ENGLISH

TABLE OF CONTENT

Introduction

The National Curriculum Framework (2005) has clearly stated and articulated how Second Language should be taught or acquired and based on the founding principles and applications laid in the NCF document peace Educational Foundation with its crystallized vision and educational perspective had started developing a curriculum from the year 2010. Department of English had referred a few international curriculum frameworks and NCF guidelines to design a curriculum which expected to be functional with achieving learning goals. The curriculum for English as a Second language which follows this introduction attempts to translate these established principles and guidelines into a working curriculum that espouses modern theories of second language acquisition and recent trends in English as a Second language (ESL) curriculum design and teaching methodology.

Educational perspective

Peace Educational Foundation has its own defined perspective in connection with human 'whole' personality and it has to be trained and developed in order to have a complete man. There are 5 areas of human personality; they are **Physical, Intellectual, Emotional, Imaginative and spiritual areas.** Language development is directly connected to intellectual domain of a person and the process differentiation will enable us to develop imaginative domain too. The curriculum standards and performance indicators are aligned in such a way that it would develop the knowledge dimension and the cognitive process dimension. As we believe in 'language acquisition' principles, our students are expected to excel and actualize in both oral communication and literary expressions.

Philosophy and vision

Literacy is the foundation for learning. As such, Peace Educational Foundation puts a premium on developing each student's abilities to read, write, speak, listen, and think. Department believes the students should participate and communicate successfully in a pluralistic society. Language and culture are the foundation of human experience.

The ESL (English as Second Language) curriculum provides a sequential program of communicative-based English instruction in grades Pre-primary through twelve. We believe that language is acquired through meaningful interactive experiences enriched

by culturally authentic content. Through English language instruction students are provided opportunities to reach out to others across cultural and linguistic boundaries. Instruction is characterized by progressive learning in developing relevant themes and meaningful tasks involving comprehension, speaking, reading, and writing the language. Instruction is based on inquiry, solving real-life problems and upon application of concepts. We believe that an appreciation of a child's learning style is necessary for success in language learning.

Principles

The ESL curriculum is developed and designed based on principles of second language acquisition of Stephen Krashen. The ESL learning standards are spiral and believe that language acquisition and learning should go hand in hand for successful language development. The language acquisition is one of the most impressive and fascinating aspects of human development. The term second language acquisition (SLA) refers to the process through which someone acquires one or more second or foreign languages. Acquisition operates informally in natural context as well as within the confines of the classroom where both product (language produced by the learners at different stages) and process (the mental process and environmental factors that influence the acquisition process) are at play. Stephen Krashen has developed 'monitor model' constitutes of five hypotheses based on the innatist theory of second language acquisition by Noam Chomsky.

1. The acquisition –learning hypothesis concludes at nominating acquired language as the foremost tool of natural and fluent communication, compared to the conscious process of learning where attention and conformation to form and rule prevails. Fluency here isn't necessarily controlled and decided by rules.

2. In the monitor hypothesis, krashen designates the learned system as an editor or monitor responsible for fine tuning the language that has been acquired. This acquisition alone can ensure fluency and intuitive judgement about correctness. Monitor is used when the focus is on correctness like in case of written communication. Krashen maintains that since knowing the rules only helps the speaker supplement what has been acquired, the focus of language teaching should be on creating conditions for acquisition rather than learning.

3. The natural order hypothesis is independent of the order of rules that are taught in classroom. Acquisition of the second language here arraigns a predictable, natural sequence where the easy rules are not necessarily learnt at the beginning.

4. The comprehensible input hypothesis is significant factor in acquisition. Krashen claims that if the input contains forms and structures above the learner's existing level of language competence, it is bound to initiate comprehension and acquisition. Undirected pleasure reading can be such a source of comprehensible input that underlines the theory of the input hypothesis.

5. The affective filter hypothesis has features that are linked to classroom practice and is able to diagnose the reason behind the discrepancy in the level of learning among various students under the same learning conditions. The term 'affect' in 'affective filter' refers to motivates, needs, attitudes and emotional states that has potential to filter out input, creating a virtual barrier that prevents learning and acquisition. The filter operates at the disposal of the learner's state of mind, limiting or encouraging acquisition.

In addition to the above mentioned hypothesis there are a few principles underlying curriculum

1. Language learning is learning to communicate. Language is used by its speakers to express themselves, to interact with others, to gain information (academic and otherwise), and to learn about the world around them.

2. Language varies. Speakers of a language are aware of the need to vary language use according to the context of communicative interaction, i.e. language varies with variation in topic, participants, setting, purpose, and medium (verbal or written). Moreover, language varies according to academic domains (content areas) and tasks.

3. Language learning is most effective when it takes place through meaningful, interactive tasks. Language learners will thus learn most when they are engaged in meaningful, purposeful activities of social and cognitive nature in the context of the classroom (content-based instruction) and outside it (social settings).

4. Language skills are interdependent. Listening, speaking, reading, and writing skills are not thought of by language users as independent skills; they are rather perceived as interdependent where one skill often activates the other skills as well as the paralinguistic skills for the achievement of effective communication.

Language learning goals
1. Possess the reading, writing, speaking, and listening skills to communicate independently and effectively with diverse audiences
2. Apply language skills to meet the daily demands of society.

3. Utilize language proficiency to contribute positively to society by becoming 'reader for life' and 'writer for life'

4. Express and support beliefs fluently and coherently in contexts both 'academic' and 'social'

5. Engage in independent, life-long learning and use strategies effectively in learning

6. Take risks as learners and as user language in any contexts.

7. Use higher level thinking processes to analyze, synthesize, and evaluate ideas, information, and language

Methodologies

A method or design systematically presents the language, following a selected approach. We can also designate it as an umbrella term that marks the specification and interrelation of theory and practice. The department of English method translating our principles and approaches to language learning and teaching is Sheltered Instructional Observation Protocol (SIOP) focusing on 8 components with 25 elements in the classroom. These elements are the basics of an English teacher to design or perform a unit plan or lesson plan. SIOP is the only one research-validated model of sheltered instruction and in fact, because of its applicability across content areas could help us implementing SIOP Model as a framework for comprehensive school wide intervention in its research aimed to improve the achievement of English Learners in the middle and high schools. The methodology virtually stands for the "how to teach" part of a total curriculum. The ABC (Activity Based Communicative approach model could rightly be practiced in the SIOP method of classroom delivery.

Curriculum guides

Curriculum is… "a plan for moving every child towards expertise…" or A series of planned instruction that is coordinated, articulated and implemented in a manner designed to result in the achievement by students of specific knowledge and skills and the application of this knowledge. The complete planned process covering the whole child to achieve the defined goal is what matters to the department when it comes to the term of curriculum and articulate it. ESL Curriculum standards are based on our guiding principles and approaches. By developing language area of child, department connects the process in the classroom to the educational objective set in peace educational perspective such as intellectual and imaginative or creative domains of human personality.

