

National School Curriculum

# INSTRUCTIONAL GUIDE FOR ENGLISH

CLASS: IV-VI



School Curriculum Division  
Department School Education  
Ministry of Education and Skills Development  
Royal Government of Bhutan



“Your parents, relatives, and friends would be very proud of what you have achieved. At your age, to have completed your studies is your personal accomplishment. Your knowledge and capabilities are a great asset for the nation. I congratulate you for your achievements. Finally, your capabilities and predisposition towards hard work will invariably shape the future of Bhutan. You must work with integrity, you must keep learning, keep working hard, and you must have the audacity to dream big.”

*- His Majesty Jigme Khesar Namgyel Wangchuck*

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## Foreword

The erstwhile Royal Education Council (REC) developed an Adapted and Prioritized curricula for schools so that learners can continue learning during the disruptions caused by the COVID 19 pandemic since March 2020. With the commencement of the 2021 academic session, the new normal curriculum, later renamed as the National School Curriculum (NSC), was embraced as a paradigm shift of education from the conventional knowledge-based learning to competency based, open source and experiential learning leveraged on digital technologies. In order to facilitate the effective implementation of the curriculum change, Instructional Guides were developed in all subjects, and the teachers were oriented through virtual and short contact modes as per the prevailing pandemic situations. The curricula were aimed at minimizing the learning loss for learners as it was designed for implementation in different situations - during school closure or during regular contact instructional hours.

While these measures served as a solution to problems brought about by the pandemic and the global changing trend in education, a resilient and more dynamic curricula and instructions remain the current priority of the Government. In cognizance of some the shortfalls in the provisional edition of Instructional Guides (IG), the Department of Curriculum and Professional Development reviewed and revised the existing Instructional Guides across all subjects with the aim of enforcing the competency-based learning, and making teaching-learning happen 'anytime anywhere' commensurate to an inclusive education, so that all learners are provided the opportunity to learn at their pace and situation.

The revised Instructional Guides have drawn ideas and inspiration from various educational philosophies and principles, particularly the Delors Report, *Learning: The Treasure Within* (1996). The report prioritizes the development of the whole person and not just academic knowledge through the four pillars: "learning to know", "learning to do", "learning to be", and "learning to live together". Therefore, the New Curriculum and the Instructional Guide 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 21<sup>st</sup> century skills, and preparing them to be lifelong learners.

It must be noted that the new Curriculum and the Instructional Guides are not just a response to the pandemic, but a culmination of the curriculum reform work for the last four years by the Royal Education Council. The school curricula are to be perceived as integrated, and based on themes and problems that inspire learners to learn and 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, find purpose of learning, and be better able to participate in social and political milieu. Thus, this initiative is envisaged to orient our educational process towards nurturing 'nationally rooted and globally competent' citizens.

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

Tashi Delek



**Tashi Namgyal**  
Director

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## 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 learners 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 learners 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 learners 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 learners 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.

## Purpose of the Instructional Guide

Among the many definitions of ‘curriculum’ this Instructional Guide underscores the meaning of curriculum as a standard and competency-based sequence of planned learning experiences where learners practise and achieve the proficiency in applying the learning experiences in real life scenarios. These proficiencies, in the curriculum framework, have been stated as “competencies” and ‘objectives’ for each class. In keeping with the principle, ‘less is more’ as stated in the National School Curriculum, the contents of the curriculum have been reduced so that learners can be engaged more in activities that can lead to the acquisition of language skills rather than having them ‘cover the syllabus’.

This Instructional Guide believes that the classroom teachers, as professional individuals, can make the most authentic and reliable judgment about each learner’s learning needs and the learning experiences to be provided to propel the learners in the learning continuum.

With these beliefs and principles as the background, the following are the purposes of this document:

- i. Facilitate learners acquire language skills and competencies using literature as a medium.
- ii. Strengthen blended learning, including flipped classrooms with multimedia, digital pedagogies and ICT devices and websites as tools to share the responsibility of learning amongst the learners, teachers, the parents and other stakeholders.
- iii. Facilitate the use of Continuous Formative Assessment for learning using diverse appropriate assessment techniques and tools commensurate with individual differences in learning, and gather evidence to guide planning of educational programmes and activities for learners.
- iv. Promote inclusive learning through the blended learning which facilitates learning anywhere, any time with the learner being responsible for the learning.
- v. Provide suggestive means of teaching language skills by building interrelationship among, and through, the integration of the four strands of the curriculum.
- vi. Help teachers assume the roles of facilitator, guide, motivator and evaluator.
- vii. Guide teachers, parents and other stakeholders in helping learners achieve their potential.
- viii. Empower teachers to design their own ‘course of study’ or ‘class curriculum’ for their learners in line with the National School Curriculum Framework.
- ix. Enhance sharing the burden of responsibility and accountability for learning amongst the stakeholders, including the learners themselves.

In this age of advanced communication and information technology, contents are widely available from a number of sources, therefore, the contents of the curriculum have been kept flexible enough for teachers to select, structure and sequence them to best suit the learners need while maintaining coherence and consistency. In other words, while the contents of the curriculum are negotiable (except for short stories, novels or plays, where applicable), the competencies and objectives are not. While teachers may have access to number of materials, it should be kept in mind that the teaching and learning should be focused on achieving the competencies rather than ‘covering the syllabus’. The teaching learning materials should be used as means to create a learning environment that is competency-based where the learners 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 skills stated as competencies and objectives for each class. Teachers should use appropriate assessment tools and techniques depending on the nature of the learning activities. The learners should be clearly informed about the success criteria, the areas of assessment and the tools to be used so that they know exactly what tasks are to be performed or expected of them. In the process of the performance, the teacher should continuously provide feedback and, if necessary, modify instructions. Efforts have to be made to ensure that every learner has mastered the skills.

# Class IV

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## Listening and Speaking

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### Topics: Listening with purpose

We listen for different purposes in different situations. Therefore, it is important to listen to respond appropriately and to show empathy for the speaker.

### Competency

- Listen and respond to the speaker with comments and questions to show empathy.

**Knowledge:** discussion, prediction, dialogue, empathy, response, and question.

**Skills:** listening to understand, speaking to communicate clearly, reading text fluently, comprehending, and responding to speakers.

**Behaviour:** paying attention, teamwork, being polite, being receptive, respecting, participating, and making eye contact.

### Learning Objectives

- Initiate and carry-on conversations and discussions on familiar topics such as gender stereotype roles within the family and the community.
- Listen with empathy and respect during discussions and respond with relevant comments and questions.

**Note:** The above objectives can have multiple objectives specific to the lesson topic.

### Learning Experiences

Learners use listening and speaking skills to solve problems, speculate, share ideas, make decisions, and reflect on what is important. Therefore, having the right words to express their thoughts, rationalize their ideas, and talk about their feelings and viewpoints are essential for all aspects of education. Similarly, while listening, it is important to pay attention to show respect and empathy to get the intended message.

At the class IV level, learners need to be taught listening and speaking skills for a variety of purposes in both formal and informal situations effectively. Therefore, teaching and learning pedagogies such as Place-Based Education (PBE) strategies, Experiential learning, cooperative learning strategies, Blended Learning, and other research-based teaching strategies should be used by the teachers to deliver the lesson to enhance the listening and speaking skills of the learners.

#### Learning Experience 1

Use the text 'The Silent Buddha' or any other relevant text to teach 'empathy' and 'sympathy' concepts such as 'know yourself', 'respect for others' and 'understanding others'.

**Strategy:** Panel discussion on being empathic to others. Conduct the following activity.

### Activities outline

This activity demonstrates the concept of understanding others and the principles of giving. It will allow learners the opportunity to discover the feelings of others and respond appropriately to the situation. Through this activity, the learners will gain insights about the importance of helping and understanding others who need your service.

### Whole class discussion

The teacher will ask questions such as:

- Did you ever see a poor person who is desperately in need of help?
- What did you do?
- How did you feel?
- Are you happy with what you did?
- What could you have done?
- What happened next?
- What did you do then?
- How did you feel then?
- If you were that person, how would you have felt?
- What would you have done?

Let learners watch the video on empathetic listening by clicking the video link given below.

<https://www.youtube.com/watch?v=t685WM5R6aM>

### Whole Class Discussion

For the discussion, the teacher may ask questions such as

- What question comes to your mind?
- What did you understand from the video?
- Does any character in the video remind you of someone whom you know? How?
- If you were to choose between the friends of Bilma (Elephant), who would you choose? Why?

The teacher will use the responses of the learners to get to the point that would lead to further discussion on the importance of empathetic listening. The following questions could be used for discussion.

- How can you show empathy when another person is speaking?

### Expected answer:

- We must let the other person speak on the topic.
- We should be attentive to what the other person is saying.
- We should wait until the other person has finished speaking.
- Raise your hands to ask questions or to say something.
- Avoid coming to a conclusion or offering a solution.
- Reflect on what the speaker said.

Ask open-ended questions like, 'How would you feel if you were Bilma?' 'Can you think of the time when you felt the same way?' 'What would you have done differently in that situation?' 'Which character in the video do you relate to the most? Why?' The teacher needs to help learners show empathy by using words and phrases like 'I want to hear what you are saying,' 'I understand your situation,' 'I feel just the same,' 'I know what you mean,' 'that's how I feel too.'

'Resource: <https://www.youtube.com/watch?v=t685WM5R6aM>

## Topic: Developing fluency and accuracy in speech

The knowledge of grammar is crucial in accurately receiving and conveying messages. A learner with a high level of proficiency in grammar and vocabulary would be able to use his/her knowledge of complex grammatical structures to communicate effectively in a variety of contexts and for a variety of purposes.

### Competency

- Use the knowledge of grammar and vocabulary to speak fluently and accurately.

**Knowledge:** Dialogue, question tag, reading text, choral reading.

**Skills:** speaking to communicate clearly, describing, storytelling/narration, pronunciation, and identifying words.

**Behaviour:** sharing with friends, teamwork, giving instructions, following instructions.

### Learning Objectives

- Initiate and carry out conversations and discussions on financial literacy such as saving money.
- Speak using correct question tags.

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

### Learning Experiences

The learners need to learn how to initiate and carry out conversations and discussions, particularly on topics related to financial literacy, and saving money in this case. While communicating, the correct use of question tags, where applicable, is important to ascertain or confirm a point. To develop such abilities a learner needs to be engaged in various meaningful learning experiences.

Therefore, teaching and learning pedagogies such as Place-Based Education (PBE) strategies, Experiential Learning, Cooperative Learning Strategies, Blended Learning, and other research-based teaching strategies should be used to deliver the lesson and to enhance learners' listening and speaking skills.

#### Learning Experience 1

- Introduce and explain the common question tags used in our daily lives.
- Let the learners watch the video clip  
<https://www.youtube.com/watch?v=3vTec7CK1tg>
- Demonstrate the correct use of question tags with examples.
- Ask the learners to practice question tags through role plays.
- Extend the function of question tags in various social and real contexts through the PBE approach.
- Use any recommended text to practice question tags.
- Learners record/videotape their activity and share it in the class social group.

**Note:** Assessment can be carried out when the learners perform the above activities.

## Learning Experience 2

Let learners watch the video clip

[Bunny Money \(Read Aloud books for children\) | Storytime | responsibility \\*Miss Jill - Bing video](#)

Discuss the questions given below:

- How many dollars had Ruby saved and put in her wallet for the shopping trip? (\$15. Learners may need to count all the dollars crossed out to get this total.)
- Why didn't Ruby buy the music box? (The music box cost \$100; Ruby didn't have enough money.)
- How did Max spend some of Ruby's money? (Max bought cherry and glow-in-the-dark vampire teeth; Max got cherry syrup on his clothes from the vampire's teeth, so Ruby spent money at the Laundromat to clean his clothes; Max ate a peanut butter and jelly sandwich, two coconut cupcakes, and a banana shake for lunch.)
- Why was Ruby upset with Max? (The mess Max made with the cherry vampire teeth cost her \$3 at the Laundromat, and Max spent her last dollar on glow-in-the-dark vampire teeth.)
- How did Ruby and Max get home from the shopping trip? (Ruby used Max's lucky quarter to call Grandma to pick them up.)
- Do you think Max made smart spending decisions? Why or why not? (Answers will vary)

Teacher Input:

- Tell them that it is helpful to have a goal in order to save. Describe a saving goal as something you try to reach or hope to achieve. Savings goals can be for goods you want to buy soon or goods you want to buy later. When you work toward a savings goal, it keeps you from spending your money now, so you will have enough saved to purchase your goal item in the future.
  - Talk about the savings done by the individuals through various financial institutions and other institutions such as BNEW for women, piggy bank for children.
- Use the PBE approach (Community as a classroom) and invite a guest speaker (Bank officials, Shopkeepers, or any other relevant stakeholder) to give a talk on savings and spending.
    - Ask children to interview shopkeepers/their fathers/mothers/teachers on their monthly expenditure using the following format (suggestive):

Items	Expenditure in Ngultrum
House Rent in a month Meal in a day Education in a month Electricity in a month Water bill in a month Miscellaneous in a day	
Monthly savings in ngultrum	

After the learners collect the data, they will analyze it and share it with their groups.

Discuss the following questions:

- How much money is spent on various items given in the table?
- Are they able to save some money in a month?
- Which is more, expenditure or saving?
- Which one do you think is better, saving or spending? Why?
- Would you like to spend or save in the future? Why?

### Learning Experience 3

Use the text ‘**The Giving Tree**’ to teach fluency and accuracy in speech.

#### Performance Task

The teacher will instruct the learners to tell the meaning of the sentences given below in their own words.

- Come and play with me.
- I want to buy things and have fun.
- Cut down my trunk.
- I am too old to swing on branches.
- I am too tired to climb.

Expected Answers

- Come with me. Let’s play!
- I will have lots of fun buying things
- You can cut down my trunk
- I cannot swing on branches as I am old now
- I cannot climb as I am too tired.

### Resources

<https://www.stlouisfed.org/education/bunny-money>

[https://www.youtube.com/watch?v=gX\\_qPY36HLY](https://www.youtube.com/watch?v=gX_qPY36HLY)

[Bunny Money \(Read Aloud books for children\) | Storytime | responsibility \\*Miss Jill - Bing video](#)

### Assessment

Use sample anecdotal record

Sl. No	Name of the learner	Uses question tags correctly

**Note:** The success criteria should be developed together with the learners and made clear to them. The teacher may share the learners’ assessment with parents and learners if required.

## Topics: Listening and responding appropriately

Listening requires the fundamental skill of paying attention to the speaker to hear and understand what the speaker is saying. Speaking skills require learners to take turns, speak confidently, stay on topic, and speak with clarity. Listening and speaking skills help to talk appropriately for a wide range of purposes.

## Competency

- Employ listening and speaking skills to talk appropriately in an increasing range of contexts.

**Knowledge:** book talk, sharing experiences, reading text, speech delivery, sharing feelings and imagination.

**Skills:** comprehending, responding to the speaker, intonation, pronunciation.

**Behaviour:** being polite, paying attention, being receptive, participating, making eye contact.

## Learning Objectives

- Narrate events, stories, and experiences briefly to include what good things they learn from their parents and elders.
- Deliver simple speeches with fluency and confidence.
- Identify and respond appropriately to both the intent and the tone of the speaker's message.
- Enjoy listening and speaking English.

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

## Learning Experiences

Developing and applying listening and speaking skills to convey messages and respond to speakers appropriately in both formal and informal situations increase the learner's chances of learning and acquiring other skills. Thus, it is vital to provide rich learning experiences to the learners at this stage. To deliver the lesson, teachers should employ teaching and learning pedagogies like Place-Based Education (PBE) strategies, experiential learning, cooperative learning strategies, blended learning, and other research-based teaching techniques that allow students to deliver speeches, narrate events from their personal lives, and share family stories.

### Learning Experience 1

- Narrate real-life events/stories/or experiences to the class related to good things he/she learned from the parents and elders.
- Assist learners in narrating events and stories related to good things he/she learned from the parents and elders by asking questions such as
- What good things do you learn from your parents and elders like Health Assistants/doctors/caretakers/physical education instructors/shopkeepers/teachers...? Let the learners reflect on the values that they have learned from their families.

*Learners may practice language such as:*

From my parents, I learn/learned how to respect my elders and take care of the younger ones.

From our school caretaker, I learned how to take care of things. From the shopkeeper, I learned the value of saving money and so on.

- Invite a guest speaker to give a talk/share stories and experiences related to values and attitudes. The teacher should help learners identify and respond appropriately to both the **intent** and the **tone** of the speaker’s message. Let children interview one of the family members. Ask questions such as:

What values did you learn from your parents? How did it help you in your life? What values did you teach your children? What values do you expect from your community?

- Based on the responses collected through the interview, let the learners prepare a short talk or a simple speech. While a child gives a talk, other learners are expected to listen actively.

### Learning Experience 3: Debate

Familiarize the learners with debate guidelines and certain techniques to participate in the debate effectively. After that, conduct a debate on the advantages and disadvantages of ‘Artificial Intelligence’.

#### Teacher Input

Debate is a structured discussion where participants express and defend their opinions on a specific topic, aiming to persuade others and promote critical thinking.

#### Rules and Guidelines

##### Format:

- Follow a structured format with opening statements, rebuttals, and closing arguments.
- Clearly define roles for each team member, such as speakers and timekeepers.

##### Research:

- Thoroughly research the assigned topic to build a strong argument.
- Encourage children to use reliable sources and evidence to support their points.

##### Respectful Communication:

- Emphasize the importance of respectful and courteous language.
- Discourage personal attacks.

##### Engage the Audience:

- Connect with the audience by maintaining eye contact and using relatable examples.
- Encourage questions and interactions to foster engagement.

##### Closing Statement:

- Summarize your key points in a concise and impactful closing statement.
- Reinforce your main arguments and leave a lasting impression on the audience.

### Learning Experience 3

#### Teacher input

Role-play is a powerful learning approach in teaching and learning. Role play and simulations are forms of experiential learning that allow students to explore concepts, practice skills and engage them meaningfully in the classroom. Role play encourages creative and critical thinking in students and helps them to become active learners and problem solvers.

To implement simulations and role-play, collaborative activities should be structured so that every student can fully participate and create meaning.

## Performance Task: Role-play

Use the text “**The Giving Tree**” to teach role play and simulation following the four stages.

- i. **Preparation and explanation of topic by teacher:** During this stage, the teacher will focus on a theme, choose and assign roles, create procedures, and arrange the classroom.
- ii. **Theme:** Generosity
- iii. **Student preparation for involvement in role-play/simulation:** When assigning roles and creating instruction for learners, break down the role-play/simulation into specific tasks with time so that learners will be well organized. Allow learners enough time to research/practice their roles, ask questions, and become comfortable with the given scenario.
- iv. **Roles:** One learner will be the tree, and others will be the boy at different life stages (childhood, adolescence, adulthood, old age).
- v. **Actual role-play or simulation activity:** The teacher will guide learners from time to time during the role-play and assist them in using appropriate communication skills. Teachers will play the role of observer/act as a moderator and guide.
- vi. **Debrief and reflection:** The teacher will clarify any misunderstandings and provide feedback for future improvement.
- vii. Groups will perform their role-plays for the class.

**Note:** Encourage creativity and expression, fluency, and confidence.

## Assessment: Rubric for Role Play and Simulations

Criteria	Exceeding	Advancing	Meeting	Approaching
<b>Voice</b>	The voice was loud and clear; words were clearly understood.	Students spoke clearly but it was difficult to understand some of the scripts; it could have been louder.	Voice and language were not very clear; could have been much louder.	Could not understand what was being said due to unclear and low speech.
<b>Use of stage</b>	Excellent use of stage space; action is always directed to the intended audience.	Very good use of stage space; action is usually directed to the intended audience.	Satisfactory use of stage space; some work is needed on blocking.	Ineffective use of space; little evidence of blocking.
<b>Facial Expression / Body Language</b>	Great use of gestures, facial expressions, and body movements.	Contained some facial expressions, gestures, and body movements.	Needed more facial expressions, gestures, and body movements.	Contained little facial expressions, gestures, or body movements.
<b>Memorization</b>	The script was fully memorized.	The script was almost fully memorized.	The script was partially memorized.	The script was not at all memorized.

## Assessment

### Sample Rubric to assess the speech /narration of events and stories

	Exceeding	Advancing	Meeting	Approaching
<b>Content</b>	Shows full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
<b>Vocabulary</b>	Uses vocabulary appropriate for the purpose.	Uses vocabulary that is partially appropriate for the purpose.	Uses vocabulary which is not very appropriate for the purpose.	Uses vocabulary which is not appropriate for the purpose.
<b>Uses complete sentences</b>	Always speaks in complete sentences.	Mostly speaks in complete sentences.	Rarely speaks in complete sentences.	Sometimes speak in complete sentences.
<b>Comprehension</b>	Learners can accurately answer all the questions posed by teachers/friends about the topic presented.	Learners can accurately answer most questions posed by teachers/friends about the topic.	Learners can answer a few questions posed by teachers/ friends about the topic.	Learners are unable to answer questions posed by teachers/ friends about the topic.

**Note:** An anecdotal record may be used to assess the learners' ability to identify and respond appropriately to both the intent and the tone of the speaker's message.

**Note:** The success criteria should be developed together with the learner and made clear to them. Teachers may share the learners' assessment with parents and learners if required.

**Resources:** Guest speaker(s) and Tools and rubrics

## Topics: Reading and re-telling

Reading literature enables us to see the world through the eyes of others. It trains the mind to be flexible, to comprehend others' points of view to set aside one's perspectives to see life through the eyes of someone of different age, class, or race. Besides helping the learners to acquire information, it also enhances their comprehension and expression.

## Competency

- Retell a piece of literature they have read to improve comprehension and expression.

**Knowledge:** vocabularies related to retelling, and responding.

**Skills:** question and answering, communication strategies, storytelling/narration.

**Behaviour:** eye contact, politeness, paying attention and comprehension, being receptive.

## Learning Objectives

- Listen and respond to folktales, poems, and other topics of interest.
- Enjoy, appreciate, and retell a piece of literature that they have listened to or read.
- Adapt the pace, volume, and intonation appropriately when performing or reading aloud.

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

## Learning Experiences

Reading enables us to see the world through multiple perspectives. It also allows the readers to either confirm or challenge the views and beliefs presented in the texts, thereby passing their own opinions or judgment. At the class IV level, learners learn to listen and respond to texts such as folktales and poems and other topics of their interest. They also read to gather information, enhance their comprehension skill, appreciate and learn to retell stories. In doing so, the learner learns to adapt the pace, loudness, and voice intonation appropriately.

### Learning Experience 1

- Encourage learners to ask their parents to tell them some folktales that they know. Invite learners to retell the folktale with their friends in the class. The teacher encourages learners to adapt the pace, loudness, and intonation appropriately when they share the folktale. The listeners are expected to be empathetic listeners. Later, other learners may be asked to retell the folktale that they have heard from their friends. The activity could also be a teamwork.

### Learning Experience 2

- Demo on how to give a book talk to the learners. Then ask learners to give a book talk after they have completed reading a book of their choice.
- Let the learner's video record retelling a text incorporating all the components. (Intonation, pace and loudness) and send in the group chat to appreciate and enjoy a piece of literature they heard or listened to (can be used only in places where children have access to the internet or gadgets).

### Learning Experience 3

- Ask learners to read an appropriate text (poem, folktale, and essay) to each other and conduct question-answer sessions to allow learners to respond appropriately to the text they have heard.
- Encourage learners to perform poetry recitation.

### Learning Experience 4

- Let learners listen to some English songs and carry out follow-up activities like question-and-answer sessions, filling in the blanks, representing the song in the form of illustrations, singing the song, and so on.

## Assessment

Sample assessment tool

Retelling			
Now tell me as much as you can about what you just heard			

**Note:** Teachers can develop an appropriate assessment tool (rubric and checklist) involving learners for different activities.

**Note:** The success criteria should be developed together with the learners and made clear to them. Teachers may share the learners' assessment with parents and learners if required.

## Resources

- Recommended texts
- Tools and rubrics

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## Reading and Literature

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### Topics: Using textual features

Different text consists of different features which helps the readers comprehend the text more easily. Learners should be taught the features of relevant texts so that they can read and understand them independently.

### Competency

- Read various texts by using their features to make meaning independently.

**Knowledge:** read aloud, building on prior knowledge, concepts, and skills

**Skills:** making text-to-life connections, viewing pictures, scanning and skimming

**Behaviour:** teamwork, paying attention, following instructions

### Objectives

- Use the reading strategies and skills developed in earlier classes to comprehend the texts.
- Read texts for explicit and implicit meaning.
- Recognize the difference between fact and opinion in the texts they read.
- Read non-fiction texts – descriptions of the natural world and explanations of natural phenomena – for knowledge and information.
- Use contextual cues to understand the meaning of the words in the text.

**Note:** the above objectives can have multiple lesson objectives based on the lesson topic.

### Learning Experiences

Reading literature enables readers to see the world through the eyes of others and trains the mind to be flexible to comprehend other points of view. Building up a good reading habit exercises the imagination of the young readers and fosters their reflective skills. Having a good reading skill is imperative in exploring other genres creatively. Similarly, while reading it is important to pay attention to make meaning and comprehend the intended messages.

At the class IV level, learners need to be taught reading skills for a variety of purposes for both formal and informal situations effectively. Reading pedagogy is the principal method of instruction that teachers use with learners. Therefore, numerous reading pedagogies such as read-aloud, shared reading, guided reading, choral reading, echo reading, and independent reading strategies to enhance learner's reading skills must be encouraged in the classroom.

### Learning Experience 1

- Provides a text from different genres (poem, essay, non-fiction, informational text) for the learners to read. Let learners read the text using **contextual cues** and the reading strategies that they have

learned in the earlier grades (phonemic skills and 3 cueing system) to understand the meaning of the words in the text.

- Teach new vocabulary in context wherever necessary.
- Teach reading strategies such as previewing, visualizing, connecting, inferring, and questioning to be able to understand the **implicit** and **explicit** meaning of the text.
- Learners use reading strategies that they have learned so that they can identify the **facts** and **opinions** in the texts they read.
- Let the learners read the poem **‘No More Water’** by Kenn Nesbitt to find the facts and opinions.
- Use the Choral Reading Strategy to read the text – **No More Water**

**Teacher Input:**

**Explicit:** Fully and clearly expressed, leaving nothing implied

**Implicit:** Implied or understood though not plainly or clearly expressed

- A fact generally refers to something that is true and can be verified as such. That is, a fact is something that can be proven to be true.
- An opinion expresses a personal belief, idea, or feeling and is not provable.

- Let learners read non-fiction texts such as **‘Some Small Mammals in Bhutan’** by Anonymous and **‘Friendship’** by Anonymous. Use the KWL Chart for diagnostic purposes and to know what they want to learn and what they have learned after reading texts.

Sl. No	What I know	What I want to know	What I learned

## Assessment

As and when the above activity is carried out, the teacher is expected to carry out different assessments (self, peer, and group) using appropriate assessment tools or worksheets.

**Note:** Teacher may develop other assessment tools to assess learners’ performance tasks.

**Note:** The success criteria should be developed together with the learner. Teachers may share the learners’ assessment with parents and learners if required.

## Learning Experience 2

Daktsaan is an interesting folktale that depicts the power of staying in long meditation and how its blessings made him strong enough to subdue the powerful demon-dragon. His supernatural power and blessings changed the girl and Daktsaan into deities that protect Mongar Dzong to this day.

While reading the story, let learners employ the ‘Choral Reading Strategy’ such as ‘echo reading’ ‘alternate reading’ and ‘unison reading’. As they read, encourage them to underline the words they are unfamiliar with. These words will be discussed later, promoting a better understanding of the text and enhancing their vocabulary.

After the learners have completed reading and comprehending the text, the teacher will give input on:

- What is storytelling?

- The elements of good storytelling.

Subsequently, the teacher can also highlight and relate folktales to contemporary texts.

<https://study.com/academy/lesson/what-is-contemporary-literature-definition-writing-style.html>

<https://sage-advice.com/what-is-a-folktale-and-its-features>

**Activity:** The teacher can let students tell the story (legend) in the class focusing more on the elements of good storytelling.

**Assessment:** Sample rubric to assess learners' storytelling

Rubric for Storytelling

Criteria	Exceeding - 5	Meeting - 4	Approaching - 3	Beginning - 2
Promotes a positive trait	Promotes a positive trait extremely well; has practiced telling the story; speaks with confidence.	Promotes a positive trait very well; some practice; fairly confident.	The positive trait is not developed well; has not been practiced; and appears uncomfortable.	A positive trait is not evident in the story.
Historical Information and accuracy	All historical facts presented in the story are accurate. By listening to the story, the listener is able to learn something about the historical event(s).	There are a few historical inaccuracies but they do not detract from the listener's understanding of the historical event(s).	There are some historical inaccuracies but they do not detract from the listener's understanding of the historical event(s).	Factual errors in the story challenge the listener's understanding of the historical event(s).
Voice	Always speaks loudly, slowly, and clearly; has two distinct voices, Correct pronunciation; explains unfamiliar word	Usually speaks loudly, slowly, and clearly; has two distinct voices, Correct pronunciation; does not explain unfamiliar word	May speak too softly or too rapidly; mumbles occasionally; has one distinct voice, incorrect pronunciation of some words; does not explain unfamiliar words	Speaks too softly or too rapidly; mumbles; has one distinct voice, incorrect pronunciation; does not know what unfamiliar words mean
Audience contact	The storyteller engages the audience; involves them with questions; and an interesting narrative that holds the reader's attention	The storyteller engages a few people in the audience; involves only a few with questions; an interesting narrative that holds the reader's attention	The story is narrated to only one to two people in the audience; little audience involvement and an uninteresting narrative that does not hold the reader's attention	The storyteller does not make eye contact with the audience; no attempt to involve the audience with questions; and an uninteresting narrative that does not hold the reader's attention at all
Grammar	Grammar and usage were correct (for the dialect chosen) and contributed with clarity, style, and character development.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from the story.	Repeated errors in grammar and usage detracted greatly from the story.

**Note:** The success criteria should be developed together with the learner and made clear to them. Teachers may

share the learners' assessment with parents and learners if required.

## Resources

- Recommended Texts
- Charts
- Refer to the link given below to learn more about storytelling.
- <https://www.indeed.com/career-advice/career-development/storytelling>

## Topics: Reading strategies

Providing learners with ample opportunities to read helps them develop reading fluency. Therefore, learners should be encouraged to read a range of texts using various reading strategies such as Read Aloud, Echo Reading, Buddy Reading, Choral Reading, and others. However, text selection has to be done as per the reading level of each learner to motivate them to read successfully.

## Competency

- Use appropriate strategies to develop reading fluency.

**Knowledge:** read aloud, building on prior knowledge, differentiate between facts and opinion, concepts and skills.

**Skills:** viewing pictures, making text-to-life connections, making text-to-life connections, viewing pictures, and finding meaning.

