

INSTRUCTIONAL GUIDE FOR ENGLISH CLASS III



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Foreword

COVID-19 has suddenly caused unforgiving disruptions in the public education all over the world, and brought about threats of fragmentation due to disparities in accessibility and connectivity in many systems. In Bhutan too, continuity of education and learning has been severely affected as a result of nationwide school closures and due to restrictions and health protocols. The disruptions have led to challenges in many existing patterns and trends in education resulting in a massive shift away from learning and teaching in traditional settings with physical interactions to the maximum in terms of relevancy and efficiency. This has caused a major problem for children living in poverty worldwide, who often rely on the physical settings of their schools for educational materials, guidance, and, sometimes, the only decent meal of the day.

In the new normal education, human interaction and well-being is a priority. Technology, particularly digital technology that enables communication, collaboration and learning across distance, is a formidable tool – not a panacea but a source of innovation and expanded potentials. As we embrace this exceptional opportunity to transform the world, and as we reimagine the organization of our educational institutions and learning environments, we will need to think about where we want to go.

In the post COVID 19 era, we must prioritize the development of the whole person not just academic knowledge. Inspiration for the change can be drawn from the 1996 Delors report, *Learning the treasure within*, in its specification of four pillars of learning as “learning to know”, “to do”, “to be”, and “to live together”. Therefore, curricula must be increasingly perceived as an integrated and based on themes and problems that allows learners to learn to live in peace with our common humanity and our common planet. This has the potential in the development of a strong base of knowledge about one’s self and about the world and find purpose and be better able to participate in social and political milieu.

The New Normal Curriculum is, not just a mere response to the pandemic, but also a culmination of the curriculum reform work for the last four years by the Royal Education Council. It is an attempt to transform education from the teaching of “what” to learning of “how” and “why” towards empowering learners with the transversal competencies and the 21st century skills, and preparing them to be lifelong learners. We are optimistic that this move orients our education process towards nurturing nationally rooted and globally competent citizens.

Wish all our learners and teachers a life enriching experiential teaching and learning.

Tashi Delek

Kinga Dakpa
Director General

Introduction

This guide has been developed for teachers teaching English in schools across the country for the implementation of the English curriculum. As all the schools follow the same curriculum aimed at equipping the students with the same set of competencies, it is crucial for all the teachers to have the same understanding about the intent of the curriculum so that they would be able to implement it as desired.

The English curriculum consists of four strands, according to the language competencies to be taught; they are Listening and Speaking, Reading & Literature, Writing and Language and Grammar. The language competencies to be acquired and demonstrated by the learners at each stage of learning are outlined as Standards, Competencies and Objectives. While guiding teachers on what to teach, these standards, competencies and objectives will also inform the stakeholders about the levels of knowledge and skills expected from the learners at various stages of education.

The sample activities given in the guide are suggestive in nature. Teachers can negotiate to adapt and design their own teaching learning activities or experiences that best suit their learners and their environment. What is non-negotiable is the teaching of the competencies that the learners must acquire at each class before they move on to the next class.

The curriculum has a wide range of knowledge, concepts and skills that the students need to master. There are those which the learners can explore, acquire and practice to master on their own, and there are also more complex ones which need to be taught explicitly and practised consistently to gain a satisfactory level of mastery. Classroom teaching and instructional time should focus on teaching those concepts and skills that the students cannot learn on their own, while encouraging learners to explore some areas to learn and practice on their own.

The major shift in the curriculum is the teaching and development of skills by the learners. Therefore, the curriculum contents should be used as vehicles to move towards the acquisition of competencies. The competencies for each class are further broken down as objectives that should serve as signposts for teachers to decide what to teach.

Since, competencies are at the heart of curriculum and its implementation, teachers should make conscious choice of the most suitable teaching-learning approaches. And, because the teaching focusses on acquiring skills/competencies, assessment will also be on the acquisition and demonstration of the skills -skills in terms of literacy and language, social, behavioural and affective domains that are demonstrable/measurable. Various assessment approaches, tools and rubrics have already been disseminated to the teachers through the CFA guidebook. Teachers are asked to be consistent to meaningfully assess students and report to stakeholders at various levels. Further, the focus of assessment should be for learning rather than assessment of learning which would happen periodically.

Curriculum Content

Curriculum contents serve as the means for the delivery of education towards achieving the competencies desired at the various classes. Cross curricular linkages, various approaches and other co-curricular activities also contribute towards a systematic and comprehensive learning. In this age of advanced communication and information technology, contents are widely available from a number of sources, therefore, the contents of the curriculum have been kept flexible enough so that teachers can select, structure and sequence them to best suit the learners need while maintaining coherence and consistency.,

While, teachers may have access to number of materials, it should be kept in mind that the teaching and learning should be focused on achieving the competencies rather than covering of the syllabus. The teaching learning materials should be used as means to create a learning environment that is competency-based where the students need to master the skills presented to them. While designing lesson plans and teaching learning activities, teachers need to ensure that the materials are relevant and appropriate for the given task.

The assessment should be competency-based wherein the teachers should assess the learners' mastery of the given tasks. Teachers should use appropriate assessment tools and techniques depending on the nature of the learning activities. The learners should be clearly informed about the success criteria, the areas of assessment and the tools to be used so that they know exactly what tasks are to be performed or expected of them. In the process of the performance, the teacher should continuously provide feedback and, if necessary, modify instructions. Efforts have to be made to ensure that every learner has mastered the skills.

Listening and Speaking

Competency

- Use the knowledge of blending to pronounce new words correctly.

Class III have already acquired knowledge of English sounds in their lower grades. Thus, in this grade, learners shall further advance their phonological awareness to pronounce and spell the newly acquired words correctly while speaking, reading and writing.

Knowledge: Phonemes

Skill: Phonemic awareness- blending and segmenting, producing sounds of alphabets, pronunciation

Behaviour: Articulating the phonemes correctly

Objectives:

- Use the listening and speaking skills developed in earlier classes.
- Pronounce words containing double and triple consonants, digraphs and short and long vowels correctly by blending and segmenting using knowledge of phonemes.
- Listen to fables and other topics of interest.
- Use appropriate gestures and intonations when speaking or reading aloud.
- Use clear pronunciation, polite expressions, intonation and gestures to share feelings and ideas when speaking about matters of immediate interest.
- Deliver short speeches, tell simple stories and recite short poems.
- Enjoy listening to and speaking English.

Note: The above objectives can have multiple lesson objective based on the topics.

Pedagogy/Learning Experiences

Teachers teach different kinds of phonemes: Double and triple consonants, digraphs and trigraphs, double letters, and short and long vowels.

For non- contact teaching, cater continued teaching and learning during the lockdowns and other unavoidable circumstances in absence of physical contact through a consensual online forum agreed upon by parents and teachers.

Contact teaching:

- Demonstrate the articulation of the phonemes (refer SSP pack for class III to know the phonemes to be taught) and learners imitate and practice.
- Show a video clips of the target phonemes and learners practice them.
- Design or adapt an audio material (could be nursery rhymes, poems, and stories) along with a written material for students to familiarize the target phonemes.
- Use reading materials (suggestive: one paragraph stories from SSP packs) consisting the target phonemes to practice and learn the function of the phonemes.

- List the phonemes on the board and ask students to find words consisting the target phonemes from the reading materials or their prior experiences.
- List words with the specific phonemes to be taught on the board and ask students to make sentences or paragraphs.
- Ask learners to share about themselves and environment around using the target phonemes.
- Select a poem and engage learners in choral reading focusing on the sounds of the target phonemes.
- Play the words from an audio device to be listened and imitated by the learners. Use computer or dictionary applications on smartphones.
- Show the articulation of the sounds technically to learner's with speech disability. Give them extra time to practice and learn.

Non-Contact teaching:

- Prepare a video showing correct articulation of the sounds to be sent online.
- Ask students to practice and prepare a video of themselves articulating the words correctly. Then send the videos to the teachers for assessment and feedback.
- Send a reading material of a paragraph online (suggestive: one paragraph stories from SSP packs) consisting the targeted phonemes and ask students to read.
- Design or adapt an audio material (could be nursery rhyme, poems, and stories) along with a written material for students to familiarize the target phonemes.
- Provide a situation in an online platform to write using the target phonemes.
- Through learner's speaking video, devise a page diagnostic profile with following headings: clarity, speed, loudness, fluency, gestural expression, intonation, stress rhythm and segmental level. This would help for determining these elements which reflect the needs of the majority of the learners in the class.

Materials:

- SSP pack for class III
- Flash cards with letters, words and sounds.
- Worksheets to practice phonemes for class III
- Anthology for class III
- Readers for class III
- Audio devices suitable for class III learners

Assessment and Reporting:

- Design a test to check whether learners could articulate the phonemes correctly. Use a checklist or rubrics to assess and provide feedback to their pronunciations.
- Dictate the words to see whether learners could identify the phonemes taught.
- Prepare or adapt a worksheet for students. Worksheet consist of filling-gap activity where students would listen to audio or teachers and fill the gaps with correct words.
- Develop or adapt a check list to see whether students could pronounce the phonemes correctly while reading the given material.

- Compile learner’s checklist and test in their portfolios to analyze their progress, challenges and render support accordingly.

Resources:

- <https://www.youtube.com/watch?v=mCAx1JuqIPi&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=44>
- <https://rec.gov.bt/textbooks-and-manuals/#683-888-wpfd-english-1586090636>
 - <https://www.youtube.com/watch?v=2aL4dfv7RbA>
 - https://www.youtube.com/watch?v=PNmMgDc_ztg
 - <https://www.youtube.com/watch?v=1LzyXvHO638>

Listening and speaking, teacher’s resource book, Language aloud...allowed by Gwen Mowbray.
Download from www.rec.gov.bt)

- Curriculum Guide for Teachers, English Class III, REC Publication

Note: Word ‘target phoneme’ is referred to the specific phonemes taught in the particular lesson. If teacher wants to know what phonemes to focused on and how to teach, please refer SSP pack for class III.