There are 5 domains for a second language and they are listening, speaking, reading, writing and Language standards (grammar). Department aligned all the standards under all the 5 areas in connection with the language learning goals. There are numerous topics to be taught and they are aligned with our core course book, the NCERT Text book and a few supplementary materials to support the process and performance.

The objectives are derived from the Thinking skill framework of Benjamin Blooms. For peace Educational foundation what actually the educational process that should happen inside the classroom is "thinking skill" development. A statement of a learning objective contains a verb (an action) and an object (usually a noun). The verb generally refers to [actions associated with] the intended cognitive process. The object generally describes the knowledge students are expected to acquire or construct. (Anderson and Krathwohl, 2001).

English Curriculum standards – Grade 1- 8

Curriculums map is a communicative, pedagogical and planning tool which would have what, how and assessment part of curriculum. The curriculum standards are mapped along with the topics, domains and units. Curriculum map is general term used to identifying the final objectives (performance/standards) for each domain (listening/speaking/reading/writing) aligned with content (unit / course of study). It depicts 'why' we teach, 'what' we teach, 'how' we teach and 'whether or not/ assessment'. The curriculum map gives you the foundation to get the tunnel of what 'process' should be done to achieve the 'performance'.

Grade -1

Phonics, spelling and vocabulary

PSV-1.1.Hear read and write initial letter sounds.

PSV-1.2. Know the name and most common sound associated with every letter in the English alphabet.

PSV-1.3. Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.

PSV-1.4. Use knowledge of sounds to read and write single syllable words with short vowels.

PSV-1.5. Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.

PSV-1.6. Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai','oo'.

PSV-1.7. Use knowledge of sounds to write simple regular words, and to attempt other words.

PSV-1.8. pell familiar common words accurately, drawing on sight vocabulary.

PSV-1.9. Use rhyme and relate this to spelling patterns.

PSV-1.10. Recognise common word endings, e.g. -s, -ed and -ing.

Grammar and punctuation

Reading

R-1.1. Pause at full stops when reading.

R-1.2.Identify sentences in a text.

R-1.3.Know that a capital letter is used for I, for proper nouns and for the start of a sentence.

Writing

W-1.1.Mark some sentence endings with a full stop.

W-1.2. Write sentence-like structures which may be joined by and.

Fiction and poetry

Reading

RL-1.1. Join in with reading familiar, simple stories and poems. Demonstrate an

understanding that one spoken word corresponds with one written word.

RL-1.2.Know that in English, print is read from left to right and top to bottom.

Read a range of common words on sight.

RL-1.3. Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words.

RL-1.4. Read aloud from simple books independently.

RL-1.5. Anticipate what happens next in a story.

RL-1.6. Talk about events in a story and make simple inferences about characters and events to show understanding.

RL-1.7. Recognise story elements, e.g. beginning, middle and end.

RL-1.8. Retell stories, with some appropriate use of story language.

RL-1.9. Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.

RL-1.10. Enjoy a range of books, discussing preferences.

RL-1.11. Make links to own experiences.

RL-1.12. Learn and recite simple poems.

RL-1.13. Join in and extend rhymes and refrains, playing with language patterns.

Non-fiction

RL-1.14. Read labels, lists and captions to find information.

RL-1.15. Know the parts of a book, e.g. title page, contents.

RL-1.16. Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.

RL-1.17. Read and talk about own writing.

Fiction

Writing

W-1.3. Write simple storybooks with sentences to caption pictures.

W-1.4. Write a sequence of sentences retelling a familiar story or recounting an experience.

W-1.5. Begin to use some formulaic language, e.g. Once upon a time.

W-1.6. Compose and write a simple sentence with a capital letter and a full stop.

W-1.7. Use relevant vocabulary.

Non-fiction

W-1.8. Write for a purpose using some basic features of text type.

W-1.9. Write simple information texts with labels, captions, lists, questions and instructions for a purpose.

W-1.10.Record answers to questions, e.g. as lists, charts.

Presentation

W-1.11. Develop a comfortable and efficient pencil grip.

W-1.12. Form letters correctly.

Speaking and listening

SL-1.1. speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest.

SL-1.2 Converse audibly with friends, teachers and other adults. Show some awareness of the listener through non-verbal communication.

SL-1.3. Answer questions and explain further when asked.

SL-1.4. Speak confidently to a group to share an experience.

SL-1.5.Take turns in speaking.

SL-1.6. Listen to others and respond appropriately.

SL-1.7. Listen carefully to questions and instructions.

SL-1.8. Engage in imaginative play, enacting simple characters or situations.

SL-1.9. Note that people speak in different ways for different purposes and meanings.

Grade 2

Phonics, spelling and vocabulary

PSV-2.1. Learn the different common spellings of long vowel phonemes.

PSV-2.2. Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.

PSV-2.3. Apply knowledge of phonemes and spelling patterns in writing independently.

PSV-2.4. Secure the spelling of high frequency words and common irregular words.

PSV-2.5.Identify syllables and split familiar compound words into parts.

PSV-2.6.Spell words with common prefixes and suffixes, e.g. un-, dis-, -ful, -ly.

PSV-2.7. Build and use collections of interesting and significant words.

PSV-2.8.Discuss the meaning of unfamiliar words encountered in reading.

PSV-2.9. Choose interesting words and phrases, e.g. in describing people and places.

Grammar and punctuation

Reading

R-2.1.Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.

R-2.2. Read and respond to question words, e.g. what, where, when, who, why.

Writing

W-2.2. Write in clear sentences using capital letters, full stops and question marks.

W-2.3. Use past and present tenses accurately but not always consistently.

W-2.4. Use mainly simple and compound sentences, with and/but used to connect ideas. Because may begin to be used in a complex sentence.

W-2.5. Begin to vary sentence openings, e.g. with simple adverbs.

W-2.6. Use a variety of simple organisational devices in non-fiction, e.g. headings, captions.

W-2.7. Begin to re-read own writing for sense and accuracy.

Fiction and poetry

Reading

RL-2.1. Extend the range of common words recognised on sight.

RL-2.2. Use phonics as the main method of tackling unfamiliar words.

RL-2.3. Read aloud with increased accuracy, fluency and expression.

RL-2.4. Identify and describe story settings and characters, recognising that they may be from different times and places.

RL-2.5. Predict story endings.

RL-2.6 .Make simple inferences from the words on the page, e.g. about feelings.

RL-2.7. Talk about what happens at the beginning, in the middle or at the end of a story.

RL-2.8. Comment on some vocabulary choices, e.g. adjectives.

RL-2.9. Begin to develop likes and dislikes in reading.

RL-2.10. Read poems and comment on words and sounds, rhyme and rhythm.

Non-fiction

Reading

RL-2.11. Read and follow simple instructions, e.g. in a recipe.

RL-2.12. Locate words by initial letter in simple dictionaries, glossaries and indexes.

