

INSTRUCTIONAL GUIDE FOR ENGLISH

CLASS X



ROYAL EDUCATION COUNCIL
ROYAL GOVERNMENT OF BHUTAN

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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 content is the main lever of education quality. The knowledge, skills and attitudes imparted by learning areas/subjects, cross-cutting approaches and extra-curricular activities is a main source of systematic and comprehensive learning. While learners may learn from many other different sources (especially in an informal way from the Media and Internet), curriculum's advantages in structuring and sequencing learning represents a major asset for sustainable acquisitions that ought to be well exploited and capitalized on. For coherence and consistency, learning materials, such as textbooks and readers should be developed and used in line with the broader curriculum perspective defined in the curriculum framework.

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 the coverage 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 task. Teachers should use appropriate assessment tools and techniques depending on the nature of the learning activities. The learner should be clearly informed the success criteria and the areas of assessment tools so that they know exactly what task to be performed or expected to do. 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, gained knowledge and acquired values.

Listening and Speaking

Competency

- Talk about popular writers and their works, including Bhutanese writers to acknowledge their contribution to language and literature and draw inspiration.

Knowledge: awareness and knowledge about major authors/writers.

Skill: exchange or share ideas critically and collaboratively about writers and their works.

Behaviour: acknowledge authors/writers' contribution to language and literature and draw inspiration.

Objectives:

- Use the listening and speaking skills developed in earlier classes.
- Talk about major classical and modern writers and their works including Bhutanese writers.
- Initiate and participate effectively in a range of collaborative discussion.
- Explain explicit and implicit meanings in texts.
- Speak with correct pronunciation.
- Enjoy listening to and speaking English.

Note: The above objectives can have multiple topic-specific lesson objectives

Pedagogy/Learning Experiences:

Sample Learning Experiences:

Watch the YouTube video in this link <https://www.youtube.com/watch?v=gLXpYJDdEUI> before providing a school-based platform for class X learners to stage a book talk show and/or have learners creatively audio or video record a book talk and share it to classmates online and include it in their ePortfolio at the end of this lesson.

Prepare learners for the book talk by following the steps:

- select one of the popular books from the winter reading list,
- share and persuade friends to read the book through a book talk (RoundRobin)
- form reading groups based on similar interests (books/author),
- re-read the common book and use literature circle to discuss the book, and
- use Socratic seminar to include discussions on connotative and denotative meanings in the book.

Watch the YouTube video with particular emphasis on organisation and conduct of the Intelligence Squared talk show (you could use this model for the class or the final book talk). Draw learners' attention to the process followed in the talk show and prepare them for a book talk competition. Invite four best teams from the same class or from different sections to compete in a book talk at the school level. Let students generate a theme for the competition considering the competency they are working to acquire. Ensure that the talk is inclusive of classical and modern writers including Bhutanese.

Assessment

This activity assumes that learners have read at least four books during the winter as part of the Winter Reading Project. Allow learners to critically reflect on both the process and the product of the book talk. Create opportunities for peer feedback based on agreed success criteria to assess learners' speaking and listening skills during the book talk in small groups. Use anecdotal records and rubrics to assess learners' engagement, speaking and listening competency in the literature circle. Refer the literature circle guidelines and complete the recommended cycle.

Create checklist for the book talk for self-assessment. Discuss the checklist and encourage learners to effectively use it for self and peer assessment. Explore the sample checklist and customize it to suit your needs but ensure language objectives, especially for speaking and listening are met. The teacher may assess learners' achievement of all the objectives under this competency through the book talk and record and report their performance in the form of a grade for Continuous Assessment (CA). Ensure that all learners are provided sufficient opportunities to practice, revise and present their final book talk through creative audio or video records before awarding a grade for their CA.

Resources

1. <https://www.youtube.com/watch?v=gLXpYJDdEUI> (Intelligence Squared)
2. https://www.utas.edu.au/_data/assets/pdf_file/0010/988210/Literature-Circles-Student-Booklet.pdf (Reference for literature circle)
3. https://www.youtube.com/watch?v=8D-MA_I2_7U (Socratic Seminar example)
4. <https://www.sac.edu/StudentServices/Counseling/TeacherEd/SiteAssets/Pages/Workshop-Powerpoints-and-Materials/SocraticSeminarHandoutsRTTC.pdf> (Socratic seminar guidelines)

Competency

- Adopt different strategies depending on the purpose, topic, and audience to speak in different occasions.

Knowledge: strategies for speaking in different occasions.

Skill: using the most appropriate strategy to speak depending on purpose, topic, and audience.

Behaviour: be purposeful, topic-specific, and audience-aware while speaking.

Objectives:

- Use the listening and speaking skills developed in earlier classes.
- Speak effectively by adopting different strategies depending on purpose, topic, and audience.
- Speak using correct question tag. (When and how to use question tags)
- Enjoy listening to and speaking English.

Note: The above objectives can have multiple topic-specific lesson objectives

Pedagogy/Learning Experiences:

Sample Learning Experience 1:

Ask learners to consider the different kinds of communication skills required in personal conversation and group work, focusing on the common discourse techniques listed below. Learners should participate in all three parts of the exercise so that they can compare different discourse contexts and their conventions.

Common communication skills/strategies: Listening, asking questions, explaining, describing, repeating, summarizing, getting attention, directing attention, taking turns, revising, repairing error/miscommunication, and encouragement.

1. Have each learner in the class imagine talking with a friend about what seems to be an excessive amount of homework. Give them 5 minutes to do some thinking about the nature of that conversation and make notes about their ideas. They may like to consider the following questions as they gather their thoughts: When and where might such conversation take place? What might be the purpose of such a conversation? Which communication skills from the list above might each person employ in this type of conversation? If learners are unable to understand what one of the skills in the list means – provide time to google or look up a reliable dictionary to understand what the skill means and get them to take notes before this activity begins. The teacher can pre-teach the skills with examples, as an alternative.
2. Allow learners to watch the YouTube video in the link: <https://www.youtube.com/watch?v=YY2yjEEoB3U>. Divide learners into groups of no more than 4 each and give each group 10 minutes to define the line between an acceptable and an unacceptable amount of homework. Learners may come up with several definitions. After they have discussed the topic, ask each group to analyze their discussion process, with each learner making notes of their peers' comments. Learners may like to consider the following questions as they analyze their group discussions: Which communication skills from the list above did members in your group employ? Did your group reach a consensus (a general agreement) on the definition of acceptable and unacceptable amounts of homework? Were

some persons in the group more listeners than talkers, and conversely, more talkers than listeners? If so, what was the result of this? How quickly was your group able to produce a definition? What were some factors that affected the length of time needed?

3. In a full-class discussion, ask learners to compare/contrast these two different types of communication – talking and listening, with the ultimate goal of making suggestions for improving the process and outcomes of each.

Assessment and Reporting

In part 1, let learners share their notes to their friends in small groups and have volunteers from the groups share it to the whole class. Ask follow-up essential questions to prompt critical thinking while volunteers share their notes.

In part 2, allow groups to collaboratively analyze their discussion process. As groups analyze and discuss their process encourage them to use question tags purposefully (e.g., We took turns, didn't we?). Monitor their discussion and make anecdotal records of the question tags learners used and highlight the examples in a full-class discussion. After the group discussion, invite a member from each group to share their analysis of the discussion process. Invite questions from other groups after a presentation to allow learners to speak as much as possible.

In part 3, have each member in the group compare and contrast talking and listening through a written or an audio/video explanatory or an expository essay. Use rubrics and checklist to improve both the process of writing and recording and the final written or recorded product of this learning experience. Allow learners to share their work and record it in the Portfolio/ePortfolio or blog or vlog their work and respond to feedback and comments as an extended learning activity. Teacher may award grades based on self and peer assessment of the final product for continuous assessment records.

Resources:

<https://www.youtube.com/watch?v=YY2yjEEoB3U> (how to discuss a topic in a group – a sample)

Sample Learning Experience 2:

Ask learners to read the text about 'engaging your audience' in the link

<https://www.hamilton.edu/academics/centers/oralcommunication/guides/how-to-engage-your-audience-and-keep-them-with-you>. Encourage learners to copy the important tips in their notebook/Portfolio/ePortfolio. Taking stock of the notes and gleanings from other multimedia sources, ask learners in pairs to practice the tips and the common discourse techniques in a simulation on any one of the contexts below or ask them to video or audio-record their simulated speech and share it to their classmates on a pre-identified social media platform:

- A prospective school captain delivering a campaign speech justifying why he/she is the most qualified candidate for the post.
- A class X student providing information about a historical site in his village to a Swiss tourist.
- A recent graduate taking an online job interview for the position of a marketing officer in a fashion company.
- An exchange between two friends discussing a movie as they walk their way back home.

Allow learners to practice in pairs first by using a checklist/rubric (for peer feedback) to improve their delivery. When they are ready, provide opportunity to present their delivery to the whole class/classes. After the simulation, discuss the functions and purpose of language use by encouraging learners to reflect on their simulation.

Present the following table and invite learners to provide additional examples for different functions and purposes of language.

Function	Explanation of purpose	Examples
Instrumental	Language for meeting wants and needs	I want to read that book.
Regulatory	Language for controlling others	Please give it to me.
Interactional	Language for forming and maintaining relationships	She is my best friend.
Personal	Language to express opinions, feelings and identity.	I'm a good reader.
Heuristic	Language for learning.	What makes the wheels move?
Imaginative	Language to tell stories jokes and play	Let's pretend we're lost in the jungle.
Representational	Language to convey facts	It takes two hours to travel the distance.

Assessment and Reporting

Create a checklist or rubric on the communication techniques and encourage learners to use it to provide feedback when they practice for the simulation. Personalize the focus areas in the rubric based on learner's competency level during the practice.

Resources

<https://www.hamilton.edu/academics/centers/oralcommunication/guides/how-to-engage-your-audience-and-keep-them-with-you>. (engaging your audience)

Competency

- Exhibit moral values and ethics in speech to demonstrate civility and intellectual maturity.

Knowledge: knowledge about moral values, ethics, civility, and intellectual maturity.

Skill: exhibit moral values and ethics in speech and show civility and intellectual maturity.

Behaviour: use appropriate Bhutanese protocols in formal and informal situations.

Objectives:

- Use the listening and speaking skills developed in earlier classes.
- Use the appropriate protocols, including Bhutanese when introducing a speaker and addressing the chairperson at a meeting.
- Enjoy listening to and speaking English.

Note: The above objectives can have multiple topic-specific lesson objectives

Pedagogy/Learning Experiences

Sample Learning Experience 1:

Part 1: Now that the learners are familiar with the elements of speech-making, create opportunity for an in-depth analysis of a noted speech by an important Bhutanese/international figure. Encourage learners to explore for such a speech on YouTube or other multimedia sources and analyse

- the substance and its rhetorical style, and
- introduction and formal ways of addressing in concordance with Bhutanese etiquette (if any).

Guided Questions for Class Discussion:

1. Let learners discern how the speech reveals the speaker's purpose for giving the speech.
2. Have learners think about who might have been the audience listening to the speech. What might have been their expectations for the speech? What did they want to hear?
3. Have learners notice how the speech begins and analyse the choice and effect of certain phrases over others.
4. Have learners count how many times the word "I" is used in the speech. How many times "we" or "us"? Why has the speaker chosen to use the latter terms?
5. Ask learners to find words, phrases, and sentence structures that repeat. What is the effect of these repetitions?
6. Have learners notice how the speech concludes and analyze the persuasive power of certain words and phrases in the conclusion.

Part 2: Discuss the following table and let learners provide examples of the three levels of formality (an example of the fourth level in the Bhutanese context would be religious texts such as prayers and *Gurmas*). Encourage learners to practice the first three levels through recitation, role play and simulation in small groups for deeper understanding. Focus on both communication and language skills and provide room for peer feedback and self-reflection.