Competency

- Use newly acquired vocabularies in different contexts to show an understanding of form and meaning.

Learners could communicate effectively if they are rich with vocabularies. They use the vocabularies acquired in accordance to context. Also, learn and use new vocabularies as and when needed independently.

Knowledge: Newly acquired vocabularies

Skill: blending and segmenting, pronunciation

Behaviour: matching words with pictures, identifying words, use words in speaking and writing

Objectives:

- Use the listening and speaking skills developed in earlier classes.
- Give and respond to invitations and compliments.
- Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground.
- Explain plans, ideas, answer questions and explain further when asked.
- Use newly acquired vocabulary appropriately.
- Deliver short speeches, tell simple stories and recite short poems.
- Enjoy listening to and speaking English

Note: The above objectives can have multiple lesson objective based on the topics.

Pedagogy/Learning Experiences

Teachers teach range of vocabularies- high frequency words and prevalent words in reading materials through suggestive pedagogies given below.

Contact teaching:

- List down the target vocabularies on board, overhead or word wall and make learners make sentences using them.
- Display high frequency words as sight-words and revise them as and whenever needed.
- Create a Word Wall where learners update it with new vocabularies (two vocabularies in a day) every day. (At the least, a learner gets an opportunity to update the wall once in a week)
- Preview sections of a text (suggestive materials: anthology and readers), and make learners identify and define difficult words.
- Teach students to use mini-dictionaries to find the meaning of the words.
- Spell derivative forms, prefixes and suffixes of the words. For example: read – reading – readable. Then make students do the same for the target vocabularies.
- Design a vocabulary fun game that would trigger learners to state the synonyms and antonyms of the words or learners make sentences using them.

- Familiarize learners with target vocabularies and provide a filling-gap worksheet to use these words by listening to an audio material. (it could be poetry, story, conversation and nursery rhymes or materials on podcast)
- Make learners observe their environment and maintain a picture dictionary for noun and adjective words that they see around them (class, school, locality and home).
- Show form and function of the words in sentences or reading materials and make learners practice them in their speaking and writing.
- Shoot a silent video for one minute at the most and ask learners to write 10-20 words to describe the video using the words listed in their picture dictionary or word wall or from a particular list of words provided.
- Use word mapping strategy that allows learners to find new words and meanings to their word maps along with pictures and diagrams that illustrates the word's meaning. Learners could share them to their shoulder partner, face partner, groups or class.

Non-Contact teaching:

- Prepare a video lesson showing students the list of words and meaning of the words. Then ask them to make sentences using the words to be sent online.
- Prepare a tutorial video to teach students how to download and use dictionary applications online or on smartphone to learn the definition of newly acquired words.
- Demonstrate pronunciation, definition and usage of the words in a video lesson. After watching the video, provide a task of recognizing the words in a reading material. Ask learners to read the material and prepare a video of themselves to be sent online.
- Show the forms and functions of the words in sentences or reading materials through video lesson and make learners practice them in their speaking or writing either synchronously or asynchronously online.
- Prepare a video lesson showing a sample of word map and ask learners to share them through the online forum.
- Shoot a silent video of one minute at the most and ask learners to record a voice over the video using as many of the words as possible from the list given or their picture dictionary.

Materials:

- Reading and spelling list in SSP pack for class III
- Readers for class III
- Anthology for class III
- Worksheets and games for learning checking learner's vocabulary (Suggestive link: <https://www.studiestoday.com/printable-worksheet-english-cbse-class-3-english-practice-worksheets-120-vocabulary-219569.html> and <https://www.k5learning.com/vocabulary-worksheets/third-grade-3>)
- Sight words
- Word wall
- Crosswords/puzzles relevant to learn and vocabulary abilities of class III learners.
- Activities in the curriculum guide for the teachers, class III (This will help teachers to know what words to be taught for class III learners)

Assessment and Reporting

- Dictate the words and provide scores.
- Make students make sentences of the words and assess them using rubrics and checklist provided in the CFA Guidebook.
- Design rubrics or checklist to assess learner's picture dictionary.
- Design or adapt worksheets to assess learner's vocabulary. It could be cloze test, crossword puzzles, or flashcard riddles.
- Compile learner's checklist, test and puzzles in their portfolios to analyse their progress, challenges and render support accordingly.

Resources

- <https://rec.gov.bt/textbooks-and-manuals/#683-888-wpfd-english-1586090636>
- <https://www.youtube.com/watch?v=X9KebTgfLJI>
- <https://www.youtube.com/watch?v=vY-53nXyoVY>
- Curriculum Guide for teachers, English class III REC publication
- Listening and speaking, teacher's resource book, Language aloud...allowed by Gwen Mowbray. Download from www.rec.gov.bt)

Competency

- Participate in conversation about familiar situations with friends and teachers to build on inter-personal communication skills.

Learners are able to know when and how to initiate a conversation, how to keep conversation going, how to terminate the conversation, how to clear communication gaps as well as comprehension issues. They use strategies that would not only build healthy relationship with people and audience around but also express their opinions effectively.

Knowledge: Languages for invitation, compliments, courtesy

Skill: interpersonal communication skill,

Behaviour: paying attention, being receptive, following instruction, making eye contact, responding to speakers, being polite.

Objectives:

- Use the listening and speaking skills developed in earlier classes.
- Give and respond to invitations and compliments
- Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground.
- Explain plans, ideas, answer questions and explain further when asked.
- Deliver short speeches, tell simple stories and recite short poems.
- Enjoy listening to and speaking English

Note: The above objectives can have multiple lesson objective based on the topics.

Pedagogy/Learning Experiences:

Teacher teach common usage of languages for invitation, complimentary, courtesy, body language and listening rules through suggestive pedagogies given below.

Contact teaching:

- Generate class rules by making students share. Ensure learners speak using short phrases.
- Use the phonemes and words in competency 1 and 2 to make students share about themselves and talk about their friends.
- Teach common greeting and courteous statements. Then ask the learners to use them in the given situations.
- Provide a crossword puzzle (use the material that suit the learner's language competency and their background) in a group and ask them to work together to solve it.
- Make students prepare and practice a dialogue task on a given situation with an announced and specific focus that would enhance their interpersonal communication skill.
- Generate a self-generated listening rules with the students. For example, ask "If the principal came to our class, how would s/he know that we were 'good listeners' during the story time? What would s/he see or hear?" If learners answer, "Attention". Further ask them to elaborate, "What does 'attention' mean? What would it look like if I were attentive?" Once

the rules are generated, show a short video clips and make learners share and discuss on the clip with their peers.

- Provide a simple situational problem (A situation relevant to class III) and ask learners to discuss on how to solve the given problem in pairs or groups.
- Play a game that would help learners to know about their friends and after the game make them talk about their friends in form of a speech. Learners deliver a short extempore speech about their friends.
- Ask learners to talk on the given topic and video record them. Show example from the link: <https://www.youtube.com/watch?v=4z7gDsSKUmU> and ask them to make a similar kind on a topic of their interest.

Non-Contact teaching:

- Create an online platform forum for learners to share about themselves and discuss on the given situations.
- Prepare a video lesson that share simple tips on inter-personal communication skill that could be easily followed by class III learners. After learning the tips, ask them to practice them in the situation and videotape it to be sent to the teacher online.
- Provide a list all questions to inquire about their friends and ask learners to video or audio record the question-and-answer session.
- Send a link: <https://www.youtube.com/watch?v=4z7gDsSKUmU> to learners online and ask them to make a similar kind on a topic of their interest.

Materials:

- <https://www.youtube.com/watch?v=4z7gDsSKUmU>
- Games and prompts (for suggestive strategies and games, refer <https://positivepsychology.com/communication-activities-adults-students/#importance>

Assessment and Reporting:

- Design a checklist to be used by the learners to assess their peer's interpersonal skill.
- Design or adapt rubrics to assess learner's communication skill.
- Refer sample rubrics in the annexure.

Resources:

- <https://rec.gov.bt/textbooks-and-manuals/#683-888-wpfd-english-1586090636>
- <https://www.youtube.com/watch?v=4z7gDsSKUmU>
- <https://positivepsychology.com/communication-activities-adults-students/#importance>
- Listening and speaking, teacher's resource book, Language aloud...allowed by Gwen Mowbray (available on www.rec.gov.bt).

Competency

- Retell short stories and recite simple poems to improve comprehension and expression.

Learners develop listening rules that would enhance their speaking skills. Further use these listening and speaking skill to further decipher their understanding and opinions about the texts they have read or information they have received from other sources like audio material, an oral narration, and speeches.

Knowledge: Reading texts

Skill: oral, storytelling and narration

Behaviour: participation, respecting, questioning and answering

Objectives:

- Use the listening and speaking skills developed in earlier classes.
- Pronounce words containing double and triple consonants, diagraphs and short and long vowels correctly by blending and segmenting using knowledge of phonemes.
- Listen to fables and other topics of interest
- Initiate conversations and respond to others in familiar situations such as in the classroom and library and on the playground.
- Explain plans, ideas, answer questions and explain further when asked.
- Deliver short speeches, tell simple stories and recite short poems.
- Enjoy listening to and speaking English.

Note: The above objectives can have multiple lesson objective based on the topics.

Pedagogy/Learning Experiences:

Incorporate listening and speaking strands with literatures like short stories and poetries using the suggestive pedagogies below.