RL-2.13. Find answers to questions by reading a section of text.

RL-2.14. Find factual information from different formats, e.g. charts, labelled diagrams.

RL-2.15. Identify general features of known text types.

RL-2.16. Show some awareness that texts have different purposes.

RL-2.17. Explore a variety of non-fiction texts on screen.

Fiction

Writing

W-2.8. Develop stories with a setting, characters and a sequence of events.

W-2.9. Structure a story with a beginning, middle and end.

W-2.10. Link ideas in sections, grouped by content.

W-2.11. Find alternatives to and/then in developing a narrative and connecting ideas.

W-2.12. Write with a variety of sentence types.

W-2.13. Use the structures of familiar poems and stories in developing own writing.

W-2.14. Begin to use dialogue in stories.

W-2.15. Use the language of time, e.g. suddenly, after that.

W-2.16. Choose some interesting words and phrases, e.g. in describing people and places.

Non-fiction

Writing

W-2.17. Write simple evaluations of books read.

W-2.18. Write instructions and recount events and experiences.

W-2.19. Use features of chosen text type.

W-2.20. Use simple non-fiction texts as a model for writing.

W-2.21. Make simple notes from a section of non-fiction texts, e.g. listing key words.

Presentation

W-2.22. Form letters correctly and consistently.

W-2.23. Practise handwriting patterns and the joining of letters.

Speaking and listening

SL-2.1. Recount experiences and explore possibilities.

SL-2.2. Explain plans and ideas, extending them in the light of discussion.

SL-2.3. Articulate clearly so that others can hear.

SL-2.4. Vary talk and expression to gain and hold the listener's attention.

SL-2.5.   Show awareness of the listener by including relevant details.

SL-2.6. Attempt to express ideas precisely, using a growing vocabulary.

SL-2.7. Listen carefully and respond appropriately, asking questions of others.

SL-2.8. Demonstrate 'attentive listening' and engage with another speaker.

SL-2.9.   Extend experiences and ideas through role-play.

SL-2.10. Begin to be aware of ways in which speakers vary talk, for example the use of more formal vocabulary and tone of voice.

SL-2.11. Show awareness that speakers use a variety of ways of speaking in different situations and try out different ways of speaking.

Grade 3

Phonics, spelling and vocabulary

PSV-3.1. Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context.

PSV-3.2 Use and spell compound words.

PSV-3.3. Know irregular forms of common verbs.

PSV-3.4. Use effective strategies to tackle segmenting unfamiliar words to spell, including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics.

PSV-3.5. Learn rules for adding -ing, -ed, -s to verbs.

PSV-3.6. Extend earlier work on prefixes and suffixes.

PSV-3.7. Explore words that have the same spelling but different meanings (homonyms), e.g. form, wave.

PSV-3.8. Use a dictionary or electronic means to find the spelling and meaning of words.

PSV-3.9. Organise words or information alphabetically using first two letters.

PSV-3.10. Identify misspelt words in own writing and keep individual spelling logs.

PSV-3.11. Consider how choice of words can heighten meaning.

PSV-3.12. Infer the meaning of unknown words from the context.

PSV-3.13. Explore vocabulary for introducing and concluding dialogue, e.g. said, asked.

PSV-3.14. Generate synonyms for high frequency words, e.g. big, little, good.

Grammar and punctuation

Reading

R-3.1. Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression.

R-3.2. Recognise the use of the apostrophe to mark omission in shortened words, e.g. can't, don't.

R-3.3. Collect examples of nouns, verbs and adjectives, and use the terms appropriately.

R-3.4. Identify pronouns and understand their function in a sentence.

R-3.5. Understand that verbs are necessary for meaning in a sentence.

R-3.6. Understand pluralisation and use the terms 'singular' and 'plural'.

Grammar and punctuation (continued)
Writing

W-3.1. Maintain accurate use of capital letters and full stops in showing sentences.

W-3.2. Learn the basic conventions of speech punctuation and begin to use speech marks.

W-3.3. Use question marks, exclamation marks, and commas in lists.

W-3.4. Continue to improve consistency in the use of tenses.

W-3.5. Ensure grammatical agreement of pronouns and verbs in using standard English.

W-3.6. Use a wider variety of sentence types including simple, compound and some complex sentences.

W-3.7. Begin to vary sentence openings, e.g. with simple adverbs.

Fiction and poetry

The following genres and text types are recommended at Stage 3: Fiction and poetry: real life stories, myths and legends, adventure stories, poetry and plays. Non-fiction: letters, reports, instructions, reference texts.

Reading

RL-3.1. Sustain the reading of 48 and 64 page books, noting how a text is organised into sections or chapters.

RL-3.2. Read aloud with expression to engage the listener.

RL-3.3. Answer questions with some reference to single points in a text.

RL-3.4. Begin to infer meanings beyond the literal, e.g. about motives and character.

RL-3.5. Identify different types of stories and typical story themes.

RL-3.6. Identify the main points or gist of a text.

RL-3.7. Consider words that make an impact, e.g. adjectives and powerful verbs.

RL-3.8. Understand and use the terms 'fact', 'fiction' and 'non-fiction'.

RL-3.9. Read a range of story, poetry and information books and begin to make links between them.

RL-3.10. Read and comment on different books by the same author.

RL-3.11. Read play-scripts and dialogue, with awareness of different voices.

RL-3.12. Practise learning and reciting poems.

Non-fiction

RL-3.13. Scan a passage to find specific information and answer questions.

RL-3.12. Locate information in non-fiction texts using contents page and index.

RL-3.13. Read and follow instructions to carry out an activity.

RL-3.14. Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points.

RL-3.15. Locate books by classification.

RL-3.16. Identify the main purpose of a text.

RL-3.17. Use ICT sources to locate simple information.

Fiction

Writing

W-3.8. Write first-person accounts and descriptions based on observation.

W-3.9. Develop descriptions of settings in stories.

W-3.10. Write portraits of characters.

W-3.11. Write simple play-scripts based on reading.

W-3.12. Plan main points as a structure for story writing.

W-3.13. Begin to organise writing in sections or paragraphs in extended stories.

W-3.14. Develop range of adverbials to signal the relationship between events.

W-3.15. Use reading as a model for writing dialogue.

W-3.16. Write and perform poems, attending to the sound of words.

W-3.17. Choose and compare words to strengthen the impact of writing, including noun phrases

Non-fiction

Writing

W-3.18. Write book reviews summarising what a book is about.

W-3.19. Establish purpose for writing, using features and style based on model texts.

W-3.20.Write letters, notes and messages.

W-3.21. Make a record of information drawn from a text, e.g. by completing a chart.

Presentation

W-3.22. Ensure consistency in the size and proportion of letters and the spacing of words.

W-3.23. Practise joining letters in handwriting.

W-3.24. Build up handwriting speed, fluency and legibility.