Language style varies according to each social situation. Source: Adapted from Joos (1961)

Level of Formality	Casual	Consultative	Formal	Frozen
Example	Chat with friends	Casual business communication, conversation in school	Testing in schools, government publications, public speeches	Shakespeare play
Social Relationship	Friends and insiders	Strangers and near strangers working together in routine ways	Awareness of social hierarchy and personal distance	Art, ritual and ceremony
Use of names	Nicknames, "I" and "you" personal pronouns	Limited nicknames, use of given name, "I" and "you" personal pronouns	No nicknames, no "I" and "you" use of personal pronouns, use of title and last name	Honorific plus full name
Density of meaning/quantity of communication	Low density/unlimited quantity	Moderate density/limited quantity	High density/limited quantity	High symbolic density/limited quantity
Vocabulary	Slang, taboo words, limited vocabulary of 400-800 words	Limited formal standard English, jargon	Standard English vocabulary, precise word choice, no slang or jargon	Archaic and/or standard English
Sentence Conventions	Contractions, unrestrained sentence fragments, short sentences	Fewer contractions, restrained sentence fragments	Long sentences, varied sentence structures	Concern for euphony

Encourage learners to be more social to become more fluent in speaking. Let learners watch the video in the link <https://www.youtube.com/watch?v=7pZC02SDkD8> and initiate an online discussion/whole-class discussion to debrief the content of the video. Let learners list down their take-aways from the video and make a personal pledge to improve their sociability to learn how to interact in various social relationships.

Speaking Class Project:

In order to help learners, develop speech fluency and confidence, create a class speech program where a certain number of students are required to routinely deliver prepared speech in front of the class or record a speech and share it through planned online learning platforms. Develop a class speech rubric in consultation with the learners and train all learners in using the rubric to provide peer feedback. On the speech day, have the speakers assessed by two learners along with the teacher. The two student-assessors will not only assess the speakers but also introduce the speakers and their topics to the class. This will provide assessors with the opportunity to practice Bhutanese protocols of introduction and addressing. Let all learners in the class avail the opportunity to speak and also assess friends' speech by the end of the academic session.

Assessment and Reporting

In part 1: Assess learner's outcome of learning by providing them the opportunity to write an analytical essay on their selected speech. Ask them to include their responses to the discussion question in different parts of the essay. Let the learners convert the written analytical essay to an

analytical audio essay. Encourage learner to use creativity to make their audio essay appealing to the audience.

In part 2: Create rubrics and checklists for self and peer assessment with performance details capturing features of casual, consultative and formal language situations. Discuss the performance descriptors on the checklist and rubrics to help learners use it effectively.

Assess all learners on their class speech and award grades based on peer and teacher assessment for learners' continuous assessment (CA) records. Ask learners to share their spoken speeches in the written form and maintain an ePortfolio of speeches delivered by learners or create a strategic wall display of class speeches to promote reading.

Resources:

<https://www.youtube.com/watch?v=7pZC02SDkD8> (How to be MORE Social - Tips to be more Confident around People)

<https://www.youtube.com/watch?v=iAGgKE82034> (for pleasure viewing)

Competency

- Participate in a range of collaborative discussions to promote higher order thinking.

Knowledge: knowledge about collaborative discussions and higher order thinking.

Skill: fluency, precise use of language and higher order thinking skills.

Behaviour: participate in collaborative discussions.

Objectives:

- Use the listening and speaking skills developed in earlier classes.
- Express spontaneously, fluently, and precisely in more complex situations of social interactions.
- Enjoy listening to and speaking English.

Note: The above objectives can have multiple topic-specific lesson objectives

Pedagogy/Learning Experiences:

Sample Learning Experience 1:

Have learners select a speech each from online sources/library. Provide criteria for the speech selection, if necessary (on length, context, theme, etc.). Divide learners into groups of 4 and allow them to share and discuss the speech's effects on its audience, as well as its overall effectiveness. Provide the following rubric to the group:

	Speech #1	Speech #2	Speech #3	Speech #4
Purpose				
Intended audience				
Audience's connection to topic				
Persuasive appeal				

Let learners watch the video in the link https://www.youtube.com/watch?v=-oUfOh_CgHQ to understand persuasive appeal.

Guided Questions for Group Discussion

1. For each speech, ask learners to consider the speaker's purposes: What argument is he/she making? What is he/she trying to persuade the audience of?
2. Have learners consider what the intended audience for each speech might already know and might like to know further about the topic. What are their expectations of the speaker, and what is their interest in the topic?
3. Ask learners to examine the points that each speaker has used to further his argument. How effective is each? Does it relate to the argument? Would a listener be convinced by it?
4. Review with learners the three rhetorical approaches mentioned above for appealing to an audience. Ask learners to identify the ways that each speaker has used. Does the way(s) the speaker has chosen seem to be appropriate to the argument? In other words, is it the most effective approach? Why or why not?
5. Have learners think about what might be missing from each of these speeches. What else did the speaker need to include?

6. Compare the use of the following elements found in each speech: stressing of particular words, pausing, and pace (speed). If you find differences, try to figure out why the speakers might have chosen to speak the lines the way they did: What effect might they have wanted to produce in the listener? What ideas or emotions, apparently, did each speaker feel were important to convey?

Assessment and Reporting

Ask learners to present the group's findings to the whole class using the rubric provided. Provide some time for the group to prepare and present either orally or through power point slides. Encourage all members of the group to take some role in the group's presentation. Assess the group presentation on collaboration, creativity and effective communication of the material with an emphasis on language use. The teacher may consider assessing and awarding CA grades for the group presentation.

Resources:

https://www.youtube.com/watch?v=-oUfOh_CgHQ

Competency

- Listen and respond to a range of spoken texts, presentations, and instructions to understand variety and purpose of communication.

Knowledge: active listening and responding to spoken texts.

Skill: active listening skills to respond to a range of spoken texts by understanding variety and purpose.

Behaviour: express opinions on spoken texts with understanding.

Objectives:

- Use the listening and speaking skills developed in earlier classes.
- Ask questions and provide supportive comments after listening to oral presentations. (Active listening)
- Make oral presentation of a text read on its content, message, and purpose. (Express opinions)
- Enjoy listening to and speaking English.

Pedagogy/Learning Experiences

Sample Learning Experiences:

Part 1: Let learners pick an experience, observation or interesting events from their life that can be connected to larger social or political issues.

Get learners to think about any one of the following:

- A recent event in your life
- An upcoming event in your life
- A current local, national or global event that drew your attention
- A news story, recent movie, or TV show that is of personal interest to you
- An experience that you have gone through with your family or friends that might be of interest to others
- Or any event or issue that learners want to pick for a good reason

Ask learners to write a 300–500 worded essay on it. Follow the writing process to produce the essay. Encourage learners to share it with their classmates and their teacher for review, constructive feedback, and improvement. When the final draft is complete, encourage learners to audio-record the essay and listen to it reflectively. Provide a checklist (that includes the criteria of fluency and accuracy) to enable learners to self-assess their audio essay.

Provide learners with the choice to revise both the written and recorded versions based on their self-assessment of the audio essay. Encourage learners to share it on their blogs (encourage them to create blogs to improve writing), follow the blogs of their classmates, be open to comments and respond critically to comments from friends.

Guided Questions for Self-Reflection:

How does your topic connect personal experience to larger issues in the world?

How did it translate from a written piece to a spoken piece? Is there any difference in the two modes?

Could interviews, music, or other audio clips enhance the beauty of your audio essay?

Part 2: Encourage learners to google or explore tutorials on YouTube to learn a new skill or talent useful in the long-term (note: the skill can be learnt through the written text, audio text or visual text). Ask them to present their discovery and learning to the whole class either individually, in pairs, or in small groups. Before the presentation ask all learners to watch the YouTube Video in the link <https://www.youtube.com/watch?v=t2z9mdX1j4A&t=36s> or read the article in the link <https://www.mindtools.com/CommSkill/ActiveListening.htm>. Ask all learners to take notes of the content in the video and the article in the link and use the information for active listening when presenters present their material in the class. This exercise should be a practice session for both the talkers and the listeners. The talkers are practicing and honing their presentation skills while the listeners are practicing active listening skills important for effective communication.

After each presentation, encourage listeners to ask questions and provide constructive feedback to the presenters. Emphasis on the elements of communication and speech reflected in the objectives).

Assessment and Reporting:

In part 1: use the steps in the writing process to train learners to become a writer and provide feedback accordingly. Create checklist for self-assessment and rubrics to enable peers to provide feedback to the written and audio essay. Teach learners how to start a blog and use it for recoding their writing for educational purpose. Ask all learners to collaborate and follow each other to support cooperative learning and construction of knowledge.

In part 2: Take anecdotal notes of the presentations and note questions, responses and reactions from the listeners during and after each presentation and provide feedback to the whole class on what went well and what needs to be improved in terms of listening and speaking.

Resources:

<https://www.youtube.com/watch?v=-QFAuCjKBG8> (example of an audio-essay)

<https://www.youtube.com/watch?v=t2z9mdX1j4A&t=36s> (Active listening)

<https://www.mindtools.com/CommSkill/ActiveListening.htm> (Active listening text)

Reading and Literature

Competency

- Read a wide range of texts with accuracy and fluency using reading strategies to enhance comprehension.

Knowledge: of a range of texts, reading strategies, and comprehension skills/strategies.

Skill: develop reading fluency and accuracy; read widely but closely to determine what the text says explicitly and make logical inferences from it

Behaviour: read and comprehend any kind of text accurately and fluently.

Objectives:

1. Use appropriate reading strategies and skills developed in earlier classes to achieve various reading goals.
2. Apply close and critical reading and viewing to a variety of texts to enhance their understanding of how lexical and grammatical items are used in context. (Lexical and language structures in various texts and formats)
3. Build vocabulary and use the pronunciation skills to pronounce new words correctly. (Pronunciation of new words)

Pedagogy/Learning Experiences

Sample Learning Experiences:

Part 1: Ask learners to learn how to do close reading through the article in the link about 'How to do a close reading' <https://writingcenter.fas.harvard.edu/pages/how-do-close-reading>. Close reading is careful reading and rereading of a brief passage of a text. Such a reading places great emphasis on noticing individual words, syntax, and the order in which sentences and ideas unfold as they are read.

If there are issues with learner accessibility to internet, print the article and pre-teach the skill of close reading.

In pairs, ask learners to do a close reading of any one of the following songs, or pick a song of their own choice:

1. Roar – Katy Perry
2. Fifteen – Taylor Swift
3. Letter to me – Brad paisley
4. Dynamite – BTS
5. Broken Walls – Chogo (Kunzang Chogyal)

Together, ask the pairs to listen to their song(s), sing along and imitate the pronunciation of the words, stresses, and pauses in the lyrics. Encourage learners to memorize the song and do a cover if they want after becoming thorough with the words, phrases and their pronunciation.

Guided Discussion Questions/Points for the pairs:

- Which song did you choose?

- Who is the lyricist?
- Read your lyrics all the way through to get an overall impression. Additionally, you may listen to the song for several times on your cell phone to practice pronunciation of new words and phrases.
- Read again, this time with a highlighter and pencil close by. Circle key words and make notes in the margins. Discuss your findings with your partner.
- What is the overall mood of this song?
- Describe the persona of the singer/narrator using three to four apt adjectives.
- Does the lyricist use any figurative language? (look for metaphors, similes, personification, symbols, allusions, etc.) Quote your examples. Add the line number where you found this figurative language in parentheses.
- Analyze this figurative language. What is being compared? How does it enhance the song's message?
- Does the lyricist employ any unique words? Look for a word/phrase with multiple meanings or a word/phrase used in a surprising way. Quote your examples. Add the line number where you found these words in parentheses.
- Analyze the word choice. What made it surprising, interesting, or thought-provoking?
- What is the lyricist's overall message?
- What else did you discover that surprised you?

Part 2: A single song can be interpreted in several ways, through several contexts and yet, the author's purpose or reason for writing the song can be completely different. Song lyrics provide a forum for students to acquire, practice, and master Reciprocal Teaching via discussion, and as a scaffold to independent reading.

Ask learners to choose another genre of song with a metaphor in it. Allow them to listen and sing along for several times. Teach and train learners to use the Reciprocal Teaching strategy to develop effective independent reading skills. Read the text on Reciprocal Teaching in the link <http://www.ascd.org/publications/books/118045/chapters/The-Fab-Four@-Reciprocal-Teaching-Strategies.aspx> and design a lesson for your learners with the objective of empowering the learners with the application of Reciprocal Teaching in their reading.

Assessment:

In part 1: Ask learners to watch the videos in the link <https://www.youtube.com/watch?v=DY7cAeFKcAg> and <https://www.youtube.com/watch?v=NRuTshpmPzg> and learn how to write a critical analysis essay and write one on their chosen song by including the elements from the discussion points.

In part 2:

Assess and provide feedback on learner's use of Reciprocal Teaching by using observation notes as learners engage in the discussions in the lesson designed by the teacher. Use checklist and rubrics to assess learners' competency at using the Reciprocal Teaching.