**Behaviour:** team work, paying attention, following instructions, participation.

## Learning Objectives

- Read aloud with fluency and expression.
- Use phonemic skills to pronounce unfamiliar words correctly.

**Note:** the above objectives can have multiple lesson objectives based on the lesson topic.

## Learning Experiences

Demonstrating reading aloud with fluency and expressions by the teacher helps learners acquire better reading skills and provides an opportunity for them to listen to a good reader. It is also equally important to make use of other various teaching and learning strategies that enhance learners' fluency and expression while reading aloud. More so the learners should be encouraged to make use of the phonemic skills to pronounce the unfamiliar words that they encounter in the text they read.

### Learning Experience 1

- Model fluent reading and have learners reread the text on their own.
- Provide learners with opportunities to read and reread a range of stories and informational texts by either letting them read on their own or with peers. Choral reading and echo reading may also be carried out to help develop fluency in reading.
- Let the learners use the poem 'The Quarrel' by Eleanor Farjeon, 'Thanks to My Family' by James Malinchak, and other appropriate texts for choral and echo reading.
- Teach the poem through Poetry Jam and Hot Seat strategy.
- Encourage learners to use phonemic skills like blending, segmenting, sounds, rhyming, syllables, and alliteration to pronounce unfamiliar words correctly.
- Introduce new or difficult words to learners, and provide practice reading these words before they read on their own.
- Include opportunities for learners to hear a range of texts (online and offline) read fluently and with expression.
- Let learners read the text of their choice incorporating all the strategies of a fluent reader.
- Refer to the link below to provide extra learning experiences to the children to improve reading fluency.  
<https://www.weareteachers.com/reading-fluency-activities/>

## Learning Experience 2

Build home-schools connections that encourage families to become involved actively in children's reading development.

## Learning Experience 3

Use the text "Bully Bill" to carry out Reader's Theatre (Reader's Theatre is a combination of oral reading and conventional theatre. It occurs when two or more people read a dialogue of a story in role play. A narrator often reads the narration and groups of students read the parts together in chorus. Reader's Theatre requires no special equipment, is successful for all ability groups, and produces rapid results).

1. The teacher will develop a script for the recommended text, 'Bully Bill' to perform this task.
2. Divide learners into teams, and assign roles to each one of them (eg: A narrator, Farmer Fred, Bully Bill, Brian, Chubby Chicken, Pork Chop, Sheep, etc.)
3. The teacher will give each team a copy of the script, and ask them to underline or highlight their parts.
4. Teachers will allow learners to practice reading their scripts in teams until they read fluently with expression.
5. Let the learners practice several times and perform the Reader's Theatre for an audience.

## Assessment

**Performance Task:** Ask learners to read any recommended text and perform a self-assessment.

### Sample Self-Assessment tool to assess reading fluency

\_\_\_\_\_ 's Fluency Self evaluation

<b>E-Expression</b> Did I read with feelings and not like a robot?	  
<b>A-Accuracy</b> Did I pronounce the words correctly?	  
<b>R-Rate</b> Did I read not too fast or not too slow?	  
<b>S-Smoothness</b> Did I sound smooth, clear, and not choppy?	  
<b>P-Punctuation</b> Did I pay attention to the punctuation marks (full stop, comma, question mark, quotation mark, and exclamation mark)?	  

The teacher can use the following link to assess and improve the learner's fluency in reading  
<https://scholarwithin.com/reading-speed-test> (Reading Speed Test-WPM)

**Note:** The success criteria should be developed together with the learners and made clear to them.

Teachers may share the learners' assessment with parents and learners if required.

## Resources

<https://www.weareteachers.com/reading-fluency-activities/>

Text print and non-print

<https://scholarwithin.com/reading-speed-test>

## Topics: Growing as readers

**Grammar conventions** such as spelling, punctuation, capitalization, grammar, and sentence structure will aid learners' comprehension. As learners gradually learn to employ all the grammatical aspects of a text, their ability to make sense of what they read increases. Hence, they need to be taught the basic grammar skills right from an early age.

## Competency

- Use the conventions of grammar to read and comprehend written texts.

In this competency a learners will be able to achieve:

**Knowledge:** read aloud, building on prior knowledge, concepts, and skills.

**Skills:** maintain a reading log, make text-to-life connections, view pictures, scan, and skim.

**Behaviour:** team work, paying attention, following instructions, giving instructions.

## Learning Objectives

- Read the text to understand how lexical and grammatical items are used in context.
- Recognize the function of quotation marks in reading.

**Note:** the above objectives can have multiple lesson objectives based on the lesson topic.

## Learning Experiences

English language learners need conventions of grammar such as quotation marks to be effective readers, speakers, listeners, and writers. Learners should, therefore, get the opportunity to unfold these conventions in their daily use of language.

### Learning experience 1

- Use one of the recommended texts such as '**Bully Bill**' or '**The Giving Tree**' to teach the concept and the function of quotation marks and other conventions of grammar used in the text.
- Questions such as the following may be asked:
  - What punctuation mark is this?
  - Why is this punctuation mark used by the author?
  - What expression/intonation will you use when you see this punctuation mark?

Teacher Input:

The teacher can refer the link provided below to understand the importance of conventions of grammar in comprehending the text. Then the teacher may need to plan appropriate activities to help learners read and understand how lexical and grammatical items are used in context.

<https://ortongillinghamonlinetutor.com/the-importance-of-grammar-in-reading-comprehension/>

## Assessment

**Note:** The success criteria should be developed together with the learners and made clear to them.

Teachers may share the learners' assessment with parents and learners if required.

**Resources:** Text (print and non-print) <https://ortongillinghamonlinetutor.com/the-importance-of-grammar-in-reading-comprehension/>

## Topics: Inferring meanings

Reading encourages literacy, promotes reading skills, and contributes to sharing the joy of literature. It also helps to understand the meanings at different levels.

## Competency

- Read texts to infer meanings at different levels of understanding.

**Knowledge:** Pronunciation, intonation, reading various texts, elements of short stories and folktales, sustained reading, poetry, rhyming words.

**Skills:** Use visual cues to read, question and answer, scan and skim text, decode, and maintain reading logs.

**Behaviour:** following instructions, giving instructions, sharing with friends)

## Learning Objectives

- Read stories and poems about subjects outside their personal experience.
- Identify the elements of short stories including folktales and use them to make meaning in their reading.
- Identify similes and metaphors to use in their speech and writing.
- Identify the rhythm in poetry.
- Read and view widely, at least 25 texts, for pleasure to demonstrate independent reading and learning in the content area.

## Learning Experiences

### Teacher input:

Story: An account of imaginary or real people and events told for entertainment.

Poem: a piece of writing in which the expression of feelings and ideas is given intensity by particular attention to diction (sometimes involving rhyme), rhythm, and imagery.

Folk tale is a story or legend handed down from generation to generation usually by oral retelling.

Features of folktale

- Simple and straight forward
- Includes magic or supernatural powers
- Characters represent human qualities such as good, evil, wisdom, foolishness, laziness
- Ending usually happy or satisfying
- Good usually rewarded, evil punished.

Simile: A simile is a comparison between two different things using “like” or “as”. (e.g., The sun was like a yellow marble in the sky. She was as busy as bees).

Metaphor: A metaphor is a figure of speech that compares two things without using “as” and “like”. (e.g., My mother is an angle).

A good reader does not read the materials for the sake of reading, instead, they try to grasp the meaning of each word they come across in the text. So, teachers should use different pedagogies of

reading like inferring to enrich learners' ability to infer meanings of the text they read through the prerequisite knowledge of figurative language, elements of short stories, and rhythm used in poetry.

### Learning Experience 1

- Let the learners read a text from different genres. (Story, poem, folktale)
- Ask the learners to use phonemic skills like blending, and segmenting to help pronounce new words correctly while they read the text. The teacher may need to revise and remind learners to use reading strategies learned in grade III. To get an insight into the text, here the teacher may need to introduce learners to other reading comprehension strategies such as previewing, visualizing, making connections, and asking questions.
- Let learners identify the elements of a short story after reading the text **'The Silent Buddha.'**
- Let the learners read **'The Giving Tree'** and identify the figurative language such as Metaphor, Personification, and Symbol.

### Learning Experience 2

- Use the poem **'The Earth Speaks'** and **'Thanks to My Family'** or any other appropriate text to introduce the concept of rhyme and rhythm used in the poetry.

### Learning Experience 3

- Let the learners watch the link below to introduce the concept of simile and metaphor.

However, more focus may be given to similes in grade IV.

<https://www.youtube.com/watch?v=7wq9zhiuVky> (Simile)

<https://www.youtube.com/watch?v=JPz1JiboOio> (Metaphor)

- [https://www.youtube.com/watch?v=\\_zIWkVjtg](https://www.youtube.com/watch?v=_zIWkVjtg)
- <https://www.youtube.com/watch?v=1Mb6NxixRk8> (Personification)
- Use the link given below to give explicit meanings of similes with examples.

<https://examples.yourdictionary.com/examples-of-simile-poems.html>

- Let learners write similar poems using simile, metaphor, and personification. Focus more on the use of simile.
- Encourage learners to identify similes and personifications used in the text that they read.

### Learning Experience 4

- To help learners develop their viewing skills, the teacher may need to use non-continuous text such as food wrappers, food package labels, labels on bottled food items, and so on. They can be encouraged to find information like the name of the food, date of manufacture, where and when it was packed when the food expires, and so on. This viewing skill and finding information could be useful for the learners to make informed decisions and apply them in their real lives. Examples of non-continuous text:



- Teachers help develop reading portfolios. Include a reading log, book reviews, journal, and reflection in the portfolio.

### Learning Experience 5

Learners can understand better and respond when they are familiar with the literary components/features of short stories, such as character, setting, conflict, plot, etc. Learning and understanding the elements of a short story will help them comprehend the text easily.

The teacher will teach the elements of short stories in detail to help the learners comprehend the importance of the elements of short stories.

After reading the texts **Bully Bill** and **The Giving Tree** let learners Identify the Elements of a Short Story such as characters, setting, plot, conflict, theme, and resolution.

#### Teacher Input

**Author-** is the person, group of people, or organization who wrote the story.

**Setting-** refers to the place and time (where and when) the story took place/happened.

**Character(s)** - are the people or animals in the story. They are essential to a good story. There are different types of characters-

- **Protagonist-** the good character/the main character who plays a positive role in the story.
- **Antagonist-** the bad character/the character who opposes the main character in the story.
- **Deuteragonist-** the second important character to the protagonist in the text.
- **Static-** the character who does not change from the beginning up to the end of the story.
- **Dynamic-** the character who changes from being good to bad/bad to good.
- **Round-** the character that is hard to describe and predict. The character has many qualities and emotions.
- **Flat-** the character who is easy to describe and predict and possesses or displays few traits.

**Conflict-** the problem which the main characters need to solve. It can be categorized into two which are Internal and External Conflict.

**Plot-** the sequence of events in the story that makes up the story (beginning, middle, end). Plot has certain elements such as:

- **Exposition** is the beginning of the story where the character, setting, and primary conflict of the story are introduced.
- **Rising Action-** begins with an inciting incident that sets the story into action. As the story progresses, there will be multiple movements of conflict that escalate and create tension as the story moves towards the climax.
- **Climax-** it is the peak of tension, plot, and character in the story.
- **Falling action** is a part of the plot where the story moves toward a more satisfying conclusion. This is also where any conflicts that arise as a result of the climax can start being resolved.
- **Resolution/denouement-** it is the end of the story where the main problem of the story is resolved and determines the main idea of the story.

**Point of view-** is how a story is presented to the readers (1st person, 2nd person, and 3rd person point of view).

**Themes** are the central idea/main messages the story conveys to the reader.

Note: Teachers are encouraged to give more emphasis on the plot of the story.

Refer to the link given below to learn more about the elements of the short story.

<https://www.youtube.com/watch?v=xcXRXwneFY0&t=29s>

## Learning Experience 6

Conduct the following activities.

Activities outline

This activity is in line with the moral of the story “Bullying is an immoral deed that everyone must shun to maintain peace and a healthy atmosphere in the community.” This activity will allow learners to understand the tragic consequences of bullying others. It will help learners think that bullying is never accepted as it is against humanity.

Learners should understand that virtues such as respect, selfless service, equity, and fairness promote peace and harmony in the environment.

Activity: The teacher will ask the learners the following questions:

Whole class discussion:

- Have you ever come across your friends who are being bossy?
- How do you feel when you see such friends around you?
- Is it good to control or boss around others?

(Encourage learners to share how they feel when someone tries to dominate them.)

The teacher will talk about bullying issues that are unethical and not accepted in any society. Bullying is unwelcome, aggressive behaviour among school-age youth that incorporates a real or perceived power disparity. The behaviour is repeated and has the potential to be repeated. Children who bully others or who are bullied may experience severe, long-lasting issues that could disturb their emotional state of mind. Physical, verbal, social, and cyber bullying are common and the teacher should be aware of these unethical actions. Therefore, teachers should create awareness in children and they should be well informed about its consequences to make children feel safe.

[https://www.ncab.org.au/bullying-advice/bullying-for-parents/types-of-bullying/\(bullying\)](https://www.ncab.org.au/bullying-advice/bullying-for-parents/types-of-bullying/(bullying))

In pairs, the learners will be asked to discuss and come up with a list of their reactions upon witnessing the bullying incident.

(Expected Answer: report to the teacher/school counselor, convince them about the consequences of bullying, or remind them about the value of love, respect, equity, and fairness)

The teacher will highlight the ‘ways to prevent bullying.’

- Help them understand about ‘Bullying’
- Maintain a communication channel.
- Encourage them to do what they love.
- Model how to treat others with kindness and reverence.

Activity: After the learners complete the reading and comprehending the story ‘Bully Bill’ the teacher will let students draw the elements of the short story in the form of a handy map.

## Learning Experience 7

Use the text **'The Giving Tree'** to teach reading comprehension and make text-to-life connections. The teacher will ask the following questions to conduct a whole class discussion:

1. How did the boy enjoy the company of the tree?
2. How did the tree help the boy earn money?
3. What did the boy make with the branches of the tree?
4. What did the boy make from the trunk of the tree?
5. How was the stump of the tree useful?
6. Why we should not cut trees?
7. At the end of the play, only the stump of the tree is left; do you think it will grow into a tree again? Give your reasons.

## Assessment

### Performance Task 1

Let learners identify or choose a poem of their interest. Let them demonstrate the rhyme and the rhythm used in the poem. The learners can either do a presentation or may be asked to make a video of it and share it with friends. Encourage learners to carry out peer assessment and provide feedback for improvement on rhyme and rhythm used in the poem. Assessment tools such as checklists and anecdotes may be used by the learners.

## Sample Assessment Tool to assess rhyme and rhythm

Title of the poem \_\_\_\_\_

	Evident	Not evident	Comments
<b>Steady beat</b> (A beat is best described as the pace or the timing that it takes to play a particular piece of music)			
<b>Rhythm</b> (Rhythm is a series of notes in a musical piece – a pattern)			

## Performance Task 2

Let the learners read a text from different genres (story and folktale). Let learners identify the elements of the short story. It can either be an oral presentation or in written form.

## Sample Assessment Tool to assess elements of short story

	Exceeding	Meeting	Approaching	Beginning
<b>Characters</b>	Learners can identify all characters by name and give specific details about them and can determine which character is the major character and which characters are minor characters.	Learners can identify most of the characters by name and can give some details about them.	Learners can only identify one of the characters by name and can give little or no details about either character.	Learners cannot identify either character by name and cannot give any details about them.
<b>Setting</b>	Learners can identify where and when the story takes place and can give two or more details about them.	Learners can identify where and when the story takes place and can give at least one detail to each of them.	Learners can identify where and when the story takes place, but cannot give any details about it.	Learners cannot identify where or when the story takes place.
<b>Conflict</b>	Learners can accurately identify the major problem in the story.	Learners can identify the problem in the story with minimal guidance.	Learners can identify the problem in the story but not necessarily the major conflicts.	Learners cannot identify any problem in the story.
<b>Plot (Beginning, middle, and end)</b>	Learners can identify the plot of the story correctly.	Learners can identify at least two plots correctly.	Learners can identify one plot correctly.	Learners cannot identify any plots from the story.

**Note:** The success criteria should be developed together with the learners and made clear to them. Teachers may share the learners' assessment with parents and learners if required.

## Resources

- Authentic texts
- <https://www.youtube.com/watch?v=7wq9zhiuVkY>
- <https://www.youtube.com/watch?v=JPz1JiboOio>
- <https://examples.yourdictionary.com/examples-of-simile-poems.html>

## Topics: Exploring meanings

This competency asks teachers to use, and teach learners how to use, different sources, including ICT to find information including the meanings of unfamiliar words and phrases when reading

## Competency

- Explore and use different sources to find meanings of unfamiliar words and phrases.

**Knowledge:** identifying vocabularies.

**Skills:** pronunciation, use of visual cues to read, maintaining a reading log, dictionary use, finding meaning, scanning and skimming text, reading text.

**Behaviour:** sharing with friends, participation, following instructions)

## Learning Objectives

- Recognize, read in context, and understand a minimum of 500 words including high-frequency words.
- Use the dictionary and other sources to find meanings of words and other information.

## Learning Experiences

A large vocabulary helps to develop language skills. It supports all other language skills-reading, writing, listening and speaking. Therefore, learners must be enriched with a repertoire of vocabularies through various teaching and learning pedagogies.

### Learning Experience 1

- Ask the learners to read the recommended text in context. For the learners to be able to do so, the teacher will use the following link to teach the skill of using context clues while reading texts.  
<https://kirstenskaboodle.com/teaching-context-clues-simple-strategies-that-work/>
- Teach skills to use the dictionary (both online and offline) while finding the meaning of new words that they encounter in the text they read. This activity can be integrated with the Grammar exercise on dictionary use.
- Ask the learners to read a text (story, folktale, informational texts). Identify new words and let them write the meaning for new/difficult words using online or offline dictionaries. Learners can use the new words to make their sentences after knowing the meaning of the words.
- Use the link below to introduce and develop the list of vocabulary in children. In addition to this, the teacher may also refer to the English textbook (reprint 2020), My Treasure Box of Words (Total 300 Words).
- <https://janelldevries.weebly.com/uploads/2/2/1/3/22134306/fourth-grade-sight-word-list.pdf>

### Learning Experience 2- (Core Reading Comprehension Test)

Direction: Read the passage and underline the most appropriate word given within the brackets.

Bats are the only mammals that can fly. Their wings (are/is) formed of thin skin which (joins/join) their fingers, legs, and tail together. Like birds they (fly/flies) by moving their (wings/wing) up and down.

You usually (see/sees) bats at night or when it is getting dark. During the day they (sleeps/sleep) in some dark place like a cave or the roof of a temple. They sleep upside down holding on with their back legs. In the evening bats (comes/come) out to get food.

After the learners have completed the test, let them compare their test answers with the original text ‘Some Small Mammals in Bhutan.’ The teacher can lead the whole class discussion on why some words can be used and cannot be used in that particular context.

## Assessment

The teacher can use the following link to assess the bank of vocabulary in learners.

[https://www.desktop.puzzle-maker.com/crossword\\_Entry.cgi](https://www.desktop.puzzle-maker.com/crossword_Entry.cgi)

<https://my.vocabularysize.com/session/evstxx>

**Note:** The success criteria should be developed together with the learners and made clear to them. The teacher may share the learners’ assessment with parents and learners if required.

## Resources

Text Dictionary

<https://kirstenskaboodle.com/teaching-context-clues-simple-strategies-that-work/>

<https://janelldevries.weebly.com/uploads/2/2/1/3/22134306/fourth-grade-sight-word-list.pdf>

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## Writing

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### Topics: Creating effects in writing

Sentence structure is the way a sentence is arranged grammatically. Correct sentence structures and appropriate use of punctuation play a vital role in conveying meanings accurately.

### Competency

- Use a range of sentence structures and punctuation accurately to convey meaning and create effects.

**Knowledge:** essay writing, punctuation, spelling.

**Skills:** writing coherent paragraphs, transcribing, communicating, decoding.

**Behaviour:** paying attention, comprehension, being receptive, and encoding.

### Learning Objectives

- Use punctuation – full stops, question marks, commas, quotation marks, apostrophes, and exclamation marks.
- Write detailed compositions based on picture sequence.

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

### Learning Experiences

To write effectively, the knowledge and use of correct sentence structures and punctuation are imperative. This will not only help the writer to write correctly but will also help provide clarity to the readers.

#### Learning Experience 1

Demonstrate how to write detailed compositions based on picture sequences. The teacher can use the following link as an example to teach the skills of writing composition based on picture sequence.

<https://www.creativelearning.com.sg/how-to-write-a-picture-composition-for-primary-1/>

It may also be important to introduce the concept of writing a thesis statement, topic sentence, and supporting ideas to the learners as they learn to write compositions.

Simultaneously, while teaching writing the teacher needs to draw the attention of learners towards the use of punctuation marks and capitalization correctly.

#### Learning Experience 2

- Give the sequence of pictures or ask learners to explore picture sequences to write three-paragraph compositions. Let learners use the writing process (This can be considered as a performance task for assessment).

- Demonstrate how to describe the pictures clearly and in sequence using correct sentence structures and punctuation.

**Note:** It is important for the learners to “see” the thinking process, so think aloud as the writing is being demonstrated.

**Note:** Encourage learners to create an online page/blog to post their write-ups.

**Note:** Teachers can suggest different learning experiences to cater to diverse learners.

**Note:** Suggested activities can be integrated with Reading & Literature.

## Assessment

### Performance Task

Encourage learners to use writing process steps to write a three-paragraph composition using picture sequence.

### Sample Checklist to Assess Simple Composition

Area of Assessment	Yes ( )	No ( )	Recommendation for improvement
<b>Content/idea</b> Learner writes on topic and adds detail			
Punctuation Learner uses accurate punctuation.			
<b>Capitalization</b> The learner uses capital letters wherever necessary (beginning of the sentences, proper nouns, title, dates, months)			
<b>Grammar</b> The learner uses subject-verb-agreement and writes complete sentences that make sense.			
<b>Spelling</b> Learner writes most sight words correctly and applies spelling rules (phonemic awareness)			

## Resources

<https://www.creativelearning.com.sg/how-to-write-a-picture-composition-for-primary-1/>

## Topics: Developing as writers

Writing is a complex combination of skills that is best taught by breaking down the process. The writing process involves a series of steps prewriting, drafting, revising, editing, and publishing to follow in producing a piece of writing

### Competency

- Use the Writing Process to develop as writers.

**Knowledge:** essay writing, punctuation, spelling.

**Skills:** writing coherent paragraphs, transcribing, organizing ideas in writing, communicating, decoding.

**Behavior:** paying attention, comprehension, being receptive, and encoding.

### Learning Objectives

- Use the process of writing – planning, drafting, revising, editing, and publishing.
- Enjoy writing as a creative activity.

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

### Learning Experiences

The writing process helps learners learn to write effectively by breaking down writing step-by-step. The burden of writing is removed. Learners discover the benefits of constructive feedback on their writing, and they progressively master, and even enjoy, writing.

#### Learning Experience 1

##### Teacher Input

- Introduce, writing process through the demonstration

Prewriting: (think and decide)

- Make sure you understand your assignment
- Decide on a topic to write about.
- Consider who will read your work.
- Brainstorm ideas about the subject.

Drafting

- Put the information you researched into your own words.
- Write sentences and paragraphs even if they are not correct.
- Read what you have written and judge if it says what you mean.
- Write some more.
- Read it again.
- Write until you have said everything you want to say about the topic.

Revising

- Read what you have written again
- Rearrange words, sentences or paragraphs
- Take out or add parts
- Carry out more research if you think you should.
- Replace overused or unclear words.
- Read your writings aloud to be sure it flows smoothly.

Editing

- Be sure all sentences are complete.
- Correct spelling, capitalization, and punctuation.
- Change words that are not used correctly or are unclear.
- Make sure you are using the appropriate style formatting.

Publishing: Publishing is the last stage where writers submit their work to the publisher.

**Note:** The learners should be taken through the Writing Process in the classroom during the instructional time. It is important that the learners, in the initial stage, write in the classroom so that they can be guided with prompts and feedback.

**Learning Experience 2**

Let learners refer to the text ‘Friendship’ to write a narrative essay.

Let learners refer to the text ‘Some Small Mammals in Bhutan’ to write an informative essay.

**Note:** For learners, publishing can happen by way of submitting their work to the teacher for assessment, sharing their writing with friends, and displaying on the classroom or school Literary Board, etc.

- Assess and provide constructive feedback for further improvement.
- The teacher can provide a video link on the process of writing to the learners for further understanding.

<https://www.youtube.com/watch?app=desktop&v=fsffR-cu00k>

**Note:** Teachers and learners need to interact frequently through social apps to produce the final draft.

**Assessment**

Use the sample assessment tool (this self-assessment tool is to be used by the learners in the process of any writing work they carry out.

**Writing Process Self-Assessment Tool**

Looking at how I write			
My comments			My Comments for Improvement
<b>Prewriting</b>			
I chose a good topic	Yes	No	
I read about my topic	Yes	No	
I thought about what the readers would want to know	Yes	No	
I wrote down all my ideas on a “think sheet”	Yes	No	
<b>Drafting</b>			
I put similar ideas together	Yes	No	
I chose the best ideas for my composition	Yes	No	
I numbered my ideas in a logical order	Yes	No	
<b>Writing</b>			
I wrote down my ideas in sentences	Yes	No	
When I needed help I ..... ..... did the best I could ..... looked in a book ..... asked my partner ..... asked the teacher			
<b>Revising</b>			
I read my first draft to myself	Yes	No	
I marked the parts I liked	Yes	No	
I marked the parts I might want to change	Yes	No	
I read my first draft to my partner	Yes	No	
I listened to my partner’s suggestions	Yes	No	
I made changes to my composition	Yes	No	

<b>Editing</b>			
I edited my spelling	Yes	No	
I edited my punctuation	Yes	No	
I edited my capitalization	Yes	No	
I edited my tenses	Yes	No	
I edited my subject-verb-agreement	Yes	No	
<b>Publishing</b>			
I wrote the final draft in my best writing	Yes	No	
I used the elements of good writing	Yes	No	
I am ready to publish	Yes	No	

### Self-Assessment Tool-Elements of Good Writing

<b>Purpose</b>			<b>My Comments for Improvement</b>
My writing has a clear purpose.	Yes	No	
<b>Audience</b>			
I know who is going to read my essay.	Yes	No	
<b>Clarity</b>			
I have used clear and descriptive words to convey the message.	Yes	No	
<b>Unity</b>			
My sentences are all related to the topic sentence and the main/central idea.	Yes	No	
<b>Coherence</b>			
My sentences are organized smoothly and logically (in sequence).	Yes	No	

Note: The success criteria should be developed together with the learners and made clear to them. The teacher may share the learners' assessment with parents and learners if required

### Resources

- <https://www.youtube.com/watch?app=desktop&v=fsffR-cu00k>
- Text (print and non-print)
- Rubrics

## Topics: Writing Portfolio

The purpose of a writing portfolio is to demonstrate a writer's improvement and achievements. Portfolios allow writers to collect a body of writing in one place and to organize and present it in an effective, attractive format.

### Competency

- Maintain writing portfolios containing their best pieces of writing to reflect on their progression as a writer.

**Knowledge:** writing process, vocabulary, portfolio, essay writing, punctuation, and spelling.

**Skills:** writing coherent paragraphs, organizing ideas in writing, transcribing, communicating, decoding.

**Behaviour:** paying attention, comprehension, being receptive, and encoding.

### Learning Objectives

- Present their final drafts in an appropriate format.
- Choose at least five pieces of writing to place in their portfolios.

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

### Learning Experiences

Having learners compile portfolios makes the whole process of writing more meaningful to them. They will more willingly put in their best efforts, knowing that they are accountable for producing a certain number of finished pieces, which is at least 5 pieces in this grade. They will more thoughtfully approach writing as an involved and recursive process of drafting, revising, editing, and rewriting, knowing that this process leads to more effective writing. They will more responsibly craft finished pieces referring to the elements of good writing. However, developing writing portfolios requires patience and perseverance from everyone involved but there is no one better pedagogy or learning experience to keep track of a learner's development as a writer. Portfolios are also helpful when we discuss a learner's progress with parents or other teachers.

#### Learning Experience 1

- Encourage learners to write different poems such as acrostic poems, free verse poems, and lyric poems using the recommended or any other poem as an example. The topic choice can be given to the learners and encourage them to use the writing process.
- Let the learners use the poem '**Thanks to My Family**' to write a tribute to the family.
  - Encourage the learners to submit their final draft of their writing in the form of a portfolio.
  - Introduce the elements of good writing to the learners before they submit the final draft of their writing.
  - Use the following link to assess learners' portfolios. <http://jfmuller.faculty.noctrl.edu/toolbox/>

## Assessment

Assessment Task – Development of Portfolio

### Sample Rubric to Assess Learners' Writing Portfolio

Rating Levels	If the learners' writing portfolio...	Remarks
<b>Exceeding</b>	Includes <b>more than 5</b> writing pieces free of grammatical, punctuation, and spelling errors for all genres (poems, folktales, short stories, book reviews, reflections...). Portfolio writing has a clearly and consistently organized idea mentioned in each genre. The items in each genre are creatively presented.	
<b>Meeting</b>	Includes 5 written pieces for different genres (poems, folktales, short stories, book reviews, reflections...). The written piece has minimal grammatical, punctuation, and spelling errors. The ideas presented in written pieces are well organized. The items in each genre are well presented.	
<b>Approaching</b>	Includes 3-4 written pieces for different genres (poems, folktales, short stories, book reviews, reflections...). The written piece has some grammatical, punctuation, and spelling errors. The ideas presented in written pieces need improvement.	
<b>Beginning</b>	Includes <b>1-2</b> written pieces for different genres (poems, folktales, short stories, book reviews, reflections...). The written piece has more grammatical, punctuation, and spelling errors. The ideas presented in written pieces are not well organized.	

**Note:** The success criteria should be developed together with the learner and made clear to them. The teacher may share the learners' assessment with parents and learners if required.

## Resources

- <http://jfmuller.faculty.noctrl.edu/toolbox/>
- Texts

## Topics: Applying linguistic skills in writing

Language varies from one location to another, from one culture to another, and from one situation to another. We use varieties and registers of language to suit different communication contexts. In writing, we need to use specialized features of words to convey the message. However, it is the responsibility of the reader or receiver on how he/she will be going to interpret the message.

### Competency

- Select and develop content and use register and language appropriate to genre, purpose, and audience to practice writing skills.

**Knowledge:** vocabulary, writing process, portfolio, essay writing, punctuation, and spelling.

**Skills:** writing coherent paragraphs, using the writing process, organizing ideas in writing, transcribing, communicating, and decoding.