W-3.25. Use ICT to write, edit and present work.

Speaking and listening

SL-3.1. Speak clearly and confidently in a range of contexts, including longer speaking turns.

SL-3.2. Adapt tone of voice, use of vocabulary and non-verbal features for different audiences.

SL-3.3.Take turns in discussion, building on what others have said.

SL-3.4. Listen and respond appropriately to others' views and opinions.

SL-3.5. Listen and remember a sequence of instructions.

SL-3.6. Practise to improve performance when reading aloud.

SL-3.7. Begin to adapt movement to create a character in drama.

SL-3.8 Develop sensitivity to ways that others express meaning in their talk and non-verbal communication

Grade 4

Phonics, spelling and vocabulary

PSV-4.1. Extend knowledge and use of spelling patterns, e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes.

PSV-4.2. Confirm all parts of the verb to be and know when to use each one.

PSV-4.3. Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words.

PSV-4.4. Identify syllabic patterns in multisyllabic words.

PSV-4.5. Spell words with common letter strings but different pronunciations, e.g. tough, through, trough, plough.

PSV-4.6. Investigate spelling patterns; generate and test rules that govern them.

PSV-4.7. Revise rules for spelling words with common inflections, e.g. -ing, -ed, -s.

PSV-4.8. Extend earlier work on prefixes and suffixes.

PSV-4.9.Match spelling to meaning when words sound the same (homophones), e.g. to/two/too, right/write.

PSV-4.10.Use all the letters in sequence for alphabetical ordering.

PSV-4.11. Check and correct spellings and identify words that need to be learned.

PSV-4.12. Use more powerful verbs, e.g. rushed instead of went.

PSV-4.13. Explore degrees of intensity in adjectives, e.g. cold, tepid, warm, hot.

PSV-4.14Look for alternatives for overused words and expressions.

PSV-4.15.Collect and classify words with common roots, e.g. invent, prevent.

PSV-4.16. Build words from other words with similar meanings, e.g. medical, medicine.

Grammar and punctuation

Reading

RLS-4.1. Use knowledge of punctuation and grammar to read with fluency, understanding and expression.

RLS4.2. Identify all the punctuation marks and respond to them when reading.

RLS-4.3. Learn the use of the apostrophe to show possession, e.g. girl's, girls'.

RLS-4.4. Practise using commas to mark out meaning within sentences.

RLS-4.5. Identify adverbs and their impact on meaning.

RLS-4.6. Investigate past, present and future tenses of verbs.

RLS-4.7. Investigate the grammar of different sentences: statements, questions and orders.

RLS-4.8. Understand the use of connectives to structure an argument, e.g. if, although.

Grammar and punctuation (continued)

Writing

WLS-4.1. Use a range of end-of-sentence punctuation with accuracy.

WLS-4.2. Use speech marks and begin to use other associated punctuation.

WLS-4.3. Experiment with varying tenses within texts, e.g. in dialogue.

WLS-4.4. Use a wider variety of connectives in an increasing range of sentences.

WLS-4.5. Re-read own writing to check punctuation and grammatical sense.

Reading Literature

The following genres and text types are recommended at Stage 4: Fiction and poetry: historical stories, stories set in imaginary worlds, stories from other cultures, real life stories with issues/dilemmas, poetry and plays including imagery. Non-fiction: newspapers and magazines, reference texts, explanations, persuasion including advertisements.

Fiction and poetry

RL-4.1. Extend the range of reading.

RL-4.2. Explore the different processes of reading silently and reading aloud.

RL-4.3. Investigate how settings and characters are built up from details and identify key words and phrases.

RL-4.4. Explore implicit as well as explicit meanings within a text.

RL-4.5. Recognise meaning in figurative language.

RL-4.6.Understand the main stages in a story from introduction to resolution.

RL-4.7. Explore narrative order and the focus on significant events.

RL-4.8. Retell or paraphrase events from the text in response to questions.

RL-4.9. Understand how expressive and descriptive language creates mood.

RL-4.10. Express a personal response to a text and link characters and settings to personal experience.

RL-4.11.Read further stories or poems by a favourite writer, and compare them.

RL-4.12.Read and perform play-scripts, exploring how scenes are built up.

RL-4.13. Explore the impact of imagery and figurative language in poetry, including

alliteration and simile, e.g. as ... as a ....

RL-4.14. Compare and contrast poems and investigate poetic features.

Non-fiction

RL-4.15. Understand how points are ordered to make a coherent argument.

RL-4.16. Understand how paragraphs and chapters are used to organise ideas.

RL-4.17. Identify different types of non-fiction text and their known key features.

RL-4.18. Read newspaper reports and consider how they engage the reader.

RL-4.19. Investigate how persuasive writing is used to convince a reader.

RL-4.20. Note key words and phrases to identify the main points in a passage.

RL-4.21. Distinguish between fact and opinion in print and ICT sources.

Fiction

Writing

W-4.1. Explore different ways of planning stories, and write longer stories from plans.

W-4.2. Elaborate on basic information with some detail.

W-4.3. Write character profiles, using detail to capture the reader's imagination.

W-4.4. Explore alternative openings and endings for stories.

W-4.5. Begin to adopt a viewpoint as a writer, expressing opinions about characters or places.

W-4.6. Begin to use paragraphs more consistently to organise and sequence ideas.

W-4.7. Choose and compare words to strengthen the impact of writing, including some powerful verbs.

Non-fiction

W-4.8. Explore the layout and presentation of writing, in the context of helping it to fit its purpose.

W-4.9. Show awareness of the reader by adopting an appropriate style or viewpoint.

W-4.10. Write newspaper-style reports, instructions and non-chronological reports.

W-4.11. Present an explanation or a point of view in ordered points, e.g. in a letter.

W-4.12. Collect and present information from non-fiction texts.

W-4.13. Make short notes from a text and use these to aid writing.

W-4.14. Summarise a sentence or a paragraph in a limited number of words.

Presentation

W-4.15.Use joined-up handwriting in all writing.

Speaking and listening

SL-4.1. Organise ideas in a longer speaking turn to help the listener.

SL-4.2. Vary use of vocabulary and level of detail according to purpose.

SL-4.3. Understand the gist of an account or the significant points and respond to main ideas with relevant suggestions and comments.

SL-4.4. Deal politely with opposing points of view.

SL-4.5. Listen carefully in discussion, contributing relevant comments and questions.

SL-4.6. Adapt the pace and loudness of speaking appropriately when performing or reading aloud.

SL-4.7. Adapt speech and gesture to create a character in drama.

SL-4.8. Comment on different ways that meaning can be expressed in own and others' talk.

Grade 5

Phonics, spelling and vocabulary

PSV-5.1. Investigate the spelling of word-final unstressed vowels, e.g. the unstressed 'er' at the end of butter and unstressed 'ee' at the end of city.

PSV-5.2. Recognise a range of less common letter strings in words which may be pronounced differently.