Resources:

1. <https://writingcenter.fas.harvard.edu/pages/how-do-close-reading>
2. <http://www.ascd.org/publications/books/118045/chapters/The-Fab-Four@-Reciprocal-Teaching-Strategies.aspx>

3. <https://www.youtube.com/watch?v=DY7cAeFKcAg>
4. <https://www.youtube.com/watch?v=NRuTshpmPzg>

Competencies

- Articulate personal and critical responses to the literature they are reading to show an understanding of thematic, structural, and linguistic features.
- Synthesize a range of appropriate information from various sources to support their views and opinions.

Knowledge: critical reading strategies, words and phrases to describe, argue, explain, analyse, etc. transitional words and phrases, verify evidence

Skill: able to de-code the title, use relevant evidence, develop argument and introduce counter-argument, analyse and evaluate information for validity, etc

Behaviour: takes pleasure in reading academic debates and papers; adopts ethical approach to critique

Objectives:

1. Use appropriate reading strategies and skills developed in earlier classes to achieve various reading goals.
2. Respond personally and critically to fiction and non-fiction texts showing an understanding of the structural features of the different texts. (Structural features of different texts)
3. Compare and contrast different cultural values, traditions, and beliefs, using situations encountered in the literature they are reading. (Cultural values, traditions, and beliefs)
4. Analyse and evaluate various sources of information for validity and accuracy. (Triangulation to validate information)

Pedagogy/Learning experiences

Sample Learning Experiences:

Critical reading and thinking skills are fundamental skills in making the learners pursue new knowledge and enjoy learning thereby making meaning out of it. It is therefore essential to expose them to these skills so that they can practice developing balanced argument, comparing and contrasting, absorbing information efficiently, expressing clearly and thinking logically.

- Ask the learners to read the story “Is He Living or Is He Dead” and identify the elements of the short story from it.
- Project the video given below on Critical thinking or prepare PPT on critical thinking skills and then relate it to how to respond critically to a text.

Critical thinking <https://youtu.be/Cum3k-WgIfw>

- Ask the learners to jot down the most important points from the video on how to respond critically as they watch the video provided below.
Introducing Critical Analysis (sentence) <https://youtu.be/Zs5ufmT3jFU>
- Conduct RoundRobin to let the learners share their points in their teams and then with the whole class. Teacher will jot down the important points on the board and reinforce the video.
- Ask the learners to write down their critical response on the text individually. Conduct Pop corn to review their understanding.

- Select relevant questions eliciting critical response on the theme of the story titled “Is He Living or Is He Dead” given in the Teachers’ Guide. Employ Numbered Heads Together to initiate discussion and arrive at consensus amongst the team members. Let all the teams present their response to the whole class. Provide opportunities to the class to give their feedback to the presenting team.
- Project this video Reflective writing <https://youtu.be/SntBj0FIApw> and ask the students to find out if their response has all the components as suggested in the video.
- Ask the students to redraft their response integrating the components of reflective writing.
- Project the video Critical writing <https://youtu.be/btUY6jTt2Ys> and highlight the points on how to select valid and credible sources, persuade and not just describe and convince the readers.
- Ask the students to produce short critical response writing on the same theme as above incorporating the components of reflective writing along with credible sources to make their argument relevant and valid.
- Record a video after watching the videos given below and post it in the Google Classroom or any other social media forum created for online learning. Your video must have the following ideas clearly stated along with example: critical thinking and its aspects, components of reflective writing and good referencing practice.
 1. Critical thinking <https://youtu.be/Cum3k-WgIfw>
 2. Reflective writing <https://youtu.be/SntBj0FIApw>
 3. Introducing Critical Analysis (sentence) <https://youtu.be/Zs5ufmT3jFU>
- Select some of the questions from the text they have read and ask them to respond and then submit it.

Assessment and Reporting

- Collaborate with the students to frame assessment criteria to evaluate Critical response writing.
- Explain the success criteria to the learners
- Share the assessment with the learners, parents etc.

Online resources:

1. <https://youtu.be/Cum3k-WgIfw>
2. <https://youtu.be/SntBj0FIApw>
3. <https://youtu.be/Zs5ufmT3jFU>

Competencies

- Demonstrate knowledge of major writers and their works to broaden their knowledge and choice of literature.
- Recognise the effects that the writer is striving to achieve when she/he alters the standard form, plays with points of view, and builds image patterns to deepen the understanding of the text.

Knowledge: know major writers and their work broadly, conventional forms of writing, points of view, imageries

Skill: Choose literature based on the knowledge of major writers and their works, explain the effects of altering standard forms, points of view, image patterns to show an understanding of any text

Behaviour: read, talk and write about writers and their work, read and write to influence positive change

Objectives:

1. Use appropriate reading strategies and skills developed in earlier classes to achieve various reading goals.
2. Read, talk, and write about some of major classical and modern writers, including Bhutanese authors, and their works. (Major writers, including Bhutanese authors)
3. Analyse author's purpose and the style of writing to influence different audiences. (Styles of writing to suite purpose and audience)
4. Evaluate the effect of the use of relevant literary devices in a text. (Literary devices and their usage)

Pedagogy/Learning Experiences

Sample Learning Experiences:

Let learners watch an example of a form of digital poetry created through the collaboration of learners and a Bhutanese teacher in the link <https://fb.watch/48gRXjyq1r/>.

Allow learners to individually analyse the purpose and the style used in constructing the poem. In small groups (RoundRobin), let learners discuss:

- the purpose of constructing the poem in such a way
- the pros and cons of using this technique
- its effect and appeal on the audience
- how it could be improved.

Divide learners into groups for a similar poetry project. Let learners choose their group based on convenience for routine collaboration. Let the groups explore for some descriptive, narrative or any other genre of text that uses vivid sensory images and rich descriptive language. Get learners to observe and record patterns of language use in the text. Ask learners to use close reading and reciprocal teaching for comprehension. Encourage learners to pick words, phrases, idioms, and figurative language that they like from the text and copy them in their mini dictionary (ask them to maintain a mini dictionary of words and phrases). Let learners confirm the pronunciation by using dictionary or online search engines. Encourage learners to study the words and phrases in-depth, trace their origins and conjugations and use this knowledge to inform their writing.

Set the groups/teams into the following task:

- Hunt for poems that relate to nature, place, people and culture. Analyse the form and devices used in the poems. Take notes and discuss it through a group talk.
- Explore the school campus or take a field trip in the community to appreciate the ecological and cultural richness of the place – focus on both the trees and the forest!
- Analyse places, things, people and the bio-diversity. Describe them through the use of the words found in the texts read earlier, and words from your mini dictionary.
- Use the smart phone to take pictures and videos of subjects that are informative, significant, symbolic, interesting, surprising, appealing and important to you.
- Look at each picture in tandem with the videos, and look up words and phrases to accurately describe them.
- Name and number the pictures and videos and come up with descriptions to write/create a:
 - Visual poem <https://www.youtube.com/watch?v=wWpMB6gmBYA> or
 - Digital poem <https://www.edutopia.org/blog/digital-poetry-terry-heick> or
 - E-poetry <https://www.youtube.com/watch?v=qN9fret0PNo> or
 - Black Out poetry <https://www.youtube.com/watch?v=vOPfyEOEi8U>.

Allow learners to become familiar with the afore-mentioned poetry types by asking them to watch or read the resources provided in the links. Encourage learners to become creative and create their own forms of new poetry to integrate the conventional with the digital.

From the group, identify some learners who need further support in reading fluency and accuracy. Ask them to watch the video in the link <https://www.youtube.com/watch?v=De9Jwe1ogJI> and learn how to recite poetry out loud. Ask these learners to pick their favorite poems from the Reading and Literature text of Classes IX and X, practice and prepare for a poetry recitation on stage for the school poetry presentation day.

Assessment and Reporting:

Assess learners' ability to analyse the example of a digital poem by inviting a member from each group to present the group's analysis. Keep observation notes as learners present. Provide feedback to the class as a whole by highlighting key points, clarifying misconceptions and providing additional critical analysis of the poem.

Allow learners to take turns while reading the essays/texts in their group. Create rubrics and checklists to gauge fluency and accuracy of reading and encourage learners to provide constructive feedback to peers.

Assess learner's communication and analytical skills in the group talk. Let learners reflect on their group talk by asking learners to write a reflective report of the conclusions the group has drawn. Ask learners to include examples of the forms of texts they encountered and the literary devices they discussed. Encourage learners to share the written group report by displaying it on the classroom walls or sharing it through a common online platform.

Before learners take off for the field trip ensure everyone in the group has a specific role to play, let learners map out their plan of action. Caution the learners by listing the Do and Don'ts and discuss possible risks and contingencies for everyone's safety.

Invite the cooperation and collaboration of an IT teacher to teach learners how to use computer or digital tools to come up with digital poems, in case learners cannot figure out the techniques by viewing the resource links. Provide learners with print and digital resources to enable them to come up with a successful product from the poetry project.

Identify a School Poetry Presentation Day (UNESCO proclaimed 21 March as the World Poetry Day). Allow learners to collaboratively design a theme for the banner of the day. Prepare a program where the best pieces and varieties of poems are presented to a wider audience on the school stage. Have some learners present their poems using LCD projector and some reciting the poems out loud to the audience. This will motivate and inspire learners to pursue poetry further. Invite the Principal or guests who have a passion for poetry from the neighbourhood to assess the poems and provide feedback.

Note: On the digital poetry preparation days, each team can bring a smart phone and other materials. After they have finished, the teacher creates a digital poetry library in a common google drive and archives the poems for other classmates to access and comment.

Resources:

1. <https://fb.watch/48gRXjyq1r/> Digital poetry example
2. <https://www.youtube.com/watch?v=wWpMB6gmBYA> Visual poem
3. <https://www.edutopia.org/blog/digital-poetry-terry-heick> (article about digital poems)
4. <https://www.youtube.com/watch?v=qN9fretOPNo> (E-poetry)
5. <https://www.youtube.com/watch?v=vOPfyE0Ei8U> (Black Out poetry)
6. <https://www.youtube.com/watch?v=De9Jwe1ogJl> (poetry out loud - example)

Competencies

- Draw upon the feelings of characters in a story or play, or the speaker in a poem or an essay to make text to life connections.
- Evaluate the great ideas expressed in the literature to draw inspiration from them.

Knowledge: character/speaker analysis, text to text connection, text to life connection

Skill: evaluate characters/speakers and ideas expressed to make critical text to text and text to life connections

Behaviour: draw inspiration from literature by evaluating characters/speakers and great ideas and making connections

Objectives:

1. Use appropriate reading strategies and skills developed in earlier classes to achieve various reading goals.
2. Read and articulate their understanding of experiences such as separation, love, compassion, loss, and spirituality using situations encountered in literature to support their positions. (empathy and appreciation)
3. Engage in sustained reading and viewing for pleasure, personal development, and learning. (Reading for pleasure and life-long learning)
4. Read at least 40 pieces of fiction and non-fiction texts.

Pedagogy/Learning Experiences

Sample Learning Experiences:

Part 1: Ask learners to make a list of some materials they read during the last week/month/year, both in English and Dzongkha. The list might include newspapers, letters (personal and formal), leaflets, labels on jars, tins and packets, advertisements, magazines, books and so on. Some learners may add emails, text messages and all kinds of texts from the Internet (e.g., news, online shopping, poems, short stories and novels).

Find out whether learners read these different kinds of texts in the same way. Inform them that most reading research classify reading into (1) getting general information from a text, (2) getting specific information from a text, and (3) for pleasure or for interest.

Allow learners to individually identify which of the texts they listed in the reflection task would require the three kinds of reading. Additionally, ask them how similar or different they think the reading processes are from one category to another? Use the ‘snowballing’ or the ‘pyramiding’ technique of inclusive discussion to engage the learners. After individual jot-thought let learners think-pair-share with their shoulder partners. Let the pair join forces with another pair to have the same discussion to establish whether their ideas and points are similar or not. (refer page 2, “snowballing” in the link https://www.mtholyoke.edu/sites/default/files/saw/docs/evaluating_speaking_guidelines_spring2006.pdf)

Part 2: Encourage learners to engage in extensive reading of diverse texts that are interesting and relevant to their particular needs and wants in order to become skillful readers. Emphasise on the importance of reading by informing that readers differ in what they read, how much they read, how well they read, and how much they depend on or care about reading. Introduce a THINK card strategy

to reading to encourage learners to put their thinking cap on to model certain behaviours every time they come in contact with a given text. As they read ask them to THINK to build a solid basis for deeper analysis of the chapter they read.

