. - Doing exercises. 	<p><u>“Fun With Language”</u> Book 3</p> <p><u>“A Basic English Course”</u> Primary Level I.</p> <p>Other Texts.</p>	Doing exercise as outlined in texts	<p>Reading Corner</p> <p>Write sentences on strips of cardboard. Compose reading passage using structures.</p> <p>Mathematics Writing statements for worded problem.</p> <p>Social Studies Write facts on topics Example;</p>						
Singular Subject	Plural Subject																	
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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES/ MATERIALS	EVALUATION	INTEGRATION
		going?				Community workers.
Parts of Speech- Adjectives.	<p>The pupil will:</p> <ul style="list-style-type: none"> -identify and use adjectives and use adjectives to produce writing that creates a vivid image and use adjectives. - identify adjectives that tell what kind, how many and which ones. - display an interest in the use of words. 	<p>Adjectives describe nouns and pronouns.</p> <p>Adjectives tell (i) what kind Examples: Blue shirt. Cold weather.</p> <p>(ii) which one Examples: This boy. That shop.</p> <p>(iii) how many Examples: Two mangoes. Many people.</p>	<ul style="list-style-type: none"> - Describing persons, objects pictures. - Using guided questions to get the functions of adjectives. - Identifying adjectives in given sentences/paragraphs. - Defining adjectives. - Writing sentences using words as adjectives. - Using patterns to complete phrases and sentences Examples: Adj + N. Blue sky V + N + Adj + N Give Ryan two apples. - Composing rhymes, poems, letters and compositions. - Describing persons, animals, objects and pictures using the appropriate adjectives. - Grouping adjectives according to sense for composition writing. 	<p>Pictures, objects, books, charts.</p> <p><u>“Fun With Language”</u> Book3 Page 83</p>	<p>Underline adjectives in sentences/paragraphs</p> <p>Complete sentences with suitable adjectives Examples: <u>“Fun With Language”</u> Book3 Page 89</p> <p>Use the senses to</p> <p>Describe a person, object, animal or picture.</p> <p>Compose a rhyme or poem using adjective.</p>	<p>Reading Composition poems, rhymes.</p> <p>Drama Write dialogue using descriptive language.</p> <p>Social Studies Use adjectives to describe. Example: land marks, the weather, community workers.</p> <p>Science Describe the environment, animals, habitat of animals, etc.</p> <p>Health and Family Life Describe relationships, hobbies, eating habits, etc.</p>

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES/ MATERIALS	EVALUATION	INTEGRATION
Adjectives- (Articles).	<p>The pupil will: -use a, an and the as adjectives appropriately for effective writing.</p> <p>- use a and an appropriately in sentences.</p> <p>- enjoy using a/an before words and in sentences.</p>	<p>Articles The most frequently used adjectives are a, an and the.</p> <p>They little words are usually called articles.</p> <p>Indefinite Articles A and an are indefinite articles.</p> <p>The refers to one of a general group. A is used before words which begin with a consonant sound. An is used before words which begin with a vowel sound.</p> <p>Examples: A lady helped me. I ate an orange.</p> <p>Definite Article The is the definite article. It indicates that a noun refers to someone or something in particular.</p> <p>The lady helped me. I ate the orange.</p>	<p>- Listening to recorded vowel and consonant sounds and imitating them.</p> <p>- Discussing the use of a, an and the in guided examples.</p> <p>- Describing persons, animals, pictures and objects using a and an.</p> <p>- Writing and reading sentences using a, an and the.</p> <p>- Inserting a or an to complete phrases and sentences.</p>	<p>Tape recorder/ CD player, objects, pictures, phrases and sentences or strips of cardboard “Fun With Language” Book 3</p>	<p>Construct sentences using a, an and the.</p> <p>Complete phrases or sentences using a or an “Fun With Language” Book 3, Pages 19 and 46.</p>	<p>Use the article appropriately in all subjects.</p>
Comparison of Adjectives.	<p>The pupils will: - use comparative</p>					