PSV-5.3. Spell and make correct use of possessive pronouns, e.g. their, theirs, my, mine.

PSV-5.4. Identify 'silent' vowels in polysyllabic words, e.g. library, interest.

PSV-5.5. Use effective strategies for learning new spellings and misspelt words.

PSV-5.6. Learn spelling rules for words ending in -e and -y, e.g. take/taking, try/tries.

PSV-5.7. Know rules for doubling consonants and investigate patterns in the use of single and double consonants, e.g. -full/-ful.

PSV-5.8. Investigate spelling patterns for pluralisation, e.g. -s, -es, -y/-ies, -f/-ves.

PSV-5.9. Extend earlier work on prefixes and suffixes, recognising that different spelling rules apply for suffixes which begin with vowels and those that begin with consonants.

PSV-5.10. Investigate ways of creating opposites, e.g. un-, im- and comparatives, e.g. -er, -est.

PSV-5.11. Revise grammatical homophones, e.g. they're, their, there.

PSV-5.12. Use dictionaries efficiently and carry out ICT spell checks.

PSV-5.13. Identify unfamiliar words, explore definitions and use new words in context.

PSV-5.14. Extend understanding of the use of adverbs to qualify verbs, e.g. in dialogue.

PSV-5.15. Use a thesaurus to extend vocabulary and choice of words.

PSV-5.16. Collect synonyms and opposites and investigate shades of meaning.

PSV-5.17. Use known spellings to work out the spelling of related words.

PSV-5.18. Identify word roots and derivations to support spelling and vocabulary, e.g. sign, signal, signature.

PSV-5.19. Investigate the origin and appropriate use of idiomatic phrases.

Grammar and punctuation

Reading

RLS-5.1. Learn how dialogue is set out and punctuated.

RLS-5.2.Identify prepositions and use the term.

RLS-5.3.Understand conventions of standard English, e.g. agreement of verbs.

RLS-5.4. Understand the difference between direct and reported speech.

RLS-5.5. Investigate clauses within sentences and how they are connected.

Writing

WLS-5.1. Begin to use the comma to separate clauses within sentences and clarify meaning in complex sentences.

WLS-5.2. Use apostrophes for both possession and shortened forms.

WLS-5.3. Begin to set out dialogue appropriately, using a range of punctuation.

WLS-5.4. Use an increasing range of subordinating connectives.

WLS-5.5. Explore ways of combining simple sentences and re-ordering clauses to make compound and complex sentences.

WLS-5.6. Use pronouns, making clear to what or to whom they refer.

WLS-5.7. Practise proofreading and editing own writing for clarity and correctness.

Reading

The following genres and text types are recommended at Stage 5: Fiction and poetry: novels and longer stories, fables, myths andlegends, stories from other cultures, older literature including traditional tales, poetry and plays including film narrative and dramatic conventions. Non-fiction: instructions, recounts (including biography), persuasion.

Fiction and poetry

RL-5.1. Read widely and explore the features of different fiction genres.

RL-5.2. Provide accurate textual reference from more than one point in a story to support answers to questions.

RL-5.3. Compare the structure of different stories.

RL-5.4. Comment on a writer's use of language and explain reasons for writer's choices.

RL-5.5. Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.

RL-5.6. Discuss metaphorical expressions and figures of speech.

RL-5.7. Identify the point of view from which a story is told.

RL-5.8. Consider how a writer expresses their own point of view, e.g. how charac-

ters are presented.

RL-5.9. Read and identify characteristics of myths, legends and fables.

RL-5.10. Compare and evaluate the print and film versions of a novel or play.

RL-5.11. Compare dialogue and dramatic conventions in film narrative.

RL-5.12. Read and perform narrative poems.

RL-5.13. Read poems by significant poets and compare style, forms and

Non-fiction

RL-5.14. Look for information in non-fiction texts to build on what is already known.

RL-5.15.Locate information confidently and efficiently from different sources.

RL-5.16.Skim read to gain an overall sense of a text and scan for specific information.

RL-5.17. Develop note-taking to extract key points and to group and link ideas.

RL-5.18. Note the use of persuasive devices, words and phrases in print and other media.

RL-5.19. Explore the features of texts which are about events and experiences, e.g. diaries.

RL-5.20. Understand the use of impersonal style in explanatory texts.

RL-5.21.Read and evaluate non-fiction texts for purpose, style, clarity and organisation.

RL-5.22. Compare writing that informs and persuades

Fiction

Writing

W-5.1. Map out writing to plan structure, e.g. paragraphs, sections, chapters.

W-5.2. Write new scenes or characters into a story, or write from another viewpoint.

W-5.3. Write own versions of legends, myths and fables, using structures from reading.

W-5.4. Choose words and phrases carefully to convey feeling and atmosphere.

W-5.5. Maintain a consistent viewpoint when writing.

W-5.6.Begin to attempt to establish links between paragraphs using adverbials.

W-5.7.Write a play-script, including production notes to guide performance.

W-5.8. Use imagery and figurative language to evoke imaginative response.

Non-fiction

W-5.9. Record ideas, reflections and predictions about books, e.g. in a reading log.

W-5.10. Draft and write letters for real purposes.

W-5.11. Use a more specialised vocabulary to match the topic.

W-5.12. Write non-chronological reports and explanations.

W-5.13. Write a commentary on an issue, setting out and justifying a personal view.

W-5.14. Make notes for different purposes, using simple abbreviations and writing 'in your own words'.

W-5.15. Understand the use of notes in writing 'in your own words'.

W-5.16. Evaluate own and others' writing.

Presentation

W-5.17. Review, revise and edit writing in order to improve it, using ICT as appropriate.

Speaking and listening

SL-5.1. Shape and organise ideas clearly when speaking to aid listener.

SL-5.2.Prepare and present an argument to persuade others to adopt a point of view.

SL-5.3.Talk confidently in extended turns and listen purposefully in a range of contexts.

SL-5.4. Begin to adapt non-verbal gestures and vocabulary to suit content and audience.

SL-5.5. Describe events and convey opinions with increasing clarity and detail.

SL-5.6.Recall and discuss important features of a talk, possibly contributing new ideas.

SL-5.7. Ask questions to develop ideas and extend understanding.

SL-5.8.Report back to a group, using notes to present findings about a topic studied. Evaluate what is heard and give reasons for agreement or disagreement.

SL-5.9. Take different roles and responsibilities within a group.

SL-5.10. Convey ideas about characters in drama through deliberate choice of speech, gesture and movement.

SL-5.11.Begin to discuss how and why language choices vary in different situations.

Grade 6

Phonics, spelling and vocabulary

PSV-6.1. Learn word endings with different spellings but the same pronunciation, e.g. -tion, -cian, -sion, -ssion; -ance, -ence.