Thoughts: *What are your **thoughts** while reading the selection?*

How: **How** *do the conflicts in the selection drive the overall plot?*

Interpret: *Identify and **interpret** key quotes that assist in the progression of the selection.*

Need: *How are the characters in the selection driven by their **needs**?*

Know: *What do you **know** about the emerging themes and symbols after reading this section?*

Divide learners into small groups. Encourage all the groups to decide and vote on a short story from Reading and Literature to use the THINK card on the first two pages of the story. Ask learners to read the two pages individually and note their responses on the THINK card and later share their THINK to their group using RoundRobin. Let learners continue reading the text and use it as a vehicle to practice THINK. Have learners write their overall impression on the THINK card.

As learners engage in sustained reading of the text and jot their overall impression on the THINK card, prepare 2 to 3 multiple choice questions based on the text. Teach the R.E.A.D. strategy to help students tackle multiple-choice questions. R.E.A.D. is a four-step process of eliminating wrong choices in a multiple-choice question:

- Read and Review
- Eliminate
- Analyze
- Decide

Step one: Read and Review. Learners read the question and analyze it by underlining any key words or terms. The rationale behind this step is that learners are actively engaged in looking for meaningful words and not discouraged if there are one or two words that they may not understand in the question.

Step two: Eliminate. Learners eliminate at least one, if not two choices from the question. While it may seem like common sense, many learners rush through questions without eliminating any answers first. If done correctly, this step allows for them to at least have a fifty-fifty chance at the correct answer. Multiple-choice questions are usually constructed so that at least one choice, maybe two, are fairly easy to spot as definitely wrong.

Step three: Analyze. With only two or three choices remaining, the next step in the R.E.A.D. strategy involves analyzing the remaining choices. Learners must revisit key words or terms highlighted in step one and think critically about the remaining choices.

Step four: Decide. The final step is to have confidence and make a decision based on the process taken in steps one, two and three.

Write on a board/chart to let learners copy or dictate the multiple-choice questions and let them physically write out READ next to each question and ask them to check off each process.

Part 3: Class X learners are required to read at least 40 pieces of fiction and non-fiction on their own, it is important for them to possess independent reading skills and strategies. In the given link <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/reading.pdf>, you will find several sample lessons for teaching various skills and strategies of reading. Spend adequate time to adapt the lessons and explicitly teach the skills and strategies to help learners to respond personally and critically to different types of reading materials. During the lessons, provide learners with a purpose for reading by supplying materials that stimulate interest and do not have an overfamiliar content. Of all the language skills, reading is the most private, and there is a problem in getting feedback on a private process. The notion of privacy in reading can sometimes be related to learner needs: a learner may need material of a different level and topic to other learners in the group, which may involve the teacher in the provision of some individualized reading in the programme. Learners can develop and foster appropriate skills according to a reading purpose, for example by encouraging students to read quickly when it is appropriate to do so. Timed activities or 'speed reading' can be related to the private nature of the reading process that we mentioned earlier. In other words, reading quickly with good overall comprehension does not necessarily have to be made competitive with other students as the individual student and/or the teacher can keep a record of how long it takes to extract information from a given source. Consequently, the transferability of principled flexible skills to different types of reading materials is one of the most effective things to develop in the reading skills class.

After teaching all the relevant reading skills and strategies, provide opportunity for learners to pursue a Reading Project with the following performance tasks:

1. Continue maintaining a reading log of at least 40 books/articles read for the Reading Project. (<https://www.youtube.com/watch?v=j28rxKHqJdg>)
2. Read at least three books in tandem with audio versions. Listen to the audiobook and read the book simultaneously. Read along, rewind, repeat and practice pronunciation, pauses and analyze the function of punctuation marks. Explore the following sources for audiobooks <https://www.openculture.com/freeaudiobooks> (free) <https://www.audible.com/ep/FreeListens> (free) & <https://www.podcasts.com> (need to sign up for free access).
3. Prepare several audio and video recordings of your reading for peer and teacher feedback. Prepare a 2-minute recording of at least one fiction and one non-fiction to seek peer feedback, document the feedback received in your Reading Portfolio/Reading ePortfolio under the title Reading Project. Prepare a 3-minute recording of at least two fiction and two non-fiction texts or books to seek teacher feedback, document the feedback received in your Portfolio under the title Reading Project.
4. Write 4 book reviews as a part of the Reading Project. Encourage learners to make text to life connection in their reviews. <https://www.youtube.com/watch?v=lhYF3v3zTeo>

Assessment and Reporting:

In part 1: Assess learners' oral reporting competency and group communication skills as they snowball into larger group discussion by making observation notes. Provide whole class feedback at the end of every snowball, based on the teachers' observation of learners oral and communication skills.

In part 2: While adapting lessons for teaching reading strategies and skills from the reference link provided above, assess learners' understanding of a strategy or a skill by allowing them to apply what they learnt, in reading certain texts from Reading and Literature textbook. Use the assessments

embedded in the sample lessons and provide follow up questions on the text provided in the teacher's guide to help learners read and articulate their understanding of the text.

Collaborate with other teachers teaching English from classes IX to XII through the English Professional Learning Community. Discuss and plan what, why, and how you will assess and grade the processes and products of the Reading Project. Based on the 4 performance tasks suggested for the Reading Project, identify assessment tools including digital tools to assess learners at every step of a task.

Resources:

1. https://www.mtholyoke.edu/sites/default/files/saw/docs/evaluating_speaking_guidelines_spring2006.pdf
2. <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/reading.pdf>
3. <https://www.youtube.com/watch?v=i28rxKHqJdg>
4. <https://www.openculture.com/freeaudiobooks>
5. <https://www.audible.com/ep/FreeListens>
6. <https://www.podcasts.com>
7. <https://www.youtube.com/watch?v=lhYF3v3zTeo>

Writing

Competency

- Use increasingly complex grammatical features, rhetorical devices, and vocabulary correctly to make fine distinctions and achieve emphasis.

Learners at this level must be able to use sentences that require complex grammatical constructions, wide range of vocabulary and rhetorical devices to be competent at communicating accurately, precisely and clearly. They should be able to exhibit their writing proficiency at presenting logical argument, disseminating their thoughts and ideas clearly and appropriately, and synthesizing and integrating information accurately from varied sources. They must also be able to use their linguistic resources appropriately by addressing the audience, purpose and desired outcomes based on the purpose of their writing.

Knowledge- Wide range of active vocabulary, proficiency at using variety of sentence structures accurately and appropriately

Skills-Exhibit writing proficiency addressing the context suitably

Behaviour- adopt the approach of field-tenor-mode: field (subject matter), tenor (relationship between writer and reader, speaker and listener), mode (written or spoken form of communication) for proper and effective communication.

Objectives

- Use writing strategies developed in earlier classes.
- Continue using the Writing Process to refine the writing and become an independent writer.
- Use discourse markers including “in addition”, furthermore” and “moreover” to achieve cohesion in their writing.
- Take notes at meetings and prepare minutes accurately.
- Distinguish the best pieces of their writing and add them to their portfolio.

Note: The above objectives can have multiple topic-specific lesson objectives

The following lesson is on how to write minutes of a meeting. There should be separate lessons to cover other topics

Pedagogy/Learning experiences

Contact teaching:

Note: Minutes of the meetings are the official record of a meeting. Depending on the length of the meeting’s agenda subjects they can be brief or lengthy. The purpose of the minutes is to record the substance of a meeting in a clear, accurate, concise, informative way. Some of the features of the minutes of the meeting are: formal language, narrative style, impersonal tone, and brevity.

- Project the video SST meeting role-playing simulation <https://youtu.be/KZEo4yDMnk8> to help the class become familiar with the concept of the Minutes of a meeting.
- Ask the class to share their understanding on how the meeting was conducted in the video.

- Project the video 5 Minutes on Taking Minutes <https://youtu.be/7dPaeV8NIEg>
- Let the learners take notes as they watch and listen to the video.
- Let the learners discuss their notes in pairs or teams before sharing with the whole class.
- Project the video SST meeting role-playing simulation and ask the learners to practice taking minutes of the meeting.
- Highlight how the use of passive voice, past tense and active voice helps to record the minutes of the meeting in a formal and unbiased manner.
- Let the learners form a team of four to five members and role play a meeting in which one of them will take the minutes of the meeting. The minutes of the meeting should be discussed and redrafted by the whole team before submitting it to the teacher. No specific format is recommended for writing minutes of a meeting.

Non-Contact Teaching:

- Provide the link to the video <https://youtu.be/JJliHeEd4ww> and <https://youtu.be/7dPaeV8NIEg>
- Ask the class to write a brief summary including the following: importance of learning minute taking skills, important elements of minutes document and the use of appropriate language.
- Provide remedial help and interventions in the class social group.

Assessment and Reporting

- Collaborate with the learners to frame an assessment criterion to evaluate the minutes of the meeting
- Explain the success criteria to the learners
- *Share the assessment with the learners, parents etc.*

Resources

- <https://youtu.be/KZEo4yDMnk8>
- <https://youtu.be/7dPaeV8NIEg>
- <https://youtu.be/JJliHeEd4ww>

Competency

- Write using figurative language and adopt appropriate voice to show an increasing command over language and its dynamism.

The learners must exhibit a fair degree of competency using figurative language to express comparison, add emphasis or clarity in order to make their writing more interesting with the addition of colour or freshness. The learners must also understand that employing figurative language enable them to make their writing an enriching experience for the readers. They should also be able to create their own comparisons and use them appropriately and meaningfully in their writing.

Knowledge- sound understanding on common figures of speech and its application in writing.

Skills-demonstrate ability at selecting figures of speech that aids to expand upon the meaning of their writing.

Behaviour- display skills portraying effective and conscious choice of the use of figures of speech to enhance the mood, meaning and theme of their written product.

Objectives

- Use writing strategies developed in earlier classes.
- Continue using the Writing Process to refine the writing and become an independent writer.
- Use rhetorical devices, including irony and euphemism, in the organization of their writing.
- Use discourse markers including “in addition”, furthermore” and “moreover” to achieve cohesion in their writing.
- Write for a variety of purposes and audiences using a wider variety of forms encountered in their reading to include expository essays, letters of application and resumes.
- Distinguish the best pieces of their writing and add them to their portfolio.

Note: The above objectives can have multiple topic-specific lesson objectives

The following lesson is on how to help readers form mental image, elicit emotion and hook the attention of the readers with the apt use of figures of speech. There should be separate lessons to cover other topics.

Pedagogy/Learning experiences

Contact teaching:

Note: When spoken and written language uses figure of speech it is termed as figurative language. Writers use them as a tool to convey meaning that is different from the literal meaning of the word or phrases used to express them. Some of the benefits of using figurative language are to express complex feelings, exaggerate for emphasis, infuse humour, indicate discrepancy and to engage the readers.

Using figurative language paves way to enhancing creativity of the learners. They should be provided with ample of opportunities to practice to transform ordinary descriptions into evocative events, help them understand that although there is no one right way to use figurative language it is very important to evaluate its aptness and use them sparingly.

- Ask the class to write about their favourite person or thing or place or sports in about 250 words.
- Project the video Spice Up your Writing! How to use Figurative Writing with Mr. Ney <https://youtu.be/9dT-52CUU8> to help the class recollect the figures of speech and its application.
- Ask the class to share what they understood from the video with their face partner.
- Project the video for the second time and then ask the learners to improve their writing by integrating figurative language or enhancing its use.
- Let the learners exchange their work to carry out peer correction.
- At the end of final drafting conduct Table Walk (Kagan Cooperative Learning Strategies).
- Let the learners first identify figurative language used in their favourite songs or story individually and then choose the most interesting ones in their teams and then present it to the whole class.
- Ask the class to incorporate figurative language in their expository essay.

Non-Contact Teaching:

- Provide the link to the video <https://youtu.be/9dT-52CUU8> and <https://youtu.be/rW4DtZGxjq0>
- Ask the class to research and collect examples on how figurative language is used to achieve varied communicative goals by the commercial industries, creative writers, and in daily discourse. They must provide at least two examples supported by a brief explanation.
- Provide remedial help and interventions in the class social group.

Assessment and Reporting

- Discuss with learners to frame the marking criteria to assess understanding on the function of figurative language in written form.
- Explain the success criteria to the learners
- Share the assessment with the learners, parents etc.

Resources

- <https://youtu.be/9dT-52CUU8>
- <https://youtu.be/rW4DtZGxjq0>

Competency

- Write in a wide range of forms to enrich the repertoire of writing skills and styles.