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES/ MATERIALS	EVALUATION	INTEGRATION
	<p>and superlative forms of adjectives to produce effective writing.</p> <p>- use the comparative and superlative forms of adjectives.</p> <p>- show willingness to use the comparative and superlative forms in different situations.</p>	<p>Adjectives change forms when they are used to compare.</p> <p>There are three degrees of comparison – positive, comparative and superlative.</p> <p>Examples: Dave is tall. (positive) Kester is taller than Dave. (comparative) Benjamin is the tallest of the three boys. (Superlative)</p>	<p>-Identifying adjectives in phrases and sentences.</p> <p>- Using the comparative and superlative forms to show comparisons/ differences.</p> <p>-Completing exercises with comparative and superlative forms.</p> <p>- Formulating rules.</p> <p>- Making sentences with given adjectives.</p>	<p>Objects that can be compared.</p> <p>Examples: Three lengths of sticks, pictures, books.</p>	<p>Using the correct form of the adjective to complete phrases and sentences.</p> <p>-Write sentences to show comparative and superlative forms.</p>	<p>Art and Craft Make patterns using comparative language. Examples: Draw a big circle. Draw a bigger circle around that one. Draw the biggest circle .</p> <p>Science Write/Give instructions using comparative language.</p> <p>Physical Education Games.</p>

STANDARD SIX GRADE 3 READS TO LOCATE, SELECT AND USE INFORMATION FROM A VARIETY OF SOURCE

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES / MATERIALS	EVALUATION
6:1 Sorts, groups and sequences a variety of items.	The child will: - sort, group and sequence a variety of items correctly. - say why he did the sorting in a specific way.	Sorting items according to : - colour, size, shape. Dramatic Play with sizes of Boys and Girls	- sorting items individually - sequencing items appropriately. - discussing why this was done.	Items with 5 colours for sorting. - shoe sizes. -rulers, books, bags, etc.	- identify the items by colour or size. Play-act in Groups - the height, size of peers.
6:2 Locates and interprets information on a calendar, map or simple chart.	- use a calendar to identify months of the year; days of the week, the date. - identify on the map the natural regions of Guyana. - read and interpret a pictograph.	The current calendar Map of Guyana showing Natural Regions. - build of the land. - distinct features. - pictograph of any kind. - Chart.	- locating information on the calendar. - discussing and identifying the specific features of the Natural Regions. -reading and interpreting information on a pictograph or chart.	Calendar. Map f Guyana. (Natural Regions) Chart or pictograph.	- write the names of the months of the year. - colour the dates of the month in specified colours. -colour and name the Natural Regions on a map outline. - write the information from a pictograph or chart.
6:3 Records information in a variety of formats such as logs, chart.	- record information on a given log or chart after an excursion, viewing a film on interviewing person in the community.	Excursions help learning. Record information on a log. Write a T.V. Log. View a film and record simple information.	- discussing activity. - recording on given materials. -reading information from log or chart.	Log sheets. Interview sheet.	Complete log activity.
6:4 Uses parts of a book back, front, title page, table of content, glossary, index.	- review parts of a book by naming same. - identify the title page of a book and name the book. - identify the table of contents and read same. - Locate simple	A. Parts of Book back, front, title page, table of contents. B. The index gives an understanding of words. It is written in alphabetical order. C. Glossary explains the meanings of some words.	Naming the parts of a book. - identifying the tile page and naming same. - identifying and reading the table of contents in a book.	Word cards with parts of a book. Story books to the grade level. <u>"Fun With Language"</u> , Book 3	