**Behaviour:** paying attention, comprehension, being receptive, and encoding.

### Learning Objectives

- Use the writing skills developed in earlier classes.
- Write with a clear beginning, middle, and end to organize ideas using a variety of forms including simple book reviews, leave applications, folktales, summaries, and explanations.
- Use simple figures of speech like simile and metaphor in their writing.
- Distinguish between the conventions of spoken and written language.

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

### Learning Experiences

#### Teacher Input:

- There are formal and informal registers in spoken and written language. Formal registers can include everything from an academic essay to responding to higher authorities. The academic essay is formal because it includes polished speech, complex sentences, and precise vocabulary. Responding to any higher authority is an example of extremely formal language that must be said to show respect.
- Informal registers-Informal language occurs between people who know each other well and who speak without trying to be 'proper'. Sometimes this includes speaking in slang and other times it's simply a more casual delivery.
- Choice of language would also depend audience, purposes and genres. Examples:  
Imagine that you're going to be introduced to a very important person who you have never met, say Her Majesty the Queen. When you meet her, would you say: 'Hey, dude! What's up?' Probably not. You would say something more formal such as 'It is an honor to meet you, Your Majesty.' On the other hand, you wouldn't call your best friend 'His Royal Highness.' Instead, you would be fine using the informal address, 'dude.'
- For example, you might say, 'Could you bring us more coffee, please?' to a waiter at a fancy restaurant, but at your favorite hangout you might say, 'Can I get a little more coffee here?' when you've reached the bottom of your cup.

Varieties and registers of language are all about appropriateness and context in speaking and grammatical correctness of words in writing. It is also important to use appropriate varieties and registers of language in a certain communication context to determine the level of 'formality'. For instance, one would not speak to his/her teacher the same as he/she would talk to classmates. There is proper etiquette

when dealing with a certain person on his/her status in the society. In short, “Right words at the right time to the right person with the right reason.”

### Learning Experience

- Ask learners to construct sentences using similes and metaphors but focus more on similes. The concept of simile and metaphor is already introduced under reading and literature.
- Introduce the features of formal and informal letter writing to learners. Let learners write letters in both formal and informal situations. For example, instruct the learners to write an application (block/ indented form) to their class teacher/principal (formal) and parents/friends/siblings (informal).
- In addition to letter writing, teachers can also introduce learners to respond to electronic messages (email, Google Classroom, and other social media platforms).
- Encourage learners to write simple book reviews,
- Use relevant assessment tools to assess the book reviews
- Assess and provide constructive feedback for further improvement.

**Note:** The teacher can suggest/encourage learners to compile write-ups in their respective portfolios. The teacher can also encourage learners to create an online page/blog to post their write-ups.

### Assessment

#### Sample rubric to assess learners’ book review

	Exceeding	Meeting	Approaching	Beginning
<b>Accuracy</b>	All statements are accurate and verified as per the book including title, year of publication, author, and other information.	Most of the statements are accurate and verified as per the book including title, author, year of publication and other information.	Only some of the statements are accurate.	Most of the statements are inaccurate.
<b>Paraphrasing</b>	No more than 4 words in a row taken directly from the book.	One sentence contains more than 4 words in a row taken directly from the book.	Two sentences contain more than 4 words in a row taken directly from the book.	3 or more sentences have more than 4 words in a row taken directly from the book.
<b>Focus</b>	The main idea of the book is focused and has all the components of a good book review.	The main idea of the book is focused and has most of the components.	The main idea of the book is less focused and has minor details.	The main idea of the book is not focused.
<b>Conventions</b>	No more than one punctuation, grammar, or spelling error.	Has 2-3 punctuation, grammar, or spelling errors.	Has 4-5 punctuation, grammar, or spelling errors.	Has more than 6 punctuation, grammar, or spelling errors.

## Sample Rubric to Assess Letter Writing

	Exceeding	Meeting	Approaching	Beginning
<b>Layout</b>	The letter has all the components- -Address -Date -Salutation -Body Paragraphing -Closing and Signature	The letter has- • Address • Date • Salutation • Body • Signature	The letter has- • Address • Date • Salutation • Body part with few details	The letter has- • Address • Date • Salutation • Short Body part
<b>Grammar</b>	Excellent punctuation, spelling, and grammar with no errors.	Very good punctuation, spelling, and grammar with less than 5-6 errors.	Punctuation, spelling, and grammar slightly distract the reader. There are 7-9 errors.	Punctuation, spelling, and grammar significantly distract the reader. There are more than 9 errors.
<b>Content</b>	The message stated is clear, precise, and shows insight.	The message stated is clear and precise.	The message stated is clear but only a few details are given.	The message is not stated clearly and has a very less details.
<b>Handwriting</b>	The letter is written with very neat handwriting and is legible.	The letter is written neatly and is legible.	The letter is written with fairly legible handwriting.	The letter is written with poor handwriting and is not legible

**Note:** The success criteria should be developed together with the learners and made clear to them. The teacher may share the learners' assessment with parents and learners if required.

## Resources

- Sample rubrics

## Topics: Multimodal media for presenting and publishing

Presentation skills involve planning, preparing, and delivering organized talks on specific topics for specific purposes to specific audiences. When learners are assigned any kind of assignment, they need to consider the format in which their assignments are to be best presented. Different assignments can frame different presentation formats.

### Competency

- Use handwriting and IT effectively, making appropriate choices of presentation to prepare writing for publication.

**Knowledge:** vocabulary, writing process, portfolio, essay writing, punctuation, and spelling.

**Skills:** writing coherent paragraphs, using the writing process, organizing ideas in writing, transcribing, communicating, and decoding.

**Behaviour:** paying attention, comprehension, being receptive, and encoding.

### Learning Objectives

- Present their final drafts in an appropriate format.

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

### Learning Experiences

Learners are expected to participate in a community of writers to enhance their writing skills, evolve, and progress as a writers. Therefore, providing a natural forum for writing on related and relevant topics needs to be considered important by the teachers. Some of the writing activities can be either follow-up or extension activities from listening and speaking and reading and literature. It is equally important for teachers to teach or encourage learners to use different digital tools to enhance writing skills or publish their final drafts using digital tools. Learners may also publish their final draft displaying their best handwriting.

#### Learning Experience 1

Emphasize learners to write in legible handwriting in all their writing work. For this, provide conscious handwriting practice time to the learners. This is an important part of the writing process.

#### Learning Experience 2

Demonstrate how the final drafts can be presented by using ICT. Besides using ICT for presentation/publishing the draft, learners may be encouraged to use legible handwriting to publish their work.

**Note:** Encourage learners to create an online page/blog to post their write-ups. Suggested activities can be integrated with Reading & Literature.

## Assessment

**Note:** The teacher may use earlier tools to assess the final drafts of writing (writing process tool/portfolio assessment tool). The teacher can also develop the appropriate tool to assess the learners' final draft. The teacher needs to ensure that learners choose appropriate ways to present their final draft.

### Sample rubric to assess PowerPoint presentation

Criteria/Level	Exceeding	Meeting	Approaching	Beginning
<b>Introduction</b>	Introduces the topic clearly with a presentation outline	Introduces the topic and presents the outline.	Introduces the topic but is not very clear.	Directly goes into the first slide without introducing the topic
<b>Slide arrangement</b>	The text used in the slides is of appropriate size, which is readable with excellent color combination	The text in the slides is easy to read in a few places with fairly good color combinations.	The text in the slides is crowded and does not have a good color combination difficult to read	The text is difficult to read as the font size is too small and poor color combination.
<b>Language</b>	The language used in the text of the slides is simple with no errors in grammar and spelling	The language used in the text of the slides is clear with just a couple of spelling errors	The Language used in the slides has grammatical and spelling errors which make the presentation difficult to comprehend	The Language used is difficult to understand and needs revision
<b>Presentation skill</b>	The presenter makes smooth movements with constant eye contact.	The presenter makes smooth movements and gestures but less eye contact.	The presenter moves but distracts the audience. Has no eye contact	The presenter does not move and blocks some from viewing the slides. Has no constant eye contact.

**Note:** The teacher may take the help of an ICT teacher to assess or develop the assessment tool.

Teachers may also use the video link to show good and bad presentation skills

<https://www.youtube.com/watch?v=S5c1susCPAE>

**Note:** The success criteria should be developed together with the learners and made clear to them.

Teachers may share the learners' assessment with parents and learners if required.

## Resources

- <https://www.youtube.com/watch?v=S5c1susCPAE>
- Sample rubrics

## Topics: Writing Mechanics

Language conventions are different combinations of ways a writer manipulates language to show the audience something in a unique way. Conventions refer to the mechanical correctness of a piece of writing. Correct use of conventions, such as spelling, capitalization, punctuation, paragraphing, grammar, and usage, guides the reader through the text easily.

### Competency

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Knowledge:** vocabulary, writing process, portfolio, essay writing, punctuation, and spelling.

**Skills:** writing coherent paragraphs, using the writing process, organizing ideas in writing, transcribing, communicating, and decoding.

**Behaviour:** paying attention, comprehension, being receptive, and encoding.

### Learning Objectives

- Use knowledge of phonics, high-frequency words, vocabularies, and spelling patterns to move towards conventional spelling in their writing.
- Use a dictionary and other sources to learn the meanings of words and write them correctly.

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

### Learning Experiences

English language learners need conventions of language such as using correct spelling, grammatical items, and vocabulary to be effective speakers, listeners, and writers. Therefore, learners should get the opportunity to unfold these conventions in their daily use of language

#### Learning Experience 1

- Refer to the list of vocabulary given in the earlier activities to help develop the vocabulary of the learners and use them in their writing.
- Encourage learners to read different texts to make use of the contextual cues to learn the meaning of new words that would help them improve their writing skills.
- Revise phonic cues to help them pronounce the new words correctly and help them spell the words correctly.
- Make a conscious effort to teach spelling strategies and patterns such as the use of a dictionary, the use of sight words, and breaking down a word by sound or syllable. The teacher will encourage the learners to use spelling strategies and patterns in their writing.
- Make learners aware of the differences in the conventions of spoken and written language.

**Teacher input:**

- Spoken language and written language are both ways of communicating with others. However, written language is more formal and should follow the rules of the English language. Spoken language is often more casual and the conventional rules are less important. For example, slang, informal language is acceptable in spoken language but not in written language. Here the teacher may need to give practical example to the learners.
- Teacher may use the link given below explore on differences between written and spoken and written languages

<https://blog.andovar.com/3-ways-differences-in-spoken-and-written-language-affect-subtitling>

<https://pediaa.com/difference-between-spoken-and-written-language/>

**Note:** This activity can be integrated with Listening & Speaking and Reading & Literature strands.

**Note:** Teacher can suggest different learning experiences to cater to the diverse learners.

**Learning Experience 2**

Use the text 'The Giving Tree' to teach learners the correct use of sequencers such as first, then, after that, and finally.

**Performance Task 1**

The teacher will ask the learners to use the sequencers (first, then, after that, and finally) to rearrange the following sentences in a logical sequence.

- It gave him branches to make a house.
- It asked him to sit on the stump.
- It gave him its trunk to make a boat.
- The tree gave its apples to the boy.

**Expected Answers**

- First, the tree gave its apples to the boy.
- Then, it gave its branches to make a house.
- After that, it gave him its trunk to make a boat.
- Finally, it asked him to sit on the stump.

**Performance Task 2**

The teacher will ask the learners to discuss in groups and list five ways they can help old people (could be old parents, grandparents, or old people living in the community).

**Assessment**

**Note:** The teacher can refer to or use earlier tools to assess the learners' ability to use knowledge of phonics, high-frequency words, vocabulary, and spelling patterns in their writing.

**Note:** The success criteria should be developed together with the learners and made clear to them. The teacher may share the learners' assessment with parents and learners if required.

**Resources:** <https://blog.andovar.com/3-ways-differences-in-spoken-and-written-language-affect-subtitling>

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## Language and Grammar

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### Topics: Sentence structures

Sentence structure refers to the physical nature of a sentence and how the elements of that sentence are presented. The use of complex sentences promotes the ability to use correct language to convey the meanings.

### Competency

- Use complex sentence structures like periodic and interrogative sentences to show the growing ability of language use.

**Knowledge:** Sentences, fragments, and run-on, spellings, vocabularies.

**Skills:** Accurate sentence structure, effective statement, accurate grammatical structure, reading comprehension.

**Behaviour:** Respect, time management.

### Learning Objectives

- Use the knowledge of grammar learned in the earlier classes.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Use subject-verb agreement correctly in simple- present- past- future- sentences.
- Correctly use frequently confused words (e.g., to, too, two; there, their).

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

### Learning Experiences

Studying the use of language and grammar, in both formal and informal situations, helps the learners to speak with ease and clarity, so that we can, as people in the workplace, members of a family, and citizens in our communities contribute to the common good. Learners should be able to write complex sentence structures employing the various knowledge of grammar that they have learned and will learn in this grade. Therefore, it is also important for the teachers to provide meaningful activities for the learners to make use of the grammar knowledge. As far as possible teachers must integrate grammar lessons in other strands-listening and speaking, reading and literature, and writing.

#### Learning Experience 1

Discuss fragments and run-on sentences showing the video clip

<https://www.youtube.com/watch?v=a30A0a-9mCA>

**Suggestive Game** <https://www.theclassroom.com/run-sentences-fragment-activities-12082285.html>

Learners play the game, “Finish the Fragment” to learn more about the topic.

Fragments don't express complete thoughts. One way to modify so they become complete sentences is to finish them. For this activity, the teacher writes down various independent clauses on index cards. They can include things like, "Since my brother lost weight," or "after I spilled water on my shirt." The teacher places all the cards in a hat and has each learner draw a card. The learners partner up and finish each other's

clauses to turn the fragments into complete sentences. The teacher can also take the activity a step further and have learners identify where a comma should be placed in each of the new complete sentences.

**Sentence Games:** Teachers can incorporate run-on sentences into common games, such as Hangman or Wheel of Fortune. For example; the teacher can pass out a worksheet consisting of five run-on sentences, and ask learners to make the proper corrections. For every sentence a learner correctly edits, he gets a token. Each token a learner earns is used to guess a letter in the mystery puzzle. The more tokens learners acquire, the better their chances of solving the puzzle. The game is best played in small groups, so all learners have a chance to earn tokens as they solve the puzzle.

Let learners write a short article on any topic of their choice where they show the concept of subject-verb agreement, fragments, and run-on sentences.

Use this performance task to assess subject-verb agreement, sentence fragmentation, and run-ons.

### Learning Experience 2

- Demonstrate the use of subject-verb agreement in a sentence by writing a sentence on the board and identifying them.
- Let learners read the text ‘**Some Small Mammals in Bhutan**’ to explore more examples of the usage of subject-verb agreement.
- Let learners watch the video clip of <https://www.youtube.com/watch?v=YqIJnvl9pL0>
- Provide a set of sentences in which the subject and verbs are used incorrectly.
- Ask the learners to identify and rectify them.

### Learning Experience 3

Many words in the English language are easy to confuse with one another. The teacher may introduce the commonly confused words using the given web link.

<https://www.superteacherworksheets.com/commonly-confused-words.html>

1. Begin by writing the most confusing words on the board such as to, too, and two.
2. Ask learners to help you define each word and talk about how they all sound the same and how people are often confused by the use of such words.
3. Ask learners if they can think of any other sets of words that people commonly confuse.

Use the given web link to adopt learning activities to teach confused words

<https://assets.ltkcontent.com/files/commonly-confused-words-worksheet-level-1.pdf>

**Note:** Encourage learners to create an online page/blog to post their write-ups.

The teacher can suggest different learning experiences to cater to diverse learners. Suggested activities can be integrated with Reading & Literature, speaking, and writing strands.

**Note:** The success criteria should be developed together with the learner and made clear. The teachers may share the learners’ assessment with parents and learners if required.

### Resources:

- <https://www.youtube.com/watch?v=a30A0a-9mCA>
- <https://www.theclassroom.com/run-sentences-fragment-activities-12082285.html>
- <https://www.youtube.com/watch?v=YqIJnvl9pL0>
- <https://assets.ltkcontent.com/files/commonly-confused-words-worksheet-level-1.pdf>

## Topics: Word order

Word order typically refers to the way the words in a sentence are arranged. Using appropriate word order helps the learner to express thoughts and ideas effectively.

## Competency

- Use word order accurately to express thoughts and ideas.

**Knowledge:** Dictionary use, vocabularies, prepositional phrases, tenses, spellings.

**Skills:** decoding, encoding, communicating effectively, accurate grammatical structure, accurate sentence structure, effective statement, accurate grammatical structure,

**Behavior:** Respect, time management, following instructions.

## Learning Objectives

- Use alphabetical order to find meanings of words in the dictionary and other sources.
- Use the progressive (e.g., I was walking; I am walking, I will be walking) in writing and speaking.
- Use prepositional phrases correctly in writing and speaking.

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

## Learning Experiences

Learners should be able to use progressive and prepositional phrases in a correct word order that would help to build and understand the simplest and the most complex sentences. Therefore, the teachers need to provide meaningful activities for the learners to practice and make use of the correct word order in writing. As far as possible teachers must integrate grammar lessons in other strands- listening and speaking, reading and literature, and writing.

### Learning Experience 1

Generate discussion on learners' prior knowledge of the usage of the dictionary.

Familiarize learners with the usage of dictionary both printed and electronic dictionaries.

Teacher Input

A dictionary is a very important tool for anyone who is learning a new language. Dictionaries are organised alphabetically, so start with the first letter of the word that you are trying to find. With good skills to use dictionary effectively, one can do the following-

- look up the meaning of an English word you see or hear
- find the English translation of a word in your language
- check the spelling of a word
- check the plural of a noun or past tense of a verb
- find out other grammatical information about a word
- find the synonym or antonym of a word
- look up the collocations of a word
- check the part of speech of a word
- find out how to say a word
- find out about the register of a word
- find examples of the use of a word in natural language

The teacher may provide some commonly used words and let children find their meanings.

**Note:** The teacher must guide the learners while they explore the use of a dictionary.

### Learning Experience 2

- Demonstrates the use of progressive (present, past, and future) verb tenses.
- Use the link below (Quiz) to practice on the topic or they can frame some activities on their own.

<https://continuingstudies.uvic.ca/elc/studyzone/330/grammar/pcont1>

<https://continuingstudies.uvic.ca/elc/studyzone/330/grammar/pascon1>

Design worksheets or use the link below to help learners practice on future progressive tense.

<https://www.k5learning.com/free-grammar-worksheets/fourth-grade-4/verbs/future-progressive-tense>

### Learning Experience 3

- Introduce Prepositional Phrases and their uses through a game using classroom objects.
- Let learners explore Prepositional Phrases and their uses using other resources.
- Use the link given below to practice on the topic or they can frame some activities on their own.

<https://www.k5learning.com/blog/prepositional-phrase>

The teacher can suggest different learning experiences to cater to diverse learners. Suggested activity can be integrated with Reading & literature, Listening & Speaking, and Writing strands.

## Resources

- <https://continuingstudies.uvic.ca/elc/studyzone/330/grammar/pcont1>
- <https://continuingstudies.uvic.ca/elc/studyzone/330/grammar/pascon1>
- <https://www.k5learning.com/free-grammar-worksheets/fourth-grade-4/verbs/future-progressive-tense>
- <https://www.k5learning.com/blog/prepositional-phrase>

## Topics: Vocabulary

If we have an adequate vocabulary, it will help us to talk about complex topics and abstract ideas for a wider range of purposes and audiences to convey the intended meaning effectively.

## Competency

- Talk about complex topics and abstract ideas using adequate vocabulary.

**Knowledge:** Dictionary use, vocabularies, prepositional phrases, tenses, spellings.

**Skills:** decoding, encoding, communicating effectively, accurate grammatical structure, Accurate sentence structure, effective statement, accurate grammatical structure,

**Behaviour:** Respect, time management, following instructions.

## Learning Objectives

- Use question tags correctly in writing and speaking.
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

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

## Learning Experiences

To express feelings or ideas (both abstract and concrete) learners must be rich in vocabulary and grammar conventions which are the basic and important parts of language. It can also be ingrained in learners if they get to experience it in their daily learning.

### Learning Experience 1

- Review the modal auxiliary verbs taught in earlier classes.
- Introduce question tags by using them.

**Example:** I responded to your greetings, didn't I?

- We have chalk in the class, don't we?
- Pema, you ate your breakfast this morning, didn't you? The principal is in the school today, isn't he?
- Share the link on question tags in social media apps. <https://www.thoughtco.com/teaching-question-tags-3575681>
- Use the above link to practice on the topic.

**Note:** The teacher should teach the concept of contraction for omitted letters before teaching question tags.

### Learning Experience 2

- Let learners watch the video clip [https://www.youtube.com/watch?v=W-7\\_nNKCbK0](https://www.youtube.com/watch?v=W-7_nNKCbK0)
- Discuss the use of relative pronouns and relative adverbs (who, whose, whom, which, that) using the above link.
- Use any recommended text to help learners identify relative pronouns and relative adverbs.

## Suggestive Assessment

Develop the assessment tools (rubric and checklist) to assess learners using the above activity.

**Note:** Encourage learners to create an online page/blog to post their write-ups. The teacher can suggest different learning experiences to cater to diverse learners.

Suggested activities can be integrated with Reading Literature, Listening & Speaking, and Writing strands.

## Assessment

- Assess the following questions.
  1. She didn't watch the film last night, \_\_\_\_\_
  2. It's great to see each other again, \_\_\_\_\_
  3. He comes every Friday, \_\_\_\_\_
  4. You're married, \_\_\_\_\_
  5. You went to Tom's last weekend, \_\_\_\_\_
  6. You don't like tripe, \_\_\_\_\_
  7. She isn't much of a cook, \_\_\_\_\_
  8. He hasn't lived here long, \_\_\_\_\_
  9. You weren't invited to the party, \_\_\_\_\_
- Asses their work and provide constructive feedback until they exhibit the desired outcome.
- The teacher may share the progress with both learners and parents.

**Note:** The success criteria should be developed together with the learner and made clear. The teacher may share the learners' assessment with parents and learners if required.

## Resources

- Recommended Text
- <https://www.thoughtco.com/teaching-question-tags-3575681>
- [https://www.youtube.com/watch?v=W-7\\_nNKCbK0](https://www.youtube.com/watch?v=W-7_nNKCbK0)

## Topics: Grammar concepts

Learners use Standard English grammar in writing or speaking for effective expression and communication.

## Competency

- Use conventions of Standard English grammar and usage when writing or speaking.

**Knowledge:** Dictionary use, vocabularies, prepositional phrases, tenses, spellings.

**Skills:** decoding, encoding, communicating effectively, accurate grammatical structure.

Accurate sentence structure, effective statement, accurate grammatical structure,

**Behaviour:** Respect, time management, following instruction.

## Learning Objectives

- Identify some parts of speech- (common and proper nouns, regular and irregular verbs, adjectives, and prepositions).
- Use definite and indefinite articles correctly.
- Use the singular and plural forms of nouns correctly.
- Use capital letters at the beginning of sentences and for proper nouns.
- Use punctuation marks (full stop, question mark, exclamation mark, and comma) in their writing.
- Use contractions (for omitted letters).
- Correctly use frequently confused words (e.g., to, too, two; there, there)-core maze

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

## Learning Experiences

English language learners need conventions of language to be effective speakers, readers, listeners, and writers. Learners should, therefore, get the opportunity to use these conventions in their daily use of language.

### Learning Experience 1

- Build on the learner's prior knowledge.
- Encourage learners to use these in their daily writing. Listening and speaking activities.

### Learning Experience 2

- Let learners watch the video link - <https://www.youtube.com/watch?v=ppNtch3wRJ4>
- Assign or design worksheets to practice the language learned.

### Learning Experience 3

- Discuss the concept of regular and irregular verbs.
- For more information, let learners watch the video clip.  
[https://www.youtube.com/watch?v=Zdmufwnsd\\_w](https://www.youtube.com/watch?v=Zdmufwnsd_w)

#### Learning Experience 4

- Build on the learner’s prior knowledge of definite and indefinite articles- diagnostic test through questions.
- Discuss and elaborate on the topic.
- Use the link below (Quiz) to help learners practice on the topic (suggestive)  
<https://www.proprofs.com/quiz-school/story.php?title=mta2otaxmq==dblu>

#### Learning Experience 5

- Review the prior knowledge of singular and plural nouns.
- Extend on the topic after testing learners’ prior knowledge.
- For further practice, the teacher can use the Teacher Guide (Reprint 2020) on pages 49 & 50.

#### Learning Experience 6

Note: learning experiences on capitalization and punctuation marks must be taken care in the writing strand.

#### Learning Experience 7

- Recapitulate the learners’ prior knowledge of contractions of omitted letters.
- Build on their prior knowledge after the revision.
- For reference use the links below to help learners learn.

<https://mybookcave.com/authorpost/correct-apostrophe-usage-for-omitted-letters-and-possessives/>  
<https://www.sussex.ac.uk/informatics/punctuation/apostrophe>

Ask learners to use a recommended text from Reading and Literature for practice and assessment. **Note:** Instruct learners to explore other sources, including the net to pick up specific examples of the above items (stated in the objectives)

**Note:** This activity is applied for definite and indefinite articles and the use of correct punctuation. Similar activities need to be designed to cover the other objectives.

Note: Teachers can use different learning experiences to cater to diverse learners. Note: Suggested activity can be integrated with Speaking and Writing strands.

**Note:** The success criteria should be developed together with the learner and made clear. Teachers may share the learners’ assessment with parents and learners if required.

#### Learning Experience 8

Use the text ‘The Giving Tree’ for word-building activity.

##### Performance Task

The teacher will ask the learners to fill in the blanks with the correct words (singular or plural form).

My mother went to the market and bought a kilogram of \_\_\_\_\_ (apple/apples), a dozen \_\_\_\_\_ (bananas/banana), and a dozen of \_\_\_\_\_ (oranges/orange). I love apples, so I ate an \_\_\_\_\_ (apples/apple). My brother wanted a \_\_\_\_\_ (banana/bananas) and my sister asked for an \_\_\_\_\_ (oranges/orange). A tree has one \_\_\_\_\_ (trunk/trunks) but many \_\_\_\_\_ (branches/branch). A \_\_\_\_\_ (branches/branch) has number of \_\_\_\_\_ (leaf/leaves) and \_\_\_\_\_ (flowers/flower).

## Resources

- <https://www.youtube.com/watch?v=ppNtch3wRJ4>
- <https://www.proprofs.com/quiz-school/story.php?title=mta2otaxmq==dblu>
- <https://mybookcave.com/authorpost/correct-apostrophe-usage-for-omitted-letters-and-possessives/>
- <https://www.sussex.ac.uk/informatics/punctuation/apostrophe>

**Note:** Language and grammar objectives should not be assessed in isolation, they should be integrated with other strands. Teachers can explore different/various resources to cater to the need of diverse learners.

## Continuous Assessment (CA) and Examination Weighting for Classes IV

Term One			Term Two				Grand Total (Total A + Total B)	
CA		Examination	Total A	CA		Examination		Total B
Listening and Speaking	10%	25%	50%	Listening and Speaking	10%	25%	50%	100%
Reading Portfolio	5%			Reading Portfolio	5%			
Writing Portfolio	10%			Writing Portfolio	10%			

### Note:

1. The Term One examination should be conducted out of 60 marks and converted to 25%. The 10% CA marks from the Listening and Speaking, 5% from the Reading Portfolio, and 10% from the Writing Portfolio should be added to the examination marks to make it 50%.
2. Similarly, the Term Two examination should be also conducted out of 60 marks and converted to 25%. The 10% CA marks from the Listening and Speaking, 5% from the Reading Portfolio, and 10% from the Writing Portfolio should be added to the examination marks to make it 50%.
3. Finally, the total marks of term one and term two should be added to make it 100%.
4. 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 learners 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 learners achieve the instructional goals.
5. At the end of each Term, a formal test should be conducted to assess each learners' competencies in listening and speaking through oral test items and other listening and speaking exercises. The final mark or score should be converted to 10%.
6. The Reading and Writing Portfolios of each learner should be monitored regularly and consistently to check their progress on reading and writing skills. 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 to award marks accordingly.

### English Paper (Writing, Reading and Literature, and Grammar) - Written Examination Marks Break-up

Sl. No	Genre	Weighting	Remarks
1	Essay writing	10	Composition based on picture sequence, narrative Writing
2	Personal letter/leave application/invitation	8	Any ONE can be asked
3	Grammar	12	Items to be derived from the competencies and objectives. Questions can be asked from the lower classes as well.
4	Short Story	11	Any ONE from the prescribed short stories
5	Essay	11	From outside the prescribed textbook
6	Poetry	8	Any ONE from the prescribed poems or from outside.
<b>Total</b>		<b>60</b>	

**Note:** The above matrix is a sample of question items that can be tested in the examinations. The question types and patterns for written examinations shall remain dynamic. Questions can be asked to assess any of the competencies/learning objectives, which includes a combination of different types of writing items including short story and report writing.

#### Listening and Speaking CA (10%)

Listening and Speaking activities	Remarks
<ul style="list-style-type: none"> <li>Listening and Speaking skills</li> <li>Reports</li> <li>Debates</li> <li>Extempore speeches</li> <li>Presentation of their written pieces</li> <li>Book talk</li> </ul>	<ul style="list-style-type: none"> <li>Teachers can design additional activities as per the lesson plans.</li> <li>Conduct oral test/listening and speaking tests and marks converted to 10% at the end of each term.</li> </ul>

#### Reading Portfolio and Writing Portfolio CA (15%)

Reading Portfolio (5%)	Writing Portfolio (10%)	Remarks
<ul style="list-style-type: none"> <li>Record of reading</li> <li>Critical response to books read</li> <li>Text talk or book talk</li> </ul>	<ul style="list-style-type: none"> <li>Best pieces of writing selected by learners</li> <li>Best pieces selected by teacher</li> <li>Simple book reviews</li> <li>Folktales</li> <li>Simple poems</li> </ul>	<ul style="list-style-type: none"> <li>Use notebooks for maintaining portfolios.</li> <li>Consider process while assessing the quality of work.</li> <li>The writing portfolio should show the records of the Writing Process</li> <li>Avoid plagiarism.</li> <li>Both Reading and writing portfolios should be assessed at the end of each term and award marks accordingly.</li> </ul>

## List of suggested materials for Class IV Reading and Literature strand

The following is the recommended texts the learners of class IV should study for the Reading and Literature strand. As recommended by the curriculum framework, the assessment should be focused on the learners' mastery of the competencies rather than on mere content knowledge of the texts.