The learners at this level must display good understanding on the purpose of genre and genre writing. It is important for them to know the three salient features of genre such as writing style, readers and goal. These three salient features correlate to the purpose of the particular genre and the social context.

Knowledge- good understanding on genre, distinctive features of each type of genre comprising of its purpose, vocabulary, grammar and rhetoric structure.

Skills-display ability to differ their writing style in order to fulfil the purpose of the genre by attending to its specific organization and linguistic features.

Behaviour- deploy the knowledge of being able to vary language forms as per the register or the relationships, especially the power relationship. For instance, while it is appropriate to use abbreviation and slang in mobile phone text messaging between friends, it is considered inappropriate when addressing the higher authorities.

Objectives

- Use writing strategies developed in earlier classes.
- Continue using the Writing Process to refine the writing and become an independent writer.
- Use discourse markers including “in addition”, furthermore” and “moreover” to achieve cohesion in their writing.
- Write for a variety of purposes and audiences using a wider variety of forms encountered in their reading to include expository essays, letters of application and resumes.
- Take notes at meetings and prepare minutes accurately.
- Write reports on assigned or self-selected topics including explanation of graphic and pictorial information.
- Distinguish the best pieces of their writing and add them to their portfolio.

Note: The above objectives can have multiple topic-specific lesson objectives

The following lesson is on how to help learners make progress in genre awareness. Depending on the communicative purpose of the genre they should be able to distinguish and use distinctive features of the genre such as vocabulary, grammar, sentence pattern, format, etc. by helping them to notice and compare how features, format and language used in essay differ from that of letter writing. There should be separate lessons to cover other topics.

Pedagogy/Learning experiences

Contact teaching:

Note: It is important to help the learners understand that different genres are shaped by different linguistic resources to accomplish their purpose. In this stem, it is essential to make available forum which raises the consciousness awareness of the learners at noticing that depending on the purpose of the writing and the audience the language choices and tone must vary. If learners are taught to identify and analyze various genres they will be better equipped to translate it into their writing.

- Project the video Understanding Genre Awareness <https://youtu.be/Daut5e0kWB0> and <https://youtu.be/lyilm4E8q14> to help the class consolidate their understanding on types of genre and their distinct features and purposes.
- Ask the class to volunteer to share their understanding from the video with the whole class.
- Elicit further discussion to clarify the concept of genre awareness.
- Let the learners examine the text features and the content of different genres (expository essay, letter, report, minutes of a meeting and messaging in social media).
- Ask the learners to carry out Numbered Heads Together and then present it to the whole class.

Non-Contact Teaching:

- Provide the link to the video Understanding Genre Awareness <https://youtu.be/Daut5e0kWB0> and <https://youtu.be/lyilm4E8q14>
- Ask the class to compare the format/style, grammar, sentence types and vocabulary used in expository essay and the letter.
- Provide remedial help and interventions in the class social group.

Assessment and Reporting

- Discuss with learners to frame the marking criteria to assess understanding on the function of figurative language in written form.
- Explain the success criteria to the learners
- Share the assessment with the learners, parents etc.

Resources

- <https://youtu.be/Daut5e0kWB0>
- <https://youtu.be/lyilm4E8q14>

Competency

- Apply the knowledge of effective writing to evaluate one's own writing and the writing of others.

Effective writing skills are important for communication as it helps to communicate with clarity and ease. Along with grammar, spelling and punctuation it is very important to be aware of the following: purpose of the writing, format, audience, sentence structure, language choices and tone.

Knowledge- understanding on distinctive features of different genres and their purposes and writing process

Skills-can write well-structured paragraph, catchy opening sentences and strong thesis statement; differ their writing style in order to fulfil the purpose of the genre by attending to its specific organization and linguistic features.

Behaviour-proofread and edit one's own others work ethically. Appreciate and value the comments and suggestions provided by others with grace for improvement.

Objectives

- Use writing strategies developed in earlier classes.
- Continue using the Writing Process to refine the writing and become an independent writer.
- Use discourse markers including "in addition", "furthermore" and "moreover" to achieve cohesion in their writing.
- Write for a variety of purposes and audiences using a wider variety of forms encountered in their reading to include expository essays, letters of application and resumes.
- Take notes at meetings and prepare minutes accurately.
- Write reports on assigned or self-selected topics including explanation of graphic and pictorial information.
- Enjoy writing by participating in a community of writers.
- Distinguish the best pieces of their writing and add them to their portfolio.

Note: The above objectives can have multiple topic-specific lesson objectives

The following lesson is on how learners can carry out self as well as peer correction on their writing to produce clear and meaningful writings that fulfils the and purpose of the genre.

Pedagogy/Learning experiences

Contact teaching:

Note: One of the effective ways to make learners think about themselves as a writer is to make them reflect on their own writing. It can be achieved by asking them to self-edit their work as they write. Further, making them edit their friend's work can aid toward developing their proofreading and editing skills besides enhancing their confidence in writing.

- Project the video Power Writing https://youtu.be/dT_D68RJ5T8 and English 101 Writing a Paragraph <https://youtu.be/OLGZi14n5sg> to help the class recapitulate stages to writing process and the features of a paragraph.
- Conduct RoundRobin to share their understanding in the team and then to the whole class.

- Provide the Checklist on writing (refer Teacher’s guide) to the learners and ask them to crosscheck with their writing.
- Guide them to self-edit their work.
- Discuss the features of good feedback and prepare a common format to be used by the class while carrying out peer- editing.

Non-Contact Teaching:

- Provide the link to the video Power Writing https://youtu.be/dT_D68RJ5T8 and English 101 Writing a Paragraph <https://youtu.be/OLGZi14n5sg>
- Explore the links to reading materials on expository essay and paragraph writing and ask the learners to read them carefully.
- Ask the learners to write an expository essay or one of the genres prescribed in the framework and self-edit their writing using the checklist given in the Teacher’s guide.
- Provide remedial help and interventions in the class social group.
- Encourage the learners to peer edit their writing and make multiple drafts collaborating with their friends through Google classroom or other convenient social media.

Assessment and Reporting

- Frame the marking criteria for effective writing with the learners.
- Explain the success criteria to the learners
- Share the assessment with the learners, parents etc.

Resources

- https://youtu.be/dT_D68RJ5T8
- <https://youtu.be/OLGZi14n5sg>

Competency

- Maintain writing portfolios containing their best pieces of writing to continue to grow as writers.

Studies have revealed that maintaining portfolio has several benefits. It can enhance independent learning experience, promote learner autonomy and provide opportunity for fair assessment. Please refer the Teacher's Guide Book for detailed information on writing portfolio.

Knowledge- understanding on the steps to writing process and how to maintain writing portfolio.

Skills-can carry out self-editing and peer- editing; provide clear, precise and helpful feedback; use rubrics and checklists; apply logical and critical reasoning to “either trash or treasure” the feedback.

Behaviour- enjoys writing and proofreading; possesses well maintained portfolio, appreciates and values both reading and writing, participates in writing contests and aspires to publish his or her writing.

Objectives

- Use writing strategies developed in earlier classes.
- Continue using the Writing Process to refine the writing and become an independent writer.
- Use discourse markers including “in addition”, furthermore” and “moreover” to achieve cohesion in their writing.
- Write for a variety of purposes and audiences using a wider variety of forms encountered in their reading to include expository essays, letters of application and resumes.
- Enjoy writing by participating in a community of writers.
- Distinguish the best pieces of their writing and add them to their portfolio.

Note: The above objectives can have multiple topic-specific lesson objectives

The following lesson is on how learners can maintain their writing portfolio to serve both as a tool to facilitate and support learner's writing skill and as an assessment tool.

Pedagogy/Learning experiences

Contact teaching:

Note: Please refer the Teacher's Guide for information on how to maintain a writing portfolio.

- Prepare a power point presentation for the lesson after watching the following videos on portfolio, portfolio assessment and digital portfolio: https://youtu.be/b_R7cDhn6Ds , <https://youtu.be/sacuuqjHPXo> and <https://youtu.be/kykfcqqr8T8>.
- Discuss the benefits of maintaining writing portfolio for assessment and personal growth.
- Discuss the contents of the portfolio and arrive at the consensus for assessment.

Non-Contact Teaching:

- Provide the link to the video Portfolio assessment https://youtu.be/b_R7cDhn6Ds, Student portfolio <https://youtu.be/sacuuqjHPXo> and Google Site Portfolio https://youtu.be/9axgV_cPtIU

- Schedule a time for discussion and doubt clarification session in the Google Classroom or other convenient social media forum. Encourage the learners to pose question and participate in the discussion.
- Provide remedial help and interventions in the class social group.
- Explore other links to help learners start blogging and other means of publishing their writing.

Assessment and Reporting

- Frame the marking criteria for writing portfolio.
- Explain the success criteria to the learners
- Share the assessment with the learners, parents etc.

Resources

- https://youtu.be/b_R7cDhn6Ds
- <https://youtu.be/sacuuqjHPXo>
- <https://youtu.be/kykfcqqr8T8>.
- https://youtu.be/9axgV_cPtIU

Competency

- Use handwriting and IT effectively, making appropriate choices of presentation to share and publish to a wider audience.

Although ICT has taken over the world, handwriting remains with us. The following extract explains the importance of good penmanship:

“Creating Better Readers and Writers,” a report emphasizing the importance of handwriting instruction released in fall 2010, stresses that good handwriting skills increase speed and fluency in reading and writing. Fast, legible handwriting improves notetaking and test-performance because learners are able to write quickly and, later, decipher their notes.” - The Gazette, Education 2011

Exposing as well as encouraging the learners to use ICT to draft, edit and publish their written work will without doubt help to equip them for 21st century skills and knowledge.

Knowledge- able to maintain e-portfolio and writing portfolio, able to write legibly with pen and paper as well as type using correct format and other conventions.

Skills-basic IT skills to type in MS word, write and send emails, upload, etc. .

Behaviour- enjoys writing and proofreading; possesses well maintained portfolio, appreciates and values both reading and writing, participates in writing contests and aspires to publish his or her writing.

Objectives

- Use writing strategies developed in earlier classes.
- Continue using the Writing Process to refine the writing and become an independent writer.
- Use discourse markers including “in addition”, furthermore” and “moreover” to achieve cohesion in their writing.
- Write for a variety of purposes and audiences using a wider variety of forms encountered in their reading to include expository essays, letters of application and resumes.
- Enjoy writing by participating in a community of writers.
- Distinguish the best pieces of their writing and add them to their portfolio.

Note: The above objectives can have multiple topic-specific lesson objectives

The following lesson is on the importance of being skilled both at writing legibly and using ICT effectively for written discourse. They must be encouraged to use e-portfolio, publish online and even blog besides maintaining the hard copy of their written tasks.

Pedagogy/Learning experiences

Contact teaching:

Note: Talk to the learners about the importance of legible handwriting as well as typing skills. Discuss with them the ways and means of integrating ICT in the stages of writing.

- Ask the class to prepare a short talk on why handwriting and keyboarding skills should be given equal importance after watching the following videos:<https://youtu.be/85bqT904VWA> , <https://youtu.be/xdw52odZ-xw> and <https://youtu.be/4K6SXYGA-Ushhttps://youtu.be/4K6SXYGA-Ush>
- Identify the learners in need of opportunities to improve their handwriting. Pair them up with those learners who have legible handwriting and ask all the pairs of handwriting buddy to pay you a visit twice in a month to keep record their improvement.

Non-Contact Teaching:

- Provide the links to the videos<https://youtu.be/85bqT904VWA> , <https://youtu.be/xdw52odZ-xw> and <https://youtu.be/4K6SXYGA-Ushhttps://youtu.be/4K6SXYGA-Ush>
- Ask the learners to voice record two to three minutes of summary on the importance of good handwriting and key boarding skills and submit online.
- Explore other links on that best suits the need of those learners who have to improve their handwriting and ask them to practice consistently.