PSV-6.2. Confirm correct choices when representing consonants, e.g. 'ck'/'k'/'ke'/'que'/'ch'; 'ch'/'tch'; 'j'/'dj'/'dje'.

PSV-6.3. Continue to learn words, apply patterns and improve accuracy in spelling.

PSV-6.4. Further investigate spelling rules and exceptions, including representing unstressed vowels.

PSV-6.5. Develop knowledge of word roots, prefixes and suffixes, including recognising variations, e.g. im, in, ir, il; ad, ap, af, al and knowing when to use double consonants.

PSV-6.6. Know how to transform meaning with prefixes and suffixes.

PSV-6.7. Investigate meanings and spellings of connectives.

PSV-6.8. Explore definitions and shades of meaning and use new words in context.

PSV-6.9. Explore word origins and derivations and the use of words from other languages.

PSV-6.10. Understand changes over time in words and expressions and their use.

PSV-6.11. Explore proverbs, sayings and figurative expressions.

Grammar and punctuation

Reading

• Identify uses of the colon, semi-colon, parenthetic commas, dashes and brackets.

• Revise different word classes.

• Investigate the use of conditionals, e.g. to express possibility.

• Begin to show awareness of the impact of writers' choices of sentence length and structure.

• Revise language conventions and grammatical features of different types of text.

• Explore use of active and passive verbs within a sentence.

• Understand the conventions of standard English usage in different forms of writing.

• Distinguish the main clause and other clauses in a complex sentence.

Grammar and punctuation (continued)

Writing

• Punctuate speech and use apostrophes accurately.

• Use a wider range of connectives to clarify relationships between ideas, e.g. however, therefore, although.

• Use connectives to structure an argument or discussion.

• Develop grammatical control of complex sentences, manipulating them for effect.

• Develop increasing accuracy in using punctuation effectively to mark out the meaning in complex sentences.

Reading

The following genres and text types are recommended at Stage 6: Fiction: various genres including science fiction, extended narratives, stories with flashbacks, poetry and plays including imagery. Non-fiction: instructions, recounts (including biography and autobiography), diaries, journalistic writing, argument and discussion, formal and impersonal writing.

Fiction and poetry

• Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text.

• Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented.

• Look for implicit meanings, and make plausible inferences based on more than one point in the text.

• Understand aspects of narrative structure, e.g. the handling of time.

• Analyse the success of writing in evoking particular moods, e.g. suspense.

• Paraphrase explicit meanings based on information at more than one point in the text.

• Comment on writer's use of language, demonstrating awareness of its impact on the reader.

• Begin to develop awareness that the context for which the writer is writing and the context in which the reader is reading can impact on how the text is understood.

• Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.

• Discuss and express preferences in terms of language, style and themes.

• Articulate personal responses to reading, with close reference to the text.

• Explore how poets manipulate and play with words and their sounds.

• Read and interpret poems in which meanings are implied or multilayered.

Reading
Non-fiction

- Analyse how paragraphs and chapters are structured and linked.
- Recognise key characteristics of a range of non-fiction text types.
- Explore autobiography and biography, and first and third person narration.
- Identify features of balanced written arguments.
- Compare the language, style and impact of a range of non-fiction writing.
- Distinguish between fact and opinion in a range of texts and other media.

Writing
Fiction

- Plan plot, characters and structure effectively in writing an extendedstory.
- Manage the development of an idea throughout a piece of writing, e.g. link the end to the beginning.
- Establish and maintain a clear viewpoint, with some elaboration of personal voice.
- Use different genres as models for writing.
- Use paragraphs, sequencing and linking them appropriately to support overall development of the text.
- Use a range of devices to support cohesion within paragraphs.
- Develop some imaginative detail through careful use of vocabulary and style.

Writing
Non-fiction

- Use the styles and conventions of journalism to write reports on events.
- Adapt the conventions of the text type for a particular purpose.
- Select appropriate non-fiction style and form to suit specific purposes.
- Write non-chronological reports linked to work in other subjects.
- Develop skills of writing biography and autobiography in role.
- Argue a case in writing, developing points logically and convincingly.
- Write a balanced report of a controversial issue.
- Summarise a passage, chapter or text in a given number of words.

Presentation

- Use ICT effectively to prepare and present writing for publication.

Speaking and listening

- Express and explain ideas clearly, making meaning explicit.
- Use spoken language well to persuade, instruct or make a case, e.g. in a debate.
- Vary vocabulary, expression and tone of voice to engage the listener and suit the

audience, purpose and context.

• Structure talk to aid a listener's understanding and engagement.

• Speak confidently in formal and informal contexts.

• Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.

• Help to move group discussion forward, e.g. by clarifying, summarising.

Prepare, practise and improve a spoken presentation or performance.

• Convey ideas about characters in drama in different roles and scenarios through deliberate choice of speech, gesture and movement.

• Reflect on variations in speech, and appropriate use of standard English.

Grade 7

Non-fiction

Listening

L-7.8. understand key vocabulary and concepts related to specific subjects or themes

L-7.9. Deduce meaning from context

L-7.4. Distinguish between fact and opinion; Identify essential details for note taking

L-7.12.Take notes from a radio lecture and present the content in the group

Speaking

S-7.9. Ask questions to find out general information on a limited range of general and curricular topics

S-7.10. enact s story or poem line in the group and groups present their evaluation

S-7.13. identify familiar names, objects, and actions

S-7.15. Report a survey

S-7.16. Give reasons for not agreeing

S-7.1. Give an opinion at sentence level on limited range of general and curricular topic

S-7.20. share a process ; such as cooking instructions

S-7.21.Present details of family tree with visual family tree with details

S-7.22. Use emphatic utterances; 'do', 'did'

S-7.23.participate in sustained oral discussions and presentations in small groups

S-7.24. - Use an organizational format (e.g., question/answer, compare/contrast, and cause/effect) so that ideas and information are clear

S-7.18.Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points

S-7.8.Expressing likes and dislikes; expressing agreement and disagreement; complaining

Reading

RL-7.4. Answer literal and inferential questions about grade-appropriate texts

RI-7.4. Evaluate information, ideas, opinions, and themes by identifying

- a central idea and supporting details

- precise and vague language

- statements of fact, opinion, and exaggeration

- missing or unclear information

RI-7.5. Skim and scan for answers

RL-7.13. Analyze, synthesize and construct meaning from text

RL-7.14. go beyond the text to enhance meaning

RI-7.13. Matching paragraph to headings

RI-7.14. - Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer

RL-7.17. Formulate questions to be answered by reading informational text, with assistance

RL-7.23.use reading strategies to assist in deriving meaning (e.g., predicting; deducing; inferring; rereading; phonics; recognition of cueing systems, repetition, and word families

Writing

W-7.10. Write original literary texts to

- develop a narrative, using an organizational plan such as chronology- sequence events (e.g., rising action, conflict, climax, falling action, and resolution) to advance a plot, with assistance- develop complex characters and create a setting

W-7.4. Take notes to record and organize relevant data, facts, and ideas

W-7.5. Answer questions about informational material and write accurate and complete responses, with assistance

W-7.6. Identify and describe characters and their motivations, with assistance

W-7.7. State a main idea and support it with details and examples

W-7.9.Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W-7.17. Write comprehension answers in group after discussion

W-7.18. Edit writing for punctuation, capitalization and spelling

W-7.19.Write a paragraph related to the content from text

W-7.27.Write a narrative using points given

Grammar

LS-7.9. Use "wh" questions to find answers

LS-7. 10. Prefixes- im, in,

LS-7. 11. Use indefinite and definite articles

LS-7.1.Relative pronouns as subjects and objects; clauses containing it with adver-

bial clauses

LS-7.3. Use punctuation (commas, parentheses, dashes) to set off non-restrictive/ parenthetical elements.- Use intensive pronouns (e.g., myself, ourselves).