Genre	Text	Author
Short story	Bully Bill	T. Albert
	Daktsaan	Kusum Kapur
	The Giving Tree	Shel Silverstein
	The Silent Buddha	Jataka Tales
Poetry	The Quarrel	Eleanor Farjeon
	No More Water	Kenn Nesbitt
	Picnics	Anonymous
	Thanks to My Family	James Malinchak
	The Earth Speaks	Lenore Hetrick
Essay	Friendship	Anonymous
	Some Small Mammals in Bhutan	Anonymous
	Artificial Intelligence	Anonymous

## Time Allocation for class IV

The maximum number of instructional days available for curriculum delivery excluding examination is 150 days in a year. The school year divided into two terms of fifteen weeks each, and that each week will have 7 periods of 40 minutes for teaching English. The total time allocated for English in a week is 280 minutes. Therefore, class IV will have 140 hours in a year which is 210 periods.

The following is the suggestive period and time allocation per week for all strands.

Strand	Period	Time (minutes)
Reading and Literature	2	84
Writing	2	70
Listening and Speaking	2	70
Language and Grammar	1	56
<b>Total</b>	<b>7</b>	<b>280</b>

**Class V**

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## Listening and Speaking

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### Topics: Listening and responding

Learners need to ask questions and provide feedback in order to communicate effectively and clearly in both formal and informal situations.

### Competency

- Ask questions and provide feedback to respond in formal and informal situations.

**Knowledge:** formal and informal

**Skills:** listening to understand, speaking to communicate clearly

**Behaviours:** paying attention, being receptive, following instruction.

### Learning Objectives

- Use the listening and speaking skills developed in earlier classes.
- Engage in longer dialogues and conversations.
- Identify and respond appropriately to both the message and the tone of a speaker.
- Respond to different speakers with questions and supportive comments in formal and informal contexts.
- Enjoy listening to and speaking English.

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

### Learning Experiences

Listening and speaking are important tool for communication. An efficient use of these tools makes learners effective communicators and enhance their leaning opportunities. At class V level, leaners need to be taught listening and speaking skills for a variety of purposes in both formal and informal situations effectively. Therefore, teaching and learning pedagogies such as place-based strategies (PBE), experiential learning, cooperative learning strategies, blended learning and other research-based teaching strategies should be used by the teachers to deliver the lesson to enhance listening and speaking skills of the learners.

#### Learning Experience 1

- Teacher can initiate the discussion on topics related to their family. Let learners ask questions to each other about their family members, favourite person, family occupation, best time spent with family and so on. Following language can be practised:
  - How many members are there in your family?
  - What work do they do?
  - Who is your favourite person? Why?
  - Describe one best experience that you had with your favourite person.
- Encourage learners to use appropriate vocabulary during the discussion.

- Learners in pairs will take turns to interview each other on any topic of their interest like hobbies, career, ambitions, favourite movies, animals etc. Teacher may need to prompt learners to come up with questions for interview.
- Teacher can find out any relevant audio link to let learners listen and carry out assigned task. For example, use the following link for the activity.

<https://www.youtube.com/watch?v=FaoevMkMu1M>

- Let learners listen to the story carefully and practise questions and answers. This can also be done through the social media platform/group.
  - What is the story all about?
  - What is the most exciting thing in this story?
  - How would you end the story, if you were the author of this story?
  - What is the moral of the story?
- Teacher moderates the group discussion and provides feedback to encourage participation.
- Learners use the skill learned in daily conversation.

## Assessment

### Sample Assessment Tool: Anecdotal Record

**Note:** Tool is to be used to assess learners’ listening and speaking skills when learners are engaged in any listening and speaking activity throughout the year.

<b>Name of a child</b> _____ <b>Date of observation:</b> _____ <b>Place of Observation:</b> _____	
Area of Assessment	Observation
Engage in longer dialogues and conversations.	
Shape and organize ideas clearly when speaking.	
Identify and respond appropriately to both the message and the tone of a speaker.	
Respond to different speakers with questions and supportive comments in formal and informal contexts.	
Enjoy listening to and speaking English.	

Report the progress to the learners and provide necessary help if required.

**Note:** The success criteria should be developed together with the learners and made clear to them. Teachers may share learners’ assessment with parents and learners if required.

## Resources

- <https://www.youtube.com/watch?v=FaoevMkMu1M>
- [Assessment tool](#)

## Topics: Expressing orally

Learners use appropriate vocabulary to express their feeling and opinion to convince the listener and convey message clearly.

## Competency

- Use appropriate vocabulary and expressions while speaking to express feelings and opinions.

**Knowledge:** vocabulary, context

**Skills:** communicate clearly, listening to understand

**Behaviors:** paying attention, being receptive).

## Learning Objectives

- Retell a piece of literature that they have listened to or read.
- Respond to books that they have read and talk about them.
- Shape and organize ideas clearly when speaking.
- Use appropriate vocabulary to talk about concrete and abstract ideas.
- Understand and give directions properly.

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

## Learning Experiences

Listening and speaking are important communication skills. At class V level, learners need to be taught listening and speaking skills for a variety of purposes in both formal and informal situations. Therefore, teaching and learning pedagogies such as place-based strategies (PBE), experiential learning, cooperative learning strategies, blended learning and other research-based teaching strategies should be used by the teachers to deliver the lesson to enhance listening and speaking skills of the learners.

### Learning Experience 1

- Teachers should encourage learners to reflect on the kinds of book they have read and give a book talk. Teacher can model giving a book talk or provide tips for giving book talk. Refer the link provided.  
[https://www.scholastic.com/content/dam/teachers/blogs/alycia-zimmerman/migrated-files/tips\\_for\\_giving\\_a\\_pro\\_book\\_talk.pdf](https://www.scholastic.com/content/dam/teachers/blogs/alycia-zimmerman/migrated-files/tips_for_giving_a_pro_book_talk.pdf) (Tips for book talk)  
<https://www.youtube.com/watch?v=mXCriE5G2IA> (Book talk example)
- Teacher may use the recommended texts to let learners read and let them retell a piece of literature that they have read.
- Teacher will have to help learners to shape ideas clearly when speaking or retelling.
- Teacher can also use listening text and allow them to retell the literature. The link given below may be used for the activity. <https://www.youtube.com/watch?v=dZyHjBy42FO> (The Grasshopper and the Ants/Folktales)

- Teacher will use the recommended or any other texts to initiate discussion and let learners talk about concrete and abstract ideas related to the texts. Teacher may also encourage learners talk about abstract ideas such as love, values, happiness, beauty, emotions.

### Learning Experiences 2

- It is important for the learners to understand and give directions. The teacher may use the following link to help learners to practise language and vocabulary related to understanding, asking and giving directions.  
<https://www.youtube.com/watch?v=DPYJQSA-x50> (Asking for and giving directions)
- Using the above video as an example, encourage learners to come up with similar dialogues (asking and giving direction) and let them carry out role play.

### Learning Experiences 2

- The teacher will use the poem, “*My Mother Saw a Dancing Bear*” to lead a discussion on the ethics of keeping wild animals in captivity for the entertainment of humans. For instance, animals used in circuses and zoos. Then the teacher will have students share their feelings about this issue. Though there could be positive and negative responses, the teacher should encourage a balanced discussion.

## Assessment

The following performance task may be used to assess learners’ ability to follow directions and ask directions.

### Performance task 1

Ask learners to find out recipe of their favourite dish or any other appropriate directions for something. It can be in either written or oral form. The learners will have to follow the directions and perform accordingly. While the learners do so, the teacher will assess the learners’ ability to understand and follow the directions. Use any appropriate assessment tool (anecdotal record and checklist).

### Performance task 2

Learners can be asked to write directions for cooking, showing the directions to a place, how to wear *gho* and *kira*, knitting or any other related activities of learners’ interest. Let the learners post some in the social media platform. And some direction can be shared with the friends in the class. Use any appropriate assessment tool (anecdotal record and checklist).

### Sample Peer Assessment Tool

#### Checklist for Book Talk/Retelling and Responding to a book

Name of the learner: _____ Peer Assessor’s name: _____ Date: _____		Feedback for improvement	
Information He/She included the title of the book, name of the author and genre.	Everything was included. I knew what book she was describing.	Yes	
		No	

<b>Details</b> He/she used appropriate vocabulary to explain the plot, described key characters and mentioned the setting. Used Appropriate	All details explained using appropriate vocabulary. I can easily picture the details in my head.	Yes	
		No	
<b>Sell it</b> He/she made the made the information exciting and made me want to read the book.	Excellent selling. The book sounds interesting and I must read it now.	Yes	
		No	
<b>Grammar</b> Did he /she talk everything with accurate grammar and excellent sentences.	0 – 1 grammar error	Yes	
		No	
<b>Response</b> Was she/he able to make meaning of the texts and interpret, form judgement about what she/he was reading?	Able to make meaning of the texts and interpret, form judgement about what was reading. I can clearly understand what the book was all about.	Yes	

**Note:** The success criteria should be developed together with the learners and made clear to them. Teacher may share learners’ assessment with parents and learners, if required.

### Resources:

- [https://www.scholastic.com/content/dam/teachers/blogs/alycia-zimmerman/migrated-files/tips\\_for\\_giving\\_a\\_pro\\_book\\_talk.pdf](https://www.scholastic.com/content/dam/teachers/blogs/alycia-zimmerman/migrated-files/tips_for_giving_a_pro_book_talk.pdf) (Tips for book talk)
- <https://www.youtube.com/watch?v=mXCrIE5G2IA>
- <https://www.youtube.com/watch?v=dZyHjBy42FO>
- <https://www.youtube.com/watch?v=DPYJQSA-x50>

## Topics: Speaking fluently and confidently

Speaking fluently and confidently helps the speaker to communicate effectively and avoid miscommunication. Use of gestures and intonations while speaking helps speaker to communicate with clarity and emphasis.

## Competency

- Speak fluently and confidently at length in different contexts to convey messages with clarity.

**Knowledge:** vocabulary, context

**Skills:** communicate clearly, confidently and fluently, listening to understand

**Behaviours:** paying attention, being receptive

## Learning Objectives

- Use appropriate gestures and intonations when speaking or reading aloud.
- Deliver short speeches on topics of their choice to include family and the different roles of each member, love, family support, values and responsibilities.
- Speak using correct question tag.

**Note:** The above objectives can have multiple objectives specific to the topic.

## Learning Experiences

Listening and speaking are important tool for communication. An efficient use of these tools makes learners effective communicators and enhance their leaning opportunities. At class V level, leaners need to be taught listening and speaking skills for a variety of purposes in both formal and informal situations effectively. Therefore, teaching and learning pedagogies such as place-based strategies (PBE), experiential learning, cooperative learning strategies, blended learning and other research-based teaching strategies should be used by the teachers to deliver the lesson to enhance listening and speaking skills of the learners.

### Learning Experience 1

- The teacher may use the following questions to build on prior knowledge:
  - What do you do before you speak?
  - How do you plan your speaking?
  - What are some ways to make your speaking effective?
  - Why do you use gestures while speaking?
  - Have you ever given a speech?
  - Was it successful?
  - What made it successful?
- Teacher plays a video on a sample speech and let learners watch and listen carefully.  
<https://www.youtube.com/watch?v=rW2r5uStgGO> (Remove the subtitle from the video so that the learners are able to concentrate on listening to the speech)

- Learners note down what they like and do not like about the speech and speech giving skills and discuss in the class. The teacher may ask the questions like:
  - What is that you like about the speech/speech giving skills demonstrated by the speaker? Why?
  - What are some of the things you do not like about speech/skills? why?
  - What can you do to improve your speech giving skills?

## Learning Experience 2

After discussion on the video, learners choose a topic or any events of their interest, need based and start writing a speech. Learners will follow writing process to do so. Teacher may need to support learners by giving tips to writing speech. <https://speaker.coach/prepare-speech/>. (7 steps to prepare speech) or format for speech writing. Learners will practice to give the speech. The following link can be shared with the learners to prepare and practise speech.

<https://www.youtube.com/watch?v=7tzentBmmUc> (How to start speech: the best and the worst speech opener)

- Learners can videotape their speeches and post the video/YouTube links as below and let the learners' watch. The teacher and learners can use this for assessment purpose.

## Assessment

### Sample rubric for assessing speech

Delivery	Exceeding	Meeting	Approaching	Beginning
<b>Introduction</b>	Exceptional introductory statement, clear and concise thesis statement, related subject to audience, states main points of speech clearly with specific transition Statements	Grabs audience attention and interest, clear thesis statement; explains topic	General and adequate introduction, introduces topic to audience.	Abrupt, unclear or insufficient introduction.
<b>Gestures</b>	Excellent use of gestures; normal and spontaneous, enhances specific points and transitions.	Good use of gestures; normal, spontaneous and natural.	Hand and body movements appropriate to content.	Minimal use of appropriate gestures
<b>Conveys tone/mood</b>	Excellent. Message is reinforced by voice. Persuasively engages audience; energy and emotion conveyed.	Enhanced use of dramatic voice and tone; pulls audience.	Uses voice to convey mood.	Minimal conveyance of tone of mood
<b>Smoothness/flow</b>	Exceptional, fluid and natural. Smooth transitions, excellent	Fluid delivery uses pauses effectively	Smooth transitions, appropriate pace and pauses.	Choppy, with some pauses.

	use of pauses, well-paced.			
<b>Articulation</b>	Outstanding enunciation and pronunciation throughout piece. Excellent inflection and fluency in delivery.	Excellent articulation - enunciates complex words clearly.	Words generally pronounced clearly and correctly throughout piece; inflection appropriate.	Occasional mispronounced words. Some unclear words.
<b>Conclusion</b>	Prepared audience for ending; reinforced central idea; clear ending with sense of completion.	Prepared audience for ending; clear concluding statement.	Simple concluding statement.	Simple closing statement; no conclusion.

**Note:** The success criteria should be developed together with the learners and made clear to them. Teacher may share learners' assessment with parents and learners, if required.

## Resources

- Laptop/Projector, Audio-Visual gadgets and social media apps.
- English Textbook Class V, CFA Guidebook
  - <https://www.youtube.com/watch?v=rW2r5uStgG0>
  - <https://speaker.coach/prepare-speech/>
  - <https://www.youtube.com/watch?v=7tzentBmmUc>

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## Reading and Literature

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### Topics: Interacting with texts

Learner's knowledge on making comparisons and contrast between texts help them to understand the text effectively.

### Competency

- Use strategies like comparison and contrast between texts to develop their responses to the literature they read.

**Knowledge:** comparison and contrast

**Skills:** respond to the texts they read

**Behaviors:** sharing with friends, respecting, participation

### Learning Objectives

- Recognize the difference between fact and opinion in the texts they read.
- Read various kinds of formal writing – business letters, applications, invitations, cards and non-continuous text to know their different purposes.
- Listen to, read, and talk about texts of their choice for extended periods of time.
- Use appropriate reading strategies and skills developed in earlier classes to comprehend the texts.
- Read and view widely, at least 30 pieces of literature, for pleasure to demonstrate independent reading and learning.
- Employ textual features, such as subtitles, diagrams, charts and graph to help them make meanings with non-fiction texts.

**Note:** The above objectives can have multiple objectives specific to the topic/lesson.

### Learning Experiences

Learners' knowledge on making comparisons and contrast between texts help them to understand the text effectively.

#### Learning Experience 1

- Build on the learners' prior knowledge by reviewing their understanding on facts and opinions.
- Select an article (teacher can select any print or online non-fiction) article for this activity.  
<https://kuenselonline.com/gebaykha-farmers-bring-water-home/> (Kuensel)
- Learners use reading strategies learnt in class 4 (previewing, inferring, visualizing, connecting, and questioning) to state fact and opinion.
- Use recommended text from Reading and Literature, **"How Young Animals are Protected"** to make comparison between different types of texts.
- Use recommended text from Reading and Literature such as **"We Take care of Each other"** and note down the facts and opinion in their book for assessment. Teacher can develop the assessment tools (rubric and checklist) involving learners for the activity.
- Use the recommended text, **"We Take Care of Each Other,"** to identify facts and opinion.

**Sample Checklist: He/she can recognize facts and opinions correctly**

Name of the learner	Yes	No	Remarks
Dorji			
Sonam			
Tashi			

**Learning Experience 2**

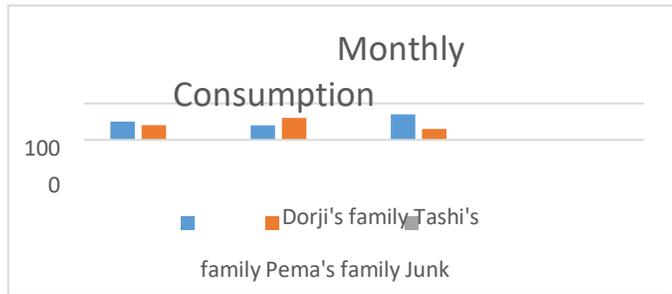
- Let learners read the real examples of formal writing like applications, business letter, invitation letters and cards.
- Discuss the purpose of the writing.
- Present their thoughts to the class.
- Teacher can also bring in non-continuous texts to help learners understand more about various writings.

Teacher Input:

Viewing: It refers to perceiving, examining, interpreting, and constructing meaning from visual images. It is crucial to improve comprehension of print and non-print materials.

A non-continuous text is any visual document that presents information without continuous organization. This can include things like lists, table, charts, graphs and images.

**Sample of non-continuous texts**



- Get learners in groups.
- Let learners interpret the assigned non-continuous text in groups.
- Ask learners to bring at least one non-continuous text on their own.
- Let them discuss and interpret.
- Learners may be asked to do similar activity as an individual work for assessment.
- Teacher can develop assessment tools to assess learners' interpretation.

**Note:** Teacher may assess formal letters in writing strand.

**Note:** Teacher may incorporate other learning experiences which fulfill the objectives.

### Learning Experience 3:

- Recapitulate the reading strategies such as previewing, visualizing, questioning, inferring, and summarizing.
- Teacher may use a recommended text such as **“How Young Animals are Protected”** and ask learners to read using the reading strategies.
- Ask learners to compare and contrast the information about different animals given in the texts.
- Teacher may use two recommended texts (poetry, short stories or folktales) and ask learners to read using the reading strategies.
- Teacher may help learners use compare and contrast technique to analyse the texts. For example, ask learners compare and contrast the features of folktale and features of a short story using the recommended text for Reading and Literature, **“The Wise Old Woman”** and **“Like an Animal in a Cage”**.
- Teacher will use two poems: **Life Doesn’t Frighten Me** by *Maya Angelou* and **My Mother Saw a Dancing Bear** by *Charles Causley* to compare and contrast the features of poems such as theme, mood, tone and structure of the two poems.
- Teacher may lead the discussion and provide constructive feedback.

### Learning Experience 4:

- Encourage learners to read at least 30 pieces of literature on different genres.
- Teacher may inform learners to keep a reading record which would be assessed once a term.
- Teacher may frame a reading record sample and provide to the class.

### Sample Reading Log

Sl. No	Title of the book/story	Author	New words I learnt	Meanings	My perception about the book.

- To help learners to demonstrate independent reading and learning, encourage learners to maintain a book review record.
- Teacher can design or browse some Book Review Formats.
- Or teacher may give only the components required for assessment, and give the freedom to the learners to design their own book review formats.
- Book Review record may be assessed at least once a term.

## Assessment

**Note:** The success criteria should be developed together with the learners and made clear to them. Teachers may share learners’ assessment with parents and learners if required.

## Resources:

- News articles, non-continuous texts
- <https://kuenselonline.com/gebaykha-farmers-bring-water-home/>

## Topic: Literary devices

Literary devices add, among other things, beauty and vigour to language. Knowing literary devices and their functions help learners broaden their understanding of the text they read.

## Competency

- Identify literary devices and explain their function in a text to broaden their understanding.

**Knowledge:** reading text, comprehension

**Skills:** understanding, responding, identifying

**Behaviours:** team work, participation, respecting

## Learning Objectives

- Identify figurative language in a text – simile, metaphor and personification.
- Employ the features of fiction texts, such as adventure stories to help them make meaning in their reading.
- Read text to understand how lexical and grammatical items are used in context.

**Note:** The above objectives can have other multiple objectives specific to the topic/lesson.

## Learning Experiences

Learners need to read materials on different genres (fiction and non-fiction) to broaden their lexical and grammatical items. When learners gather such components in their daily conversations-both oral and writing, it expands their knowledge of figurative language. So, exposure to different kinds of fictional and non-fictional texts is essential.

### Learning Experience 1

- Use recommended text *“Like an Animal in a Cage”, “The Ladybug Garden”, “The Wind on the Haunted Hill”* to revise the language devices (simile, metaphors, personifications)
- To emphasize metaphor at this level, use the recommended text, *“The Wind on the Haunted Hill,”* to identify metaphors and their use in the text.
- To introduce personification teacher may use the link given below. "Personification" by The Bazillions <https://youtu.be/VqBZMR83wCg>
- Next, use the story, *“Like an Animal in a Cage.”* to look at some examples of how personifications are used in a text.

Teacher Input:

Personification is the attribution of a personal nature or human characteristics to something non-human, or the representation of an abstract quality in human form.

[https://www.oxfordreference.com/view/10.1093/acref/9780195170726.001.0001/acr\\_ef-9780195170726-e-959#:~:text=A%20personification%20is%20a%20representation%20of%20a%20thing%2C,for%20each%20book%20and%20chapter%20without%20a%20subscription.](https://www.oxfordreference.com/view/10.1093/acref/9780195170726.001.0001/acr_ef-9780195170726-e-959#:~:text=A%20personification%20is%20a%20representation%20of%20a%20thing%2C,for%20each%20book%20and%20chapter%20without%20a%20subscription.)

Select appropriate texts of different genre (poems, short stories, essays) from the text book or any other relevant source to show examples of how personifications are used.

- Learners read the text, *“The Wind on the Haunted Hill,”* to identify figures of speech (simile, metaphor and personification).
- Learners may also read the text, *“The Ladybug Garden”* to identify literary devices like alliteration, metaphor, rhyme, and parts of speech.
- Use the poem **Great, Wide, Beautiful, Wonderful World** by *W. B. Rands* to emphasize the use of personification and its effect.
- Use the poem **Be Glad Your Nose is on Your Face** by *Jack Prelutsky* to teach metaphor and its use.
- Learners may draw a table to write the figurative language in their books.

**For Example:**

Simile	Metaphor	Personification

**Note:** Teacher may use appropriate assessment tools to assess the learners’ learning.

### Learning Experience 2

- Ask learners use the reading strategies learnt earlier and read the recommended text such as narrative essay **“The Great Mouse Plot”** and the story **“Like an Animal in the Cage”**. Teacher uses these texts to introduce the features of fiction text.  
Teacher can provide any other fictional adventurous text and allow learners to identify the features.
- Encourage learners to write a short story incorporating the features of fictional text.
- Teacher may develop assessment tools to assess learner’s learning.

Teacher input: The adventure genre consists of books where the protagonist goes on an epic journey, either personally or geographically. Often the protagonist has a mission and faces many obstacles in his way.

### Sample checklist

Name of learner	The protagonist takes an epic journey in the story.		The protagonist has a mission in the story.		The protagonist faces many obstacles in the story.		Remarks/feedback
	Yes	No	Yes	No	Yes	No	
Pema							

### Learning Experience 3

**Teacher Input:** Lexical words are little words that act as the glue, or connectors, inside a sentence. Without them, lexical words might still carry meaning but they do not make as much sense. Grammatical words include articles, prepositions, conjunctions and pronouns.

**Note:** Teachers may design appropriate activity to help learners acquire the knowledge of lexical and grammatical words.

## Assessment

**Note:** The success criteria should be developed together with the learners and made clear to them. Teachers may share learners' assessment with parents and learners if required.

## Resources

- <https://youtu.be/VqBZMR83wCg>
- <https://www.oxfordreference.com/view/10.1093/acref/9780195170726.001.0001/acref-9780195170726-e-959#:~:text=A%20personification%20is%20a%20representation%20of%20a%20thing%2C,for%20each%20book%20and%20chapter%20without%20a%20subscription.>

## Topics: Literary elements and features

When learners know the literary elements/features of short story such as character, setting and plot, they are able to comprehend and respond better.

When learners know the literary elements/features of poem such as line, stanza, rhyme, rhythm, meter, mood, theme, etc. they are able to comprehend, enjoy, participate in discussion, and see the beauty these elements add to a poem.

## Competency

- Use elements of different genre of literature to infer meaning at different levels.

**Knowledge:** elements of different genre,

**Skills:** identify, prediction, team work

**Behaviours:** participating, follow instruction, sharing with friends

## Learning Objectives

- Identify the elements of short stories including folktales and use them to make meaning in their reading.
- Identify the elements of poems and use them to make meaning in their reading.
- Recognize reasonable predictions of future events with given content.

**Note:** The above objectives can have multiple objectives specific to the topic/lesson.

## Learning Experiences

When learners know the literary elements/features of poem such as line, stanza, rhyme, rhythm, meter, mood, theme, etc. they are able to comprehend and respond better. Focusing on and discussing key details of the literary elements supports the understanding of the message purpose.

### Learning experience 1

- Teacher may check the prior knowledge of the learners about elements of short stories and folktales.
- Teacher may teach elements of a short story- title of the story, author, character, setting, plot, point of view, and theme. Teacher may use the given link to teach the elements of short story- [https://users.aber.ac.uk/jpm/ellsa/ellsa\\_elements.html#:~:text=They%20are%20true%20masters%20at,%2C%20conflict%2C%20plot%20and%20theme.-](https://users.aber.ac.uk/jpm/ellsa/ellsa_elements.html#:~:text=They%20are%20true%20masters%20at,%2C%20conflict%2C%20plot%20and%20theme.-)

### Performance task

- Let learners read the story *“The Ladybug Garden”* and *“Like an Animal in the Cage”* to explore the elements of short stories.
- In teams, learners will discuss, identify, and write the elements of short story from the given stories using their own format. (Learners may design their own format or adopt one from the internet)
- They will present their work to the class. Teacher will provide feedback after their presentation.
- Learners will read the text *“The Wise Old Woman”* and identify the features of folktales. Teacher will supplement on the features identified.

Teacher may encourage learners to explore folktales from their community, identify the features and share it

### Teacher Input

All folktales originally began as stories told by word of mouth.  
All folktales have a moral or teach a lesson.  
Many old folktales explain how something came to be (these are called "creation myths").  
Characters in folktales are usually animals or people.  
Usually, a character in a folktale must face an impossible test.  
Many folktales contain the Rule of Three. Characters and events seem to happen in threes.

to the class or compile it in their portfolio.

### Learning experience 2

Teacher can carry out DRTA to let learner infer the meaning/ predict about the text

#### Teacher Input

Determine the text to be used and pre-select points for learners to pause during the reading process. The reading should be broken into small sections so that the learners have time to think about and process information. The amount of reading should be adjusted to fit the purpose and the difficulty of the text. Introduce the text, the purpose of the DRTA and gives examples of how to make predictions. Be aware of the reading levels of each learner, and be prepared to provide appropriate questions, prompts, and support as needed. Encourage learners not to be intimidated by taking a risk with predictions and not to feel pressure to state only correct predictions.

**D - DIRECT** - Teachers direct and stimulate learners' thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other explanatory materials. Then teachers should use open-ended questions to direct learners as they make predictions about the content or perspective of the text (e.g., "Given this title, what do you think the passage will be about?"). Learners should be encouraged to justify their responses and activate prior knowledge.

**R - READING** - Teachers should have learners read up to the first pre-selected stopping point in the text. The teacher then prompts the learners with questions about specific information and asks them to evaluate their predictions and refine them if necessary. This process should be continued until learners have read each section of the passage.

**T - THINKING** - At the end of the reading, teachers should have learners go back through the text and think about their predictions. Learners should verify or modify the accuracy of their predictions by finding supporting statements in the text. The teacher deepens the thinking process by asking questions such as:

What do you think about your predictions now?

What did you find in the text to prove your predictions?

What did you find in the text that caused you to modify your predictions?

- Teacher chooses appropriate text to let learners infer meaning of the text in groups. Let learners discuss about the text following the given procedure.
- Learners also discuss and see how a story progress by predicting the events.

**Note:** Teacher can incorporate other learning experiences which fulfils the objectives.

Discuss the importance of the title to the meaning.  
 Discuss and compare the different interpretation of the text by different members of the group.  
 Encourage learners to explain how they arrive at the opinion by asking “how do you

### Learning experience 3

- Teacher will check the learners’ prior knowledge on elements of a poetry.
- Then use the link to introduce the elements of a poetry: [https://youtu.be/gMJgl444t\\_4](https://youtu.be/gMJgl444t_4)
- Follow the link for additional resource <https://youtu.be/zFNnbxCZPBU>

### Performance task

- Let learners read the poem “**Be Glad Your Nose is on Your Face**” by *Jack Prelutsky* and Great, “**Wide, Beautiful, Wonderful World**” by *W. B. Rands* to explore the elements of poetry.
- In teams, learners will discuss, identify, and write the elements of the given poems.
- They will present their work to the class. Teacher provides feedback after their presentation.

## Assessment

### Sample assessment rubrics

Exceeding	Meeting	Approaching	Beginning
-Develops thoughtful predictions, interpretations, and/or conclusions about the text with depth and understanding.  -Identifies meanings, clues, and details that are not explicitly stated (inferred).  -Includes connections between the text and the reader’s background knowledge (schema) or ideas and beliefs.	Makes a prediction and/or draws a conclusion about the text  -Includes details that are not explicitly stated  -Includes a connection between the text or the reader’s background knowledge (schema)	Attempts to make a prediction or draw a conclusion about the text.  -Includes some inaccuracies such as details, conclusions, or predictions that are inaccurate or unsubstantiated based on text information	No evidence of inference (making a prediction, interpreting information or drawing a conclusion) about the text.  -Conveys a minimum amount of information about the text.  -May include information that is off topic

**Note:** The success criteria should be developed together with the learners. Teachers may share learners’ assessment with parents and learners if required.

### Resources

[https://users.aber.ac.uk/jpm/ellsa/ellsa\\_elements.html#:~:text=They%20are%20true%20master%20at,%2C%20conflict%2C%20plot%20and%20theme.-](https://users.aber.ac.uk/jpm/ellsa/ellsa_elements.html#:~:text=They%20are%20true%20master%20at,%2C%20conflict%2C%20plot%20and%20theme.-)

### References

All about adolescence literacy (2022). Directed Reading and Thinking Activity. Retrieved from <https://www.adlit.org/in-the-classroom/strategies/directed-reading-thinking-activity-drta>

## Topics: Purposeful reading

Learners need to read texts on different genres to explore and understand various themes such as friendship, loyalty, courage and cooperation.

## Competency

- Read texts to confirm their understanding of themes like friendship, loyalty, courage and cooperation.

**Knowledge:** reading various texts

**Skills:** cooperation, friendship, courage, loyalty, reading strategies, phonemic skill

**Behaviours:** preview, connecting, inferring visualizing

## Learning Objectives

- Read fiction and non-fiction texts for explicit and implicit meanings, particularly texts dealing with themes of friendship, cooperation, loyalty, and courage, among others.
- Build vocabulary and use pronunciation (phonemic) skills to pronounce words correctly.