Contact teaching:

- Create a discussions forum after having read or studied required material; explicitly draw discussion towards the focused area and other information known about the topic to explore ideas.
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Read a reader, short stories from SSP pack or poems and prepare prompts that gear towards presenting paraphrased portion of the text in diverse media and formats, including visually and orally.
- Play stories and poems from the podcast followed by some questions that would explore learner's comprehension and expression skills.

- Ask learners to talk about the stories and books they have read. Remind them about their time limit, focus area and body so that they develop basic aspects of effective public speaking.
- Design a sample of graphic illustration of a book, story or a poem and ask learners to create one either individually or in group. Then ask them to present the content verbally to the classmates.
- Provide an online reading material to be read independently in advance at home and learners share about the content and their opinions on the material in the next class.
- Upload an interesting animated video clip of two to three minutes on the online forum to be watched at home. Discuss about the video clip in the following face-to-face classroom.
- Demonstrate a poetry recitation and ask students to do the same. Ensure learners learn and demonstrate required body languages for effective poetry recitation.

Non-Contact Teaching:

- Provide a sample of graphic illustration of a book, story or poem through video lesson. Allow learners to prepare a video of themselves demonstrating and explaining the graphic illustration of the story and book they have read.
- Ask learners to listen to short stories from elders in their house or in their locality and retell that in their own words in not more than two minutes. They could video record their task for submission.
- Organize a synchronous online lesson to talk about a book, story or poem through brainstorming and pre-reading activities. Allow learners to share their predictions on the content by looking at the topics.
- Send an audio book or story that learners could listen and questions to be answered online.
- Demonstration poetry recitation skill and ask learners to practice. Ask learners to send a video of their poetry recitation.

Materials:

- Readers for class III
- Anthology for class III
- Audio materials that suit class III learner's context and language ability
- Podcasts relevant to class III

Assessment and Reporting:

- Discuss and design an assessment tool with learners to assess their ability to share the content materials they have read using basic aspects of effective public speaking skill.
- Discuss and design rubrics with learners to ensure they have used basic aspects of poetry recitation techniques.
- Compile the assessment and written feedbacks provided to learner's storytelling and poetry recitations in their individual files to analyse their progress, challenges and render support accordingly.

Resources:

- <https://rec.gov.bt/textbooks-and-manuals/#683-888-wpfd-english-1586090636>
- <https://childrens.poetryarchive.org/>
- Listening and speaking, teacher's resource book, Language aloud...allowed by Gwen Mowbray
Listening and speaking, teacher's resource book, Language aloud...allowed by Gwen Mowbray
(available on www.rec.gov.bt).

Competency

- Use the conventions of speech to deliver short speeches on topics of their choice.

Delivering speech is a significant act of performance to articulate ideas and make proclamations. It can be done impeccably with appropriate content, language structures and body language. Learners need to be exposed and gain experiences at the earliest.

Knowledge: Content and language required in speeches

Skill: Speech delivery, intonation, describing

Behaviour: Body language

Objectives:

- Use the listening and speaking skills developed in earlier classes.
- Show a clear understanding of word order in simple sentences and questions.
- Show a clear understanding of word order in simple sentences and questions.
- Use newly acquired vocabulary appropriately.
- Enjoy listening to and speaking English.

Note: The above objectives can have multiple lesson objectives based on the topics.

Pedagogy/Learning Experiences:

Teacher could equip learners to be a trait (rich content, correct language structure and appropriate body language) of eloquent speakers through suggestive pedagogies below.

Contact Teaching:

- Provide few cues to generate learner's self-identity, then ask them to talk about themselves in one minute.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on their grade topics and texts, building on others' ideas and expressing their own clearly. Then, deliver it individually as a speech.
- Teach basic body languages required for an effective speaker, and make learners follow and practice them. (learners could speak on the situations derived from a reading material, the reading material, their daily activities)
- Play a video of a kid delivering a speech and ask learners to comment on the speaker's body language and content, and their personal opinions. Select video that suits learner's class level, language competency, and social background, and demonstrates aspects of effective speaking skill.
- Study learner's grammatical and pronunciation errors, and teach or reteach them either as a whole class or to individual learners who needed extra support.
- Provide repeated opportunities for students to deliver speech as and when the activity could be incorporated with other strands and topics.

- Show a sample of extempore speech video and ask learners to deliver a speech on the given situation.

Non-Contact Teaching:

- Send a video of a kid of class III level delivering a speech and ask learners to comment on the video either verbally or in written form online. Focus on the use of body language, language and content.
- Provide and explain cues related to self-exploration through video lessons. Accordingly, learners will make a video talking about themselves.
- Provide prompts and ask learners to prepare a short speech on the given topic. Make sure they use appropriate body language and language skill for effective public speaking.

Materials:

- Videos of young kids and adults delivering speeches
- Activities provided in curriculum guide for teacher, English class III
- <https://childrens.poetryarchive.org/>

Assessment and reporting:

- Use the rubrics provided in CFA guidelines to assess learner's ability to deliver extempore speech. (Refer annexure in this section)
- Provide feedbacks on how effective learner's speech delivery were and area they could improve.
- Compile the assessment and written feedbacks provided to learner's speech delivery in their individual files to analyse their progress, challenges and render support accordingly.

Resources:

- <https://rec.gov.bt/textbooks-and-manuals/#683-888-wpfd-english-1586090636>
- <https://childrens.poetryarchive.org/>
- Listening and speaking, teacher's resource book, Language aloud...allowed by Gwen Mowbray. Listening and speaking, teacher's resource book, Language aloud...allowed by Gwen Mowbray (available on www.rec.gov.bt).

Reading and literature

Competency

- Use knowledge of phonemic awareness to read unfamiliar words.

Learner's phonological awareness enables them to pronounce the words correctly though they are new to them.

Knowledge: Phonemic awareness and new words

Skill: Reading aloud, decoding, comprehending, reading strategies, scanning and skimming

Behaviour: following instruction, finding meaning

Objectives:

- Use the reading strategies developed in earlier classes.
- Use a picture dictionary to introduce the structure of the dictionary and alphabetical order.
- Scan and skim through the text to find specific information and words.
- Discuss the meaning of unfamiliar words encountered in reading through contextual cues.
- Recognize, read in context and understand a minimum of 300 words (high frequency and vocabulary words).

Note: The above objectives can have multiple lesson objective based on the topics.

Pedagogy/Learning Experiences:

Teachers could use following pedagogies to help learners acquire new words after reading various texts like readers, anthology and short stories.

Contact Teaching:

- Provide one paragraph story from the SSP pack and ask learners to identify and articulate the phonemes learned.
- Ask learners to list down all the phonemes learned from the text and read them aloud. Further, instruct them to make sentences using them.
- List prevalent and new words for class III from the reading material on board or word wall and practice choral word reading for several times. In the process, be mindful of phonemic awareness (especially blending sounds). Then ask learners to read the text pronouncing the words correctly.
- Dictate the words that would frequently appear in the text. Check whether learners could use phonemic awareness (segmenting sounds) in spelling the words correctly. If not, reteach the connection between letters and sounds.
- Use word map strategy during and after the reading. Ask learners to list the words and write meanings or draw pictures to show meaning. They could further make sentences using the words.

- Allow learners to copy interesting words and useful expressions into notebooks and ask to read them aloud.

Non-Contact Teaching:

- Send a reading material to be read online. After reading, ask learners to list down the phonemes specified and send a voice or video record articulating them.
- Prepare a video lesson articulating the sounds of the phonemes with examples in words and sentences. Then, provide a text consisting those phonemes to be read. In the process, check whether learners to pronounce those words correctly, if not help them to do so.
- Learners voice or video record the words and expressions they found interesting from the text.

Materials:

- Readers for class III students.
- Anthology for class III students.
- Reading materials from SSP pack.
- Reading materials from various sources that suit language, background and learning context of class III.

Assessment and reporting:

- Prepare or design a checklist to check whether learner could articulate the phonemes correctly. Ensure every individual child is able to articulate the sounds correctly after rendering adequate support.

Resources:

- <https://rec.gov.bt/textbooks-and-manuals/#683-888-wpfd-english-1586090636>

Competency

- Respond to various texts showing the understanding of the main point and expressing their preferences and opinions.

Exposing learners to varieties of texts and to reading strategies allow them to discover the books choices. As an educator, create opportunities for learners to read varieties of books and genres with purpose.

Knowledge: Vocabulary, phonemic awareness, types of genres

Skill: reading strategies, roleplay, questioning and answering

Behaviour: making text to life connection, reading logs

Objectives:

- Use the reading strategies developed in earlier classes.
- Use a picture dictionary to introduce the structure of the dictionary and alphabetical order.
- Identify the main idea of a short text.
- Discuss the meaning of unfamiliar words encountered in reading through contextual cues.
- Answer competency-based questions about guided reading selections.
- Scan and skim through the text to find specific information and words.
- Note how text is organized in paragraphs and chapters.
- Identify growing knowledge of literary devices in poetry.
- Read play scripts and dialogue with awareness of different voices.
- Differentiate between prose and poems.
- Employ the features of personal letters to help them make meaning in their reading.
- Employ the features of fables and use them to make meaning in their reading.
- Discuss the meaning of unfamiliar words encountered in reading through contextual cues.
- Recognize, read in context and understand a minimum of 300 words (high frequency and vocabulary words).
- Express opinions on the ideas, people and events that they encounter in their reading.
- Enjoy reading to gain information and for pleasure.
- Use a picture dictionary to introduce the structure of the dictionary and alphabetical order.
- Identify the main idea of a short text.

Pedagogy/Learning Experiences

Teacher uses suggested pedagogies below to respond to various kinds of texts.