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES / MATERIALS	EVALUATION
	<p>information from the index.</p> <p>- understand and use the glossary of a book.</p>				
<p>6:6</p> <p>Comprehends and employs alphabetical sequence by first and second letters.</p>	<p>The child will:</p> <p>- identify alphabetical sequence by first and second letters.</p> <p>- Use alphabetical sequences by first second letters to order words.</p> <p>- Practice alphabetical sequence in given situations.</p> <p>- Locate information from the dictionary.</p>	<p>1. The dictionary is set up in alphabetical order.</p> <p>2. The dictionary gives us information.</p> <p>- pronunciation of words.</p> <p>- meaning of words.</p> <p>3. Words in the dictionary by first letters, second letters.</p>	<p>- reviewing the letters of the alphabet by naming each letter in sequence.</p> <p>- using and noting the alphabetical order of words in the dictionary (first letter).</p> <p>- noting and naming alphabetical sequence of words by 2 letters.</p> <p>- identifying words in sequence by first and second letters.</p> <p>Writing words in A-B-C order by:</p> <ol style="list-style-type: none"> 1. first letter. 2. second letter. 	<p>- Picture Dictionary.</p> <p>- Simple Dictionary.</p> <p>- Word Cards.</p> <p><u>“Fun With Language”</u> Teacher Resource.</p>	<p>Write words in A-B-C order by first letter.</p> <p>-write words in A-B-C order by second letters.</p> <p>- rearrange given words in A-B-C order.</p> <p>- find simple given words in the dictionary.</p> <p>- make up a picture dictionary.</p>
<p>6:7</p> <p>Understands the purposes of reference materials.</p> <p>- Library skills.</p>	<p>The child will:</p> <p>Develop library skills. Use the library correctly.</p> <p>Locate information using the card catalogue.</p> <p>Classify simple books individually.</p>	<p>The use of the library is important.</p> <p>The library has all types of information. The library promotes study.</p> <p>Types of books</p> <ul style="list-style-type: none"> -Texts - Stories or fun books -Simple books on information 	<p>Asking the librarian to help him to locate specific information.</p> <p>Using the card catalogue to find story books and other information.</p> <p>Touring the sections of the National library.</p>	<p>The library</p> <ul style="list-style-type: none"> - national. - class. -school. <p>Books of all kinds Pencil, crayons, paper.</p>	

Appendix

LITERACY STANDARDS – GRADE 3

STANDARD	BENCHMARKS/LEARNING OUTCOMES
<p>Standard 1 Demonstrates grade or age appropriate receptive and Expressive language skills.</p>	<p>Listening and Speaking</p> <ul style="list-style-type: none"> ▪ Listening 1.1 Responds to sounds 1.2 Repeats Sequence of directions 1.3 Retells Sequence in order to grasp the meaning. 1.4 Listens and organizes pictures/sequence 1.5 Listen interprets and extracts salient points 1.6 Speaks fluently, sequentially, independently and in groups 1.7 Explains in detail how something is done 1.8 Speak effectively and confidently to deliver speeches for a variety of purposes 1.9 Supplements more appropriate words during speech 1.10 Listens then extracts the main ideas from presentations 1.11 Recalls information given by others 1.12 Listens and repeats letter sounds 1.13 Listens and responds to stories, poem, songs. 1.14 Expresses feelings about a poem, story or piece of music using appropriate descriptive words 1.15 Expresses feeling about a poem, story or piece of music 1.16 Listens and shares opinions 1.17 Listens courteously and takes turns to speak. 1.18 Relates stories heard or read. 1.19 Expresses opinions on a variety of topics and logically supports opinions. 1.20 Critically listens, predicting outcomes 1.21 Listens to distinguish between main idea and others. 1.22 Information in oral communication 1.23 Listens to identify and understand contracted forms of words in oral communication. 1.24 Recites poems, rhymes, songs and stories 1.25 Retells stories including characters, setting and plot