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

## Learning Experiences

Learners are able to comprehend different types of reading materials that are rich in vocabulary which leads them to think deeply and improve their language and literacy skills. Therefore, to acquire a range of reading skills, they should be exposed to diverse text (fiction and non-fiction).

### Learning Experience 1

- Provide a text from different genres (poem, essay, non-fiction, informational text) which has themes such as friendship, cooperation, loyalty and courage among others.
- Use the recommended text, *“The Magic Root”* to encourage independent reading to discover the magic root.
- Choose one appropriate graphic organizer to derive the themes of the texts that they read.
- Introduce new or difficult words to learner, and provide practice reading these words before they read on their own.
- Use the recommended text, *“The Wind on The Haunted Hill”* to read for explicit and implicit meaning using reading strategies such as previewing, visualizing, connecting, inferring and questioning.
- Encourage learners to use phonemic skills to pronounce unfamiliar words correctly like blending, segmenting, sounds, rhyming, syllables, alliteration when reading a range of texts.

### Performance Task Assessment

- Ask learners to read some fiction and non-fiction texts and maintain reading log to assess the list of vocabulary that they have acquired in the course reading books.

## Sample Reading Log

Sl. No	Title	Author	Genre	New Vocabulary
1.				

Assign a text and let them read and identify explicit and implicit meanings used in the texts.

## Sample Assessment Tool

	Example from the text
Explicit (exact meaning from the text)	
Implicit (implied meaning drawn and written in their own words)	

- In addition to the vocabularies learnt in grade 4, learners should also be able to learn 100 more words. For further information teacher can browse for Dolch words for grade 5.
- Teacher can also suggest learners to maintain My vocabulary book which can also be used for assessing vocabulary.

## Suggestive Assessment checklist-self and teacher Name of

learner: Tashi

	Self		Teacher		Teacher Feedback/recommendation
	Yes	No	Yes	No	
Have learnt 10 new words					
Can pronounce ten new words correctly					
Can tell meanings of all the ten words					

## Learning Experience 2

- Build on learners' prior knowledge on empathy (they have learnt in their previous class).
- Ask learners read a recommended text such as **"My Mother Saw a Dancing Bear"** to teach core skill empathy and concept 'know yourself'.
- Conduct plenary discussion on respecting one's freedom and treating everybody same, be it animals or humans.

## Whole class discussion

The teacher will draw attention to the last two lines of the poem.

*'Only in Bruin's aching eyes,  
Far distant forests and snow.'*

Why is the bear's eyes 'aching'?

What does the last line mean?

- Lead a discussion on the ethics of keeping wild animals in captivity for the entertainment of humans in places such as zoos and circus.
- Ask ‘How would you feel if you were the bear?’
- Get the learners’ feelings on this issue.

### Teacher may use the PBE Approach- Connection, partnership, community as classroom

- Let learners observe their locality/community or their school surrounding to identify animals that need help.
- Ask learners to discuss ways to help these animals.
- Teacher may invite a guest speaker (physically or virtually) like livestock officials, local leaders, or any other relevant stakeholders to talk on the issues.
- Let learners suggest ways to address this issue.
- Have learners work in groups and create messages about animal rights.
- Display the messages around the school and community they live to create awareness.
- Learners may create awareness through various means like drawing pictures, writing messages, role-playing, or giving speeches.

### Learning Experience 3

- Build on learners’ prior knowledge on overcoming fear and courage.
- Ask them questions such as: Do you get scared easily? / What are some things you are **NOT** frightened of? /What are some things you **ARE** frightened of? Why?
- Use the video link below to let the learners listen to the poem read by the poet herself  
<https://www.youtube.com/watch?v=89dLNzEhlz4>
- Though the poem can be read aloud by anyone, it would be interesting to hear the poet read it herself. As learners listen to the recording, they will also follow the text.
- Use the poem **Life Doesn’t Frighten Me** by *Maya Angelou* to teach alliteration.

### Whole class discussion

#### Use the following questions to lead a whole class discussion

- What are some of the scary things mentioned in the poem? Why are these things scary?
- Why isn’t the poet not scared of frogs and snakes? Should she be? Are you scared of those things?
- **“That new classroom where, Boys all pull my hair.”** Explain these lines in your own words.
- Find the synonym of the following words from the poem:
  - a. scare-
  - b. rude-
- **“Panthers in the park, Strangers in the dark.”** Write two similar lines that has the same rhyme scheme as these two lines.
- **“I can walk the ocean floor,”** identify the figurative language used in this line. Write another example of this figurative language.
- Why do they **“fly”** because she wouldn’t **“cry”**? What does this mean?
- Why might someone be afraid of life?
- What kind of experiences do you think the speaker has had, before writing the poem? How can you tell?
- Why does facing scary things sometimes makes us stronger?
- There is a proverb in English that says **“What doesn’t kill me makes me stronger.”** Do you agree with that statement? Why or why not?

- Do you think the speaker of the poem would agree with the above statement? Find evidence in the poem to support your claim.

**Video:** Maya Angelou opens her reading with this: *“I wrote this poem for all children who whistle in the dark, and who refuse to admit that they are frightened out of their wits.”*

- Why might someone pretend not to be scared?
- Why does Maya Angelou add this introduction before she reads the poem?
- How does this make the poem’s meaning clearer?

(Questions adopted from [www.thanda.org](http://www.thanda.org))

## Assessment

**Note:** The success criteria should be developed together with the learners and made clear to them.

Teachers may share learners’ assessment with parents and learners if required.

## Resources

- Recommended text
- Tools and checklists.

## Topics: Transferring knowledge and information

Learning is successful if the learner can transfer knowledge or information acquired from one form to another to strengthen their understanding of the concepts.

### Competency

- Transfer information from one form of text to another to show the understanding of the content.

**Knowledge:** forms of text

**Skills:** understanding the content

**Behaviors:** sharing with friends, respecting, participation.

### Learning Objectives

- Make text-to-life connections on topics such as financial literacy.
- Use dictionaries and other sources to find variant meanings of words and gain deeper understanding.
- Listen to, read, and talk about texts of their choice for an extended period.

**Note:** The above objectives can have multiple objectives specific to the topic/lesson.

### Learning Experiences

Making text to self-connections benefit learners relay to the text on a personal level, developing their understanding and creating a more meaningful and, unforgettable reading experiences. Learners also acquire the skills to listen, read and transfer or retain information.

**Learning Experience 1:** Make text to life connections on topics such as financial literacy.

- Build on learners' prior knowledge on financial literacy (saving) they have learnt in earlier class.
- Let learners read the text "**Let's Talk Advertising**" and discuss the following questions-
  1. Write in your own words some of the current ways of advertisements.
  2. Why do you think advertising is a powerful tool?
  3. When you look at advertisements, do you feel tempted to buy the products? Why or why not?
  4. "...They may buy a product because they are hoping to buy the way of life shown in advertisements..." Did you consider buying something hoping to buy the way of life shown in advertisements?
  5. Narrate one experience of convincing advertisements that made you an unnecessary purchase. Give some examples.

Teachers could use the responses to the questions above to slowly move on to the discussion on saving.

Teacher Input:

Tell them that it is helpful to have a goal in order to save. Describe a savings goal as something you try to reach or hope to achieve. Savings goals can be for goods you want to buy soon or goods you want to buy later. When you work toward a savings goal, it keeps you from spending your money now, so you will have enough saved to purchase your goal item in the future.

Talk about the savings done by the individuals through various financial institutions and other institutions such as RENEW bank for women, piggy bank for children.

Teachers may use PBE Approach -Inquiry based learning to carry out the activity.

Ask learners keep a record of their shopping and saving for a month/week/day.

### Sample Record Table: My shopping and saving record

Day and date	Items bought	Amount spent in Ngultrum
Monday, 10 <sup>th</sup> January 2022	A pair of shoes	Nu. 850/
Thursday, 14 <sup>th</sup> Jan 2022	Recharged data	Nu. 199/
Amount saved in the month of January in Ngultrum: Nu. 100		

#### ● Discuss the following questions

- How much did you spend in the month of January?
- Could you save some? If so, how much?
- Which one is more, saving or spending?
- Is there something that you bought which you think is not necessary?
- Is there something that you really want to buy but you couldn't?
- What could be the reason for you not being able to buy that?

Link the questions and answers to the following information on saving.

- Teachers could use the link below to help learners understand the concept of saving and initiate discussions around it.

<https://www.facebook.com/BhutanNationalBank/videos/1252021068548013/>

- Use PBE approach (Community as classroom) and invite a guest speaker (Bank officials, Shopkeepers or any other relevant stakeholder) to give a talk on savings and spending.
- If possible, the teacher in partnership with the financial institutions help learners open an individual saving account.

### Learning experience 2

- Teacher uses the diagnostic test to find the learners' prior knowledge of dictionary usage.
- Teacher familiarizes learners with the content of the dictionary. Teachers provide a set of words and ask learners to find the meaning of the words using the dictionary. Learners use a dictionary (print/online/offline) to find meaning for difficult words while reading.
- There are a few words in the poem “**My Mother Saw a Dancing Bear**” that learners may be unfamiliar with. These words include: *whistle-pipe, bruin, caper, somersault, begging-cup, and penny*. So, to help learners understand the poem better, the teacher may highlight these words by using them in sentences. Alternatively, teacher may ask learners find the meaning of the words

using a dictionary.

- The poem **“Be Glad Your Nose Is on Your Face”** contains few words the learners may find difficult like *sandwiched, dread, despair, catastrophe, obliged, and rattle*. The teacher may pre-teach these words before reading the poem. Or may ask the learners to find the meaning of the words using a dictionary or ask them to use the context cues to guess the meanings.

### Learning experience 3

- Teacher will select and provide non-continuous text (diagrams, charts and graphs).
- Have a whole class discussion on the information or concepts contained in the text.
- Note down key concepts and information generated during the discussion.
- Demonstrate how to transfer the information from non-continuous text into a continuous text using the key concepts and ideas generated during the discussion.
- Display another non-continuous text. Let learners discuss the concepts and information in groups and transfer the information into a continuous text. Learners may follow the Writing Process to finalize their work.
- Learner will present their work to the class while teacher assess their work and provide constructive feedback.

### Learning experience 4

- The teacher may encourage learners to listen to, read, and talk about the text of their choice from different genres in pairs. Learners are expected to carry out peer assessments and provide feedback. Sample checklist to carry peer reading assessment.

	Statements	Yes	No	Comments
1.	My friend could read the text fluently			
2.	My friend could pronounce all the words correctly.			
	My friend could read with correct intonation.			

**Note:** Teacher could incorporate other learning experiences which fulfill the objectives.

### Sample Checklist to assess information transfer from non-continuous to continuous text.

Interpretive Rubric-self Assessment			
Competency	Area of Assessment	Self-Rating	Teacher’s Rating and Recommendation
<b>Exceeding</b>	I can identify details from the non-continuous text and transfer it correctly into my writing. I can interpret unfamiliar words based on context as well as using dictionary.		
<b>Meeting</b>	I can identify the main idea and a few details about the text. I struggle to interpret unfamiliar words, and need a lot of dictionary assistance.		
<b>Approaching</b>	I can identify the main idea of the text, but I cannot put it in proper sentence structure. I find it difficult to locate the precise meaning of unknown word in the Dictionary		
<b>Beginning</b>	I cannot understand the words in the text well enough to be able to identify the main idea or any details about the text.		

## Assessment

**Note:** The success criteria should be developed along with the learners and made clear to them. Teachers may share learners' assessments with parents and learners if required.

## Resources

- Texts, online texts
- <https://www.facebook.com/BhutanNationalBank/videos/1252021068548013/>
- News articles, online articles, Social Media Apps.

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## Writing

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### Topics: Growing as writers

Learners write and express their thoughts for a range of purpose and audience. It is important for the learners to go through the process of writing to make their piece of writing, high quality before it is shared.

### Competency

- Create texts using the writing process to express thoughts for a range of purpose and audience.

**Knowledge:** writing process

**Skills:** express thoughts for range of purpose and audiences

**Behaviours:** sharing with friends, respecting, participation

### Learning Objectives

- Use spelling strategies, dictionary and other sources to enhance the mechanics of their writing.
- Use the writing process to make their writing more effective.
- Use punctuation – full stops, question marks, commas, quotation marks, apostrophes, and exclamation marks.

**Note:** The above objectives can have multiple objectives specific to the topic/lesson).

### Learning Experiences

Writing is a process that involves at least four distinct steps: prewriting, drafting, revising and editing, and publishing. Learners need to practice these steps to refine their writing.

- Revise the steps of the workshop model of the Writing Process.
- Teacher could provide a video link on writing process to the learners.  
<https://www.youtube.com/watch?app=desktop&v=fsffR-cu00k>
- *Teacher can refer English Class V Curriculum Guide for Teachers for more information- Introduction Writing) or Class IV Instructional guidelines.*
- Learners could choose a topic of their choice and write a narrative essay, folktale or adventure stories following the writing process.
- Use the recommended texts such as **“We Take Care of Each Other”** to look at the features of a narrative essay, and **“The Wise Old Woman”** to explore the features of a folktale.
- Encourage learners to use spelling strategies and grammar, punctuation rules while writing, and use the recommended text, **“The Great Mouse Plot”** to revise the use of punctuations in a writing.
- Encourage learners to seek feedback and support in the process of writing. Teacher may also conduct conferences to assess and give feedback.
- Assess the process and provide constructive feedback.

*(As it is a process, it will take over a week to complete their work)*

**Note:** Teacher can incorporate other learning experiences which fulfill the objectives. Teachers

could develop other learning experiences to cater to diverse learners.

- Let learners choose a topic and write a narrative essay employing all the Writing Process steps.
- Tell learners to use dictionary and other spelling strategies to spell correctly.
- Instruct learners to do peer correction and send the work to teachers for further assessment.
- Assess and provide constructive feedback.

## Assessment

- CFA should be carried out during the process of writing, at whichever stage of writing a learner is. It is time they receive prompts, hints or suggestions on how to improve their writing.
- Before learners produce their final draft, remind them to use the following self-assessment tool to assess their work during the writing process.

### Sample Writing Process Self-Assessment Tool

Looking at how I write			
My comments			My Comments for Improvement
<b>Prewriting</b>			
I chose a good topic	Yes	No	
I read about my topic	Yes	No	
I thought about what the readers will want to know	Yes	No	
I wrote down all my ideas on a “think sheet”	Yes	No	
<b>Drafting</b>			
I put similar ideas together	Yes	No	
I chose the best ideas for my composition	Yes	No	
I numbered my ideas in logical order	Yes	No	
<b>Writing</b>			
I wrote down my ideas in sentences	Yes	No	
When I needed help I .....			
... did the best I could			
... looked in a book			
... asked my partner			
... asked the teacher			
<b>Revising</b>			
I read my first draft to myself	Yes	No	
I marked the parts I liked	Yes	No	
I marked the parts I might want to change	Yes	No	
I read my first draft to my partner	Yes	No	
I listened to my partner’s suggestions	Yes	No	
I made changes to my composition	Yes	No	
<b>Editing</b>			
I edited my spellings	Yes	No	
I edited my punctuations	Yes	No	
I edited my capitalization	Yes	No	
I edited my tenses	Yes	No	
I edited my subject-verb-agreement	Yes	No	
<b>Publishing</b>			
I wrote the final draft in my best writing	Yes	No	
I used the elements of good writing	Yes	No	
I am ready to publish	Yes	No	

## Self-Assessment tool-elements of good writing

Purpose			My Comments for Improvement
My writing has a purpose which is clear.	Yes	No	
Audience			
I know who is going to read my essay.	Yes	No	
Clarity			
I have used clear and descriptive words to convey the message.	Yes	No	
Unity			
My sentences are all related to the topic sentence and the main/central idea.	Yes	No	
Coherence			
My sentences are organized smoothly and logically (in sequence).	Yes	No	

- Use a rubric to assess the final version, the one that is ready for publication.

### Sample of rubrics to assess features of folk tale

Features of Folktale	Exceeding	Meeting	Approaching	Beginning
<b>Characters</b>	characters are very creative, believable and thoroughly described	characters are mostly believable and generally clearly described	characters are only somewhat believable or don't make sense, may not be clearly described	characters are not described or are not believable for the story
<b>Setting</b>	setting fits the story, is creatively and clearly described using imagery, making the reader feel "there"	setting fits the story, is clearly described using some imagery	setting only somewhat fits the story, and/or is not clearly described with imagery	setting is not described
<b>Dialogue</b>	correctly and creatively uses several examples of dialogue	correctly uses at least two examples of dialogue	uses at least one example of dialogue, may not be correctly punctuated	does not use dialogue
<b>Plot and Conflict</b>	sequence of events is creative, clear and easy to follow, makes sense, skillfully shows action and conflict	sequence of events is clear and easy to follow, makes sense, shows action and conflict	sequence of events may be hard to follow or parts may not make sense, may not clearly show action or conflict	sequence of events is difficult or impossible to follow, makes little sense, fails to show action and conflict
<b>Moral/ Lesson (Theme)</b>	has a clear moral or lesson which fits excellently and cleverly into the story	has a moral or lesson, which fits into the story	may have a moral or lesson, but is hard to identify, or does not fit with the story	does not have a moral or lesson

Note: Teachers and learners will discuss and prepare a rubric to assess the content/essay. Refer English IV Curriculum Guide for Teachers /CFA guide for how to make rubrics.

## Sample rubrics to assess essay

Areas of Assessment	Exceeding	Meeting	Approaching	Beginning
<b>Focus &amp; Unity</b>				
<b>Includes a developed introduction with thesis statement</b>	Exceptional thesis in good academic style	Clear thesis supported by evidence	Thesis attempted but not covering same ground as essay	No clear thesis
<b>Paragraphs are all related to topic</b>	Paragraphs all clearly related to central focus of essay	Most paragraphs clearly relevant, supporting and explaining thesis.	Paragraphs relevant to topic but con	Paragraphs seem unrelated
Organization				
<b>Paragraphs follow a coherent, defined pattern</b>	Paragraphs exceptionally well ordered to provide strong flow and synthesis of individual points.	Essay reads coherently and all points are made according to a defined pattern.	Some paragraphs should be re-ordered	Unclear principle of organization
<b>Each paragraph is unified</b>	Paragraphs concisely unified and yet well developed.	Most paragraphs unified around a clear focus	Some paragraphs lack a clear focus	Most paragraphs are not unified
<b>Development</b>				
<b>Points are thoroughly developed</b>	Points are developed with originality and great clarity	Points are well developed in each paragraph. Arguments of the essay are supported with sufficient detail from sources.	Some paragraphs underdeveloped	Many paragraphs too underdeveloped
<b>Includes specific details, examples, reasons, etc.</b>	Includes striking examples, insightful reasons, etc.	Includes specific details throughout essay	Includes enough detail to indicate familiarity with text	Few details to support statements
Word Choice				
<b>Uses precise and appropriate vocabulary</b>	Vocabulary is precise and sophisticated	Uses precise vocabulary	Sometimes uses imprecise language	Uses very limited vocabulary
Grammar and Mechanic				
<b>Uses standard grammar</b>	Includes no errors	Includes less than three errors	Includes five or more errors	Includes more than six errors
<b>Punctuates and spells correctly</b>	Includes no errors	Includes less than three error	Includes five or more errors	Includes more than six errors

**Note:** Teachers may need to develop relevant tools to assess different writing genres.

**Note:** The success criteria should be developed together with the learners and made clear to them. Teachers may share learners' assessment with parents and learners if required.

### Resources:

- Sample rubrics
- <https://www.youtube.com/watch?app=desktop&v=fsffR-cu00k>

## Topics: Using multimodal media for writing

To improve writing skills, learners produce various texts using digital tools like Google Doc, Grammarly, Hemingway, Twin word writer, Daily Page, Ginger and word counter.

## Competency

- Write, represent and create various texts using digital tools to improve writing skills.

**Knowledge:** writing skills.

**Skills:** using digital tools, creating various texts.

**Behaviours:** sharing with friends, respecting, participation.

## Learning Objectives

- Develop ideas more effectively in longer paragraphs in which they use both simple and compound sentences.

**Note:** The above objective can have multiple objectives specific to the topic/lesson.

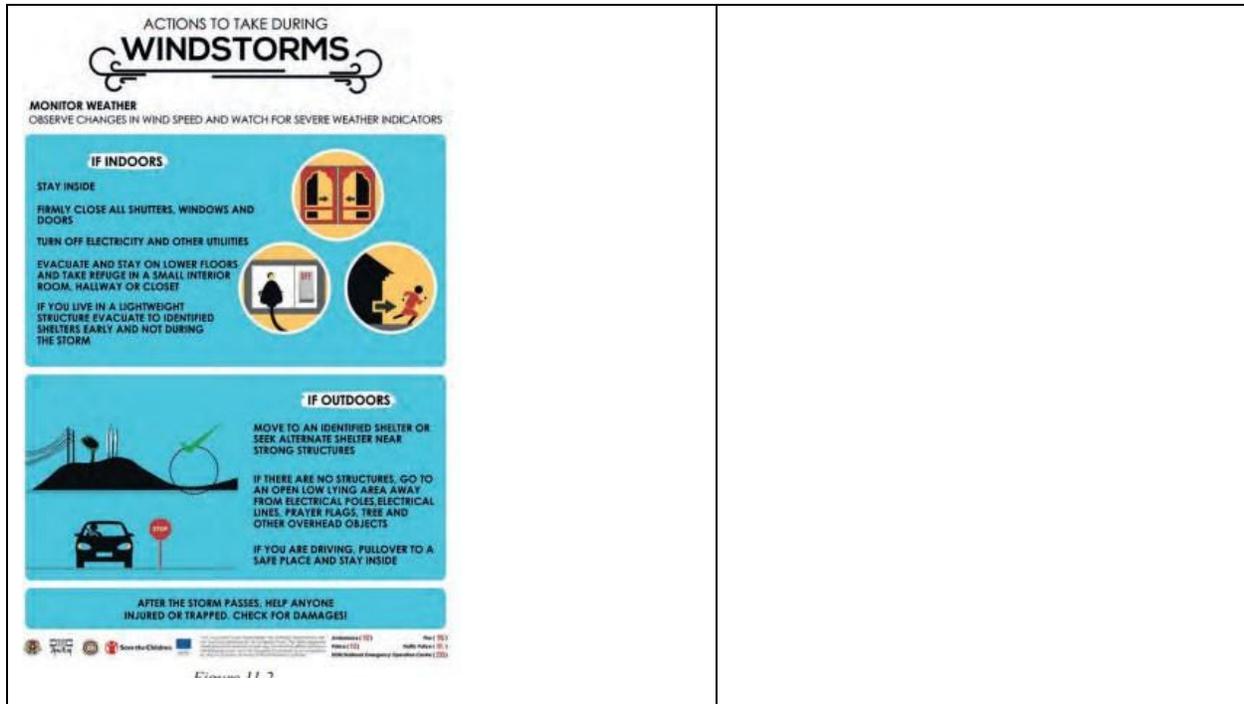
## Learning Experiences

Learners learn to use simple and compound sentences to enhance their writing. Learners should be encouraged to explore various digital tools to develop ideas for effective writing. Learners learn to use simple and compound sentences to enhance their writing. Therefore, providing learners with rich learning experience.

### Learning Experience

- The teacher can use the following link to revise simple sentences and introduce compound sentences. This activity can also be a part of grammar lesson.  
<https://www.youtube.com/watch?v=smgYeUomfyA>
- Ask learners to read the recommended text, *“We Take Care of Each Other”* and have them to write down three examples of simple and compound sentences.
- Provide a non-continuous text (*teacher can select any non-continuous text*) for this activity.
- Conduct inter-disciplinary lesson (**Social Studies and English**) to help learners view the non-continuous text and transfer the information into a continuous text as paragraphs. For example:

Images taken from class V social studies text book	Description in coherent paragraph using simple and compound sentences.
 <p data-bbox="240 1858 548 1885"><i>Figure 10.1 Smoke from industries</i></p>	



- Encourage learners to write paragraphs, essays, letters and short stories using google Doc and upload them in google classroom. If possible, with the help of ICT teachers, introduce other digital tools like Grammarly, Hemingway, Twin word writer, Daily Page, Ginger and word counter to enhance their writing.

**Note:** Teacher could also incorporate other learning experiences which fulfill the objectives. Teachers can develop other learning experiences to cater to diverse learners.

## Assessment

**Note:** Use the above activity, information transfer or any other similar performance task to assess learners' ability to effectively develop ideas into longer paragraphs using simple and compound sentences. Assess the task and provide constructive feedback.

## Resources

- <https://www.youtube.com/watch?v=smgYeUomfyA>
- Pictures.

## Topics: Writing portfolio

For learners to grow as writers, it is important to maintain a writing portfolio containing their best pieces to compare and progress further.

## Competency

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

**Knowledge:** writing process, vocabulary, phrases and sentences.

**Skills:** writing.

**Behaviours:** expressing feelings, thoughts, emotions, opinions.

## Learning Objectives

- Write with a clear beginning, middle and end to organize ideas using a variety of forms to include simple book reviews, leave application, folktales, summaries, invitations, explanations and adventure stories.
- Recognize elements of a good writing.
- Enjoy writing by participating in a community of writers.

**Note:** The above objectives can have multiple objectives specific to the topic/lesson.

## Learning Experiences

Having learners compile portfolios make the whole writing process more meaningful to them. They will more willingly put in their best efforts, knowing they are accountable for producing a certain number of finished pieces, which is at least five in this grade. They will more thoughtfully approach writing as an involved and recursive process of drafting, revising, editing, and rewriting, knowing that this process leads to more effective writing. They will more responsibly craft finished pieces referring to the elements of a good writing. However, developing writing portfolios requires patience and perseverance from everyone involved, but there isn't one best pedagogy or learning experience to keep track of a learner's writing development. Hence, portfolios are valuable when we want to inform parents and other teachers regarding learner's progress as a writer.

### Learning Experience 1

- Revise the elements of a good writing they learnt in grade 4. The teacher could use the following link to provide extra information if necessary.  
<https://richardwalkerteachingportfolio.files.wordpress.com/2011/01/five-elements-of-good-writing.pdf>
- After going through the elements of good writing and using the writing process learnt earlier, the learners are required to write at least one for each of the following:
  - a simple book reviews
  - leave application
  - folktale
  - summaries <https://www.youtube.com/watch?v=V-ki6TP4EYs> (summary writing)
  - invitation
  - adventure story

**Note:** Teachers could incorporate other learning experiences which fulfill the objectives, and develop other learning experiences to cater to diverse learners.

- Asses their work and provide constructive feedback for further refinement and to file in their writing portfolio.

## Assessment

Learners submit their work periodically for assessments, while much of the CFA can be carried out when the learners are still in different stages of writing, for assessment workable schedule should be drawn up for learners to submit in turns, or else assessment work can be overwhelming.

Mentioned below are the sample assessment tools that the teacher could use to assess the learner's write ups.

### Assessment Task – Development of Portfolio

Sample Rubric to Assess Learners' Writing Portfolio

Rating Levels	If the learners' writing portfolio...	Remarks
<b>Exceeding</b>	Includes <b>more than 5</b> writing pieces free of grammatical, punctuation and spelling errors for all genres (poem, folktales, short stories, book reviews, reflections...). Portfolio writing has a clearly and consistently organized ideas mentioned in each genre. The items in each genre are creatively presented.  Shows lots of interest in writing, writes articles on his own.	
<b>Meeting</b>	Includes 5 written pieces for different genres (poem, folktales, short stories, book reviews, reflections...). The written piece has minimal grammatical, punctuation and spelling errors. The ideas presented in written pieces are well organized. The items in each genre are well presented.  Shows interest in writing, writes with or without teacher's assistance.	
<b>Approaching</b>	Includes 3-4 written pieces for different genres (poem, folktales, short stories, book reviews, reflections...). The written piece has some grammatical, punctuation and spelling errors. The ideas presented in written pieces need improvement.  Shows little interest, writes only under supervision of the teacher.	
<b>Beginning</b>	Includes <b>1-2</b> written piece for different genres (poem, folktales, short stories, book reviews, reflections...). The written piece has more grammatical, punctuation and spelling errors. The ideas presented in written pieces are not well organized  Shows very little or no interest in writing.	

### Sample rubric to assess learners' book review

	<b>Exceeding</b>	<b>Meeting</b>	<b>Approaching</b>	<b>Beginning</b>
<b>Accuracy</b>	All statements are accurate and verified as per the book including title, year of publication, author and other information.	Most of the statements are accurate and verified as per the book including title, author, year of publication and other information.	Only some of the statements are accurate.	Most of the statements are inaccurate.
<b>Paraphrasing</b>	No more than 4 words in a row taken directly from the book.	One sentence contains more than 4 words in a row taken directly from the book.	Two sentences contain more than 4 words in a row taken directly from the book.	3 or more sentences has more than 4 words in a row taken directly from the book.
<b>Focus</b>	Main idea of the book is focused and has all components of a good book review.	Main idea of the book is focused. and has most of the components.	Main idea of the book is less focused and has minor details.	Main idea of the book is not focused.
<b>Conventions</b>	No more than one punctuation, grammar, or spelling error.	Has 2-3 punctuation, grammar, or spelling errors.	Has 4-5 punctuation, grammar, or spelling errors.	Has more than 6 punctuation, grammar, or spelling errors.

**Note:** Teacher may develop an appropriate assessment tool involving learners for different activities.

### Sample rubric to assess letter writing

	<b>Exceeding</b>	<b>Meeting</b>	<b>Approaching</b>	<b>Beginning</b>
<b>Layout</b>	The letter has all components- -Address -Date -Salutation -Body Paragraphing -Closing and Signature	The letter has- ● Address ● Date ● Salutation ● Body ● Signature	The letter has- ● Address ● Date ● Salutation ● Body part with few details	The letter has- ● Address ● Date ● Salutation ● Short Body part
<b>Grammar</b>	Excellent punctuation, spelling, and grammar with no error.	Very good punctuation, spelling, and grammar with less than 5-6 errors.	Punctuation, spelling, and grammar slightly distract the reader. There are 7-9 errors.	Punctuation, spelling, and grammar significantly distract the reader. There are more than 9 errors.
<b>Content</b>	Message stated is clear, precise, and shows insight.	Message stated is clear and precise.	Message stated is clear but only few details are given.	Message is not stated clearly and has very less details.
<b>Handwriting</b>	The letter is written with very neat handwriting and is legible.	The letter is written neatly and is legible.	The letter is written with fairly legible handwriting.	The letter is written with poor handwriting and is not legible

**Note:** Teachers may develop an appropriate assessment tool involving learners for different activities.

**Sample checklist to assess summary writing (Self-assessment)**

	Statement			Comments
		Yes	No	
1.	My main idea is in the first sentence.			
2.	Only important details are included			
3.	I used my own words			
4.	I have 5-7 sentences			
5.	I used correct spelling for most of my words			
6.	First words and proper nouns are capitalized			
7.	I have corrected punctuation at the end of my sentences (including .?!)			