Contact Teaching:

- Ask learners to read through and make students note down unfamiliar words and sentences. Discuss them together as whole class, group or in pairs.
- Divide readers into sections and ask learners to read in groups. At the end, they summarize the text.
- Sequence 3-types of questions related to the texts. Firstly, ask questions for information contained within the text. Secondly, ask questions to draw learner's inferences based on their

understanding of the text. Finally, ask questions that require learners to relate the text to their own experiences or other texts they have read.

- Collaborate with ICT teachers to make learners use *Scratch* coding to represent their understanding of the texts such as poems from anthology, readers and reading materials from other sources that could be relevant to class III students.
- Model reading and thinking aloud and ask learners also to read and think aloud in class. This will be followed by feedback. Encourage learners to read and think aloud.
- Provide necessary guidance and support to roleplay the story.
- Ask learners to write a letter to the author sharing their views on the book.

Non-contact Teaching:

- Prepare a video of model reading and thinking aloud. Ask learners also to read and think aloud which would be videotaped and sent through online forum. This will be followed by feedback.
- Make a video lesson model reading a text. Learners read the same text and share their understanding of the text in a paragraph of three to four sentences.
- Ask learners to write a letter to the author sharing their views on the book and send it to the teacher through online forum.

Materials:

- Readers for class III students.
- Anthology for class III students.
- Reading materials from SSP pack.
- Reading materials from various sources that suit language, background and learning context of class III.
- Reading materials with worksheets. Refer <https://www.k5learning.com/reading-comprehension-worksheets/third-grade-3/comprehension-exercises> as sample.
- <https://www.getepic.com/collection/871883/fables-grade-3>

Assessment and reporting:

- Design a reading log and ask learners to keep updating it as and when they read books. However, teachers and literate parents might have to help learners who needed extra support. Sample of reading log is attached in an annexure section.
- Collaborate with ICT teacher and design a simple layout in a computer where learners write about their favourite book or story. Create a rubrics or checklist that would assess learner's use of language, representation of content and use of ICT skill.
- Develop variety of test items like MCQ, cloze test and SAQ using Bloom's taxonomy to check learner's comprehension and expression skills. Also, prepare separate test items checking lower competency for children with learning difficulties.
- Compile learner's reading logs and book reviews in their reading portfolio.

Resources:

- <https://rec.gov.bt/textbooks-and-manuals/#683-888-wpfd-english-1586090636>
- <https://www.k5learning.com/reading-comprehension-worksheets/third-grade-3/comprehension-exercises>
- <https://www.getepic.com/collection/871883/fables-grade-3>
- https://www.engageny.org/sites/default/files/downloadable-resources/ckla_g1_d1_anth.pdf

Competency

- Read different genres of texts and begin to make links between them.

Learners are exposed to different genres such as fables, stories, nursery rhymes and poems and their features. They should be able to see or explain the connection and disparities between these texts in terms of contents, language styles and writing styles.

Knowledge: Features and content of different genres, differentiate texts

Skill: Reading strategies, storytelling/narration, scanning and skimming, use visual cues

Behaviour: sharing with friends, participate in role play, finding meaning, maintain reading log

Objectives:

- Use the reading strategies developed in earlier classes.
- Use a picture dictionary to introduce the structure of the dictionary and alphabetical order.
- Identify the main idea of a short text.
- Discuss the meaning of unfamiliar words encountered in reading through contextual cues
- Answer competency-based questions about guided reading selections.
- Scan and skim through the text to find specific information and words.
- Note how text is organized in paragraphs and chapters.
- Identify growing knowledge of literary devices in poetry.
- Read play scripts and dialogue with awareness of different voices.
- Differentiate between prose and poems.
- Employ the features of personal letters to help them make meaning in their reading-
- Employ the features of fables and use them to make meaning in their reading.
- Discuss the meaning of unfamiliar words encountered in reading through contextual cues.
- Recognize, read in context and understand a minimum of 300 words (high frequency and vocabulary words).
- Express opinions on the ideas, people and events that they encounter in their reading.
- Enjoy reading to gain information and for pleasure.
- Use a picture dictionary to introduce the structure of the dictionary and alphabetical order.
- Identify the main idea of a short text.

Note: The above objectives can have multiple lesson objective based on the topics.

Pedagogy/Learning Experiences:

Teacher uses suggested pedagogies below to help learners make links between the texts they have read.

Contact Teaching:

- Expose learners to different genres and their distinct physical and writing features.
- Design a poster to share the content of the book. Allow learners to learn about different books from different texts.

- Distribute two different texts- poem and short story in each group. Then ask learners to discuss and share the differences they notice between the texts in terms of content, style of writing and length of the texts.
- Identify learner's preference of books and ask librarian to recommend accordingly to the students. They update their reading logs after reading the text.
- Create or adapt a template that make comparison between the texts. Ask learners to fill them up. Learners will be asked to fill them after reading various texts.
- Demonstrate or work along with the learners to illustrate the connection between the texts through semantic mapping.

Non-contact Teaching:

- Through online forum, provide two different materials- poem and short stories and ask learners to make comparison between the two either orally or in written form.
- Through online forum, learners share about the books they loved and disliked the most with justification based on content, language and style.
- Demonstrate a sample of semantic mapping to illustrate a connection between the texts through video lesson. Then, learners illustrate connection between the texts.

Materials:

- Readers for class III
- Anthology for class III
- Other reading materials relevant for class III learners
- <https://freekidsbooks.org/subject/fable/>

Assessment and reporting:

- Assess book review of the learners using rubrics. Have a criterion that checks learner's ability to make connection between the texts.
- Assess learner's reading log using rubrics. Refer annexure for sample.
- Assess illustration of reading materials using rubrics.
- Compile learner's reading logs and illustrations of books in their reading portfolio.
- Compile learner's reading logs and book reviews in their reading portfolio.

Resources:

- <https://rec.gov.bt/textbooks-and-manuals/#683-888-wpfd-english-1586090636>
- <https://www.k5learning.com/reading-comprehension-worksheets/third-grade-3/comprehension-exercises>

Competency

- Use a variety of strategies to read texts independently.

Learners apply range of reading strategies like read aloud, scanning and skimming, reading with purpose, and identifying and finding meaning of unfamiliar words while reading independently.

Knowledge: Texts

Skill: Read aloud, scanning and skimming,

Behaviour: Questioning and answering, maintain reading log

Objectives:

- Use the reading strategies developed in earlier classes.
- Use a picture dictionary to introduce the structure of the dictionary and alphabetical order.
- Identify the main idea of a short text.
- Discuss the meaning of unfamiliar words encountered in reading through contextual cues
- Answer competency-based questions about guided reading selections.
- Scan and skim through the text to find specific information and words.
- Note how text is organized in paragraphs and chapters.
- Identify growing knowledge of literary devices in poetry.
- Read play scripts and dialogue with awareness of different voices.
- Differentiate between prose and poems.
- Employ the features of personal letters to help them make meaning in their reading-
- Employ the features of fables and use them to make meaning in their reading.
- Discuss the meaning of unfamiliar words encountered in reading through contextual cues.
- Recognize, read in context and understand a minimum of 300 words (high frequency and vocabulary words).
- Express opinions on the ideas, people and events that they encounter in their reading.
- Enjoy reading to gain information and for pleasure.
- Use a picture dictionary to introduce the structure of the dictionary and alphabetical order.
- Identify the main idea of a short text.
- Read independently at least 20 pieces of literature: stories, poems, songs, informational texts and non- continuous texts.

Note: The above objectives can have multiple lesson objective based on the topics.

Pedagogy/Learning Experiences:

Teacher could ensure learners read independently using various reading strategies through pedagogies given below.

Contact Teaching:

- Provide reading log outlines for learners to keep a record of the books and stories they have read.

- Design an outline for graphic illustration of books, stories or poems so that learners could create for their favourite texts.
- Teach independent reading strategy: ask learners about their prediction about the content of text by looking at the title, connect and evaluate the events in the texts, develop curiosity and finally perform task like updating reading log or writing a review.
- Expose learners to different kinds of genres so they discover their preferences.
- Help learners in selecting books for themselves from the school. Select book are at a little higher level to good readers and books with simple language and easy to be understood by class III to learners with low reading confidence.
- Model read for learners with difficulties to read. Then ask them to practice until made perfect.
- Design low level questions that could be answered by the learners with low reading proficiency before, during and after reading the texts.

Non-contact Teaching:

- Teach independent reading strategy through online forum: ask learners about their prediction about the content of text by looking at the title, connect and evaluate the events in the texts, develop curiosity and finally perform task like updating reading log or writing a review.
- Design and explain cues that could be used for independent reading through video lesson. Then, learners update in their reading logs.
- Provide links to digital book (for example: <https://www.getepic.com/collection/871883/fables-grade-3>) and ask learners to read and update their reading logs.

Materials:

- Books from library
- Reader for class III
- Anthology for class III
- Other reading materials suitable for class III
- <https://www.getepic.com/collection/871883/fables-grade-3>

Assessment and reporting:

- Design rubrics to assess reading logs and graphic illustrations.
- Use rubrics to check learner's reading proficiency. Refer annexure for example.
- Ask learners to update their reading portfolio with additional books on their reading log list, book review and illustrations.

Resources:

- <https://rec.gov.bt/textbooks-and-manuals/#683-888-wpfd-english-1586090636>
- <https://www.k5learning.com/reading-comprehension-worksheets/third-grade-3/comprehension-exercises>
- https://www.engageny.org/sites/default/files/downloadable-resources/ckla_g1_d1_anth.pdf

Writing

Competency

- Handwrite words that are consistent in size and proportion with uniform spacing between words to show mastery over the concept of letters and word formation.

Although this is a digital era, it is essential learners know how to write letters with correct formation at required pace. Learner know and execute correct style and formation of writing alphabets.