Assessment and Reporting

- No assessment required

Resources

- <https://youtu.be/85bqT904VWA>
- <https://youtu.be/xdw52odZ-xw>
- <https://youtu.be/4K6SXYGA-Ushhttps://youtu.be/4K6SXYGA-Ush>

Resources (online)

Title & URL of Resources	Summary/Description of Resources	Core Concepts
SST meeting role-playing simulation https://youtu.be/KZEo4yDMnk8	Video contains an example on how meeting is conducted.	Respond to and use the example to write minutes of a meeting.
5 Minutes on Taking Minutes https://youtu.be/7dPaeV8NIEg	Introduction on how to structure and frame minutes of a meeting.	Integrate tips and techniques provided in the video to write minutes of a meeting.
How to write meeting minutes in English https://youtu.be/JJliHeEd4ww	Introduces an example of a template and describes how to use it. Provides tips on how to write the minutes of a meeting.	Notice and use the most common words and phrases used to write meeting minutes in their own writing.
Spice Up your Writing! How to use Figurative Writing with Mr. Ney https://youtu.be/9dT-52CUU8	Provides examples on how to enliven the boring sentences using figures of speech.	Respond to and apply the figures of speech in their own writing to add colour and meaning.
Figurative language https://youtu.be/rW4DtZGxjq0	Introduces 8 kinds of figures of speech and its usage in discourse.	Respond to and incorporate figures of speech in their discourse with understanding.

Understanding Genre Awareness https://youtu.be/Daut5e0kWB0	The video is a micro-lecture on what a genre is and its importance in improving writing.	Gain explicit understanding on what a genre is and follow the guidelines of the successful writers in expressing the content as per the purpose of the genre.
Genre analysis https://youtu.be/lyilm4E8q14	This video analyses conventions used to write two types of genres: letter and face book messages.	Respond to and understand the structure, organization, content, purpose, etc of a particular genre and write accordingly.
Power Writing https://youtu.be/dT_D68RJ5T8	This video reveals technique named POWER to write easily and effectively.	Respond to and use POWER writing technique to write without getting stuck.
English 101 Writing a Paragraph https://youtu.be/OLGZi14n5sg	This video has very concise explanation on developing a paragraph with an example.	Understand the components of a paragraph and employ it to write their own paragraph.
Portfolio https://youtu.be/b_R7cDhn6Ds . Digital portfolio https://youtu.be/kykfcqqr8T8	Explains the importance of maintaining a writing portfolio. This video contains a tutorial on how to create e-portfolio.	Understand the benefits of maintaining a writing portfolio and maintain one of their own. Respond to and follow steps to create e-portfolio.
Getting started with “Creating your Google Sites Portfolio” Tutorial https://youtu.be/9axgV_cPtIU	This video contains a tutorial on how to create digital portfolio in Google site. It is an alternative for those students who chose to do so.	Respond to and follow steps to create e-portfolio.
Why write? https://youtu.be/85bqT904VWA	This video discusses the future of writing in the digital age and how writing is associated with our learning, thinking and culture.	Understand the importance of writing and put extra effort to improve their handwriting.
Why you should keep writing by hand? https://youtu.be/xdw52odZ-xw	This video highlights the positive impact of active writing on brain.	Understand how writing by hand can result into better learning and strive to improve their handwriting.
The Importance of Keyboarding Skills https://youtu.be/4K6SXyGA-U https://youtu.be/4K6SXyGA-U	This video talks about the keyboarding as a very critical skill in the 21 st century.	Respond to and practice their keyboarding skills in order to fit in the digital age and market.

Language and Grammar

Competency

- Express emotional reactions to what was asserted or expressed in a text by noting the functions of statements as they unfold.
- Apply knowledge of grammar to express emotional reactions to what was asserted or expressed in a text by noting the functions of statements as they unfold.

This lesson will address the communicative aspect of types of words, phrases and sentences. This, in turn will help the learners understand its accurate and appropriate usage in varied contexts. It will also enable the learners to categorize the text into factual or literary type, and formal or informal discourse.

Knowledge- types of sentences and their function, synonyms of affect (emotion) bearing words and phrases

Skills- can use words, phrases and the sentence structure to express emotion accurately both in written and spoken language, comprehend the text through the understanding of the tone, style and mood.

Behaviour-enjoy communicating in English both in formal and informal situations.

Objectives

- Use the knowledge of grammar learned in earlier classes.
- Use appropriate language in formal and informal contexts.
- Use modal auxiliaries in increasingly complex ways.
- Use gerunds and participles appropriately.
- Use punctuations in various ways to manipulate the meaning of texts.

Note: The above objectives can have multiple topic-specific lesson objectives

Pedagogy/Learning experiences

This lesson should expose the learners on how the authors choose words and phrases, and sentence type to determine the tone, point of view and the purpose of their writing.

Contact teaching:

- Watch the following video clips to understand how the writers use the sentence structures and emotive words and phrases to express their tone, mood and point of view:
- tone, style and technique <https://youtu.be/KvchP7EF1wA> , understanding tone and mood <https://youtu.be/lvJl4xi8l8>, author's tone <https://youtu.be/lqGvYT5CJqs>

- Explore resources to provide skills to learners to increase their repertoire on affect bearing vocabulary and phrases, guide learners at identifying tone, mood and point of view of the writers.
- Guide the learners to explore and understand how writers craft their writing to communicate their feelings in the absence of the oral features such as intonation. Provide samples to help them understand how similar feelings and tone are expressed in varied ways in formal and informal situations, for instance, words and phrases used to express anger and frustration in formal and informal letter.
- Ask the learners to read two different types of genres such as a poem and a story and then write a reflective summary on how the writers have conveyed emotions in terms of the choice of diction and structure, purpose of the genre and the points of view of the writers.
- Ask the learners to maintain a list of vocabulary and phrases that express emotions.

Non-Contact Teaching:

- Provide the link to these videos: tone, style and technique <https://youtu.be/KvchP7EF1wA> , understanding tone and mood <https://youtu.be/lvIJl4xi8l8> , author's tone <https://youtu.be/lqGvYT5CJqs> and ask them to write a short summary on it.
- Ask the learners to read an essay from the Reading & Literature strand and then identify words and sentences that show the purpose of the genre and the tone and point of view of the writer. OR,
- Ask the learners to choose fairy tales, nursery rhymes or any other work of literature and then change the tone and mood to help understand the importance of tone and mood in a piece of literature.
- Ask the learners to maintain a list of vocabulary and phrases that express emotions.

Assessment and Reporting

- Frame the marking criteria to assess learner's understanding on how sentence structures, words and phrases help the writer to express their feelings and thoughts clearly.
- Explain the success criteria to the learners
- Share the assessment with the learners, parents etc.

Resources (online)

<https://youtu.be/KvchP7EF1wA>

<https://youtu.be/lvIJl4xi8l8>

<https://youtu.be/lqGvYT5CJqs>

Competency

- Use enough vocabulary to talk or write about abstract ideas of love, truth, and beauty.
- Demonstrate and interpret figurative language in context to analyse their role in the text.
- Make conscious choice of language and vocabulary to express concrete and abstract ideas.

Lessons on this topic should enable the learners to accomplish different communicative goals in both written and spoken forms with the integration of figurative language. Learners must also be competent at identifying specific intention and context when using the figurative language in order to converse correctly and impressively.

Knowledge- figures of speech and their functions in both spoken and written forms, good repertoire of vocabulary

Skills- can express thoughts, ideas and emotion with clarity and precision both literally and figuratively; interpret text from a wide range of understanding;

Behaviour-Exhibit appropriate etiquette through the use of suitable language.

Objectives

- Use the knowledge of grammar learned in earlier classes.
- Use appropriate language in formal and informal contexts.

Note: The above objectives can have multiple topic-specific lesson objectives

Pedagogy/Learning experiences

Begin by recapitulating the lessons on figures of speech. Elicit a discussion in which the learners understand how knowing and being able to use figurative language can help to deepen and widen the meaning when compared to its plain literal meaning.

Contact teaching:

- Revisit the lesson on figurative language with the help of this video or any other related video: <https://youtu.be/lzKj-bLvrYQ>
- Project the video clips bearing contents which have very close replication of native speaker's natural discourse. Some of the suggestions are: Describe your feelings in English https://youtu.be/_uQDCru94nA figurative language in movies <https://youtu.be/17eY2MoS-bc> Friends https://youtu.be/p6X_5rkkA-l
- Explore resources to teach the use of figurative language in other areas of life such as songs, literature, commercial advertisement, etc. Example: Figurative language used in songs <https://youtu.be/5LzMTjAqYd4>, to let the learners understand and apply figurative language in both written and spoken discourse.
- Ask the learners to notice how the use of figurative language helps to set tone and mood of the language and fit the role of the context and shared understanding.
- Ask the learners to work on a project which exhibits their ability to use figurative language either in spoken or written discourse; commercial advertisement or academic purpose, etc.

They can choose any medium to construct their project, for instance, power point presentation, video clip, song, poem, role play, an example of text messaging, etc.

Non-Contact Teaching:

- Provide the link to these videos: <https://youtu.be/lzKj-bLvrYQ><https://youtu.be/17eY2MoS-bc> and https://youtu.be/p6X_5rkkA-l<https://youtu.be/uQDCru94nA>
- Ask the learners to select a piece of literature of their choice. Tell them to identify the figurative language used in that literature and then interpret the construction.

Assessment and Reporting

- Involve learners to frame the marking criteria for the project work and review paper.
- Explain the success criteria to the learners
- Share the assessment with the learners, parents etc.

Resources (online)

- <https://youtu.be/uQDCru94nA>
- <https://youtu.be/lzKj-bLvrYQ>
- <https://youtu.be/17eY2MoS-bc>
- https://youtu.be/p6X_5rkkA-l
- <https://youtu.be/5LzMTjAqYd4>

Competency

- Use syntactical patterns with accuracy to add variety to texts.

The lessons on this topic must raise the awareness of the learners on how writers chose syntactical structures to reinforce their tone, style and technique in writing. It must also help the learners understand that every language has certain acceptable rule in construction of sentence, for instance, word order for English and Dzongkha is not be the same. Thus, it is important to follow the standard structure of the target language to be accurate and appropriate.

Knowledge- standard word order of English language, types of sentence's structures, phrases and clause, misplaced and dangling modifiers, complex parallel structures, gerunds and participles and their usage.

Skills- can use varied sentence structures to reflect their feeling, emotion and action taking place in the description, write coherently and cohesively, create a memorable impact on the readers

Behaviour-enjoy writing and editing, participates in writing competitions.

Objectives

- Use the knowledge of grammar learned in earlier classes.
- Use complex parallel structures correctly.
- Use punctuations in various ways to manipulate the meaning of texts.
- Use appropriate language in formal and informal contexts.
- Use gerunds and participles appropriately.
- Place phrases and clauses within a sentence, recognizing and correcting fragments, run-ons, misplaced and dangling modifiers.
- Use additional ellipsis to include: have, be, and do, contrasting tenses, question words, and agreement.

Note: The above objectives can have multiple topic-specific lesson objectives

Pedagogy/Learning experiences

A good writing consists of a variety of sentences with correct and appropriate usage. The learners must understand that types of sentences and its structures are used by the writers in many ways which then become the style of the writer. Some writers employ short sentences to indicate force and disturbance and long sentences to indicate continuity.

In additional to this, exposing the learners to editing skills will help to reinforce the lessons taught. Designing activity wherein the learners peer edit their writing task can help them to revisit and even cement their learning.

Contact teaching:

- Conduct thorough revision on the following:
 1. five types of sentence patterns (subject-verb, subject-verb-object, subject-verb-adjective, subject-verb-adverb, and subject-verb-noun)
 2. four types of sentences based on purpose (declarative, interrogative, imperative and exclamatory)

3. four types of sentence based on structure (simple, compound, complex and compound-complex)
 4. phrases and clauses
 5. gerund and participles
 6. Ellipses
- Ask the learners to analyse a piece of writing on the functions of the above listed grammar elements. Encourage them to identify as many of them as possible and explain.
 - Revise the concept of run-on, dangling modifiers, complex parallels, fragments, etc. and then ask them to apply it to achieve coherence and cohesion in writing.
 - Ask the learners to carry out peer correction on one of the pieces of writing compiled in their Writing portfolio to understand and experience the application of the lessons.
 - Use the following suggestive links as additional resources to develop the lesson:
 - Parallel structure <https://youtu.be/2l2FgUrn1A>
 - Ellipses <https://youtu.be/JmRMfFVw6NE>
 - Ellipsis: How to omit words <https://youtu.be/4clDYkIcOUl>
 - Run-ons <https://youtu.be/Fh45mhVsZrU>
 - Fragments <https://youtu.be/xpoZBnXHg3E>
 - Dangling modifier <https://youtu.be/SjunMcrXgE0>
 - Writing – Misplaced modifier <https://youtu.be/Qu5pvwL9u4Q>
 - Provide an activity to further develop the knowledge and understanding of the above concepts.