**Self-Assessment Tool-Elements of Good Writing**

Purpose			My Comments for Improvement
My writing has a purpose which is clear.	Yes	No	
<b>Audience</b>			
I know who is going to read my essay.	Yes	No	
<b>Clarity</b>			
I have used clear and descriptive words to convey the message.	Yes	No	
<b>Unity</b>			
My sentences are all related to the topic sentence and the main/central idea.	Yes	No	
<b>Coherence</b>			
My sentences are organized smoothly and logically (in sequence).	Yes	No	

- Teacher and learners should discuss and prepare a checklist to assess leave application components.
- For different topics use different suitable assessment tools as per purpose.
- For details refer English IV Curriculum Guide for Teachers.

**Note:** The success criteria should be developed together with the learners and made clear to them.

Teacher may share learners’ assessment with parents and learners, if required.

**Resources**

- <https://richardwalkerteachingportfolio.files.wordpress.com/2011/01/five-elements-of-good-writing.pdf>
- <https://www.youtube.com/watch?v=V-ki6TP4EYs>

## Topics: Applying linguistic skills in writing

Learners use variety of language for a particular purpose in a particular communicative situation.

### Competency

- Select and develop content and use register and language appropriate to genre, purpose and audience to practice writing skills.

**Knowledge:** select and develop content, genre

**Skills:** using register and language appropriately, writing skills

**Behaviour:** sharing

### Learning Objectives

- Use simple figures of speech like simile, metaphor and personification in their writing.

**Note:** The above objectives could be broken down into multiple objectives specific to the topic/lesson.

### Learning Experiences

Varieties and register of language are about appropriateness and context in speaking and grammatical correctness of words in writing. It is also vital to use appropriate language variety and registers in a certain communication context in order to determine the level of 'formality'. For instance, how one speaks to his/her teacher may be very different from how he /she does to his/her classmates. There is proper etiquette when dealing with a certain person depending on his/her status in the society. In short, "Right words at the right time to the right person with the right reason."

#### Teacher Input:

There are formal and informal registers in spoken and written language. Formal registers can include everything from an academic essay to responding to higher authorities. The academic essay is formal because it includes polished speech, complex sentences, and precise vocabulary. Responding to any higher authority is an example of extremely formal language that must be said to show respect.

Informal registers- Informal language occurs between people who know each other well and who speak without trying to be 'proper'. Sometimes this includes speaking in slang and other times it's simply a more casual delivery.

Choice of language would also depend audience, purposes and genres. Examples:

Imagine that you're going to be introduced to a very important person who you have never met, say Her Majesty the Queen. When you meet her, would you say: 'Hey, dude! What's up?' Probably not. You would say something more formal such as 'It is an honor to meet you, Your Majesty.' On the other hand, you wouldn't call your best friend 'His Royal Highness.' Instead, you would be fine using the informal address, 'dude.'

For example, you might say, 'Could you bring us more coffee, please?' to a waiter at a fancy restaurant, but at your favorite hangout you might say, 'Can I get a little more coffee here?' when you've reached the bottom of your cup.

Using figurative language in writing is an effective way of communicating an idea with clarity and impact. Writers use figurative language to stimulate emotion, help readers form mental images and draw readers into the work. Therefore, it is important to engage learners in meaningful writing experiences through varieties of teaching learning pedagogy.

- Revise the figurative language (simile, metaphor and personification) using the following link.

<https://www.youtube.com/watch?v=766LkhtC27c&list=PL8WWTtoQ5Kvkdb2cYz3S7AqRf0evE7DwNk&index=23>

- As a revision activity, instruct learners to write short sentences using figurative language (similes, metaphors and personifications) etc.
- Use recommended text such as, *“The Wind on the Haunted Hill”*, *“The Great Mouse Plot”*,
- Instruct learners present their work to the class and do a whole class discussion (provide instant constructive feedback and correction).
- Explain the role of figurative language in communication.
- Ask learners to choose a topic and write an article (any genre) employing figurative language (simile, metaphor, personification). **Do not restrict to only these three, if they know more let them use them too.**

**Note:**

- The above activity can be integrated with reading and Literature strand.
- Teacher could incorporate other learning experiences which fulfill the objectives.
- Teachers could develop other learning experiences to cater to diverse learners’ need.

**Assessment**

- To assess the use of figurative language in their writings, teachers and learners will discuss and prepare a rubric or teacher prepares the rubrics and inform learners beforehand.

**Sample Writing Process Self-Assessment Tool**

Looking at how I write			
My comments			My Comments for Improvement
<b>Prewriting</b>			
I chose a good topic	Yes	No	
I read about my topic	Yes	No	
I thought about what the readers will want to know	Yes	No	
I wrote down all my ideas on a “think sheet”	Yes	No	
<b>Drafting</b>			
I put similar ideas together	Yes	No	
I chose the best ideas for my composition	Yes	No	
I numbered my ideas in logical order	Yes	No	
<b>Writing</b>			
I wrote down my ideas in sentences	Yes	No	
When I needed help I .....			
... did the best I could			
... looked in a book			
... asked my partner			
... asked the teacher			

**Revising**

I read my first draft to myself	Yes	No	
I marked the parts I liked	Yes	No	
I marked the parts I might want to change	Yes	No	
I read my first draft to my partner	Yes	No	
I listened to my partner's suggestions	Yes	No	
I made changes to my composition	Yes	No	
I have tried to use simile in my writing.	Yes	No	
I have tried to use metaphor in my writing.	Yes	No	
I have tried to use personification in my writing.	Yes	No	
<b>Editing</b>			
I edited my spellings	Yes	No	
I edited my punctuations	Yes	No	
I edited my capitalization	Yes	No	
I edited my tenses	Yes	No	
I edited my subject-verb-agreement	Yes	No	
I have corrected my run on and fragmented sentences.			
My writing includes simple and compound sentences.			
<b>Publishing</b>			
I wrote the final draft in my best writing	Yes	No	
I used the elements of good writing	Yes	No	
I am ready to publish	Yes	No	

**Note:** The success criteria should be developed together with the learners and made clear to them.

Teacher may share learners' assessment with parents and learners, if required.

**Resources**

- <https://www.youtube.com/watch?v=766LkhtC27c&list=PL8WWToQ5Kvkdb2cYz3S7AqRf0evE7DwNk&index=23>
- Assessment tools

## Topic: Multimodal media for writing and publishing

Learners make appropriate choice of presentation to publish their work. They can present their writing using handwriting and IT effectively.

### Competency

- Use handwriting and IT effectively, making appropriate choices of presentation to prepare writing for publication.

**Knowledge:** vocabulary, writing process.

**Skills:** presentation preparation, IT skills, handwriting.

**Behaviours:** participation, sharing with friends, following instruction.

### Learning Objectives

- Add at least five pieces of (including reflection on how family values have guided them to make a better person) to the portfolio of their best writing making choices based on the elements of good writing.

**Note:** The above objectives can have multiple topic specific lesson objectives based on the topic.

### Learning Experiences

Learners are expected to participate in a community of writers to enhance their writing skills, evolve and progress as a writer. Therefore, providing natural forum for writing on related and relevant topics needs to be considered important by the teachers. Some of the writing activities can be either follow up or extension activity from listening and speaking and reading and literature. It is equally important for teachers to teach or encourage learners to use different digital tools to enhance writing skills or publish their final drafts using digital tools. Learners may also publish their final draft displaying their best handwriting.

- Teacher needs to give enough practise to improve their handwriting. Teacher may refer the following link to understand the importance of handwriting in the digital age.  
[https://www.montessoriinternational.org/wp-content/uploads/2018/09/The-Importance-of-Handwriting-in-the-Digital-Age-HealthyChildren.org\\_.pdf](https://www.montessoriinternational.org/wp-content/uploads/2018/09/The-Importance-of-Handwriting-in-the-Digital-Age-HealthyChildren.org_.pdf) (Importance of Handwriting)
- In addition to writing genres like essays, book reviews, and letters in the earlier class, at this level, the learners will pay special attention to writing reflections, especially on topics like how their family values have guided them to be better persons.
- The teacher may use the following link to help learners to write reflections.  
<https://www.youtube.com/watch?v=kUW9cxt5p7w> (Reflection Writing)
- Learners may be asked to use the following template to practise writing reflection.

## Template for Reflective Writing – 321 Reflective Tool

Name of Reflection Topic:

\_\_\_\_\_

3 values I learned from my family

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

2 values that have helped me to be a better person

1. \_\_\_\_\_

2. \_\_\_\_\_

1 value that I still need to learn to be a better person

\_\_\_\_\_

## Sample Template for Reflective Writing

**My Family Values**

My family means....  
.....  
.....

Best things about my family...  
.....

It is important to learn good values from my family because...  
.....  
.....  
.....

I am proud of...  
.....

I plan to ...  
.....  
.....

- Ask learners to write and compile at least five of their best pieces in their writing portfolio.
- Ask learners to use their hand writing or use appropriate ICT tools to publish their final write up.
- Instruct learners to evaluate and improve their portfolio by going through the portfolio assessment criteria.

**Note:** Teacher could incorporate other learning experiences which fulfill the objectives, and develop other learning experiences to cater to diverse learners.

**Note:** For more information on maintaining portfolios refer Teachers' Guide.

## Assessment

Asses learner's portfolio and provide constructive feedback. Teacher could use the portfolio assessment criteria and writing process assessment tool mentioned under other earlier competencies.

**Note:** The success criteria should be developed together with the learners and made clear to them.

Teacher may share learners' assessment with parents and learners if required.

**Suggestion:** Teachers can initiate and publish learner's best pieces by creating a Facebook page, blog or other social media groups to encourage learners to write better. Some selected pieces can be featured in the school magazines or wall magazines.

## Resources

- Teacher's Guide for Teachers
- [https://www.montessoriinternational.org/wp-content/uploads/2018/09/The-Importance-of-Handwriting-in-the-Digital-Age-HealthyChildren.org\\_.pdf](https://www.montessoriinternational.org/wp-content/uploads/2018/09/The-Importance-of-Handwriting-in-the-Digital-Age-HealthyChildren.org_.pdf)
- <https://www.youtube.com/watch?v=kUW9cxt5p7w>

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## Language and Grammar

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### Topic: Types of sentences

Clear sentence structure and accurate punctuation are essential to effective written communication. Words alone are not enough; they must be carefully and accurately arranged to convey ideas clearly. Learners should write various types of sentences to show relationship between words and their functions.

### Competency

- Write different types of sentences to illustrate the relationship between words and their functions.

**Knowledge:** vocabulary, types of sentences.

**Skills:** to illustrate the relationship between words and their function.

**Behaviors:** sharing with friends, respecting, participation.

### Learning Objectives

- Use the functions of parts of speech: concrete and collective nouns, adverb of manners and adjective of quantities.
- Use word order (article – subject – verb – adjective – object) in longer sentences correctly.
- Form and use the perfect verb tenses (e.g., *I had walked; I have walked; I will have walked*).
- Use verb tense to convey various times, sequences, states, and conditions.
- Construct compound sentences correctly.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**Note:** The above objectives can have multiple objectives specific to the topic/lesson.

### Learning Experiences

The use of same type of sentence in writing makes it monotonous. Using a variety of sentences adds lucidity in writing and makes reading flow more smoothly and naturally.

#### Learning experience 1

- Ask learners to read the recommended text, “**We Take Care of Each Other**” and have them write down three examples of simple and compound sentences.
- Encourage learners to use spelling strategies, grammar and punctuation rules while writing. They may be asked to refer the text, “**The Great Mouse Plot**” for correct use of punctuations in their writing.
- Let the learners watch the videos using the link given below.  
<https://www.youtube.com/watch?v=mOQA0VqJBZQ> (Concrete and Abstract noun)  
<https://www.youtube.com/watch?v=zijGflzT5Ss> (Collective noun)
- Teacher may initiate discussion on concrete and collective noun. Teacher may also supplement the discussion with the information given here.

### Teacher Input

Concrete Noun- refers to people, places, and things. They are the materials you can see and touch. Example: kittens, trees, flowers, bags, cars, tables etc.

Collective Noun- are group of things of same kind. Example: family (father, mother, sister, brother, uncle, aunt...), team of players, committee members, a pair of shoes, a pack of cards, a bouquet of flowers, etc.

An adverb of manner- It describes how we do an action. Example- dance gracefully, walk majestically, ran quickly, etc.

Adjective of Quantities: Indicates the amount or estimated amount of noun or pronoun in the sentence. Example: all, some, whole, enough, little, many, any, sufficient, etc.

Let learners choose text(s) containing concrete noun, collective noun, adverb of manner, and adjective of quantities.

- Let learners discuss in group and list concrete noun, collective noun, adverb of manner, and adjective of quantities used in the text(s).
- Teacher encourages learners to share their task to the class. Teacher will provide constructive feedback.

### Learning experience 2

- Learners will be assigned to explore on the use of word order (article – subject – verb – adjective – object) in longer sentences as a home task. They will share their home task to the class the next day.
- Teacher will listen to the task shared and supplement on the topic they explored.

### Performance Task

Teacher provides the jumbled sentences and let learners to arrange in correct word order.

### Sample word order activity-

**Instruction-** Read each word given and arrange them in correct order.

1. dog catches stick the The
2. The reads story teacher learners the to a
3. toys Please away your put
4. his math homework did yesterday Dorji

**Note:** Teacher may use any other similar activities to provide learners with more learning experiences.

- Teacher may also refer class V-Teacher Guide, 2020 for similar activity.
- Provide constructive feedback after assessing the activity.

### Learning experience 3

Teacher may conduct a diagnostic test to check learner's prior knowledge on perfect verb tenses. Let learners watch video on perfect verb tenses using the video link provided.

<https://www.youtube.com/watch?v=Zmf9XYY8OWs>

**Note:** Teachers are encouraged to refer Grammar Builder 2 or any other references for more information.

### Performance task

- Let learners use verb tenses activity sheet to practice and learn more about perfect verb tenses.

### Sample Perfect Verb Tenses worksheet

Fill in the blank with the perfect verb tense to match the tense in bracket.

- They \_\_\_\_\_ in Paro for more than 10 years (**present perfect**).  
a. had lived                      b. have lived                      c. did lived                      d. has lived
- Dorji \_\_\_\_\_ more than one puzzle (**present perfect**).  
a. has solved                      b. will have solved                      c. had solved                      d. have solved
- Dechen \_\_\_\_\_ by the time I got there (**past perfect**).  
a. has eaten                      c. have eaten                      c. will have eaten. d. had eaten
- The teacher \_\_\_\_\_ all of the chairs with new ones (**past perfect**).  
a. had replaced                      b. has replaced                      c. could replaced                      d. will replaced
- The camp fire \_\_\_\_\_ out by the morning (**future perfect**).  
a. had burned                      b. has burned                      c. will have burned                      d. have burned
- By morning, it \_\_\_\_\_ over 12 inches (**future perfect**).  
a. has snowed                      b. have snowed                      c. will have snowed                      d. had snowed

### Instructions to carry perfect verb tenses activity

- Let learners work in group. Teacher will print and distribute a sample activity sheet to learners.
- In group, learners will be asked to fill in the blanks by choosing the most correct options.
- While learners are engaged in the activity, teacher will move around and monitor the activity. Teachers are encouraged to supplement with constructive feedback to the groups that need teacher's support.
- Learners will have to share their group work to the class and other groups will provide feedback/comment if the sentences are not correct.

**Note:** Teacher may provide Extended Learning Activities (ELAs) for this performance task from the link given <https://www.liveworksheets.com/pf368765et>

### Learning experience 4

- Revise simple sentence and introduce compound sentence.

#### Teacher Input

A compound sentence is a sentence that has two simple sentences connected with a *coordinating conjunction*.

A coordinating conjunction is a word that joins together two sentences to create a compound sentence.

These are the seven coordinating conjunctions -for, and, nor, but, or, yet, so (*FANBOYS*)

Display a set of simple sentences and explain to learners that you want to combine these simple sentences to create compound sentences. For example:

I was frightened.

My heart was beating faster.

- Rewrite the sentence, and point out that a compound sentence must have a comma put before the coordinating conjunction

- *I was frightened, **and** my heart was beating faster.*

#### Performance Task

- Have sufficient strips of paper with a simple sentence on each.
- Give each learner a sentence strip. Tell learners to move around reading their sentence loud so that they can find a partner to combine their sentences to form a compound sentence. Instruct them to insert appropriate coordinating conjunctions themselves.
- Instruct learners to read aloud the sentence(s) to the class and let them explain the reason for using the particular coordinating conjunctions.
- Use Grammar Builder 2, and complete some activities on Compound Sentences.
- Remind them to think about the relationship between the simple sentences as they decide which coordinating conjunction to use.
- Let learners share their task to the class and teacher will supplement on their task.

**Note:** Teacher could incorporate other learning experiences which fulfills the objectives, and develop other learning experiences to cater to diverse learners.

### Assessment

Teacher can assign any writing activity and assess learners on the use of-

1. Parts of speech
  2. Perfect verb tenses
  3. Correct word order
  4. Compound sentences
- Use the following sample rubrics to assess the learners' work.

### Sample Rubrics (Self-Assessment) to assess Elements of Good Writing

Purpose			My Comments for Improvement
My writing has a purpose which is clear.	Yes	No	
<b>Audience</b>			
I know who is going to read my essay.	Yes	No	
<b>Clarity</b>			
I have used clear and descriptive words to convey the message.	Yes	No	
<b>Unity</b>			
My sentences are all related to the topic sentence and the main/central idea.	Yes	No	
<b>Coherence</b>			
My sentences are organized smoothly and logically (in sequence).	Yes	No	

Grammar knowledge learnt has to be exhibited/used in context like writing and speaking.

**Note:** The success criteria should be developed together with the learners and made clear to them.

Teacher may share learners' assessment with parents and learners if required.

### Resources

Text Book (Grammar Builder 2)

<https://www.youtube.com/watch?v=mOQA0VqJBZQ> (Concrete and Abstract noun)

- <https://www.youtube.com/watch?v=zijGflzT5Ss>
- <https://www.youtube.com/watch?v=Zmf9XYY8OWs>
- <https://www.liveworksheets.com/pf368765et>

## Topic: Vocabulary and grammar concepts

For conveying ideas properly in different social contexts learners apply grammatical knowledge progressively from word, phrase and to sentences level.

### Competency

- Apply grammatical knowledge at the word, phrase and sentence levels to convey ideas accurately in different social contexts.

**Knowledge:** vocabulary, grammatical knowledge.

**Skills:** convey ideas accurately in different social contexts.

**Behaviors:** respecting, participation.

### Learning Objectives

- Ensure that pronouns are in the proper case (subjective, objective, and possessive).
- Use additional contractions (for omitted letters) correctly.
- Use question tags correctly.
- Form and use the progressive/continuous forms of tenses (*continuous present, continuous past, continuous future*).
- Use direct and indirect speech.
- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Use correlative conjunctions (e.g., *either/or, neither/nor*).
- Construct compound sentences correctly.

**Note:** The above objectives can have multiple objectives specific to the topic/lesson.

### Learning Experiences

Learners who acquire the conventions of grammar enable them to organize ideas and messages and make them meaningful. It also enhances their skills to use better sentences in speaking and writing performances.

#### Learning Experience 1

- Review learners' prior knowledge on pronouns as they have learnt in their previous classes.
- Use the chart below to help learners understand more on the proper case of pronoun (subjective, objective and possessive)

	Subject Pronouns	Object Pronouns	Possessive Pronouns
1 <sup>st</sup> Person	I	Me	mine
2 <sup>nd</sup> person	You	You	yours
3 <sup>rd</sup> Person (male)	He	Him	his
3 <sup>rd</sup> Person (female)	She	Her	hers

<b>3<sup>rd</sup> Person</b>	It	It	-
<b>1<sup>st</sup> Person Plural</b>	We	Us	ours
<b>2<sup>nd</sup> Person Plural</b>	You	Your	yours
<b>3<sup>rd</sup> Person Plural</b>	They	Them	theirs

- Discuss the proper case of pronouns with ample examples using the chart.
- Teacher may use the link below to help learners practice more. Teacher can send the link through Google classroom and other social media apps if possible (**Blended learning**).  
<https://webapps.towson.edu/ows/exercises/Pronoun Case - Exercise01.aspx>

### Learning Experience 2

- Review learners' prior knowledge on contractions through diagnostic test.
- Teacher may design worksheets based on learners' need.

### Learning Experience 3

- Teacher may follow the video link below to revise learners' knowledge on question tags learnt in previous class.  
<https://www.youtube.com/watch?v=fpVLisPQzjY>
- Teacher has to emphasise on the usage of 'to be', 'to have' and 'do' forms.
- Teacher may design worksheets to help learners.
- Teacher may also send the link below in google classroom or other social media apps as a follow up activity on the topic taught.  
[https://www.englisch-hilfen.de/en/grammar/qu\\_tags.htm](https://www.englisch-hilfen.de/en/grammar/qu_tags.htm)

### Learning Experience 4

- Build on the prior knowledge of the learners on progressive tenses through diagnostic test.
- Teacher may use the chart below to discuss and impart the concept of progressive tenses.

<b>Tense</b>	<b>Present</b>	<b>Past</b>	<b>Future</b>
<b>Simple</b>	verb/verb+s Is/am/are  E.g.; He <i>works</i> in the office.	Second form (regular and irregular)  He <i>worked</i> in the office.	will+verb  He <i>will work</i> in the office.
<b>Continuous</b>	am/is/are verb+ing  E.g.; He <i>is working</i> in the office.	was/were  E.g.; He <i>was working</i> in the office.	will be +verb+ing  E.g.; He <i>will be working</i> in the office.

**Teacher Input:**

**Past Progressive verb tense** expresses an ongoing action that took place in the past.

E.g.; I *was talking* to Tashi.

Pema *was kicking* the ball.

The children *were praying* in the hall.

**Present progressive verb tense** expresses an ongoing action that is taking place right now.

E.g.; I *am talking* to Tashi.

Pema *is kicking* the ball.

The children *are praying* in the hall.

**Future progressive verb tense** expresses an ongoing action that will take place in the future. E.g.; I *will be talking* to Tashi.

Pema *will be kicking* the ball.

The children *will be praying* in the hall.

- Teacher may assign some worksheets to enhance learners understanding of progressive verb tenses.

**Sample worksheet**

**Direction:** Choose the most appropriate verb tense from the options given.

I was planning to cook dinner but fell asleep instead.

Present progressive

Past progressive

Future progressive

It is snowing outside this morning.

Present progressive

Past progressive

Future progressive

Dechen and Dorji will be arriving at Paro today.

Present progressive

Past progressive

Future progressive

- Teacher may ask learners identify the present progressive tense and then change it to its past progressive verb form.

### Present progressive tense

Dechen and Dorji are going to the school. Dechen is carrying a yellow bag and Dorji is wearing a blue gho. Dorji's black dog is following them. They shoo the dog but it doesn't listen. Dechen gets angry as they are getting late for the school. After much nagging, the dog goes back home.

**Expected answer 1 (identify):** are going, is carrying, is wearing, is following, are getting

**Expected answer 2:** (past progressive)

Dechen and Dorji were going to the school. Dechen was carrying a yellow bag and Dorji was wearing a blue gho. Dorji's black dog was following them. They shooed the dog but it didn't listen. Dechen got angry as they were getting late for the school. After much nagging, the dog went back home.

- Teacher may use the same paragraph and ask learners change the progressive tense into future progressive form.

### Learning Experience 5

- Teacher may introduce the concept of direct and indirect (reported) speech through the use of deductive or inductive approach. To look at deductive approach follow the link below:  
<https://www.youtube.com/watch?v=UpznGgluTHQ>
- Ask learners to pick a topic to have a pair conversation. Let them note down at least two exact sentences spoken by the partner.
- Now instruct the learners to rewrite their conversation in indirect (reported) speech (teachers need to facilitate and guide).
- Teacher may use the table below to enrich learners on how the verb tenses change while changing direct to indirect speech.

### Verb tense changes

Direct Speech	Indirect speech
<b>Present simple</b> E.g.; Penjor said, "I always cook food."	<b>Past simple</b> E.g.; Penjor said (that) he always cooked food.
<b>Present continuous</b> E.g.; "My mother is cooking food for me," said Dechen.	<b>Past continuous</b> Dechen said (that) her mother was cooking food for her.
<b>Present perfect</b> "She has written three letters for her friend," said the boy.	<b>Past perfect</b> The boy said (that) she had written three letters for her friend.
<b>Past simple</b> Wangmo said, "Pema gave me a bar of chocolate."	<b>Past Perfect</b> Wangmo said (that) Pema had given her a bar of chocolate.
<b>Will</b> She said, "I will finish my report in two days."	<b>Would</b> She said (that) she would finish her report in two days.
<b>Can</b> "My son can speak English," said his mother.	<b>Could</b> His mother said (that) her son could speak English.
<b>May</b> "We may invite them for dinner," she said.	<b>Might</b> She said (that) they might invite them for dinner.
<b>Must</b> Dorji said, "I must go to the dzong."	<b>Had to</b> Dorji said (that) he had to go to the dzong.
<b>Have to</b> Lekden said, "I have to submit this project work tomorrow."	<b>Had to</b> Lekden said (that) he had to submit that project work tomorrow.

**Note:** To further enhance learners' knowledge, teacher may also explore the change in time expressions while changing a direct speech into its indirect form.

- Let learners read their conversation both in direct and indirect speech.
- Discuss and provide constructive feedback.

#### **Learning Experience 6**

- Recapitulate learner's knowledge on the eight parts of speech; focus on prepositions and interjections.
- Teacher may prepare worksheets to encourage learners to keep track of their knowledge on the eight parts of speech focusing on preposition and interjection.

#### **Learning Experience 7**

- Review conjunction (FANBOYS) to check learner's prior knowledge.
- Use deductive or inductive approach to demonstrate the concept of correlative conjunctions (both/and, either/or, neither/nor).
- Teacher may use the link below to impart the concept of correlative conjunction (both/and, either/or and neither/nor);

[Correlative Conjunctions | English Grammar | iKen | iKen Edu | iKen App - Bing video](#)

- To practise, teacher may ask learners to role play using the correlative conjunctions that they have learnt.
- Teacher may develop appropriate activities to enrich learners' knowledge on the topic.

#### **Learning Experience 8**

- Let learners recollect conjunctions (**FANBOYS**).
- Teacher may use the link below to introduce the concept of compound sentences.  
<https://www.youtube.com/watch?v=N3xkzyRAgyg>
- Teacher may group learners and ask them to write some examples of compound sentences for all the conjunctions (FANBOYS).
- Learners may conduct peer assessments to check each other's learning.

#### **Performance Task**

- Let learners write a short story or any other write-ups incorporating all the components of grammar learnt under this competency.
- Teacher may develop necessary assessment tools to assess the competency.

### Sample Checklist

	Yes	No	Recommendation/feedback
Question tag is used appropriately in the story.			
There is evidence of correct use of progressive tenses. Present Past Future			
A few examples (at least two) of compound sentence is evident.			
The story contains correct usage of correlative conjunction.			
The child has used both direct and indirect sentences in the story.			
The story displays the correct use of preposition.			

**Note:** Teacher could incorporate other learning experiences which fulfill the objectives, and also develop other learning experiences to cater to diverse learners.

### Assessment

**Note:** The success criteria should be developed together with the learners and made clear to them.

Teacher may share learners' assessment with parents and learners if required.

### Resources:

- <https://webapps.towson.edu/ows/exercises/Pronoun Case - Exercise01.aspx>
- <https://www.youtube.com/watch?v=N3xkzyRAgyg>
- [Correlative Conjunctions | English Grammar | iKen | iKen Edu | iKen App - Bing video](#)

## Topic: Context cues

Learners determine the meaning of words, phrases, and sentences using context clues. When learners encounter unfamiliar words while reading, they may use context cues like information from pictures or sentences surrounding the unknown words.

## Competency

- Use contexts as a clue to determine the meaning of words, phrases and sentences.

**Knowledge:** spelling, word meaning.

**Skills:** encoding, decoding.

**Behaviors:** paying attention, participation, following instruction.

## Learning Objectives

- Use the abbreviations and grammar labels in the dictionary and other sources to find out more about words and their meanings.
- Use the infinitive, simple past and past participle of regular and irregular verbs.
- Use the degree of comparison (positive, comparative and superlative) of adjectives.

**Note:** The above objectives can have multiple objectives specific to the topic/lesson.

## Learning Experiences

Learners need knowledge on grammar conventions to infer meaning of words, phrases, and sentences they come across in texts. This knowledge also helps them to determine the meaning of words in contexts (context clues).

### Learning Experience 1

**Note:** Teacher can explore the abbreviations used either in American or British English only.

#### Teacher input:

Abbreviation: An abbreviation is the shortened form of words or

E.g.: U.S.A. Dr. Ms. ASAP D.o.B. ATM BoB BNB PNB RENEW

- To revise learners' dictionary skills, provide a few words and have them search for the meaning.
- Ask them to find the page number for the given words.
- Demonstrate the use of abbreviation with examples.
- Let learners explore the dictionary and list down at least ten examples of abbreviations used there.
- Select any text (short story, essay or poetry) to read.
- Provide few words from the text and ask learners to find the relevant meaning of the words from a dictionary.
- Learners may discuss the meaning with their team members for further confirmation.

### Use of thesaurus

- Learners may use the same text for the activity.
- Provide words from the text and let learners find the synonyms and antonyms of those words using a thesaurus.

#### Teacher Input:

Synonym is a word or phrase that means exactly or almost the same as another word or phrase.

E.g.: begin-start

Antonym is a word that is opposite to another. E.g.: begin-finish

**Note:** Teacher may also emphasise on the importance of using thesaurus to find the word meanings.

### Performance Task

For assessment, teacher may assign a page from a dictionary or a thesaurus (print or non-print), and have learners fill in the table provided by the teacher.

### Sample assessment tool (checklist)

	Yes	No	Recommendation/feedback
Has listed all the abbreviations given on the page.			
Has written the synonyms correctly for the 5 words given by the teacher.			
Has listed the antonyms of the 5 given words correctly.			
Could write the meanings correctly for the words given by the teacher.			

#### Information for the teacher:

Like a dictionary, a thesaurus can help you expand the way that you discuss your topic. A thesaurus contains groupings of words that are collected in terms of their meaning.

<https://www.universalclass.com/articles/education/how-to-use-a-thesaurus.htm>

## Learning Experience 2

- Teacher may use a short paragraph with all the three forms of verbs to help learners identify the verbs (checking the previous knowledge on verbs.)

Teacher Input:

Regular verb: A verb that takes –d or –ed to its past and past participle form is called as regular verb.

Irregular Verb: A verb that has no fixed pattern and does not take –d or –ed to its past and past participle form is called as irregular verb.