Knowledge: Legible handwriting

Skill: writing

Behaviour: handwriting, appreciating, valuing

Objectives:

- Use the writing strategies developed in earlier classes.
- Write with speed, fluency and legibility.
- Revise their own work for content and simple mechanics.

Note: The above objectives can have multiple lesson objective based on the topics.

Pedagogy/Learning experiences

Teacher ensure learners write legibly with correct letter formation and legitimate size through suggested pedagogies below.

Contact teaching:

- Model good manuscript or cursive writing for learners during shared writing.
- Display model handwriting in the classroom for students to follow.
- Provide a guide letter strips on the corner of students' desks.
- Use mini-lessons to focus on individual letter formation, directionality, spacing, use of upper- and lower-case forms, posture, grip and placement of paper.
- Identify and provide extra attention and support to students with writing disability and difficulties. Also, give extra time to complete the given tasks.
- Carefully identify, study and correct learner's handwriting errors and mistakes in relation to letter formation and style.

Non-contact teaching:

- Prepare a video lessons that demonstrates correct way of writing alphabets. Ask learners to follow.
- Ask learners to prepare a short video of one minute while writing. Check whether learners would write letters with correct formation. If not provide feedback and ensure they learn to write with correct formation and legitimate size.

Assessment and reporting:

- Design a checklist or rubrics to assess learner's handwriting. Provide feedback for improvement.

Resources:

- <https://rec.gov.bt/textbooks-and-manuals/#683-888-wpfd-english-1586090636>
- <https://home.oxfordowl.co.uk/english/primary-handwriting/>
- Curriculum Guide for Teachers, English Class III, REC Publication

Competency

- Write and represent using multimodal sources to demonstrate knowledge of spelling patterns, growing vocabulary, language and representation skills.

Class III learners are expected to have acquired required words and their spellings, and language structures in their earlier classes. Adequate knowledge about vocabularies and language structures exhibits learner's ability to correspond their thoughts effectively. Therefore, class III learners are expected to demonstrate adequate knowledge of spelling, vocabulary and language in their writings.

Knowledge: Vocabulary, spelling, language structures

Skill: writing, drawing, decoding, encoding

Behaviour: appreciating

Objectives:

- Use the writing strategies developed in earlier classes.
- Communicate meaning in their stories through words and sentences and use drawings to illustrate the story.
- Use their growing knowledge of phonemes, high frequency words, and spelling patterns to improve their writing.
- Write simple descriptions of characters and settings of the stories they have read.
- Revise their own work for content and simple mechanics.
- Enjoy writing as a creative activity.

Note: The above objectives can have multiple lesson objective based on the topics.

Pedagogy/Learning Experiences:

Learners represent their knowledge of spellings, vocabularies and language in their writings through the suggestive pedagogies below.

Contact Teaching:

- Show features of comic and ask learners to create their own for the stories and poems they have read. (Teacher could use readers and anthology provided by REC for class III or materials that suits class III)
- After reading a poem, ask learners to write a story version of it.
- After reading a story, ask learners to create a poem with similar content.
- Ask learners to describe the characters of the texts they have read. Teacher could provide cues to guide their descriptive writing of a paragraph or two.
- Create a platform for learners to share at least four pieces of writing with their classmates and teacher

Non-contact Teaching:

- Prepare a video lesson showing comic creation for a popular story and ask learners to create their own and send it online.

- Create an online platform for learners to share at least four pieces of writing with their classmates and teacher.
- Ask learners to describe a character from the book they have read and send it through online forum.

Materials:

- Comics
- Sample of graphic illustrations
- Sample of different kinds of write-ups

Assessment and reporting:

- Design rubrics that would assess learner's spelling, vocabulary, and representation skills.
- Create rubrics to assess learner's comic representation of their stories.
- Compile best writing pieces of the learners in their writing portfolio.

Resources:

- <https://rec.gov.bt/textbooks-and-manuals/#683-888-wpfd-english-1586090636>

Competency

- Write and represent for variety of purpose to communicate effectively.

Writing is one form to communicate thoughts and ideas of learners and it is one skill that they need to develop at their earliest stage. Learners of class III are exposed to different kinds of writing such as letters, poems, essays, summaries and paragraphs. Now, in class III, they are expected to write according to the situations with accurate format of the write-ups.

Knowledge: Writing with purpose

Skill: Writing

Behaviour: sharing, expressing ideas, opinions, attitudes

Objectives:

- Use the writing strategies developed in earlier classes.
- Develop their ideas in simple paragraphs.
- Write compositions based on picture sequences.
- Write simple descriptions of characters and settings of the stories they have read.
- Write a simple personal letter.
- Write texts in which they explain simple procedures and processes.
- Apply knowledge of grammatical rules at word and phrase levels in their writing.
- Develop their ideas in a series of simple sentences using capital letters, full stops, question marks, commas and simple tenses.
- Revise their own work for content and simple mechanics.
- Enjoy writing as a creative activity.

Note: The above objectives can have multiple lesson objective based on the topics.

Pedagogy/Learning Experiences:

A teacher ensures that class III learners communicate their thoughts and ideas through writing pedagogies given below.

Contact Teaching:

- Teach simple rules of paragraph writing. Teach concept of topic and supporting sentences. Ask students to write with specific focus: content, grammar and vocabulary.
- Teach format and components of personal letter. Ask students to write letter according to the given situation considering their current status or incorporating with reading activities.
- Teach and show summary writing techniques with examples. Ask learners to summarize the text in one to two sentences using the vocabulary and grammar knowledge acquired.
- Create an online forum to share learner's writing pieces.
- Show interview questions on chart or overhead and demonstrate how interviews will be conducted. Make learners prepare interview questions and conduct interview. Learners, write a report of the interview. This interview activity could be a part of reading activity or on any situation that is relevant and would be helpful to class III children.

Non-contact Teaching:

- Prepare a video lesson of how to write paragraph, summary, 3-paragraph essay and letters- both formal and informal respectively. Learners write accordingly and send it to teacher. Write one write-up at a time. it could be incorporated with other strands.
- Demonstrate and learners practice writing process step. Follow simple writing step. For instance:
Step one: Pre-writing (learners map the ideas they would like to include in their essay)
Step two: Writing (Writer starts writing)
Step three: Edit (Ask learners to read and correct their grammar and spelling. they check and edit whether tenses, prepositions, punctuations, pronouns and spellings are used correctly)
Step four: Revise (Ask learners to read and check whether they have included and excluded ideas. Accordingly, they will include the missing ideas and exclude the unwanted and repeated idea.)
Step five: Write the final draft.

After teacher's correction and assessment on the final draft, learners compile their write-up in their portfolio.

- Ask learners to share at least four pieces of writing with their classmates and teacher.

Materials:

- Sample of different write-ups

Assessment and reporting:

- Design or adapt rubrics to assess learner's writing competency. Rubrics should include all the mechanics and grammar components.
- Use rubrics attached in the annexure to assess learner's writing.
- Compile best write-ups of learners in their individual writing portfolios.

Resources:

- <https://rec.gov.bt/textbooks-and-manuals/#683-888-wpfd-english-1586090636>

Competency

- Write in different genres to demonstrate the understanding of their structures.

Since learners are exposed to different kinds of genres through reading, they are expected to write them. They know components, writing styles and formats of genres like poetry, stories, fables and letters. They apply the knowledge to write on their own.

Knowledge: Different kinds of genres

Skill: Writing

Behaviour: Different kinds of write-ups

Objectives:

- Use the writing strategies developed in earlier classes.
- Develop their ideas in simple paragraphs.
- Write compositions based on picture sequences.
- Write simple descriptions of characters and settings of the stories they have read.
- Write a simple personal letter.
- Write texts in which they explain simple procedures and processes.
- Apply knowledge of grammatical rules at word and phrase levels in their writing.
- Develop their ideas in a series of simple sentences using capital letters, full stops, question marks, commas and simple tenses.
- Enjoy writing as a creative activity.

Note: The above objectives can have multiple lesson objective based on the topics.

Pedagogy/Learning experiences

Teacher could use pedagogies below to write different kinds of genres.

Contact teaching:

- Introduce learners to poem and its basic features. Then, ask them to write a poem on a given situation. Ensure students use short phrases and basic poetry devices like alliteration, repetition and simile.
- Introduce learners to three paragraph essay and show what aspects to be included in each paragraph. For example, ask learners to write about a book using following outline:
 - Introductory paragraph: What is the name of the book?*
 - Who is the author or the publisher?*
 - Middle paragraph: What is the book talking about?*
 - Who is was the character you liked and disliked? Why?*
 - Concluding paragraph: What lesson did you learn from the text?*
- Demonstrate a sample of both formal and informal letter. Make learners identify the components of the letters before teacher's explanation. For learners with learning difficulties, assign task at their level and provide more time to complete them. Also, identify the area of required support and provide accordingly.

- In collaboration with learners, write on the given situation. For example, write an essay about their school. Teacher writes the title on the board and ask learners to provide content and teach write them in systematic and organized manner with correct structures.

Non-contact teaching:

- Send a short video clip through online forum and ask learners to write about it in a short paragraph.
- Share a link containing a poem both in written and audio form. Learner listens to it and write an essay about it.
- Ask learners to listen to a story narrated to them by their elders or siblings at home, and write it in their note books in few words (limitation of the words would depend upon the learner's ability). They will return the work to the teacher through online forum.

Materials:

- Samples of different genres
- Guidelines to writing different kinds of genres

Assessment and Reporting

- Same rubrics cannot be used for essay, letter and poetry. Hence, design rubrics to assess respective write-ups.
- Adapt or use sample rubrics in the annexure.
- Provide more and more feedback in regard to the learner's writing problems and show ways to improve them.