STANDARD	BENCHMARKS/LEARNING OUTCOMES
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<p>Standard 2 Reads and interprets a variety of literacy forms appropriate to the grade level.</p>	<p>Oral Reading Reading – Word attack skills, sight words, structural analysis, phonics, vocabulary</p> <p>2.1 Shows an interest in books and reading. 2.2 Knows and uses the parts of a book appropriately. 2.3 Names some favourite book titles and authors. 2.4 Locates and identifies title, author, table of contents, and illustrator of a book. 2.5 Participates in rhyme, chant and song activities.. 2.6 Understands that the sequence of letter sounds in a written word represents the sequence of sound in a spoken word. 2.7 Counts syllables in words accurately. 2.8 Identifies and describes a story read with beginning middle and end. 2.9 Responds to characters or situations in a story read. 2.10 Identifies and reads words that appeal to the senses or that involve direct or indirect comparisons. 2.11 Reads and performs rhymes. 2.12 Reads and responds to a variety of literature, Guyana Caribbean and other cultures. 2.13 Reads literature to understand places, people, events and vocabulary. 2.14 Reads and describes the role of authors and illustrators. 2.15 Reads the author's point of view. 2.16 Reads and demonstrates an understanding of the theme of the author's message in fiction and nonfiction. 2.17 Reads basic grade level sight words in context and in isolation. 2.18 Demonstrates appropriate use of vocabulary and sentence structure. 2.19 Reads fluently with expression, any appropriate grade level text. 2.20 Corrects miscues when reading orally. 2.21 Reads in isolation, as well as in text, basic sight words appropriate to grade. 2.22 Reads aloud with fluency and with natural speech, expository narrative text appropriate to be grade. 2.23 Reads orally and monitors their own reading by correcting miscues. 2.24 Uses contextual and picture clues to determine the meaning of words.</p>
<p>STANDARD</p>	<p>BENCHMARKS/LEARNING OUTCOMES</p>

	<p>2.25 Demonstrates appropriate book orientation when reading.</p> <p>2.26 Reads books which provide pleasure, entertainment and information.</p>
<p>Standard 3 Demonstrates proficiency in applying relevant decoding and word recognition strategies to the reading process and uses this knowledge to become a fluent reader.</p>	<p>3.1 Readily identifies all alphabet letters out of sequence (dictionary skill).</p> <p>3.2 Extends vocabulary in own speech.</p> <p>3.3 Demonstrates use of newly taught words (vocabulary)</p> <p>3.4 Demonstrates interest in learning new words.</p> <p>3.5 Blends letter sounds to decode printed words at grade level.</p> <p>3.6 Reads regular words and nonsense words fluently using print – sound correspondence to sound out words.</p> <p>3.7 Knows most/all letter sound correspondences.</p> <p>3.8 Blends letter sounds to decode printed words.</p> <p>3.9 Segments the sounds to decode printed words.</p> <p>3.10 Sounds out regular one – syllable words and nonsense words fluently.</p> <p>3.11 Sounds out regular words including those with blends, digraphs etc.</p> <p>3.12 Builds and interprets contractions.</p> <p>3.13 Reads and interprets contractions.</p> <p>3.14 Reads and comprehends possessive forms.</p> <p>3.15 Reads and comprehends affixes.</p> <p>3.16 Reads decodable text accurately and fluently at grade level.</p> <p>3.17 Identifies words with the same beginning and ending consonant sound.</p> <p>3.18 Identifies words that rhyme with a given word.</p> <p>3.19 Identifies initial and final consonants (single and double) sounds and blends them to read words.</p> <p>3.20 Identifies variable consonant sound in words - gift, gem, cent, walked, lived and uses them to read words.</p> <p>3.21 Identifies initial and final consonant sounds short (CVC) and long (CVCV) vowel sounds and blends these sounds to read words.</p> <p>3.22 Identifies words with vowel diagraphs (CVVC)</p> <p>3.23 Identifies words with vowels modified by r, l, and w.</p> <p>3.24 Identifies words with diphthongs oi, oy, ou, ow.</p> <p>3.25 Identifies words with silent letters – (w, k, b, l, l write, knife, comb, calm, listen.)</p>
STANDARD	BENCHMARKS/LEARNING OUTCOMES