Verbs have three forms in English. They are base form/present form/infinitive, past form and past

- Demonstrate the three forms of verbs by naming it as base form/present form, past form and past participle with examples for both regular and irregular verbs.
- Display a table with incomplete form of the verbs.
- Let learners complete after a whole class discussion.
- Ask learners read a recommended or any other text. Let them identify and list the verbs in three forms.
- Asses their work and provide constructive feedback.

## Learning experience 3

- Ask learners to refer to any text (short story or essay) that they have read. From that text, they should note down seven to ten words that describe things(adjective)
- Randomly ask learners to share their list.
- Teacher may revise the concept of degree of comparison by letting learners watch a video lesson. Use the video link shared below  
<https://www.youtube.com/watch?v=Z5ISJUxKOpk>
- Demonstrate the use of degrees (positive, comparative and superlative) of adjectives. Ask learners to read some sentences from the text.
- Show additional examples, and ask learners to make sentences of their own showing the use of the three degrees of adjectives.
- Provide a few adjectives as below and let children write degree of comparison (comparative and superlative)-

Positive	Comparative	Superlative
Short		
Fat		
Thin		
Long		
Hot		
Old		
Bright		

- Now let learners use the comparative and superlative from the above list to make sentences, keeping their home or family as a context.
- Asses their work and provide constructive feedback.

**Note:** Teacher could incorporate other learning experiences which fulfill the objectives, and develop other learning experiences to cater to diverse learners.

## Assessment

**Note:** The success criteria should be developed together with the learners and made clear to them. Teacher may share learners' assessment with parents and learners if required.

## Resources

- Texts
- <https://www.universalclass.com/articles/education/how-to-use-a-thesaurus.htm>
- <https://www.youtube.com/watch?v=Z5ISJUXKOpk>

**Note:** Language and grammar should not be taught and assessed in isolation.

## Continuous Assessment (CA) and Examination Weighting for Class V

Term One			Term Two			Grand Total (Total A + Total B)		
CA		Examination	Total A	CA			Examination	Total B
Listening and speaking	10%	25%	50%	Listening and speaking	10%	25%	50%	100%
Reading Portfolio	5%			Reading Portfolio	5%			
Writing Portfolio	10%			Writing Portfolio	10%			

### Note:

1. The Term One examination should be conducted out of 60 marks and converted to 25%. The 10% CA marks from the Listening and Speaking, 5% from the Reading Portfolio, and 10% from the Writing Portfolio should be added to the examination marks to make it 50%.
2. Similarly, the Term Two examination should be also conducted out of 60 marks and converted to 25%. The 10% CA marks from the Listening and Speaking, 5% from the Reading Portfolio, and 10% from the Writing Portfolio should be added to the examination marks to make it 50%.
3. Finally, the total marks of term one and term two should be added to make it 100%.
4. 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 learners 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 learners achieve the instructional goals.
5. At the end of each Term, a formal test should be conducted to assess each learners' competencies in listening and speaking through oral test items and other listening and speaking exercises. The final mark or score should be converted to 10%.
6. The Reading and Writing Portfolios of each learner should be monitored regularly and consistently to check their progress on reading and writing skills. 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 to award marks accordingly.

## English Paper (Writing, Reading and Literature, and Grammar) - Written Examination Marks Break-up

SI No	Genre	Weighting	Remarks
1	Essay writing	10	Composition based on picture sequence, narrative Writing
2	Personal letter/leave application/invitation	8	Any ONE can be asked
3	Grammar	12	Items to be derived from the competencies and objectives. Questions can be asked from the lower classes as well.
4	Short Story	11	Any ONE from the prescribed short stories
5	Essay	11	From outside the prescribed textbook
6	Poetry	8	Any ONE from the prescribed text or outside.
<b>Total</b>		<b>60</b>	

**Note:** The question pattern need not necessarily remain the same every year.

### Listening and Speaking CA (10%)

Listening and Speaking activities	Remarks
<ul style="list-style-type: none"> <li>Listening and Speaking skills</li> <li>Reports</li> <li>Debates</li> <li>Extempore speeches</li> <li>Presentation of their written pieces</li> <li>Book talk</li> </ul>	<ul style="list-style-type: none"> <li>Teachers can design additional activities as per the lesson plans.</li> <li>Conduct oral test/listening and speaking tests and marks converted to 10% at the end of each term.</li> </ul>

### Reading Portfolio and Writing Portfolio CA (15%)

Reading Portfolio (5%)	Writing Portfolio (10%)	Remarks
<ul style="list-style-type: none"> <li>Record of reading</li> <li>Critical response to books read</li> <li>Text talk or book talk</li> </ul>	<ul style="list-style-type: none"> <li>Best pieces of writing selected by learners</li> <li>Best pieces selected by teacher</li> <li>Simple book reviews</li> <li>Folktales</li> <li>Simple poems</li> </ul>	<ul style="list-style-type: none"> <li>Use notebooks for maintaining portfolios.</li> <li>Consider process while assessing the quality of work.</li> <li>The writing portfolio should show the records of the Writing Process</li> <li>Avoid plagiarism.</li> <li>Both Reading and Writing Portfolios should be assessed at the end of each term and award marks accordingly.</li> </ul>

## List of suggested materials for Class V Reading and Literature strand

The following is the recommended texts the learners of class V should study for the Reading and Literature strand. As recommended by the curriculum framework, the assessment should be focused on the learners' mastery of the competencies rather than on mere content knowledge of the texts.

Short Story	Like an Animal in the Cage	Dennis Pelrine
	The Wise Old Woman	Yoshiko Uchida
	The Ladybug Garden	Celia Godkin
	The Wind on Haunted Hill	Ruskin Bond
	The Magic Root	CAPSD
Essay	How Young Animals are Protected	Audrey Wilson
	The Great Mouse Plot	Roald Dahl
	We Take Care of Each Other	Lindsey
	Let's Talk Advertising	Susan Hughes
Poetry	My Mother Saw a Dancing Bear	Charles Causley
	Life Doesn't Frighten Me	Maya Angelou
	Great, Wide, Beautiful, Wonderful World	W. B. Rands
	Be Glad Your Nose is on Your Face	Jack Prelutsky

## Time Allocation for class V

The maximum number of instructional days available for curriculum delivery excluding examination is 150 days in a year. The school year divided into two terms of fifteen weeks each, and that each week will have 7 periods of 40 minutes for teaching English. The total time allocated for English in a week is 280 minutes. Therefore, class V will have 140 hours in a year which is 210 periods.

The following is the suggestive period and time allocation per week for all strands.

Strand	Period	Time (minutes)
Reading and Literature	2	84
Writing	2	70
Listening and Speaking	2	70
Language and Grammar	1	56
<b>Total</b>	<b>7</b>	<b>280</b>

# Class VI

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## Listening and Speaking

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### Topic: Formal and informal language

On various occasions, learners use formal and informal language to convey messages. They also listen on a variety of occasions in order to comprehend meaning and respond appropriately.

### Competency

- Listen and speak in a wide range of context to demonstrate the ability to respond appropriately.

**Knowledge:** vocabulary.

**Skills:** communicate clearly, listen to understand, respond to the speaker, and use correct intonation, and pronunciation.

**Behaviour:** paying attention, being polite, and demonstrate respect.

### Learning Objectives

- Listen to auditory texts and carry out assigned tasks.
- Deliver longer speeches on topics of their choice to include family and the different roles, love, family support, values and responsibilities.
- Use a variety of vocabulary, expression and tone of voice to engage the listener.
- Talk about abstract ideas such as goodness, beauty, loyalty, understanding of friendship, love and truth.
- Make language choices to adapt their talk for different audiences and purposes.

**Note:** The above objectives can have multiple objectives specific to the lesson topic.

### Learning Experiences

Listening and speaking are important skills for conveying a message clearly and comprehending what is being heard. To understand the message clearly, the learner must pay attention to the speaker. To convey the message clearly and precisely to different audiences and purposes, learners' need to make appropriate language choices. To develop the art of listening and speaking, the learner engages in meaningful learning experiences. To provide such learning experiences to the learners, the teacher may use teaching learning pedagogies such as place-based education, cooperative learning, experiential learning, active learning, blended learning, and other researched-based teaching strategies.

#### Learning Experience 1

- Provide exercises to learners to listen to auditory texts and carry out the activity to develop listening comprehension. The links given below may be used for the activity

<https://www.liveworksheets.com/w/en/english-second-language-esl/2198889>

<https://www.youtube.com/watch?v=Y7BdzHgBGIY>

It is important to assess learners' background knowledge of the topic and linguistic content of the text before the activity. Provide background knowledge of the content for easy comprehension of the listening passage. It is also important to clarify any cultural information which may be necessary to comprehend the passage.

- Carry out listening activities such as the following:
  - Listening with visual
  - Fill in graphs and charts
  - Following a route in the map
  - Checking of items in the list
  - Listening for the gist
  - Searching for specific clues to meaning
  - Completing cloze exercise

To carry out the above activities, the teacher may need to find appropriate listening texts for each activity. Examples of activities are given below:

- Describing the appearance and recognizing the person in the pictures.
- Reading a story and answering the questions.
- Listening to instruction and labeling the pictures.
- Telling the beginning of a story and letting the learners complete the story.

### **Learning Experience 2**

- Let learners share their understanding of abstract ideas such as goodness, beauty, loyalty, understanding of friendship, love and truth in the class to check their prior knowledge. The teacher may need to give some input on topics such as goodness, beauty, loyalty, friendship, and truth.
- Use the text listed below to talk about abstract ideas such as joy, happiness, determination, courage, goodness, beauty, truth and honesty.
  - *Celebration*
  - *Courage*
  - *I like Myself*
  - *My Hero*
  - *Fly like an Eagle*
- Ask learners to collect information related to those abstract ideas from their family members/community. Questions such as the following may be asked to collect information:

What are some of the good things about our family/community?

What is the most beautiful thing about our family/community?

How do the members in the family/community show loyalty to each other?

How do people in our community promote friendship and develop trust?

After collecting the information, learners can share the information with their friends.

- Let learners write down speeches on the topic of their choice. It could include topics on abstract ideas such as goodness, beauty, loyalty, understanding of friendship, love and truth. Learners can also prepare speeches related to family members and their different roles, love, family support, values and responsibilities.
- Remind learners to use the skills of writing speeches that they have learnt in class four. After they have completed writing the speech, they can practise delivering it. Learners need to refer to the speech giving skills that they have learnt in class four.
- Explain the qualities of an effective speaker (confidence, passion, ability to succinct, ability to tell a story and audience awareness). <http://drjohnbennett.com/5-qualities-of-an-effective-speaker/>
- Let the learner deliver formal speech of their choice to develop speaking skills. Ask learners to use vocabulary, expression and tone of voice to engage the listener while giving the speech.
- Conduct debate to enhance speaking skills. Familiarize learners about the debate.

**Note:** The teacher may need to introduce learners to some of the following debating terms so that they are able to use these basic elements prior to the conduct of the debate.

**Debating:** Debating is a method of discussing and analyzing issues. Debaters aim to persuade others to accept or believe their arguments on a topic.

**Topic:** Each debate has a topic, a statement that begins with the word 'that'. For example, 'that all learners should do homework each night' or 'that all parents should check their children's homework'.

**Debating team:** Each debate involves two debating teams who take opposing sides of the topic, either affirmative (for) or negative (against). The team alternates speakers.

The affirmative team speaks in support of the topic. Their goal is to persuade others that the topic is true.

The negative team speaks against the topic. Their goal is to persuade others that the topic is not true.

**Team structure:** Debating is a team activity. Typically, each team can have any number of members according to the size of the class.

**Team line:** The team line is the agreed proposition for arguing the debate topic. It allows each speaker to link their individual arguments to the overall proposition, making the whole team's argument more cohesive and persuasive.

**Matter:** Matter is the content of the speech including arguments, evidence to support those arguments, examples and analysis. Matter includes substantive matter, rebuttal and points of information.

**Method:** Method is the structure and organization of the speech including fulfilling the speaker's role, allocating arguments between speakers, cohesion of the team and responding to the dynamic nature of the debate.

**Manner:** Manner refers to the style in which the speech is presented. Manner includes the elements of body language and vocal style, including volume, pace, tone, clarity and use of language.

**Rebuttal:** Rebuttal means persuading the audience by pointing out why the opposition's arguments are wrong.

**Adjudicator:** The adjudicator assesses the debate and decides which team wins. The adjudicator must set aside personal views of the topic and judge the strength and persuasiveness of each team's speeches taking into account matter, method and manner.

The topic for the debate can be based on real world scenarios.

**Note:** Appropriate learning experiences should be adapted to cater to diverse learning needs.

### Learning Experience 3

- Use the text *Fly like an Eagle* to talk about the main character (her feelings, thoughts, experience, fear and how she overcame it)

### Assessment

Use appropriate assessment tools to assess the learner’s speaking skills.

#### Sample rubric for assessing speech

Content	Exceeding	Advancing	Meeting	Approaching	Beginning
Vocabulary use	Exhibits outstanding command of vocabulary in a precise manner	Uses varied words and phrases effectively	Uses a range of vocabulary appropriately	Uses some varied vocabulary appropriately	Uses repetitive vocabulary and lacks variety in word choice
Expression	Demonstrates exceptional ability to express emotions through tone, facial expression and gestures.	Exhibits varied abilities to express emotions through tone, facial expression and gestures,	Maintains a consistent expression of emotions through tone, facial expression and gestures	Expresses emotions inconsistently either through tone, facial expression or gestures.	Expresses emotions rarely through tone, facial expression or gestures.
Audibility	Clear, audible, well-modulated and engaging throughout the presentation	Clear, audible, well-modulated and engaging in most part of the presentation	Clear, audible and well-modulated	Clear and audible	Mostly monotone
Confidence	Exhibits exceptional confidence by establishing strong connection with the audience through self-assurance and compelling expression.	Displays high confidence by maintaining steady eye contact and using assertive body language	Shows moderate confidence by maintaining consistent eye contact and poised body language	Develops confidence through steady eye contact and controlled body language. Tone shows improvement but wavers at times.	Displays low confidence through nervousness, lack of eye contact and shaky tone

## Sample Debate Assessment Rubric

Debater's name and position: \_\_\_\_\_

Name of Assessor: \_\_\_\_\_ Date: \_\_\_\_\_

**Note:** This form can be used by both the teacher and learner peers.

(Exceeding-5, Advancing-4, Meeting-3, Approaching-2 and Beginning-1)

Sl. No		5	4	3	2	1
1	The speaker's statements clearly supported his/her position in the debate.					
2	The speaker's statements appeared to be well researched and documented.					
3	The speaker addressed the opposing team and makes appropriate eye contact.					
4	The speaker presented arguments with clarity and appropriate volume.					
5	The speaker rehearsed well with minimal reliance on notes.					
6	Rebuttals were specific to opposing arguments and expressed with clarity.					
7	Rebuttals showed evidence of good listening skills.					
8	Concluding arguments and statements were effective and convincing.					
9	The speaker adhered to the rules of the debate.					

### Additional Comments:

Note: The success criteria should be developed together with the learners and made clear to them. Teachers may share learners' assessment with parents and learners, if required.

### Resources

- <https://www.liveworksheets.com/w/en/english-second-language-esl/2198889>
- <https://www.youtube.com/watch?v=Y7BdzHgBGIY>
- <http://drjohnbennett.com/5-qualities-of-an-effective-speaker/>

## Topic: Perceptive listening

Effective communication occurs only when there is sensitivity shown towards each other as a speaker or a listener when engaging in social interaction. This could range from individual sensitivity to cultural sensitivity to gender sensitivity. Learners in the classroom should actively communicate with their peers and teachers to express their opinions and understand the concepts. Therefore, it is important that they learn to be sensitive in communication and to be receptive to how others engage with the speaker in the conversation.

## Competency

- Take an active part in discussions to show understanding of ideas and sensitivity to others.

**Knowledge:** comprehension

**Skills:** listening to understand, communicating clearly and being sensitive to others

**Behaviour:** paying attention, participation

## Learning Objectives

- Listen to and speak with each other as members of a group.
- Evaluate what is heard and give reasons for agreement or disagreement.
- Enjoy listening and speaking in English.

**Note:** The above objectives can have multiple objectives specific to the topic.

## Learning Experiences

Learners must participate actively in discussion in order to understand the ideas and respond appropriately. Thus, learners must be given ample opportunities to engage in meaningful discussions. In addition to this, teachers must incorporate varied pedagogies (placed-based education, experiential learning, cooperative learning, active learning, and other research-based teaching and learning strategies) into their daily lessons.

### Learning Experience 1

- Conduct any activity (for example, take a stance) in the classroom. Provide the given statement to learners one at a time. Let learners decide and take a stance.
  - Breakfast is the most important meal of the day
  - You should be a good actor to be a good public speaker.
  - Junk food should be banned in schools.
  - Speaking English is more difficult than writing English.
  - Female learners perform better in English than male learners.
  - We must open a young saving account in the Bank of Bhutan.
  - Protecting the environment means making an effort to save our environment.

### Learning Experience 2

- Use the poem *The Old Brown Horse* to discuss symbols used.
- Learners will find the lines in the poem that mean the same as the phrases below and discuss the meaning.

1. As they pass by quickly in cars.
2. Sometimes a friendly person will stop.

While speaking, learners learn to evaluate what is heard. They either agree or disagree with the statement by giving reasons such as the following:

- In my opinion
- I agree with you.
- I couldn't agree with you more.
- I'm afraid I agree with Dechen.
- I'm afraid I disagree.

To provide further practice of the language to the learner, teacher can use the given link.

<https://www.englishclub.com/speaking/agreeing-disagreeing-expressions.htm> (Expressions for agreeing and disagreeing)

- Let learners choose characters they encounter in the text *The Umbrella man*. They can agree or disagree with the actions of each character in the text.
- To inculcate a sense of sensitivity while communicating, the teacher may need to teach some art of sensitive conversations to the learners. For this, the teacher may refer to the following link. <https://www.mindtools.com/blog/sensitive-conversations/> (The art of sensitive conversations)

**Note:** Appropriate learning experiences should be adapted to cater to diverse learning needs.

## Assessment

- Use appropriate assessment tools to assess learners' ability to evaluate what is heard, give reasons and use of appropriate language to agree and disagree.
- Provide feedback as learners communicate with their friends during the activity conducted.

**Note:** The success criteria should be developed together with the learners and made clear to them. The teacher may share learners' assessment with parents and learners, if required.

## Resources

- <https://www.englishclub.com/speaking/agreeing-disagreeing-expressions.htm>
- <https://www.mindtools.com/blog/sensitive-conversations/>

## Topic: Speaking effectively

Learners speak accurately when they have knowledge of grammar. Grammar provides important structure to spoken language. This helps in conveying information in a way that the listener will recognize and understand.

## Competency

- Use the knowledge of grammar and vocabulary to convey messages clearly.

**Knowledge:** question tags

**Skills:** listen to understand, communicate clearly, responding to speakers

**Behaviour:** paying attention, participation, being polite, giving instruction, respecting

## Learning Objectives

- Use listening and speaking skills developed in earlier classes.
- Speak using the correct question tag.

**Note:** The above objectives can have multiple objectives specific to the lesson topic.

## Learning Experiences

By this grade, learners should have significantly improved their listening and speaking skills. However, it is still vital to further revise and enhance their listening and speaking skills they acquired in their previous classes. For example, question tags which are commonly used in the spoken language to express opinion, possibility and probability should be encouraged.

### Learning Experience 1

- Use the text *Learn About the Environment* to talk about the importance of the environment.
- Let learners discuss the given question in pairs.
- How will you help promote environmental awareness to everyone?
- How can we reduce the amount of litter we see in our immediate environment?
- Learners will present their discussion to the class. (They can use any format to present their discussion such as drawings, essay, poem etc....).

### Learning Experience 2

- Learners may go through the link given below to revise the rules for question tags.  
<https://www.youtube.com/watch?v=KNCHrk4IS-Us>
- Let learners use any text to practise question tags like in the earlier classes.
- Encourage learners to use question tags in their daily conversation.

**Note:** It can be integrated with Reading and Literature and language and Grammar.

**Note:** Appropriate learning experiences should be adapted to cater to diverse learning needs.

## Assessment

Learners' ability to speak using question tags may be assessed on an ongoing basis during any listening and speaking activity using any appropriate assessment tool.

**Note:** The success criteria should be developed together with the learners and made clear to them. The

teacher may share learners' assessment with parents and learners, if required.

**Resources:** <https://www.youtube.com/watch?v=KNCHrk4IS-Us>

## Topic: Talking about books

Learners talk about the book they like to demonstrate their ability to review and analyse. To develop these skills, learners need to read various texts (print and non-print)

## Competency

- Talk about books they liked and read to demonstrate their ability to review and analyze.

**Knowledge:** vocabulary, meaning of new words

**Skills:** pronunciation, intonation

**Behaviour:** paying attention, participation

## Learning Objectives

- Talk with their classmates about books they have read and compositions they have written.
- Speak regularly using correct pronunciation.

**Note:** The above objectives can have multiple objectives specific to the lesson topic.

## Learning Experiences

Book talk is one way to enhance listening and speaking skills in learners where passing a clear message is an important tool. So, to convey a clear message, pronunciation is very important. If learners use correct sounds when they speak, listeners can get the message correctly and quickly. Hence, learners need to talk about the books and the composition they have written using new and appropriate words and correct pronunciation

In order to convey a clear message, pronunciation is very important. Learners need to know the meaning of the words to use them in the correct context. They will talk about the books and the composition they have written using new and appropriate words and correct pronunciation.

### Learning Experience 1

- Encourage learners to reflect on the kind of books they have read and give a book talk. The teacher can model out or provide tips for giving book talks correctly. The teacher may use the link provided.

[https://www.scholastic.com/content/dam/teachers/blogs/alycia-zimmerman/migrated-files/tips\\_for\\_giving\\_a\\_pro\\_book\\_talk.pdf](https://www.scholastic.com/content/dam/teachers/blogs/alycia-zimmerman/migrated-files/tips_for_giving_a_pro_book_talk.pdf) (tips for book talk)

[Example of GOOD Book Talk - YouTube](#)

- Encourage learners to talk about the compositions, essays, stories and poems they have written through activities such as Author's Chair.
- Learners can be encouraged to prepare and share their book talk using digital tools.

**Note:** Appropriate learning experiences should be adapted to cater to diverse learning need

## Assessment

Assess book talk using rubrics like the following:

### Sample checklist for Book Talk/Retelling and Responding to a book (can be used by teacher and peer assessor)

Name of the learner: _____ Peer Assessor's name: _____ Date: _		Feedback for improvement	
<b>Information</b> The student included the title of the book, name of the author and genre.	All necessary information were included in the book talk. I knew what book she was describing.	Yes	
		No	
<b>Details</b> The student used appropriate vocabulary to explain the plot, described key characters and mentioned the setting.	All details were explained using appropriate vocabulary. I could easily picture out details of the book in my head.	Yes	
		No	
<b>Sell it</b> The student made the information exciting and made me want to read the book.	Excellent selling. The book sounds interesting and I must read it now.	Yes	
		No	
<b>Grammar</b> Did the student talk about all necessary information about the book in complete sentences and accuracy in grammar.	1- 2 grammatical errors	Yes	
		No	
<b>Pronunciation</b> Did the student pronounce the words correctly.	1-2 errors in pronunciation	Yes	
		No	
<b>Response</b> Was the student able to make meaning of the texts and interpret, form judgement about what she/he was reading?	Meaning of the text was well interpreted from judgement from how the student was reading. I can could understand what the book was all about.	Yes	
		No	

**Note:** The success criteria should be developed together with the learners and made clear to them. The teacher may share learners' assessment with parents and learners, if required.

## Resources

- [https://www.scholastic.com/content/dam/teachers/blogs/alycia-zimmerman/migrated-files/tips\\_for\\_giving\\_a\\_pro\\_book\\_talk.pdf](https://www.scholastic.com/content/dam/teachers/blogs/alycia-zimmerman/migrated-files/tips_for_giving_a_pro_book_talk.pdf)
- [Example of GOOD Book Talk - YouTube](#)

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## Reading and Literature

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### Topic: Reading strategies

Different texts employ different features to convey meaning. Effective readers employ various strategies appropriate to the type of text in order to comprehend the meaning(s) contained within it. Learners should be taught the features of relevant texts as well as appropriate comprehension strategies.

### Competency

- Read a range of texts using a variety of strategies to make meaning including an understanding of the key features of various forms.

**Knowledge:** Features of relevant texts

**Skills:** use appropriate strategies while reading.

**Behaviour:** follow instructions, participation

### Learning Objectives

- Use appropriate strategies and skills developed in earlier classes to comprehend the text.
- Read and distinguish text written from different voices and points of view.
- Read and differentiate fiction and non-fiction texts.
- Read texts for explicit and implicit meaning.
- Read various kinds of formal writings-business letters, reports and applications and know their different purposes.
- Build vocabulary and use phonemic skills to pronounce new words correctly.
- Use the dictionary and other sources such as thesaurus to find variant meanings of words and gain deeper understanding.

**Note:** The above objectives can have multiple objectives specific to the topic.

### Learning Experiences

Learners read different genres to comprehend the meaning and concept of the text. To do so, learners must be encouraged to use appropriate strategies and skills that they have developed in the previous classes. Furthermore, learners may be asked to use various references like dictionaries and thesaurus to understand the meaning of new words and pronounce new words correctly (fiction and non-fiction).

Learners at class VI level are expected to use reading skills effectively in both formal and informal situations. Reading pedagogy is the principal method of instruction that teachers use with learners. Therefore, numerous reading pedagogies such as read aloud, shared reading, guided reading, choral reading, echo reading, independent reading strategies to enhance learner's reading skills must be encouraged in the classroom.

## Learning Experience 1

### Teacher Input

**Fiction:** A piece of literature (book or story) that describes imaginary events and people.

**Non-fiction:** Literature (book or story) that is not imagined but aims to represent a truth using facts and evidence.

**Voices:** In literature, the voice expresses the narrator or author's emotions, attitude, tone and point of view through artful, well thought out use of word choice and diction.

Reference: [literaryterms.net/voice](http://literaryterms.net/voice)

**Point of view:** Refers to who is telling or narrating the story.

- Provide the information given in the text box (browse for additional information if need be) and for revision, the teacher may use any non-fiction text.
- Let learners read the text using reading strategies learnt in their previous classes (IV and V) such as previewing, visualizing, connecting, inferring, questioning and summarizing.
- Use contextual cues to help learners enhance and enrich their vocabulary.
- Refer the following link to teach about the context cues

[Context Clues - How To Learn Unknown Or Unfamiliar Words \(dictionary.com\)](http://dictionary.com)

- Use the text: *My Hero*, *Homesickness*, and *Artificial Intelligence* for contextual cues.
- Let learners record the word and its meanings in the table as shown below.

New word	Contextual meaning	Dictionary meaning

- Use the same table and let learners in groups or pairs use a dictionary and find the correct meaning.
- Suggest learners to list the new vocabulary in their vocabulary book (*It can be assessed once in each term*).

## Learning Experience 2

- Let learners read a fictional text using the reading strategies.
- Discuss the new words using a dictionary or a thesaurus.
- Frame activities to support learners to deepen their vocabulary.
- Use the same text for explicit and implicit understanding of a literary piece *The People Who Hugged the Trees*, *The Orphan Boy*, *The Umbrella Man*, *The Three Questions*, and *Fly like an Eagle*.
- Use the following checklist to check the understanding of the learners:

## Sample Assessment Tool

Example from the text	
Explicit (exact meaning from the text)	
Implicit (implied meaning drawn and written in their own words)	

### Learning Experience 3

- Provide information about voices and point of views as given in the table above.
- Use the texts *The People who Hugged the Trees*, *The Orphan Boy*, *The Umbrella Man*, *The Three Questions* and *Fly like an Eagle* to discuss the ways authors have used voices and point of views to present their work.
- Let the learners could focus on how much information they can get about the characters in different types of narratives.
- Use both fictional as well as non-fictional texts to let learners' find out the ways in which the authors have used voices and point of views in these texts.

### Performance Task

- The teacher may use a sample table like the following or any other assessment tool to check the learner's understanding of the differences between fiction and non-fiction texts using voices and points of view as used by the authors.

**Sample Table** (This can be used as a tool to assess the learning experience)

Text	Voices (tone, attitude and emotions)	Point of view
The People Who hugged the Trees (fiction)		
Homesickness (non-fiction)		

- The teacher may modify the table according to the assessment need of the activity.
- The teacher may develop/design his/her own assessment tools to assess the learner's knowledge about the differences between fictional and non-fictional texts.

Sample assessment tool for self and the teacher (checklist)

I can identify the usage of voices and point of view in fictional text.	Yes	No	Self-recommendation	Teacher Feedback
I can identify the voices and point of view expressed in the text <i>The people who Hugged the Trees</i> (fiction).				
I can find the meanings of the words correctly using a dictionary/thesaurus from the text <i>Homesickness</i> (non-fiction)				

## Learning Experience 4

- Revise and review the purpose of formal letters students learnt in classes IV and V.
- Provide examples of short reports (print or non-print) and discuss about how a report should be written.
- Sample Report

### Weather advisory

Issue Date: 11th January 2022  
Issue Time: 2:30 PM

Owing to the western disturbance (westerlies), moderate snowfall is forecasted over high altitude areas and high passes of the country on 12th and 13th January, 2022. Light snowfall is expected over the northern, western and central parts of the country during the same period. Dzongkhag wise, snowfall is likely over Gasa, Bumthang, Haa, Thimphu and Paro.

Rest of the country is likely to receive light rain during the same period.

The weather is likely to improve from Thursday (13th January, 2022) evening.

Updates will be issued if there are any significant changes in the forecast

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- Let learners discuss about the report using the questions given below:
  - What is the report about?
  - What did you understand from this report?
  - What do you think is the purpose of report writing?
  - For whom do you think this report is written? Is it for the people around the world or does it have a target audience?
- Provide the information given in the box below:

**Report writing:** A report is a factual description of an issue or a problem. A report is written for a clear purpose and for a particular audience. It usually studies a situation or problem, often making recommendations for future action. Each report has a distinct character and format.

**Kinds of report:** Weather reports, tour reports, police reports, celebration reports, minutes of the meeting, etc

- Browse for additional information on reports if need be. For instance, it would be vital for students of grade VI to know the parts and classification of reports with more appropriate examples.

## Performance Task

- Let learners write a short report on any topic they like. Encourage learners to find situations from their own locality/community for the activity (PBE Approach).

## Sample assessment –Peer assessment

Area of assessment	Yes	No	Teacher feedback and recommendation
The report has a clear purpose.			
The report is written clearly for the intended audience.			
The report uses appropriate vocabulary.			
The report mentions the cause of the problem clearly.			
Recommendation for future action is clearly stated.			