Resources:

- <https://rec.gov.bt/textbooks-and-manuals/#683-888-wpfd-english-1586090636>

Language and grammar

Note: Grammar topics are stated for teachers to have a focus area. Forms and functions of these area could be taught incorporating with other strands without mentioning the grammatical terms technically.

Competency

- Build vocabulary to describe objects, events, actions and abstract ideas.

Using correct grammar is essential to communicate the ideas and show user's language competency. Learners at this stage are expected to use basic forms of nouns and adjectives correctly in speaking and writing.

Knowledge: grammatical knowledge

Skill: encoding, speaking, writing

Behaviour: use of correct forms of grammar in speaking and writing, sharing, expressing thoughts

Objectives:

- Use proper and common noun (naming words): *classroom objects, common objects, names of animal and places.*
- Tell abstract noun: *beauty, childhood, peace, happiness, sadness...*
- Identify collective nouns.
- Tell singular and plural nouns.
- Tell comparative and superlative adjectives: *bigger, taller, shorter... biggest, tallest, shortest...*
- Use root words, prefix and suffix.

Note: The above objectives can have multiple lesson objective based on the topics.

Pedagogy/Learning experiences

Contact teaching:

- Get a bag filled with objects with different sizes, shapes and textures. Learners reach into the bag without looking and describe what they feel in a few words. It could be written in poetry form.
- Recapitulate the concept of syllable. List at least 15 five and seven syllable nouns and adjectives respectively on the board. Then, show a sample of three lined poem that could be derived from the listed words – line 1 consist 5 syllables, line 2 consist 7 syllables and line 3 consist 5 syllables. For example:

*Green, bushy mountains
Cool wind blowing from the west
Sunlight running through*

After the clear instruction and practice, allow learners to write haiku either in pairs or groups using the listed nouns and adjectives.

- Ensure that learners use the nouns and root word learned in their writings and speaking.

Non-contact teaching:

- Prepare a video lesson recapitulating the concept of syllable. List at least 15 five and seven syllable nouns and adjectives respectively on the board. Then, show a sample of three lined poem that could be derived from the listed words – line 1 consist 5 syllables, line 2 consist 7 syllables and line 3 consist 5 syllables. For example:

*Green, bushy mountains
Cool wind blowing from the west
Sunlight running through*

After the clear instruction and practice, allow learners to write haiku on their own using the listed nouns and adjectives and send it back to the teachers through online forum.

- Ensure that learners use the nouns and root word learned in their writings and speaking which they have send through online tools.

Materials:

- Activities In curriculum guide for teachers, English class III
- Worksheets and activities consisting the target grammar relevant for class III learners.

Assessment and Reporting

- Use checklist to check whether learners could use the grammar topics correctly. If not, provide necessary supports
- Compile the grammar test or worksheets of the learners in their portfolio.

Resources:

- <https://rec.gov.bt/textbooks-and-manuals/#683-888-wpfd-english-1586090636>
- <http://teachwithpicturebooks.blogspot.com/2011/04/make-language-adventure-learning.html>

Competency

- Use the knowledge of grammar to use language purposefully at words, phrase and sentence levels.

Grammatical competence enables learners to use and understand English-language structures accurately and unhesitatingly which contributes to effective language user. Learners at this stage are suggested to acquire grammatical knowledge subconsciously through lots of exposure and practice.

Knowledge: grammatical knowledge

Skill: encoding, speaking, writing

Behaviour: use of correct forms of grammar in speaking and writing

Objectives:

- Use preposition: *on, in, under, in front of, near, besides, behind, inside, outside, after ...*
- Use articles: *a, an and the.*
- Use personal, possessive, and indefinite pronouns: *I, me, they, them, their, anyone, anyone, everything, it.*
- Use demonstrative pronoun: *this and that, these and those.*
- Use adjectives (describing words): *big, small, fat, thin, tall short ...*
- Use verb (action words): *read, write...*
- Use auxiliary Verbs: *is, am, are, can, must, must not, will, would ...*
- Use present continuous tense of verb and present, past tense and future tense (irregular verb and noun): *reading, writing, drawing... and play-played*
- Use possessive 's' as in '*Dorji's dog.*'
- Use possessive adjective: *his, her, my and their*
- Use punctuation marks: *capitalization, comma, question mark and full stop.*
- Construct simple, compound, and complex sentences.
- Use subject-verb agreement correctly.
- Use pronoun determiners: *other, another, what after, neither, both, none, all of them*
- Use coordinating and subordinating conjunctions.
- Use root words, prefix and suffix.
- Use sequence adverb: *first, then, next, after that, finally...*
- Use adverbs of frequency: *sometimes, never, always, every.*
- Use adverbs of frequency: *sometimes, never, always, every.*
- Use adverb: *slowly...*

Note: The above objectives can have multiple lesson objective based on the topics.

Contact teaching:

- Show grammatical functions in a reading material. For instance, for the stanza given below, ask learners which words show actions, positions and things in the poem below:

*Ride, ride, ride a yak
Up and down the hill
Travelling, travelling along the track*

Ride to feel the chill

Then ask which sentences are grammatically incorrect with reasons. For example:

- A yak up and down.
- She rides a bike to school yesterday.
- She is a travelling.

Then, along with the learners try making rules to explain how verbs, prepositions and nouns are used.

Finally, allow learners write three sentences consisting verb, preposition and nouns.

- Incorporate the grammar rules learned in writing activity. For instance, give a topic based upon some aspects of reading texts of the lesson and ask learners to write essay, story, poem or letter using the targeted grammar topics.
- Identify common grammatical errors amongst most learners and correct them as a whole class approach. Explain why are they considered wrong and how they could be written correctly. For instance, learner writes, 'I didn't went to shop yesterday'. Explain that word went is second form for 'go' and word 'did' should never be followed by the second forms.
- Expose learners to stories, poems and paragraphs containing set of targeted grammar topic followed by information on usage and practice.
- Draw learner's attention to targeted grammar topic and they may have to induce the rule in system underlying its use.
- Provide activities to make learners aware of the functions of the targeted grammar topic without necessarily requiring them to produce them. For example, write word 'because' on the board and list down sentences consisting and ask learners to analyse the function of the conjunction in the sentence.
- Explore online videos that provide grammatical information for class III and ask learners to watch and write a paragraph using them. This work could be assigned a homework; however, it should be followed by discussion in the class. Focus the discussion on implication of the rules.
- Ensure learners use grammar topic learned in their writing and speaking. Also, analyse the errors they commit and reteach or correct them if necessary.

Non-contact teaching:

- Explore online videos that provide grammatical information for class III and ask learners to watch and write a paragraph using them.
- Prepare a video lessons focusing on grammatical aspects that would be focused in the lesson. Provide a reading material and ask learners to jot down examples found in it. Then, ask them to write a paragraph about the text in one paragraph using the grammatical aspects learned.
- Provide ample examples on target grammar topic and ask learners to perform the task given through worksheets to practice through online forum.
- Ensure learners use grammar topic learned in their writing and speaking. Also, analyse the errors they commit and reteach or correct them if necessary, using online tools.

Materials:

- Activities In curriculum guide for teachers, English class III
- Worksheets and activities designed for target grammar topics relevant for class III learners.

Assessment and Reporting

- Design a checklist to check whether learners could use the targeted grammar topics correctly in their speaking and writing.
- Adapt or use the rubrics provided in CFA guidelines which is found in annexure of this document.
- Give series of sentences with words missing. Make learners fill in the blanks with new vocabulary or targeted grammar topics.
- Provide worksheets to check whether learners could use the grammar topics correctly.

Resources:

- <https://rec.gov.bt/textbooks-and-manuals/#683-888-wpfd-english-1586090636>

Note: Targeted grammar topic is referred to the grammar area that the teacher would be focusing for the lesson or week.

Curated Resources

Title & URL of Resources	Summary/Description of Resources	Core-concepts (themes/chapters/topics)
https://www.youtube.com/watch?v=mCAx1JuqIPi&list=PL8WWToQ5Kvkea-a3QdyRkXrRUxOE2icIN&index=44	<p>This video is prepared by Sherig, MoE. It consists of phonemes to be taught for class III learners. It is a 27-minute video which is specifically designed for teachers to learn how to teach the phonemes. Learners could use the video cautiously with the teacher's guidance since the video consist of whole year's topic. Another recommendation is that, the learners could watch this video but only at the end of the session after learning all the target phonemes for class III.</p>	<p>Structured Synthetic Phonics in class III</p>
https://rec.gov.bt/textbooks-and-manuals/#683-888-wpfd-english-1586090636	<p>There are English teaching and learning materials issued by Royal Education Council (REC) for class III on the given link.</p>	<ul style="list-style-type: none"> • Curriculum Guide for teachers • Anthology • Readers
<p>Structured Synthetic Phonics (SSP) in class III pack.</p>	<p>This pack is designed to teach phonemes for class III. It is in continuation to the sounds taught in earlier classes (PP to II). Inside the package, there are word cards, one paragraph stories, reading and spelling list and assessment checklist.</p>	<p>Structured Synthetic Phonics in class III</p>
<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=2aL4dfv7RbA • https://www.youtube.com/watch?v=PNmMgDc_ztg • https://www.youtube.com/watch?v=1LzyXvHO638 	<p>YouTube videos that could be used to teach specific phonemes:</p>	<p>Tutorial video for teachers to use flash cards and games to teach vocabulary to elementary learners.</p>
<p>Curriculum Guide for Teachers, English Class III, REC Publication</p>	<p>The guidebook is prepared for class III teachers by REC. It consists varieties of activities to teach all the four language strands: listening and speaking, Reading and literature, Writing, and Language and grammar. Teachers could use the ideas given there to teach</p>	
<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=X9KebTgfLJl • https://www.youtube.com/watch?v=vY-53nXyoVY 	<p>Teachers could use the above two videos to learn the ideas of using flashcards and fun activities to teach and revise learner's vocabularies.</p>	
https://childrens.poetryarchive.org/	<p>The website provides samples of poems by themes. They are read aloud by the authors.</p>	<p>Poems: both in written and audio form.</p>
https://www.youtube.com/watch?v=4z7gDsSKUmU	<p>Kid President explores people's different ideas about how to make the world better.</p>	<p>Climate Change</p>