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| | <ul style="list-style-type: none">3.26 Identifies consonant blends(2 and 3 letters) in the initial and final positions in words and blends them to read Words.3.27 Identifies consonant digraphs in the initial and final position in words and uses them to read words.3.28 Identifies consonant digraphs in the initial and final position in words and uses them to read words.3.29 Identifies words with the phonemic part “qu”.3.30 Identifies words with the regular vowel combination au, ea, ie.3.31 Knows and uses complex word families.3.32 Identifies compound words and separates them into their constituent parts.3.33 Applies rules of syllabication to identify words with multiple syllables.3.34 Uses knowledge of synonyms, antonyms, homographs to determine word meaning. |
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<p>Standard 4 Comprehends, interprets and evaluates an understanding of narrative and informative text appropriate to the grade level.</p>	<p>4.1 Recognises that print conveys meaning. 4.2 Understands and follows two to three step oral directions. 4.3 Reads and follows simple written instructions. 4.4 Retells parts of a story told orally. 4.5 Identifies some sequence of events in stories. 4.6 Retells or dramatizes stories or part of stories read independently or by the teacher. 4.7 Recalls facts and details of text. 4.8 Identifies the main ideas of a given text. 4.9 Identifies and discusses similarities and differences in story elements. 4.10 Identifies some sequences of events in stories. 4.11 Retells main events of a text in proper sequence. 4.12 Notices when simple sentences do not make sense. 4.13 Demonstrates understanding of literal meaning of a story. 4.14 Answers 'who' 'what' 'how' 'where' questions about stories read or read aloud by the teacher. 4.15 Answers 'why' and 'what if' questions to discuss text. 4.16 Identifies cause and effect relationships in texts. 4.17 Answer comprehension questions based on what has been read independently at grade level. 4.18 Predicts and justifies what might happen next in stories. 4.19 Uses context clues to understand text. 4.20 Uses decoding skills to understand text. 4.21 Relates story information to real life experiences. 4.22 Connects life to text and texts to life experiences in stories read independently or by the teacher. 4.23 Understands that there are different types of texts such as story books, non-fiction informative texts and poems. 4.24 Compares information across non-fiction texts. 4.25 Shares new information from text in own words. 4.26 Monitors own reading and self – corrects misread words. 4.27 Re-reads sentences and paragraphs when meaning is not clear.</p>
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STANDARD	BENCHMARKS/LEARNING OUTCOMES
	<p>4.28 Employs specific comprehension strategies when difficulties are encountered in understanding text . 4.29 Organises information (picture, text) to sequence of as story. 4.30 Uses details to predict outcomes. 4.31 Analyses cause and effect relationships in the story. 4.32 Distinguishes between fact and fantasy. 4.33 Identifies feelings of characters in a reading selection. 4.34 Identifies a speaker or narrator in a reading selection.</p>

	<p>4.35 Reads aloud, text suited to the grade level with fluency and accuracy to convey the message to the listener.</p> <p>4.36 Reads silently at independent level and shows understanding of what is read.</p>
<p>Standard 5 Uses conventions of written Standard English at grade level to compose and organize in coherent text for a variety of purposes.</p>	<p>Writing Conventions of Standard English</p> <p>5.1 Plans composes and re-reads simple sentences.</p> <p>5.2 Uses grade level punctuation and capitalization.</p> <p>5.3 Writes legibly (manuscript)</p> <p>5.4 Uses a style of writing that is fluent and legible (cursive manuscript)</p> <p>5.5 Observes appropriate spacing between letters, words and sentences.</p> <p>5.6 Uses lines and margins and observes appropriate spacing.</p> <p>5.7 Plans composes and rereads fairly readable first draft.</p> <p>5.8 Correctly spells previously taught irregular words in own writing.</p> <p>5.9 Produces a variety of types of compositions such as stories, descriptions, directions and poems.</p> <p>5.10 Independently uses process steps when writing.</p> <p>5.11 Discusses ways to refine own writing.</p> <p>5.12 Confers with teacher to revise, edit, clarify and refine own writing for publication.</p> <p>5.13 Uses the conventions of grammar and syntax, capitalization and punctuation in written standard English at grade level.</p> <p>5.14 Given organizational help, writes informative and well structured reports.</p> <p>5.15 Writes various genres such as stories, reports, correspondences etc.</p> <p>5.16 Demonstrates sensitivity to using formal and informal language as appropriate in own writing.</p> <p>5.17 Focuses on central theme and supporting ideas in own writing.</p>
STANDARD	BENCHMARKS/LEARNING OUTCOMES