LS-7.4. Advice for against

LS-7.9.Noun phrase containing relative clause

LS-7.5. Homophone

LS-7.6.Interpret figures of speech (e.g., personification) in context

LS-7.7.Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LS-7.8.Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word

LS-7.16.Synonyms in sentence

LS- 7.15Use a range of adverbs [simple and comparative forms] including adverbs of manner; use pre-verbal, post-verbal and end-position adverbs

LS-7.17. Use a range of active and passive simple present and past forms and used to/didn't use to for past habits/states on a range of general and curricular topics

LS-7.18. Use a range of determiners including neither, both on a range of general and curricular topics

LS-7.18. Use a range of pronouns including relative pronouns who, which, that, whom, whose, on a range of general and curricular topics

LS-7.19.Use a range of pronouns including relative pronouns who, which, that, whom, whose, on a range of general and curricular topics

LS-7.20. Prefixes and suffixes

LS-7.21. Use a limited range of abstract nouns and compound nouns;

LS-7.22. use double genitive structures: a friend of theirs; on a range of general and curricular topic.

LS-7.23.Use –liy to form adverbs in sentences

LS-7.24. Use phrases properly in a sentence

L-7.10. Take notes from a radio lecture and present the content in the group

L-7.11.Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study

Fiction

Listening

L-7.8. Comprehend key vocabulary and concepts related to specific subjects or themes

L-7.9.Distinguish different genres, such as story, biography, poem, or play

S-7.18. State a hypothesis and predict possible outcomes

L-7.12. Recall significant ideas and details, and describe the relationships between and among them.

Speaking

S-7.14. Ask and respond to questions to clarify an interpretation or response to literary texts and performances

S-7.3. enact story or content line in the group

S-7.6. Share book reviews

S-7.19. conducting an interview for a purpose

S-7.24.Retell the story to class; role play it

Reading

RL-7.6.Recognize how the author's use of language creates images or feelings

RL-7.7.Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RL-7.3. Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres

RL-7.4. Begin to use vocabulary acquisition strategies (e.g., recognizes changes caused by addition of prefixes and suffixes; hypothesize meaning of unfamiliar vocabulary in a familiar context; use an English dictionary and thesaurus)

RI-7.2 Read the steps of a procedure in order to accomplish a task such as completing a science experiment or installing software

RI-7.3. Distinguish between fact and opinion

RI-7.10.Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone

RL-7.15.Skim and scan for answers

RL-7.16.- Analyze, synthesize and construct meaning from text

RL-7.17. Formulate questions to be answered by reading informational text, with assistance

RL-7.10.Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL-7.11. Formulate questions to be answered by reading Informational text, with assistance

Writing

W-7.12. Present clear analysis, using examples, details, and reasons from text

W-7.1. Plan , write and check sentences, with support, on a limited range of general and curricular topics

W-7.2. Rewrite to correct sentences

W-7.16. Write accurate and complete responses to questions about Story material

W-7.17.Write a paragraph about character, plot and setting

W-7.20. Use alliteration in small sentences

W-7.21. writing a report

W-7.22. write short, original compositions using present tense to highlight something happens always, universal truth

W-7.23.Write paragraph by rearranging sentences

W-7.25.Write comprehension answers in group

W-7.26.Use modal auxiliaries in writing and connect two sentences into single

W-7.26.Use modal auxiliaries in writing and connect two sentences into single

Poetry
Listening

L-7.3. Deduce meaning from context in short, supported talk on a limited range of general and curricular topics

Speaking

S-7.23.Discuss the poem elements; summarize it

S-7.25.Sing aloud poem and identify beat

Reading

RF-7.1. List key words of poem and scribble a new poem

RL-7.1. comprehension questions

RL-7.12. Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry

RL-7.22. Recognize how the author's use of language creates images or feelings

RL-7.18. Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification

RL-7.19.Analyze how a dramas or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

RL-7.20. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Writing

W-7.18.– write appropriate responses(using short sentences, phrases)

W-7.19. Construct dialogue based on poem

W-7.24.Write a poem based on the poem studied.

Grade -8

Non-fiction

Listening

L-8.1. Identify essential information for note taking

L-8.2. Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text

L-8.3. Recall significant ideas and details, and describe the relationships between and among them

L-8.4. Distinguish between relevant and irrelevant oral information

L-8.5. Identify questions of personal importance and interest and seek to address them by listening to and interpreting films, plays, and dramatic readings

Speaking

S-8.1.Prepare and give presentations on informational topics

S-8.2. make short, effective oral presentations

S-8.3. Exchange and express opinions; express a point of view and explain it in some detail in group discussions

S-8.4. Use an organizational format (e.g., question/answer, compare/contrast, and cause/effect) so that ideas and information are clear

S-8.14. Present examples, definitions, analogies, and direct references to the text in support of ideas

S-8.17. Identify stress pattern in the given words

S-8.18. Identify syllable and count

LS-8.17. Use the expression 'sure enough'

S-8.18. Present an general topic with help of partner

S-8.19. Use the conventions of the presentational format for panel discussions, debates, and mock trials

Reading

RL-8.2. skim and scan for key information in reading materials with familiar vocabulary and context

RI-8.1. Formulate questions to be answered by reading informational text

RI-8.2. Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts

RI-8.3. Compare and contrast information from a variety of different sources

RI-8.6. Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts

RI-8.7.Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI-8.8.Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI-8.9. Research published diary entry as book and present to class

Writing

W-8.1. write short, original compositions, summaries, and reports on topics of personal and academic interest or knowledge

W-8.2. Use linguistic transitional elements (first, next, then

W-8.5. Write interpretive and responsive essays of approximately three pages to

- express opinions and support them through specific references to the text

- demonstrate understanding of plot and theme

- identify and describe characters and their motivations

- analyze the impact of the setting

W-8.4. Support ideas with examples, definitions, analogies, and direct references to the text

W-8.5. Use graphics, such as graphs, charts, and diagrams, to enhance the communication of information