	What do you think is the best way to change the world?	
https://home.oxfordowl.co.uk/english/pri-ary-handwriting/	Website given above provides strategies to help learners improve their handwriting with exercises and games.	
http://teachwithpicturebooks.blogspot.com/2011/04/make-language-adventure-learning.html	The link above shows strategies and examples of how teachers could teach grammar topics incorporating with poetries, stories and nursery rhymes	
<ul style="list-style-type: none"> • https://www.studiestoday.com/printable-worksheet-english-cbse-class-3-english-practice-worksheets-120-vocabulary-219569.html • https://www.k5learning.com/vocabulary-worksheets/third-grade-3 	This link provides vocabulary activities and worksheets that could be used for class III.	Vocabulary
https://positivepsychology.com/communication-activities-adults-students/#importance	This link provides information, strategies and activities about inter-personal communication skill.	Inter-personal communication skill
Listening and speaking, teacher's resource book, Language aloud...allowed by Gwen Mowbray. (available on www.rec.gov.bt)	The book provides enriching information, teaching strategies, activities and assessment on listening and speaking skills.	Listening and speaking
https://www.k5learning.com/reading-comprehension-worksheets/third-grade-3/comprehension-exercises	The link provides reading materials and worksheets for different grade students.	Fables, short stories, worksheets
https://freekidsbooks.org/subject/fable/	Link for digital books for kids	Fables and stories for kids
https://www.engageny.org/sites/default/files/downloadable-resources/ckla_g1_d1_anth.pdf	Book consist of stories and fables with sample lessons and assessment chart.	Fables, stories, lessons and assessment chart for teachers
https://www.getepic.com/collection/871883/fables-grade-3	Free access to books for class III	Fables

Annexure 1: Assessment tools

LISTENING AND SPEAKING STRAND

Tool 1: Checklist to assess Listening and Speaking skill

Student name:.....					
Objectives/Listening and Speaking Behaviours					
Speaks clearly and fluently					
Stays focussed while speaking					
Uses complete sentences					
Pronounces words correctly					

Tool 2 (10): Rubrics for assessing students' ability to listen and follow instructions.

Descriptors	Exceeding	Meeting	Approaching	Beginning
Follow instructions	Follows all the instructions correctly.	Follows most of the instructions correctly.	Follows few instructions correctly.	Hardly follows instructions correctly.
Give instructions	Give clear and precise instructions.	Give clear instructions.	Instructions are somewhat clear.	Instructions given are not clear and vague.
Initiate conversation & respond to others in unfamiliar situation using correct word order. (ask questions, give answer, interprets, explains)	Always use accurate word order during conversation & responding to teachers and friends.	Uses accurate word order most of the time during conversation & responding to teachers and friends.	Uses accurate word order sometimes during conversation & responding to teachers and friends.	Uses accurate word order rarely during conversation & responding to teachers and friends.
Shares topic of interest with others orally	Shares topic of interest with others orally all the time.	Shares topic of interest with others orally most of the time.	Shares topic of interest with others orally sometimes.	Shares topic of interest with others rarely.
Enjoy listening & speaking English.	Conversation in English with teachers and friends is carried out always.	Conversation in English with teachers and friends is done most of the time.	Conversation in English with teachers and friends is done sometimes only.	Conversation in English with teachers and friends is done rarely.

Tool 3(4): Rubrics to assess students' ability to tell simple stories in their own words.

Components	Exceeding	Meeting	Approaching	Beginning
Pictures	Uses few appropriate pictures from the text to tell the story	Uses some of the pictures from the text to tell the story	Uses most pictures from the text to tell the story	Uses all the pictures from the text to tell the story.
Events/ideas in the story	The events/ideas are in sequence. Needs no prompting. Narrates the events clearly.	The events/ideas are in sequence, but with some events missing. Little prompting is needed.	The events/ideas are in sequence. It is difficult to understand the story. Teacher needs to prompt sometime.	The events/ideas are not in sequence. Teacher needs to prompt every time.
High frequency words & vocabulary	Uses most of the HF words & vocabulary appropriately while narrating the story.	Uses some of the HF words & vocabulary appropriately while narrating the story.	Uses few HF words & vocabulary appropriately while narrating the story.	Little HF words and vocabulary used.
Sentence structure	All the sentences used are correct and complete and have meaning.	Most of the sentences used are correct and complete and make meaning.	Some of sentences used correct and complete but not all make meaning.	A few sentences used are correct. It is difficult to understand the story.
Expressions & gestures	Uses lots of appropriate expressions and gestures to tell the story.	Uses some appropriate expressions and gestures while narrating the story.	Uses a few but inappropriate expressions and gestures to tell the story.	Very less expression and gesture used.
Confidence	Shows highest degree of confidence.	Show high degree of confidence	Show confidence to tell the story.	Not so confident to tell the story
Intonations	Uses most appropriate tones as per the mood/emotions shown by the characters in the story.	Uses some appropriate tones to show the emotions of the characters in the story.	Uses few appropriate tones to show the emotions of the characters in the story.	Tone use are not as per the mood/emotions shown by the characters in the story.

Note: You may skip the components that are not relevant for the activity.

Tool 4(17): Checklist to assess students’ ability to produce the long and short vowel sounds.

Sounds	Produce the long vowel sounds (initial, medial, final)	No. of words
ee	<p>Sheep, wheel, cheese, seed, cheek, street, beef, feet, sleep, teeth, feel, week, keep, leeches, speed, creeper, sweet, freezing, need, sleep, green, been, deer (medial)</p> <p>see, knee, bee, tree, free (final)</p>	
ar	<p>Arm, archery, argue, are, army, (initial)</p> <p>card, cart, hard, parent, sharp, partner, March, Sarpang, board (medial)</p> <p>far, year, near, fear, hear, ear (initial)</p>	
a	<p>Apple, ask, as, all, ago, animal, autumn, (initial)</p> <p>Saw, paw, raw, family, ran, , tall, walk, village, lay, same, said, father, began, path, call, vase, cave, trapped, day, can, fall, yawn, claw, raven, place, clattered, car (medial)</p> <p>Extra (final)</p>	
oo	<p>Roof, look, choose, food, cooking good, roots, school, stood, shook, soon, poor, foolish, hoopoe, roof, cool, mushroom, spoon, stool, boomed (medial)</p> <p>Bamboo, cuckoo, too (final)</p>	
ar	<p>Arrow, arrive, arrest, arrange (initial)</p> <p>Carry, farmer, hare, dark, part (medial)</p> <p>Car, far, jar, roar (final)</p>	
a	<p>At, axe, an, ant, am (initial)</p> <p>Fat, flat, that, jam, hand, sad, sat, rat, cat, back, happy, fast, grass, plant, last (medial)</p>	
o	<p>On, ox, October, often, open, order, osprey (initial)</p> <p>Hot, pot, lot, not, dog, hostel, lesson, from, forest, woke, cloth, spoke, got, door, lock, son, demon, hole, top, crop, stop (medial)</p> <p>Who (final)</p>	
u	<p>Up, under, us, ugly, umbrella (initial)</p> <p>Cup, must, number, hundred, summer, mutton, studies, run, but, luck, hug, jump, bug, fur, bump, buzz (medial)</p>	

Note: Teacher may use the words from the text and refer class I guide and dictionary for accurate vowel sounds.

Tool 5 (15): Rubrics to assess students' ability to deliver speeches

Category	Exceeding	Meeting	Approaching	Beginning
<i>Introduction (greetings, addresses)</i>	Can use greetings & addresses accurately	Can use greetings & addresses almost accurately	Can use greetings & addresses fairly accurately	Can use greetings & addresses accurately poorly
<i>Relevant</i>	Content is relevant	Content is relevant but a few irrelevant points	Content is relevant but some irrelevant points	Content is not so relevant
<i>Language</i>	Excellent	Very good	Good	Satisfactory
<i>Conclusion (statement)</i>	Has very strong concluding statement	Has strong concluding statement	Has fairly strong concluding statement	Has not so strong concluding statement
<i>Fluency</i>	Very fluent & mispronounces no words	Fluent enough but mispronounces a few words	Somewhat fluent but mispronounces some words	Not at all fluent and mispronounces most of the words
<i>Audibility</i>	Loud enough to be heard by all throughout	Loud enough to be heard by at least 90% throughout	Loud enough to be heard by at least 80% throughout	Loud enough to be heard by at least 70% throughout
<i>Eye contact</i>	Establish eye-contact with everyone all the time	Establish eye-contact with everyone most of the time	Establish eye-contact with everyone sometimes	Establish eye-contact with everyone rarely
<i>Confidence</i>	Very confident & has obviously rehearsed	Confident & has obviously rehearsed	Less confident & has rehearsed little more	Not confident & does not seem at all rehearsed
<i>Presentation</i>				
<i>Posture</i>	Stands up straight, looks relax & confident	Stands up straight	Stands up straight, but not relaxed & confident	Sometimes stands straight
<i>Dress</i>	Clean, perfectly & properly dressed up	Clean & properly dressed up	Cleanly dressed up	Badly dressed up

Tool 6 (13): Rating Scale to assess students' ability to role play (Listening & Speaking)