	<p>5.18 Correctly constructs declarative, interrogative, imperative and exclamatory sentences in written language.</p> <p>5.19 Identifies and correctly uses plural and possessive forms of nouns.</p> <p>5.20 Replaces proper nouns with appropriate subject and object pronouns.</p> <p>5.21 Uses verb correctly in written composition.</p> <p>5.22 Uses appropriate subject/verb agreement.</p> <p>5.23 Uses adjectives and adverbs appropriately.</p> <p>5.24 Uses link words to join sentences.</p> <p>5.25 Uses the present, past, future and present continuous tenses correctly.</p> <p>5.26 Uses the negative form in simple and compound sentences.</p> <p>5.27 Uses prepositions appropriately.</p> <p>5.28 Identifies and correctly uses contractions.</p> <p>5.29 Identifies and correctly uses singular possessive nouns.</p> <p>5.30 Uses subject and object forms of personal pronouns correctly.</p> <p>5.31 Uses comparative and superlative forms of adjectives correctly.</p> <p>5.32 Uses passive verbs correctly.</p> <p>5.33 Distinguishes between Creole and standard English usage correctly.</p> <p>5.34 Use conventions of capitalization in written composition.</p> <p>5.35 Identifies and uses declarative, interrogative and exclamatory sentences.</p> <p>5.36 Uses correct pronunciation at the end of sentence.</p> <p>5.37 Uses correct spelling to complete written tasks.</p> <p>5.38 Correctly spells basic sight words and other commonly used words in written composition appropriate to the grade.</p> <p>5.39 Uses phonics and word structures to spell phonetically regular words in written composition appropriate to the grade.</p> <p>5.40 Demonstrates literal understanding of the topic.</p> <p>5.41 Uses pre-writing strategies to generate and organize ideas.</p> <p>5.42 Develops appropriate facts and ideas based on the topic.</p> <p>5.43 Organises content appropriately.</p> <p>5.44 Writes freely in response to stimuli, pictures, objects, stories, songs, poems.</p>
STANDARD	BENCHMARKS/LEARNING OUTCOMES

	<p>5.45 Begins to show negative form in stories.</p> <p>5.46 Creates paragraphs to include a topic sentence, supporting details and concluding sentence.</p> <p>5.47 Uses consistently, an appropriate form of paragraphing.</p> <p>5.48 Makes lists, records observations and personal experiences.</p> <p>5.49 Writes a variety of purposes including description.</p> <p>5.50 Uses the dictionary to help in spelling of polysyllable words.</p> <p>5.51 Writes personal and formal letters with the date, salutation, body, closing and signature and thank you notes and invitations.</p> <p>5.52 Uses correct spelling of high frequency and phonetically regular words.</p> <p>5.53 Uses titles and subheadings to organize ideas.</p> <p>5.54 Labels where appropriate, and uses visual representations to reinforce message.</p> <p>5.55 Uses format appropriate to their purpose for writing (e.g. letter, notice, menu, poem, email).</p> <p>5.56 Uses a style of writing that is fluent and legible.</p> <p>5.57 Uses links and observes appropriate spacing between letters and words.</p>
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STANDARD	BENCHMARKS/LEARNING OUTCOMES
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Standard 6

Reads to locate, select and use information from a variety of sources.

Research and Study

- 6.1 Sorts, groups and sequences a variety of items.
- 6.2 Locates and interprets information on a calendar, map, chart or simple graph.
- 6.3 Records information in a variety of formats such as logs, journals, tables, charts etc.
- 6.4 Uses parts of a book, back, front, title page, table of contents, glossary and index.
- 6.5 Locates information from grade level reference material.
- 6.6 Comprehends and employs alphabetical sequence by first, second letters.
- 6.7 Understands the purposes of reference material.
- 6.8 Comprehends and employs alphabetic sequences.
- 6.9 Locates information from a dictionary and other reference material.
- 6.10 Locates information using a table of contents, titles, chapter, headings, glossary and indexes.
- 6.11 Classifies items to a given category.
- 6.12 Researches and writes the origins of given words.
- 6.13 Looks at words critically and conducts research on unfamiliar words.
- 6.14 Researches words origin in the various core areas.
- 6.15 Builds sentences on specific theme/topics.