W-8.7. Write a diary entry

W-8.9. Write comprehension answers with the help of inferences and literary details from text in group

W-8.16.Write notice and publish

W-8.17. Publish advertisement

W-8.18. Use appropriate verbs in sentences

W-8.19.Write personal reactions to experiences, events, and observations, using a form of social communication (paragraph/ poem)

Informative and explanatory texts

W-8.8. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts,

and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W-8.13.Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables)

b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples

c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts

d) Use precise language and domain-specific vocabulary to inform about or explain the topic

Debate

S-8.12.participate in discussions based on classroom themes

S-8.16. expressing both sides of an argument in a debate or discussion

Fiction

Listening &Speaking

S-8.6. Narrating a story

L-8.9. Recognise the opinion of the speaker(s) in basic, supported talk on a limited range of general and curricular topics

S-8.17. making academic presentation using resources

 S-8.13. teach a story or a factual text

S-8.20.Narrate story personifying a character of the story

Reading

RL-8.1. story and factual text comprehension

RL-8.3. Interpret characters, plot, setting, and theme, using evidence from the text

RL-8.10. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL-8.14. Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in own lives

Writing

W-8.6. Write story using story outline

W-8.9. Create a comic based on a historical description

W-8.9. Write comprehension answers with the help of inferences and literary details from text in group

W-8.10. Write idioms and phrasal verbs with the words given in text

W-8.11. Write informative paragraph describing something with the help of given words

W-8.12. respond in writing to questions on personal and academic topics

W-8.21.Write a narrative

W-8.9. Write comprehension answers with the help of inferences and literary details from text in group

Poem

Listening and speaking

L-8.7 Draw conclusions and make inferences on the basis of explicit and implied information

L-8.8. Recognize social, historical, and cultural features in presentation of literary texts

S-8.9. Present original, literary texts, using language and text structures that are inventive; for example; use rhyme, rhythm, and repetition to create an emotional or aesthetic effect

S-8.10. Ask and respond to questions to clarify an interpretation or response to literary texts and performances

S-8.11. Express interpretations and support them with specific reference

S-8.21.Dramatize the story in group

S-8.22.Narrate incidents in a story by personifying a character

Reading

RL-8.4. Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry

RL-8.5. Recognize how the author's use of language creates images or feelings

RL-8.6. Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent

RL-8.11.Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings

RL-8.12.Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

RL-8.13.Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

RL-8.15. Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illustration, personification, flashback, and foreshadowing, convey the author's message or intent

Writing

W-8.8. Write chinquin poetry

W-8.14. Infer poem and construct dialogue based on poem

W-8.15.Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

W-8.19. Script writing

W-8.24. Arrange sentence to rewrite a paragraph

W-8.23. Write words that fit the words and phrase in the text

Grammar

LS-8.1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences

LS-8.1b.Form and use verbs in the active and passive voice.

LS-8.1c.Explain the function of phrases and clauses in general and their function in specific sentences; Noun phrase

LS-8.1d. Use past and past participle in sentences

LS-8.2. Use conjunctions while, until, as soon as in relating narratives; if/unless in conditional sentences;

LS-8.7. -Phrasal verbs with up, out, on, and down

LS-8.3. Defining and non- defining clauses; Use a limited range of abstract nouns and compound nouns; use double genitive structures: a friend of theirs;

LS-8.6. Use nouns and adjectives to form meaningful sentences

LS-8.4.Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase

LS-8.5.Interpret figures of speech (e.g. verbal irony, puns) in context. Exa: movement words in tsunami lesson

LS-8.6. Collocation with adjectives and noun

LS-8.7.Passive constructions with by

Use a growing range of prepositions preceding nouns and adjectives in prepositional phrases; begin to use dependent prepositions following adjectives

LS-8.8. could, may, might + have

LS-8.9.Reported speech- statements, imperatives

LS-8.10. Direct and indirect speech

LS-8.11. Transitive and intransitive verbs

LS-8.12. Make phrases by adding 'ing' to given words

LS-8.13.Compound words with '-minded'

LS-8.14. Use if/unless in zero and first conditional clauses;

LS-8.15. use a range of defining and non-defining relative clauses with which, who, that, whose, whom;

LS-8.16. - Use a range of adverbs [simple and comparative forms] including adverbs of manner; use pre-verbal, post-verbal and end-position adverbs

L-8.10.Identify how the author's choice of words, use of characterization, and use of other literary devices affect the listener's interpretation of the oral text

LS-8.18.Morphology; forming nouns by adding –ness, -ity; Adding –ly to form adverb

LS-8.18. Future expressions;

LS-8.19. The passive voice Wh questions

LS-8.20. Use the pattern verb + object + infinitive give/take/send/bring/show

LS-8.21.direct/indirect object; begin to use some common prepositional verbs;

Presentation

S-8.13. teach a story or a factual text

S-8.17. making academic presentation using power point

Assessment; is a process by which information is obtained relative to some known objective or goal. Assessment is a broad term that includes testing. A test is a special form of assessment. Tests are assessments made under contrived circumstances especially so that they may be administered. In other words, all tests are assessments, but not all assessments are tests. We test at the end of a lesson or unit. We assess progress at the end of a school year through testing, and we assess verbal and quantitative skills through such instruments as the SAT and GRE. Whether implicit or explicit, assessment is most usefully connected to some goal or objective for which the assessment is designed. A test or assessment yields information relative to an objective or goal. In that sense, we test or assess to determine whether or not an objective or goal has been obtained.

Evaluation is perhaps the most complex and least understood of the terms. Inherent

in the idea of evaluation is "value." When we evaluate, what we are doing is engaging in some process that is designed to provide information that will help us make a judgment about a given situation. Generally, any evaluation process requires information about the situation in question. A situation is an umbrella term that takes into account such ideas as objectives, goals, standards, procedures, and so on. When we evaluate, we are saying that the process will yield information regarding the worthiness, appropriateness, goodness, validity, legality, etc., of something for which a reliable measurement or assessment has been made

Test: A method to determine a student's ability to complete certain tasks or demonstrate. Mastery of a skill or knowledge of content. Some types would be multiple choice tests, or a weekly spelling test. While it is commonly used interchangeably with assessment, or even evaluation, it can be distinguished by the fact that a test is one form of an assessment.

Assessment: The process of gathering information to monitor progress and make Educational decisions if necessary. As noted in my definition of test, an assessment may include a test, but also includes methods such as observations, interviews, behaviour monitoring, etc.

Evaluation: Procedures used to determine whether the subject (i.e. student) meets a preset criteria, such as qualifying for special education services. This uses assessment (remember that an assessment may be a test) to make a determination of qualification in accordance with a predetermined criteria.

Measurement, beyond its general definition, refers to the set of procedures and the principles for how to use the procedures in educational tests and assessments. Some of the basic principles of measurement in educational evaluations would be raw scores, percentile ranks, derived scores, standard scores, etc