Sl.No	Objectives /skills/ Behaviours	Always	Sometimes	Rarely	Remarks
	Date				
1.	Speaks clearly & fluently				
2.	Asks appropriate questions				
3.	Stays focused during role play				
4.	Uses complete sentences while responding				
5.	Knows how to take turns when talking				
6.	Is confident enough to communicate				
7.	Uses appropriate language				

READING AND LITERATURE

Tool 7 (2): Rubrics to assess students' ability to read aloud with fluency and expression (especially for readers' theatre)

Exceeding	Meeting	Approaching	Beginning
Reads with fluency and expression	Reads with fluency and expression though the reading lacked expression for one or two lines.	Reads with fluency and expression through approximately half of his/her lines.	Read word by word with no fluency or expression

Tool 8 (7): Rubrics to assess students' ability to read

Components	Exceeding	Meeting	Approaching	Beginning
Reading Strategies	Use reading strategies effectively Meaning – does the sentence make sense? Structure – does the sentence sound right? Visual – does the word look right? (using the phonic cues)	Successfully attempts to use reading strategies Meaning – does the sentence make sense? Structure – does the sentence sound right? Visual – does the word look right? (using the phonic cues)	Attempts to use reading strategies if prompt Meaning – does the sentence make sense? Structure – does the sentence sound right? Visual – does the word look right? (using the phonic cues)	No attempt was made to use reading strategies Meaning – does the sentence make sense? Structure – does the sentence sound right? Visual – does the word look right? (using the phonic cues)
Fluency	Read the text fluently	Read fairly fluently	Read haltingly word by word	Read laboriously
Pronunciation	Pronounces all the words correctly	Pronounces some of the words correctly	Pronounces some of the words correctly	Pronounces a few or little words
Intonation	Reads with correct modulation of all the words	Reads with correct modulation of most words	Reads with correct modulation of some words	Inappropriate use of intonation

Tool 9 (3). Checklist to assess students' ability to read poems/rhymes

Student name:.....				
Areas/Indicators				
Identify the speaker when reading a poem				
Read aloud with fluency and expression				
Identify internal and end rhymes in poems				
Identify the main idea of a text.				
Recognize and understand the theme.				
Form opinions about ideas, people or events described in the texts.				
Recognize the setting and trace the plot in stories				
Identify the purpose for which a text is written.				
Demonstrate the ability to make personal connections with the ideas, events and people that they encounter in their reading.				

Reading Log

Sl. No.	Title of the book/text/poem	Author	Text Type (Genre)	Most interesting character/line
1	The Clothes' Line	Charlotte Druitte Cole	Poem	Hand-in-hand they danced in a row.....

Note: Students should read 20 texts/book in a year. They should be reminded to keep record of the books read using the above table.

Tool 10 (6): Checklist to assess Reading Log

The student has.....	Term I	Term II
read 20 texts		
read a variety of texts		
written in complete sentence.		
used capital letters, comma and full stop correctly		

Tool 11 (9): Rubrics to assess student’s ability to:

- identify and employ the features of fable/story.
- read and talk about text in detail.

Child’s Name.....

Exceeding	Meeting	Approaching	Beginning
Reads and talks about texts in detail use questions from the texts talk.	Reads and talk about texts in some detail.	Reads and talks about texts in lesser detail.	Reads and talks about texts with very little detail.
Recalls all the characters with detail.	Recalls the main character with detail.	Recalls the main character with some detail.	Recalls the main character but not in detail.
Tells the moral of the fable in detail.	Tells the moral of the fable in some detail.	Tells the moral of the fable less detail.	Tells the moral of the fable only when prompted.

WRITING STRAND

Tool 12 (11): Checklist for punctuation

Student name.....					
Behaviour					
Uses capital letters correctly for the starting of sentence					
Uses of capital letters correctly for proper nouns.					
Uses full stops at the end of the sentences.					
Uses question marks after the questions.					
Uses commas accurately.					

Tool 13 (5). Rubrics to assess students' ability to write

Components	Exceeding	Meeting	Approaching	Beginning
Pictures	All the pictures are well associated with the events	Most pictures are associated with the events	Some pictures are associated with the events	A few pictures are associated with the events
Events/ideas in the story	The events/ideas are well sequenced.	The events/ideas are mostly sequenced.	Some events/ideas are in sequence.	A few event/ideas are in sequence.
High frequency words & vocabulary	A rich and right choice of vocabulary is used to narrate the story.	Most of the vocabulary used are appropriate	Some of the vocabulary used are appropriate	A very little words used repeatedly.
Punctuation	Capital letters are used appropriately throughout the writing.	Capital letters are used appropriately in most of the writing.	Capital letters are used appropriately in some of the writing.	Capital letters are rarely used appropriately.
	Full stop and question marks are used appropriately in all the sentences.	Full stop and question marks are used appropriately in most of the writing.	Full stop and question marks are used inappropriately in some of the writing	Full stop and question marks are not used inappropriately
Sentence structure	All the sentences are complete and carry clear meaning and ideas.	Most of the sentences are complete and carry meaning in the writing.	Some sentences are complete and carry meaning in the writing.	The writing contains sentence fragments. It is difficult to understand.
Spellings	All of the spelling are correct.	Most of the spellings are correct.	Some of the spellings are correct.	A few spellings are correct.
Content	All the ideas and information in the writing are clear and give meaning. Contains enough information and ideas. All ideas are original.	Most of the ideas and information are clear and meaningful. Contains some ideas and information. Most of the ideas are original	The ideas and information are quite clear and meaningful. Contains some ideas and information. Some ideas are original	The ideas and information are not so clear. Some of them don't give meaning to the writing. Not enough ideas and information. Very few ideas are original.

Note: Teacher may skip the components that are not relevant for the activity.

Tool 14 (8): Checklist to assess students' ability to write (fables)

The writing has....	Remarks
title	
characters	
events	
moral	

Tool 15 (12): Checklist to assess students' ability to write poem

Behaviour	Remarks
Use high frequency and words from word wall	
Use pictures to illustrate their own poems	
Use capital letters, comma, full stop, question and exclamation marks correctly.	
Use the knowledge of rhymes and rhythm	

Tool 16 (14): Checklist to assess students' Journal

Objectives/Writing Behaviours	Remarks
Entry for every day made	
Capital and full stop used appropriately	
Neat and legible hand writing	
Reflections demonstrate knowledge on the topic	
Well-kept/maintained journal	

Tool 17 (16): Checklist to assess students' ability to write personal letter.

	Areas/components	Remarks
Format	<ul style="list-style-type: none"> - Address - Date - Salutation - Paragraphing - Leave taking 	
Content	<ul style="list-style-type: none"> - Introductory statement - Actual substance - Concluding statement 	
Language	<ul style="list-style-type: none"> - Spelling - Tenses - Vocabulary - punctuation 	

Tool 18 (18): Checklist for writing process.

Writing Process	Remarks
Drafting – writes a first draft with or without an organizer.	
Revising – <ul style="list-style-type: none">- Adds, deletes and substitutes ideas after discussion with others.- Revise ideas with some support.	
Editing <ul style="list-style-type: none">- checks spelling with class resources and dictionary (word wall, wall charts) and a picture dictionary.- checks for punctuation conventions ((capital, period, question marks and commas), and- prints clearly to ensure legibility.	
Sharing and publishing – error free to put it in their portfolio.	

Note: One best piece to be marked in each term. Writing should be continued throughout the year.

Annexure 2: Essential Components of

1. A Balanced Literacy Classroom

- Balance of quiet and talk activities
- Interactive conversations concerning reading and writing
- Expectations are clear to students, and they can self-regulate
- Students engaged in meaningful literacy work
- Higher level questions are asked by the teachers and students
- Independent literacy work may be open-ended, encouraging higher level skills
- Students encouraged to take risks
- Transitions between activities smooth and efficient
- Evidence of on-going assessment of student progress
- Community and cooperation
- Student independence, ownership, and responsibility.

2. Read Aloud Session

- Selection is appropriate for age and interests of students
- Uses a variety of types of text for read aloud
- Teacher models reading strategies through “think aloud’s”
- Occurs every day
- Students invited to respond to read aloud selections
- Specific teaching points are evident.

3. Shared Reading

- All students have access to text
- Specific teaching points are evident
- Parts of text are highlighted to reinforce teaching point
- Text read repeatedly.

4. Guided Reading

- Teacher working with small, flexible group (5-6 students)
- Group has similar needs, determined through assessment
- Text used presents challenges and supports to students
- Teacher provides support through introduction to selection, highlighting key ideas, vocabulary, etc.
- Students read text independently with teacher available to provide support
- Teacher and students return to text for a teaching point after reading
- Teaching points are evident and clear to students
- Teacher making anecdotal notes about individuals and group
- Teacher listening to individuals read.

5. Independent Reading

- Students know how to select appropriate books for themselves
- Students reading independently
- Students self-select reading material
- Teacher conferencing with individuals
- Students may be responding to text through writing or some other form

6. Modelled/Shared Writing

- Teacher thinks aloud about all aspects of writing process
- Focused on specific skill(s)
- Skill focus determined from assessing student work
- Writing done so all students can view it
- Teacher models rereading and revising
- Teacher discusses writing with students
- Teacher clearly states expectations to help students in their own writing—may develop a rubric together.

7. Guided Writing (Writing Workshop)

- May begin with mini-lesson (this may also be part of the modelled/shared/interactive writing components)
- Students writing, practicing skills learned through mini-lessons
- Writing may be student choice or teacher assigned
- Teacher meeting with individuals or small groups of students to teach specific skills
- Students aware of and following routines established

- Students may be participating in peer conferences.

8. **Independent Writing**

- Students self-select topics
- Teacher conferencing with students
- Students have opportunity to publish writing if they want