Non-Contact Teaching:

- Provide the link to the videos listed above or any other relevant ones.
- Ask the learners to select a piece of literature of their choice and analyse it at sentence level.
- Ask the learners to choose one of their writings and identify the “run-ons and fragments” and then correct them.
- Ask the learners to submit a voice clip with two examples explaining the errors they identified and the correction they made.

Assessment and Reporting

- Discuss and write down the marking criteria to evaluate questions.
- Explain the success criteria to the learners.
- Share the assessment with the learners, parents etc.

Resources (online)

- <https://youtu.be/2l2FgUrn1A>
- <https://youtu.be/JmRMfFVw6NE>
- <https://youtu.be/4clDYkIcOUl>
- <https://youtu.be/Fh45mhVsZrU>
- <https://youtu.be/xpoZBnXHg3E>
- <https://youtu.be/SjunMcrXgE0>
- <https://youtu.be/Qu5pvwL9u4Q>

Competency

- Use grammatical conventions with accuracy to speak confidently in public.

Speaking skills of the learners can be enhanced by building their competence in grammar. However, a sound knowledge on its application in a socially acceptable manner is equally significant to develop their communicative competence.

Just as the written speech in English is structured in an orderly and organised manner so are the spoken discourse. Unless the conversation occurs following the set norms it will cause annoyance and confusion. For instance, if a greeting from a friend is responded with a silence then it might lead to distress and anxiety. On the contrary, observing the rules of the conversation will enable the interlocutors to develop the conversation.

Knowledge- grammar (form, meaning and function) and its proper applications, elements of stylistic variation (context, purpose, and audience), wide range of vocabulary, colloquialism, jargon, fixed phrases, etc, intonation and body language.

Skills- can speak fluently using correct and appropriate grammar, vocabulary, pronunciation, intonation, and body language in accordance to context and purpose.

Behaviour-enjoys delivering morning speeches, participating in debates and extempore speeches, class and club presentation, etc.

Objectives

- Use the knowledge of grammar learned in earlier classes.
- Use appropriate language in formal and informal contexts.
- Use additional ellipsis to include: have, be, and do, contrasting tenses, question words, and agreement.
- Use phrasal verbs appropriately.

Note: The above objectives can have multiple topic-specific lesson objectives

Pedagogy/Learning experiences

The lessons must target to prepare the learners to converse accurately and appropriately befitting the context and purpose. It is therefore needful for the learners to also understand the components of communication skills and the structure of the conversation to be able to adhere and fulfil the functional, situational, and cultural aspects of the language.

Contact teaching:

- Browse for an example on natural conversation between two native speakers and then print it out.
- Ask the learners to identify the differences between spoken and written English.
- Project following video clips in which native speakers speak in different context and let the learner notice how different aspects of grammar are used to achieve the purpose of the conversation:

Self-introduction: <https://youtu.be/QgikjsqAzvo>
 Phrasal verb for work place: <https://youtu.be/M0AVadkh-mY>
 Telephone calls: <https://youtu.be/6F5WwPKY8G4>
 Express your ideas: <https://youtu.be/41DK2Oi1M2s>

- Project this link as a sample video to help the learners gain some ideas to improve their spoken English <https://youtu.be/G80UXImfrHA>
- Ask them to explore more and start their daily practice in English.

Non-Contact Teaching:

- Provide the link to the videos listed above or any other relevant ones.
- Assign them a group assignment asking them to select a context and use language that is context, culture and purpose appropriate. Inform them that the mode of submission can be in any form.

Assessment and Reporting

- Discuss and write down the marking criteria to evaluate the assignment.
- Explain the success criteria to the learners
- Share the assessment with the learners, parents etc.

Resources (online)

- <https://youtu.be/QgikjsqAzvo>
- <https://youtu.be/M0AVadkh-mY>
- <https://youtu.be/6F5WwPKY8G4>
- <https://youtu.be/41DK2Oi1M2s>
- <https://youtu.be/G80UXImfrHA>

Resources (online)

Title & URL of Resources	Summary/Description of Resources	Core Concepts
Tone, Style and Technique https://youtu.be/KvchP7EF1wA ,	Video contains information on the use of tone, style and technique in literature.	Respond to and use the strategies given in the video to identify feelings and the purpose in any text.
Understanding tone and mood https://youtu.be/lvJl4xi8l8	Introduction to how choice of words, sentence structure and imageries help to set mood in writing.	Respond to and use the grammar elements effectively to achieve the objective of the communication.
Author's tone https://youtu.be/lqGvYT5CJqs	Video explains how meaning of a sentence or words changes as per the tone in a spoken discourse. Further, it also explains how detecting purpose, point of view and tone of a text can help interpret the text.	Understand and apply the significance of tone in spoken discourse to vary meaning; and the choice of words and phrases in written discourse to indicate particular tone and mood.

Figurative language https://youtu.be/lzKj-bLvrYQ	This video provides examples on non-literal use of language using figures of speech.	Respond to and apply the figures of speech in their own spoken and written language to gain communicative competence.
Describe your feelings in English https://youtu.be/uQDCru94nA figurative language in movies https://youtu.be/17eY2MoS-bc Friends https://youtu.be/p6X_5rkkA-l Songs https://youtu.be/5LzMTjAqYd4	Introduces to the use of words and figures of speech used in daily discourse by the native speakers to be precise, sarcastic, rude, etc. These videos also have examples on how different types of genres use them to intensify their purposes.	Learns to incorporate words and figures of speech in their discourse with understanding to gain proficiency in English.
Parallel structure https://youtu.be/2l2FgUrn1A	The video presents examples on how parallel structures are written correctly.	Gain explicit understanding on how to form parallel structures.
Ellipses https://youtu.be/JmRMfVw6NE	This video defines ellipsis and its use in spoken and written speeches.	Understand the function of ellipses based on contextual clues and use it accurately in their writing and oral speech.
Ellipsis: How to omit words https://youtu.be/4clDYkIcOUI	This video explains how ellipsis is used in spoken English.	Understand the function of ellipses in formal and informal context and uses it to become fluent and proficient user of English.
Run-ons https://youtu.be/Fh45mhVsZrU	This video presents example sentences on run-ons and teaches how to correct them.	Respond to and use the knowledge to avoid run-ons in their writing.
Fragments https://youtu.be/xpoZBnXHg3E	This video contains an explanation on sentence fragment and how to avoid them.	Responds to and avoid sentence fragments in their writing.
Dangling modifier https://youtu.be/SjunMcrXgEO	Explains what is a modifier and a dangling modifier. Provides examples on how to notice dangling modifier and correct it.	Responds to and avoid sentences with dangling modifiers.
Writing – Misplaced modifier https://youtu.be/Qu5pvwL9u4Q	Provides variety of examples on dangling modifiers and teaches how to avoid them.	Responds to and avoid sentences with dangling modifiers.
Self introduction: https://youtu.be/QgikjsqAzvo Phrasal verb for work place: https://youtu.be/M0AVadkh-mY Telephone calls: https://youtu.be/6F5WwPKY8G4 Express your ideas: https://youtu.be/41DK2Oi1M2s	These videos contain tutorials on how to speak appropriately, accurately and effectively in different contexts.	Respond to and use words and phrases to befit the context and the purpose of communication in a socially acceptable manner.

Continuous Assessment (CA) and Examinations Weighting for Classes X

English Paper I (Writing and Grammar) – CA and Written Examination Weighting

Term One			Term Two			Grand Total (Total A + Total B)		
CA	Examination	Total A	CA	Examination	Total B			
Listening and Speaking	15%	35%	50%	Listening and Speaking	15%	35%	50%	100%

Note:

1. In the English Paper I, the Writing and Language and Grammar strands form the written examination part, and the Listening and Speaking strand forms the CA part.
2. The Term One examination should be conducted out of 100% and converted to 35%. The 15% CA marks from the Listening and Speaking should be added to the examination marks to make it 50%.
3. Similarly, the Term Two examination should be also conducted out of 100% and converted to 35%. The 15% CA marks from the Listening and Speaking should be added to the examination marks to make it 50%.
4. Finally, the total marks of term one and term two should be added to make it 100%.
5. Listening and Speaking, activities such as debates, extempore speeches, presentations, book talks, reports, and discussions should be conducted consistently throughout the year, ideally by integrating in other strands so that the students get maximum time to practice the skills. Teachers need to develop their own additional listening and speaking exercises wherever necessary. Use Continuous Formative Assessment (CFA) to help students achieve the desired goals.
6. At the end of each Term, a formal test should be conducted to assess each learners' competencies in listening and speaking. Teachers should develop oral test items and other listening and speaking exercises out of 15 marks, and using appropriate assessment tools administer the test.
7. Correspondingly, for class X, teachers should conduct and assess the listening and speaking skills following the above-mentioned strategies for both mid-term and trial examinations. However, for the learners appearing the national examinations, the assessment for Listening and Speaking will be administered by external/visiting examiner. A formal test consisting of oral and other exercises should be used to assess each student. The test items and the exercises should be developed externally out of 30% and the marks obtained by each learner will be Submitted to BCSEA.

English Paper I (Writing and Grammar) - Written Examination Marks Break-up

Sl No	Genre	Weighting	Remarks
1	Essay writing	25%	Descriptive essay for class IX and Expository essay for class X.
2	Letter writing	15%	Personal letter/leave application/invitation
3	Report writing	10%	As stated in the framework.
4	Information transfer (non-continuous text)	15%	As stated in the framework.
5	Grammar	35%	As stated in the framework. Questions can be asked from the lower classes as well.
Total		100%	

Note: The questions types and patterns for written examinations shall remain dynamic.

English Paper I - Listening and Speaking CA (30%)

Sl No	Listening and Speaking activities	Remarks
1	Listening and Speaking skills	<ul style="list-style-type: none"> Teachers can design additional activities as per the lesson plans. Conduct oral test/listening and speaking tests out of 15% at the end of each term. For national examinations, conduct oral test/listening and speaking tests out of 30%.
2	Report	
3	Debates	
4	Extempore speeches	
5	Presentations	
6	Book talk	

English Paper II (Reading & Literature) - CA and Witten Examination Weighting

Term One				Term Two				Grand Total (Total A + Total B)
CA		Examination	Total A	CA		Examination	Total B	
Reading Portfolio	7.5%	35%	50%	Reading Portfolio	7.5%	35%	50%	100%
Writing Portfolio	7.5%			Writing Portfolio	7.5%			

Note:

1. In the English Paper II, the Reading and Literature strand forms the written examination part, and the Reading Portfolio and the Writing Portfolio form the CA parts respectively.
2. The Term One examination should be conducted out of 100% and converted to 35%. The 7.5% CA marks each from the Reading Portfolio and the Writing Portfolio should be added to the examination marks to make it 50%.
3. Similarly, the Term Two examination should be conducted out of 100% and converted to 35%. The 7.5% CA marks each from the Reading Portfolio and the Writing Portfolio should be added to the examination marks to make it 50%.
4. Finally, the total marks of Term One and Term Two should be added up to make it 100%.
5. The Reading Portfolio should consist of record of reading, critical response to books read, and text talk or book talk. The Writing Portfolio should consist of learner's best pieces of writing (essays, articles, short stories, poems etc.), journal writing for books read, process of work, a variety of number and types of genre.
6. Teacher should ensure that all the learners maintain their portfolios for academic purposes only.
7. The Reading and the Writing Portfolios of all the learners should be monitored consistently to check their progress. Teachers should provide timely feedback, support and make necessary intervention so that the learners meet the expected objectives and competencies. At the end of each term, both the portfolios should be assessed and award marks accordingly.
8. At the end of each Term, using appropriate assessment tools, the Reading Portfolio and the Writing Portfolio should be assessed to award marks accordingly.
9. Correspondingly, for class X, teachers should assess the portfolios following the above-mentioned strategies for both mind-term and trial examinations. However, for the students appearing the national examinations, the assessment for the portfolios will be administered by external/visiting examiner. Both the portfolios will be assessed out of 15% each, and the combined marks obtained by the student out of 30% will be submitted to the BCSEA.

English Paper II (Reading and Literature) - Written Examination Marks Break-up

Sl No	Genre	Weighting	Remarks
1	Short Story	25%	From the prescribed short stories, questions on more than ONE story can be asked.
2	Essay	25%	From outside the prescribed textbook.
3	Poetry	25%	From outside the prescribed textbook.
4	Novel	25%	The prescribed novel – The Giver (till chapter 11 for class IX and the entire novel for class X)
Total		100%	

Note: The questions types and patterns for written examinations shall remain dynamic.

English Paper II CA (30%)

Reading Portfolio (15%)	Writing Portfolio (15%)	Remarks
<ul style="list-style-type: none"> Record of reading Critical response to books read Text talk or book talk 	<ul style="list-style-type: none"> Best pieces of writing selected by students Best pieces selected by teacher Journal writing for book review Minutes of meetings. memoirs Personal, transactional and poetic writing Short stories 	<ul style="list-style-type: none"> Use notebooks for maintaining portfolios. Consider process while assessing the quality of work. The writing portfolio should show the records of the Writing Process Avoid plagiarism. Both Reading Portfolios should be assessed at the end of each term. For national examinations, assess both the portfolios out of 30%.

Annexure 1: How to Analyze a Poem – (one of the ways)

1. Read through at least twice. You will have to read a poem multiple times before even attempting to approach it for deeper meanings. Give yourself a chance to thoroughly and fully experience the poem.
2. Is there a title? Don't forget to take this into consideration. Readers often skip over a poem's title, which may contain important clues for understanding the piece. Often the title is an introduction that can guide you; for example, Langston Hughes' "Mother to Son" immediately lets you know who the speaker of the poem is and to whom she is speaking.
3. Stay calm! If there are any unfamiliar words or even a few foreign terms, don't panic and don't obsess. On your first read through, just let them go and try instead to focus on the larger meaning of the poem. On the second and subsequent passes, you should then look up those troublesome words or anything else that is problematic for you.
4. Read it aloud. Yes. You must do this. Poems are meant to be heard. Often you will find that places in the poem that gave you trouble on the page suddenly make sense when read out loud. You may feel silly at first, but soon you'll be comfortable. (Cats and dogs, by the way, make particularly good audiences...though cats tend to be more critical and may leave at a pivotal point in your performance.) Read in your normal voice. Don't try to sound like Maya Angelou. Unless you are Maya Angelou.
5. Pay attention to punctuation. Most poems use punctuation to help guide the voice of its reader. You need to pay attention because the end of a line is frequently not the end of a sentence. Consider these lines from Robert Frost's "Birches":

When I see birches bend to left and right
Across the lines of straighter darker trees,
I like to think some boy's been swinging in them.

If you stop reading or pause at the end of the first line, it will sound broken and unnatural. If you read smoothly through, pausing briefly at the comma and making a full stop at the period, the poem will have its proper conversational tone.

6. Try paraphrasing. It may be best for you to write in your own words what the poet is saying in each line of the poem. As you work through it, you'll see which areas you need to concentrate on. But again, avoid the notion that there is "one true meaning."
7. Who is the speaker? Remember not to confuse the poet with the "speaker" of the poem. More often than not, the speaker is a character, just like in a novel or a play. Determining who the speaker is will help you approach the work more easily. What is the occasion? Why is the speaker speaking?
8. Be open to interpretation. Give it a chance. For example, William Carlos Williams' poem "The Red Wheelbarrow" is often dismissed as cryptic, confusing, and ultimately unknowable. But being open to the poet's intentions can lead you to some interesting ideas and questions (in this case, what is important to life?).
9. There are no useless words. Poets select each and every word carefully. None should be dismissed. Images and symbols all have a purpose in the overall meaning of the poem.

10. Don't expect a definitive reading. Many poems are intentionally open-ended and refuse to resolve their internal tensions. While it is desirable to understand what a poem is saying, remember that there are approaches and interpretations other than your own.

Annexure 2: Recommended strategy for dealing with the novel in classes IX and X

Close reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc. It means an intensive analysis of a text in order to come to terms with what it says, how it says it, and what it means."

Close Reading of text involves an investigation of a text with multiple readings done over multiple instructional lesson. Through text-based questions and discussion, students are guided to deeply analyse and appreciate various aspects of the text, such as key vocabulary and how its meaning is shaped by context, attention to form, tone, imagery and or rhetorical devices; the significance of word choice and syntax; and the discovery of different levels of meaning.

Close reading is a concentrated look at a selected excerpt in order to study a limited number of text attributes such as **organization, sentence structure, vocabulary, symbolism, character development, plot advancement**, etc. The purpose and focus of each close reading depend upon the text itself, and targeted towards the acquisition of the competencies by the learners as laid down in the Reading the Literature strand.

Outlined below are six suggestions for making the most of close reading experiences with students.

1. Read the Text Yourself

This seems obvious, but many teachers skip this step. They either rely upon teaching guides or margin notes, or their perceived understanding of the *topic*, regardless of its treatment in a particular text.

Many teachers do not read the entire novel in advance partly because they "want to be surprised along with students." Those teachers are, however, vastly unprepared to discuss the intricacies of the text. A teacher who likewise relies upon a third-party teaching guide rather than the source text neglects the very literature immersion which the curriculum desires for students.

Bonus: When teachers read the entire book, they're prepared for those students who will read ahead. These are the students who attempt to engage between periods or during recesses, asking questions about what's to come, or pointing out connections based on previous close readings. **Read the whole book, and you'll be ready to respond appropriately.** Do not dissuade these students from reading ahead, but discourage them from providing spoilers for the rest of the class.

2. Ensure that Students Read the Text

In order to engage in a productive close reading, all students must have read the text a first time.

Make the students understand that you, as their teacher, do not have time to read every line and explain in the class. Therefore, they should read at home and come to class ready to discuss what they have learned. Besides, learning to read at home and annotate is an important skill that needs to be practiced individually after the skill is taught in the class. So, when they are assigned to read a certain portion of the novel as homework, it is not only important that they do it but also a valuable lesson in itself.

A number of strategies can be adopted to ensure or encourage after-class reading.

One strategy is to indicate that there would be a **debate** the following day, and that they should be prepared to argue either side of the issue with text-based facts (the issue of contention itself is revealed to students only minutes before the event).

Another could be random questioning about the content of the assigned section of the novel.

Perhaps the most effective method, however, is to regularly schedule close readings for the next day. When students learn that they will be put on the spot to "pull a text apart," they're more likely to come prepared. Especially if the close readings are constructed in such a way that encourages lively, if not heated, dialogues. Even the most reluctant contributors to classroom discussions will interact if teachers are prepared to discuss the intricacies of writing.

The students who neglected to read the assigned chapters for homework would be ill-prepared to defend their choices in the discourse that ensues.

Bonus: When students are expected to complete first readings on their own, they begin to welcome short assessments for each chapter. In their minds, their time spent reading assigned chapters is now serving "double duty" as it prepares them for assessments as well as close reading and discussion sessions.

3. Choose Close Reading Excerpts in Advance

This can only happen, of course, if step one to read the book has been completed. Having done this enables to judiciously select those pages or paragraphs which warrant analysis and discussion.

How to best manage this?

Annotate the pages of the text, (or better still, take notes in a separate note-book) making liberal use of the margins and the gutter. Ideally, this is done only on the second reading of the book, a process many call "deconstructing the novel".

While Rereading:

- **Assign each page a title.** This will allow a quick reference to specific events. Critical quotes make excellent titles, as well as excellent discussion points.
- **Form anticipatory questions for each chapter.** These are for self-reference, as they will indicate what was felt most important in each chapter.
- **Jot down questions throughout the chapter.** Some questions may review information which is critical to unfolding events, while others may ask students to predict what will occur next, based upon the information that author has provided. It's important to write **STOP** at those points where students would be asked to predict or reflect
- **Underline vocabulary which is critical to understanding the story.** Since close reading is text dependent, can students define these words using context clues? Or, is the term introduced here and then later defined using the "read on" strategy? Which words are unfamiliar, yet not critical in understanding the text?
- **Mark any literary devices.** Which are employed by this author often? Which are central to the story's theme or plot?
- **Continually reflect on:**
- What's worth knowing here? How can students take what is worth knowing and make it their own? How can they organize their own thinking about this novel's contents in order to

comprehend it better? In what ways does this excerpt rely upon, relate to, or affect other portions of the text? In what ways does this excerpt relate to the book's theme and essential questions about that theme? What has the author explicitly stated? What has the author hinted at? What has the author omitted?

Bonus: Students can learn to annotate texts in a similar manner following the model. Using copies of public domain documents is one excellent way to do this with pen and paper, and the Internet provides many sites and apps for practicing this skill digitally. Both Google Docs and WikiSpaces allow students to highlight and comment upon text selections, or Thinkport's Annotator provides an easy, registration-free stand-alone option.

4. Allow Students to Choose Close Reading Excerpts

This seems like odd advice, since it's the antithesis of what is suggested above. However, if we are to give students ownership over reading, and eventually "release them to the wild" to practice close reading on their own, then they should be given the opportunities to examine those passages they find most troubling, challenging, important, and or entertaining.

Students may also begin to share writing from other sources which they come across in their own reading experiences. While not all of it may be suitable for classroom reading or discussion, a pleasant surprise by a rare gem could be in store.

Bonus: Ownership. And a good reason to get the reading done at home. Most importantly, however, learners are being encouraged to read critically, with an eye and ear toward what the author is doing.

5. Ask "So What?"

Once students have dissected the chosen text passage, they need to ask, "So what?"
By "so what?" they're asking:

- What does this text mean in context of the whole work?
- What has the author explicitly said, and what has the author perhaps implied?
- How does the new content affect what we already know, and how does it shape our expectations for what is yet to be encountered in the text?
- How does what we've read fit into historical contexts?
- Does what we've read have something to say about our theme?
- Does it answer essential questions we might have formulated?
- What questions remain unanswered?
- What information am I lacking to fully understand what I've read?
- What new questions emerged?

Too many students take on reading as a decoding practice: reading one word after another, rather than putting them together into a meaningful context. Like a bingo caller reading random, singularly meaningless balls plucked from a spinning cage, these students fail to see how these isolated bits of information form patterns of meaning.

By studying the structure of sentences, paragraphs, pages, and chapters, and then analyzing the ideas within those constructs, the learners should be led to construct meaning from the texts. For this to happen students need modeled strategies and plentiful practice to make those same connections with text.

Simply asking, "So what?" and then waiting for answers, and thoughts, and epiphanies to happen is key. The most difficult challenge at this point is to be patient and listen and nod and listen some more, and let students piggyback on the ideas of their peers.

The "So what?" stage might be accompanied with written reflections or extensions on the close reading, but not as a matter of course.

Bonus: The answers to this simple question may yield indicators to what students will need to tackle next.

6. Reflect on the Experience

This step is all for the teacher.

Based upon the results of the close reading experience, where to go next? With what concept or skill do students need additional practice? Based upon unanswered questions and confusions, which text excerpt would be best for the next close reading?

What worked well one year might not do the next, so this is the stage where the teachers' professional knowledge, judgment, and sensitivity to the text and the students themselves must guide to make the appropriate instructional decisions.

Bonus: The ability to do this is what makes the best teachers irreplaceable.

In Conclusion

Students who weren't expected to approach texts with such intensity and laser focus might need several opportunities to "get into it." Some students will be suspicious of the teacher's motives, others will be too shy to share ideas, and others, of course, will be content to ride on the coattails of the few who initially carry the conversation.

But by implementing close readings in a purposeful way, and demanding more intensive interpretation of what the texts have to say, students are challenged to deepen and broaden their intellectual faculties to grow as independent learners.

Note: It is important to first model/demonstrate close reading to the learners through think-aloud sessions in the class. Close reading can be tied to critical reading (refer the preliminary pages of the Curriculum Guide for Teachers).

Adapted from:

<http://howtoteachanovel.blogspot.com/2012/six-ways-to-improve-close-readings.html>

retrieved on 10/8/2015

Note: For the details of classroom discussions and teaching learning activities, suggested Chapter-wise questions can be found in the *English Class X Curriculum Guide for Teachers*.

Further, the teachers can frame relevant or appropriate questions for discussions according to the specific needs of the learners.

Annexure 3: 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

Annexure 4: List of texts for Class X Reading and Literature strand.

The following is the recommended texts the learners of class X should study for the Reading and Literature strand.

Sl. No	Genre	Text	Author
1	Short Story	Hey Come on Out!	Sinichi Hoshi
2		Is He Living, IS He Dead	Mark Twain
3		The White Knight	Eric Nicol
4	Poetry	Dover Beach	Mathew Arnold
5		A Red Palm	Gary Soto
6		To My Mother	George Barker
7		Hope is the Thing with Feathers	Emily Dickinson
8	Essay	The Layaps Go Home	Kinley Dorji
9		Progress	Alan Lightman
10		Toasted English	RK Narayan.
11	Novel	The Giver	Lois Lowry