**Note:** Assess learner’s performance through other activities.

Note: The success criteria should be developed together with the learners and made clear to them. The teacher may share learners’ assessment with parents and learners, if required.

## Assessment

All assessment tasks and tools are integrated with the learning experiences given above.

## Resources

- [literaryterms.net/voice](http://literaryterms.net/voice)
- [Context Clues - How To Learn Unknown Or Unfamiliar Words \(dictionary.com\)](http://dictionary.com)
- Sample reports
- Recommended text

## Topic: Inferences and deduction in reading

While reading various texts, learners use strategies such as inferences and deduction to extract essential information. This would enhance the learner's comprehension and analytical skills.

### Competency

- Extract essential information from the text and other sources using strategies like inference and deduction where appropriate to build on comprehension and analysis skills.

**Knowledge:** features of realistic fiction, facts and opinions, reading various texts.

**Skills:** reading strategies, decoding, encoding.

**Behaviour:** follow instructions, participation.

### Learning Objectives

- Employ the features of realistic fiction to help them make meaning in their reading.
- Identify the elements of short stories – setting, characters, plot and theme.
- Recognize the difference between fact and opinion in texts.
- Read text to understand how lexical and grammatical items are used in context.

**Note:** The above objectives can have multiple objectives specific to the lesson topic.

### Learning Experiences

Learners develop the skills to critique, analyze and connect to texts as they gain a deeper understanding of the literature they are exposed to. Such exposure to skills assists the learner in acquiring an important aspect of social development. Therefore, the teacher must provide rich learning opportunities and employ appropriate reading pedagogy.

#### Learning experience 1

- Provide texts of different genres from the list of suggested texts given at the back of the Instructional Guide. Texts should be short stories, essays, poems, and non-continuous texts. Let learners read these texts using different reading strategies.
- Teacher will explain the features of realistic fiction.

#### Teacher Input

Realistic fiction stories tend to take place in the present or recent past.  
Characters are involved in events that could happen.  
Characters live in places that could be or are real.  
The characters seem like real people with real issues solved in a realistic way.  
The events portrayed in realistic fiction conjure questions that a reader could face in everyday life.

**Note:** Teacher must use one reading strategy at a time.

- Use texts such as *The people who hugged the trees* and *The Umbrella Man* to discuss its features.
- Ask learners to write a summary of the realistic fiction they have read. The teacher may use the given tips to

write a good summary of a realistic fiction.

#### Teacher Input

A summary is a brief summarization of a larger work that gives the reader a comprehensive understanding of the main ideas of an article, story or an essay they have read or a television show or a movie they have watched.

Summary writing provides the reader with a succinct overview of important details or interesting information, without inserting a personal opinion.

Tips for writing summary-

- Find the main idea
- Keep it brief
- Write without judgment
- Make sure it flows

#### Performance Task

- Let learners read a realistic fiction and discuss the given questions in pairs.
- Let the learners present their discussion to the whole class.

<b>Characters</b>	<ul style="list-style-type: none"><li>Who is the main character?</li><li>What makes the main character realistic?</li></ul>
<b>Setting</b>	<ul style="list-style-type: none"><li>Where and when does the story take place?</li><li>What makes the setting realistic?</li></ul>
<b>Plot</b>	<ul style="list-style-type: none"><li>What is the problem or goal of the main character?</li><li>What does the main character do to solve the problem or achieve his/her goal?</li><li>What makes the plot realistic?</li></ul>
<b>Theme</b>	<ul style="list-style-type: none"><li>What do you realize when reading this story?</li><li>Does it have a lesson?</li></ul>

#### Learning experience 2

- Revise the elements of short stories learnt in earlier classes.

#### Teacher Input

Author- is the person, group of people, or an organization who wrote the story.

Character(s) - are the people or animals in the story. They are essential to a good story. There are different types of characters-

Protagonist- the main character who plays a positive role in the story.

Antagonist- the character who opposes the main character in the story.

Setting- refers to the place and time (where and when) the story took place.

Plot- is the sequence of events in the story that makes up the story (beginning, middle, and end). Plot has certain elements such as:

- Exposition*- is the beginning of the story where character, setting, and primary conflict of the story are introduced.
- Rising Action*- begins with an inciting incident that sets the story into action. As the story progresses, there will be multiple movements of conflict that escalate and create tension as the story moves towards the climax.
- Climax*- it is the peak of tension, plot, and character in the story.
- Falling action*-It is a part of the plot where the story moves toward a more satisfying conclusion. This is also

where any conflicts that arose as a result of the climax can start being resolved.

- *Resolution/denouement*- it is the end of the story where the main problem of the story is resolved and determines the main idea of the story.

Point of view- is how a story is presented to the readers (1<sup>st</sup> person, 2<sup>nd</sup> person, and 3<sup>rd</sup> person point of view).

Theme- Is the main idea/ messages the story conveys to the reader.

**Note:** Teachers are encouraged to give more emphasis on the plot of the story.

- Let learners read the story *The People Who Hugged the Trees* and identify the elements of the short story.
- Encourage learners to read any story and let them share and discuss the elements of the story identified. Later, ask the learners to share what they have discussed to the whole class. Teacher will provide constructive feedback.

### **Learning experience 3**

- Use the story *The Umbrella Man* to do character mapping for the old man and the mother.
- Remind the learners that characters are revealed by their thoughts and actions, their behaviour and what they say and what others say about them.it
- Use a graphic representation to record the character traits and evidence supporting them.

### **Learning experience 3**

- Use the story *The Orphan Boy* to understand the plot of the story.
- Let learners list the main events in the story.
- Let learners draw pictures to illustrate the main events in the story.
- Let learners display their work and walk around to view other's work. (Gallery walk)
- They will choose a picture to represent each of the main events in the story and create a story map.
- Let learners define the plot in their own words.

### **Learning experience 4**

- Use the story *The Three Questions* to discuss the theme.
- Let learners read the story independently.
- Ask learners to write the theme of the story.
- Ask questions like the following:
  - Is the theme of the story directly stated or is it implied? How do you know?
  - Can the story have more than one theme?
  - How appropriate is the theme to the story in the text?

### **Performance Task**

- Let the learners to write a short story in pairs employing the elements of the short story discussed above. The teacher may use a sample checklist like the following to assess the story:

Name of the learners: .....

Sl. No	Components	Yes	No	Comments
1	The story has a title			
2	Story has character (s)			
3	Story mentions the setting clearly			
4	The story has a good plot			
5	The story is written from different points of view (1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> point of view)			

### Learning experience 3

- Explain the differences between facts and opinions:

Teacher Input

A fact is a statement that can be proven true or false.  
An opinion is an expression of a person's feelings that cannot be proven. Opinions can be based on facts or emotions and sometimes they are meant to deliberately mislead others.

- Use the given video link to teach the difference between facts and opinions.  
[https://www.youtube.com/watch?v=Flyt5pEcE\\_g](https://www.youtube.com/watch?v=Flyt5pEcE_g)
- Ask learners to find out facts and opinions from any non-fiction text. Then let them share their findings to the class. Supplement/ provide constructive feedback wherever necessary.

### Learning Experience 4

- Take the opportunity to introduce how lexical and grammatical items are used in context of what that learners read.
- Encourage learners to explore the usage of lexical and grammatical words in context and share it to the class. Supplement the exploration of the learners with additional information if necessary.

**Teacher Input**

Lexical words are little words that act as the glue or connectors inside a sentence. Without them, lexical words might still carry meaning but they may not make much sense.  
Grammatical words include articles, prepositions, conjunctions and pronouns.

Note: Teacher may explore more to teach the concept clearly.

**Note:** Appropriate learning experiences should be adapted to cater to diverse learning needs.

## Assessment

**Note:** The success criteria should be developed together with the learners and made clear to them. The teacher may share learners' assessment with parents and learners, if required.

## Resource

- [https://www.youtube.com/watch?v=Flyt5pEcE\\_g](https://www.youtube.com/watch?v=Flyt5pEcE_g)

## Topic: Figurative language

Learners must be able to identify figurative language used in various texts they read in order to appreciate the language used by the writers and understand the underlying literary theme.

### Competency

- Identify figurative language and understand the meaning to appreciate the beauty they add to a text.

**Knowledge:** figure of speech

**Skills:** reading strategies, comprehending

**Behaviour:** follow instructions, being receptive, and participation.

### Learning Objectives

- Identify figurative language in texts – simile, metaphor, personification and onomatopoeia.

**Note:** The above objective can have multiple objectives specific to the lesson topic.

### Learning Experiences

Enable learners to understand the intent and purpose of the texts expressed through the use of figures of speech by utilizing various pedagogies and teaching and learning experiences.

#### Learning experience 1

- Conduct a diagnostic test to check the learner's prior knowledge on figures of speech learnt in the earlier classes.

#### Teacher Input

Simile- In a simile, two things are compared using words such as like and as.

Examples -

The flower is as pretty as a picture.

He eats like a pig.

She sings like a nightingale.

Metaphor- When you compare two unlike or different things or ideas without using like or as, it is known as a metaphor.

Examples -

You are the apple of my eye.

He is a night owl.

Personification - In personification, non-living things, abstract ideas or qualities are mentioned as humans or living things.

Example -

Angry clouds surrounded the island.

The flowers talked to them in the garden.

The wind howled that night.

Onomatopoeia – is where a word is used to describe a sound. When we explain any action by putting the sounds into language, it is known as onomatopoeia.

Example -

“Tick tock” of a clock

“ding dong” of a doorbell

- Explain figure of speech with examples (focus on onomatopoeia).Teacher may also use the given web link to explore more on figures of speech:  
<https://www.vedantu.com/english/figure-of-speech>  
[https://youtu.be/n9XaC3b\\_6Gk](https://youtu.be/n9XaC3b_6Gk)

- Provide a text (a poem, a short story or an essay) which comprises of all figures of speech discussed above and let learners read the given text to identify those figures of speech used.
- Discuss how figures of speech used in different genres add beauty to the text/ literature.

**Note:** Appropriate learning experiences should be adapted to cater to diverse learning needs.

### Performance Task

- Let learners write a simple free verse poem infusing all figures of speech discussed earlier.
- Let learners assess their work in pairs using a checklist like the following. Encourage them to provide feedback accordingly.

**Note:** Let learners follow all necessary steps of the writing process and compile their drafts in their writing portfolio for assessment.

Sample peer assessment checklist to assess use of figures of speech

**Name:** ..... **Assessor:** .....

Sl No	Checklist statements	Yes	No	Comments
1	My friend used simile in his/her writing			
2	My friend used metaphor in his/her writing			
3	My friend used personification in his/her writing			
4	My friend used onomatopoeia in his/her writing			

## Assessment

The teacher can assess the learners’ performance using the above checklist or any other relevant assessment tool. The teacher can develop the checklist or rubrics with the learners.

**Note:** The success criteria should be developed together with the learners and made clear to them. Teacher may share learners’ assessment with parents and learners, if required.

## Resources

- <https://www.vedantu.com/english/figure-of-speech>

## Topic: Text to life connections

Reading becomes more interactive when one is able to connect oneself and one's ideas to the characters and ideas presented in the text. Learners must be taught how to make connections in order to enjoy reading and making sense of the text.

### Competency

- Relate themselves and their ideas to the characters and ideas they encounter in the literature they read.

**Knowledge:** reading various texts, text to life connection

**Skills:** reading strategies, intonation, and pronunciation **Behaviour:** follow instructions, participation

### Learning Objectives

- Make text to life connections.
- Read and view at least 40 pieces of literature, for pleasure to demonstrate independent reading and learning in the content area.

**Note:** The above objective can have multiple objectives specific to the topic.

### Learning Experiences

Learners read various texts to connect themselves and their experiences with the ideas in the text. When learners make connections to the texts they read, it helps them make sense of what they read, retain the information better and engage more with the text. They also read texts independently for fun and pleasure. Therefore, providing learners with meaningful learning experiences that allow learners to explore various texts is essential.

#### Learning Experience 1

- Provide texts which allow learners make text to life connections appropriately such as *The People Who Hugged the Trees* or any other related texts.
- Let the learners read the given texts.
- Let learners make text to life connections through various ways. For example, a teacher may use the following format to do the activity;
- Teachers may also discuss the following questions (based on the text *The People Who Hugged the Trees*) to develop learners' skills in connecting the text to their real life:
  - Who are the characters in the story?
  - Who is the main character in the story?
  - What is different about Amrita from the other characters?
  - Do you think trees are important? Why?
  - What does Amrita do to save the trees?
  - What would you have done if you were in Amrita's situation?
  - Have you ever saved something in your life? (a small flower, plant, an insect or any other living things)

- What did you do to save it?  
Or
- The teacher may also use the poem *The old Brown Horse* to make a text to life connection through the given questions.
  - What does this remind me of in my life?
  - How does this relate to my life?
    - What were my feelings when I read this?

### Performance Task (Making Connection)

The story/essay/poem I read: .....	
In the text: Illustrate the story through pictures	Self: Illustrate through pictures
	
In the story .....	In my life, this reminds me of.....

### Learning Experience 2

- Use the poem *The old Brown Horse* and *Heads Bent Low* to make text to text connections.
- Ask learners to compare and contrast the above two poems based on themes, length of sentences and stanzas and use of figurative language.
- Tell the learners to present their comparisons in the form of a Venn diagram.

### Sample assessment tool (Exceeding-5, Advancing-4, Meeting-3, Approaching-2, Beginning-1)

	Exceeding	Advancing	Meeting	Approaching	Beginning
<b>Connection</b>	Makes meaningful text to life and text to text connections.	Connects major ideas in the text with self and the other text	Makes required life to text and text to text connections.	Makes life to text and text to text connections with guidance from the teacher.	Has difficulty in making life to text and text to text connections.
<b>Evidences of contrast</b>	Connects the texts using considerable number of evidences.	Connects the texts using sufficient number of evidences.	Connects the texts using the required number of evidences.	Connects the texts with guidance from the teacher.	Cannot find out any evidence to connect the texts.
<b>Graphic representation</b>	Represents substantial information through Illustrations/venn diagrams/graphs/ pie charts etc.	Represents sufficient information through illustrations/venn diagrams/graphs/ pie charts etc.	Represents required information through illustrations/venn diagrams/graphs/ pie charts etc	Presents information either through illustrations/venn diagrams/graphs/ pie charts with guidance from the teacher.	Cannot represent any information through illustrations/venn diagrams/graphs/ pie charts etc.

**Note:** Appropriate learning experiences should be adapted to cater to diverse learning needs.

### Learning Experience 3

Use non-continuous texts such as chocolate covers, food wrappers, billboards, and traffic signs (content-rich in

PBE) to explicitly teach how to view, interpret, examine and construct meanings out of them. For example, if food wrappers are used, the following questions may be asked:

- What does the food contain?
  - Where is it made?
  - When was it made?
  - When is the expiry date?
  - How much does it cost?
- Is it good to consume this food every day?

**Teacher input**

Viewing- it refers to perceiving, examining, interpreting, and constructing meaning from visual images (advertisement, films, pictures, images and videos) and is crucial to improving comprehension of print and non print materials. This is the skill to be taught as learners are exposed to multimedia.

Learners may choose any non-continuous text of their interest, view it and write a short description. This can be a part of writing activity under the writing strand.

**Learning Experience 4**

- Ask learners to maintain a reading log following a common format.

**Sample format (suggestive)**

Sl.no	Title	Author	Genre	Start date	End date	Moral of the story
1						

- Ask learners to maintain this book review in their portfolio to supplement their reading and learning in the content area.
- Assess the book reviews while assessing the writing portfolios.

**SAMPLE BOOK REVIEW FORMAT**



Title: Author:  
Illustrator:  
Genre:  
Character (s):

Plot

Event 1:  
Event 2:  
Event 3:

Who would this book/story appeal to?  
.....  
Write your opinion about this book/story?  
.....

## Assessment

The assessment of the learners' performance may be integrated with the activities mentioned above.

**Note:** The success criteria should be developed together with the learners and made clear to them. The teacher may share learners' assessment with parents and learners, if required.

## Resources

- Recommended texts
- Sample formats
- Tools.

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## Writing

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### Topic: Multimodal media for writing

Learners create a variety of texts to improve their writing skills, drawing inspiration from a variety of sources, including ICT.

### Competency

- Explore ideas using various sources, including ICT, and create texts to strengthen writing.

**Knowledge:** spelling, dictionary use, vocabulary.

**Skills:** writing coherent paragraphs, organizing ideas in writing, composing, communicating, listening, using the writing process.

**Behaviour:** participation, sharing with friends.

### Learning Objectives

- Use punctuation marks, including the use of the apostrophe for omission (contractions) and possession.
- Use spelling strategies, dictionaries, and other sources to enhance the mechanics of their writing.

**Note:** The above objectives can have multiple objectives specific to the topic.

### Learning Experiences

To improve their writing mechanics, learners use punctuation marks, apostrophes, spelling strategies, and appropriate vocabulary. Learners should be encouraged to explore various sources, including ICT, in order to generate ideas for effective writing. Therefore, providing learners with rich learning experience and use of appropriate teaching learning pedagogy is necessary.

#### Learning Experience 1

- Revise the use of punctuation marks.
- Help learners use spelling strategies such as phonetic spelling, rule-based spelling, visual spelling, morphemic spelling, etc. Use the given link for more information.  
<https://resources.finalseite.net/images/v1601319914/myfisdcom/zwry5mrykn6reokvnarj/Spelling-Strategies.pdf>
- Ask learners to think about something that they want to know more about. Learners can pick up anything (objects or ideas they would like to explore)
  - Give a demo by thinking aloud. (For instance: I saw a red flower on my way to school this morning.... I wonder what its name is, who planted it? Does it grow in all places? I have to find out.... but how? I will ask people, read books, explore from the internet, etc.
  - Explain that they can use any source of information to learn more about their subject. Give them a week to produce a one-page write-up.
  - They should follow the writing process to finalize their essay.

**Note:** Remind the learners that their work should be included in the writing portfolio and that it will be assessed on the correct use of punctuation marks and spellings.

**Note:** Appropriate learning experiences should be adapted to cater to diverse learning needs.

**Note:** Incorporate ICT in their writing.

- Learners can design/ publish their work using ICT.
- Encourage learners to create an online personal page/blog to post their write up.

## Assessment

Assess the learner's writing and provide specific feedback on how the writing could be improved.

Note: Assessment can happen at any stage of writing, and not necessarily when the portfolio is submitted.

Encourage peer and teacher conferencing to improve writing. Explain and present a demonstration on how to carry out a peer conference.

### Sample assessment rubric

(Exceeding-5, Advancing-4, Meeting-3, Approaching-2, Beginning-1)

Criteria	Exceeding	Advancing	Meeting	Approaching	Beginning
<b>Content</b>	Shows a full understanding of the topic.	Understands major parts of the story.	Shows a good understanding of the topic.	Shows good understanding of some parts of the topic.	Does not seem to understand the topic very well.
<b>Punctuation</b>	Uses all necessary punctuation marks correctly.	Uses most required punctuation marks correctly.	Uses some punctuation marks correctly.	Uses a few punctuation marks correctly	Uses punctuation marks randomly.
<b>Spelling</b>	No spelling error	1-2 spelling errors	1-5 spelling errors	6-10 spelling errors	More than 10 spelling errors

Note: The success criteria should be developed together with the learners and made clear to them. The teacher may share learners' assessment with parents and learners, if required.

## Resources

<https://resources.finalsite.net/images/v1601319914/myfisdcom/zwry5mrykn6reokvnarj/Spelling-Strategies.pdf>

## Topic: Purposeful writing

Learners create a variety of text for different purposes and audiences to communicate and to stimulate reader's interest.

### Competency

- Create and write a variety of text for a range of purposes and audience.

**Knowledge:** types of poems, vocabulary.

**Skills:** writing coherent paragraphs, organizing ideas in writing, communicating, composing.

**Behaviour** (participation, sharing with friends, following instruction).

### Learning Objectives

- Use the writing skills developed in earlier classes.
- Write simple poems using the poems from the text as examples.

**Note:** The above objectives can have multiple objectives specific to the topic.

### Learning Experiences

Learners write poems to express their feelings and ideas. Writing poems enables the learners to write in different styles and appreciate the beauty of language. Therefore, exposing learners to various types of poems and equipping them with the skills of writing poems is essential. Furthermore, it is vital for the teachers to create situations and provide forums for learners to write poems through various teaching and learning activities.

#### Learning Experience 1

- Introduce some of the following types of poems to the learners through examples:

Poems	Definition
<b>Narrative</b>	Tells a story, have similar elements to stories such as plot and character
<b>Haiku</b>	3 lined poems 1-5 syllables 2-7 syllables 3-5 syllables
<b>Free verse</b>	Lacks structure- no regular rhyme, line, length, or stanza pattern
<b>Lyric</b>	Expressions of thought and feelings of a single speaker, highly musical, can be sung.
<b>Concrete/shape poems</b>	Poems shaped to look like their subjects. Arrange lines to look like a picture.
<b>Rhyming poem (end rhyme poem)</b>	These are rhymes that occur between the final words on two particular lines of poetry. End rhymes can be either masculine (for instance <i>below</i> and <i>furlough</i> ) or feminine (for instance <i>actual</i> and <i>factual</i> ).
<b>Limerick</b>	Humorous, rhyming five-line poem. They have specific rhyme pattern.

- Let learners watch the video given below or any other shorter video to understand about the lyric poems:

<https://www.youtube.com/watch?v=X51MprsSXzg&list=PL8WWTtoQ5Kvkdb2cYz3S7AqRf0evE7DwNk&index=33>

## Learning Experience 2 – Responding to a Lyric Poem/song

The purpose of this performance task is to introduce learners to lyric poetry. Learners will examine the lyrics in contemporary songs (English and Dzongkha) and the message behind those lyrics. Furthermore, learners will analyse what literary techniques the author uses to make the song and its message clear and attractive to the audience. Learners will be expected to choose a lyric poem or a song of their interest and complete a written analysis. Learners can do an oral presentation, performance- based interpretation, self-evaluation, and peer evaluation.

Literary Techniques	Written Analysis
<p><b>Song thesis:</b> This will include a brief summary of the song and a thesis statement. The thesis should in one or two sentences state what the song is essentially about. For example, TLC’s song <i>Pretty</i> (<a href="https://www.youtube.com/watch?v=JWTOk9VeYXM">https://www.youtube.com/watch?v=JWTOk9VeYXM</a>) might be summarized by saying: "This song displays the importance of understanding that true beauty is found in a person’s character and personality, not in the physical features."</p>	
<p><b>Themes:</b> Go deep into the text and find what the song is really saying. What is the song’s theme? Is there some greater knowledge the singer/songwriter is trying to tell the audience? Is there some life lesson or moral value that we as listeners are supposed to understand or be reminded of? What is essentially going on in this song? Give 2-3 examples of lines from the song that display the song’s theme.</p>	
<p><b>Style/Genre:</b> What kind of song is this? Is it rap, blues, rock n’ roll, a ballad, pop, zhungdra, boedra or rigsar (If learners choose a Bhutanese song or poem). What components of the song make it fit that genre? Do the lyrics have anything to do with the style of the song? Further, explain whether the lyrics (the words to the song) would fall into the poetic category of a ballad or lyric and explain why.</p>	
<p><b>Literary devices:</b> Is the song writer using any literary devices or figurative language? Are there any examples of imagery, metaphors, similes, personification, alliteration, rhyme or repetition? What tone do these literary devices create? How do the use of literary devices further enhance the effect of the song on the listener?</p>	
<p><b>Author information:</b> Who wrote the song? Find out more information about the song writer, author, his/her history or other songs he/she has written, his/her personal life, etc.</p>	

**Note:** The teachers can encourage learners to use Bhutanese songs and poems. Lesson can be integrated with the Dzongkha lesson and work together with the language teacher. Above task can be used to assess the learner's ability to identify the different literary techniques used in the lyric poem.

Let learners identify different types of poems found in the text. Integrate this activity with the Reading and Literature strand.

- Let learners brainstorm on the title of poems that they might want to write. The poems could be about their immediate interests, family members, community and nature.
- Provide some tips for writing the poem like the following:
  - Know your goal
  - Pick a subject
  - Choose a pattern
  - Avoid cliché
  - Avoid sentimentality
  - Use images
  - Use metaphor and simile

- Use concrete words instead of abstract words
- Subvert the ordinary
- Revise

For more information, teachers may use the following link on how to write a poem step by step:

<https://writers.com/how-to-write-a-poem-step-by-step> Let learners write any type of poem they choose using the writing process.

**Note:** Appropriate learning experiences should be adapted to cater to diverse learning needs.

**Note:** Incorporate ICT in their writing.

- Learners can design/ publish their work using ICT.
- Encourage learners to create an online personal page/blog to post their write up.

## Assessment

Assess the learner's writing and provide specific feedback on how the writing could be improved.

Note: Assessment can happen at any stage of writing, and not necessarily when the piece of writing is submitted. Encourage peer and teacher conferencing to improve writing. Explain and present a demonstration on how to carry out a peer conference.

**Note:** As far as possible, discuss with learners while developing assessment rubrics or criteria.

### Sample rubrics to assess the poem

(Exceeding-5, Advancing-4, Meeting-3, Approaching-2, Beginning-1)

Criteria	Exceeding	Advancing	Meeting	Approaching	Beginning	Comments
<b>Rhythm (flow)</b>	The poem has Rhythm throughout all lines.	The poem has rhythm in most lines.	The poem has rhythm in some lines.	The poem has rhythm only in a few lines	The poem has no rhythm.	
<b>Tone (mood)</b>	The tone of the poem is very clear and consistent.	The tone of the poem is clear and consistent.	The tone of the poem is clear, but inconsistent	The tone of the poem is somewhat clear but inconsistent.	The tone of the poem is not clear and consistent	
<b>Imagery (use of figurative language)</b>	The use of imagery is evident in most lines of the poem.	The use of imagery is evident in some lines of the poem.	The use of imagery is evident in few lines of the poem.	The use of imagery is evident only in a few lines of the poem.	The use of imagery is not evident in any lines of the poem.	
<b>Word choice</b>	Each word in the poem is carefully chosen to enhance the meaning poem.	Most words in the poem are carefully chosen to enhance the meaning of the poem.	Some words in the poem are carefully chosen to enhance the meaning of the word.	A few words in the poem are carefully chosen to enhance the meaning of the poem.	Words in the poem are chosen randomly.	

- The teacher may design separate rubrics to assess free verse written by learners.

**Note:** The success criteria should be developed together with the learners and made clear to them. The teacher may share learners' assessment with parents and learners, if required.

## Resources

- <https://www.youtube.com/watch?v=X51MprsSXzg&list=PL8WWToQ5Kvkdb2cYz3S7AqRf0evE7DwNk&index=33>
- <https://writers.com/how-to-write-a-poem-step-by-step>
- (<https://www.youtube.com/watch?v=JWT0K9VeYXM>

## Topic: Writing Portfolio

Learners maintain a portfolio to demonstrate their progress and growth in their writing skills. It also enables them to reflect on their work, skills and experiences.

### Competency

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

**Knowledge:** vocabulary, various texts

**Skills:** writing coherent paragraph, organizing ideas in writing, communicating, using the writing process

**Behavior:** participation, sharing with friends, following instruction

### Learning Objectives

- Add at least 5 pieces to the portfolio of their best writing making choices based on the elements of good writing.
- Evaluate one's own and other's writing.

To understand and comprehend the text, learners have to read and evaluate other's writing. Furthermore, learners need to express their ideas and feelings to convey the message clearly.

**Note:** The above objectives can have multiple objectives specific to the topic.

### Learning Experiences

Letting learners compile portfolios makes the writing process meaningful to them. They will more willingly put in their best efforts, as they are accountable for producing at least five literary pieces in class VI. They will approach writing more thoughtfully as a complex and recursive process of drafting, revising, editing and rewriting, knowing that this process leads to more effective writing. They will craft finished pieces more responsibly, knowing that their final evaluation will depend on the finished products they include in their portfolios. However, developing writing portfolios requires patience and perseverance from everyone involved, but there is no one better pedagogy or learning experience to track a learner's development as a writer. Portfolios are also extremely valuable when we discuss a learner's progress with parents or other teachers.

Self and peer assessment are important aspects of developing a writing portfolio. Assessing their own work or that of others can help learners understand learning objectives and success criteria more easily. Therefore, it is significant for the learners to know how to carry out effective self and peer assessment.

#### Learning Experience 1

- Revise the writing process. During the revision of the writing process, the teacher needs to make use of the sample self-assessment and peer assessment tools provided in the instructional guide.
  - Pre-writing
  - Drafting

- Revising/Editing
- Publishing
- Revise the elements of effective writing
  - Central idea
  - Organization
  - Supporting materials
  - Expression, word choice, and point of view
  - Spelling, grammar, and punctuation
- Teach learners how to assess one's own and others' writing. It is important to make guidelines for giving feedback explicit and make them follow while carrying out peer assessment. The guideline may include:
  - Respect the work of others
  - Identify successful features in the peer's work
  - Think about the learning objectives and success criteria when suggesting improvements.
  - Use positive words for improvement.
  - For detail use the link given. [Peer and self-assessment for learners \(nsw.gov.au\)](#)
  - Sample peer and self-assessment tools are attached for reference.
- Guide learners on how to develop a portfolio. The teacher may refer to the link given below to help learners develop a portfolio (hard copy) <https://k12.thoughtfullearning.com/teachersguide/write-on-track-assessment/using-writing-portfolios> (using writing portfolio).
- Let learners write different types of literacy pieces following the writing process.
- Let learners compile their best piece in the portfolio based on elements of effective writing.

**Note:** Appropriate learning experiences should be adapted to cater to diverse learning needs. Note: Encourage learners to incorporate ICT in their writing.

- Learners can design/ publish their work using ICT.
- Encourage learners to create an online personal page/blog to post their write up.

## Assessment

Assess the learner's writing and provide specific feedback on how the writing could be improved.

**Note:** Assessment can happen at any stage of writing, and not necessarily when the portfolio is submitted. Encourage peer and teacher conferencing to improve writing. Explain and present a demonstration on how to carry out a peer conference.

**Note:** As far as possible, discuss with learners while developing assessment rubrics or criteria.

**Sample assessment tool for peer response guide**

**Name:** ..... **Class:** ..... **Section:** ..... **Date:** .....

Direction: Use this form as you respond to the writing of your friend.

What is best about this piece of writing?

Is the opening sentence interesting and attention-grabbing? If so, how can I make it more interesting?

What is the focus of the write-up? Do all the parts work to support the whole?

Would it be possible to organize the ideas or events more clearly? How?

Are the paragraphs and sentences clearly and logically connected? Where could transitions be introduced to make connections clearer?

Does the writer talk enough about each part of the subject? Where are more details needed?

Where is the language precise and vivid? Where is the language vague or confusing?

Were there errors in usage, spelling, capitalization, or punctuation that need to be corrected?

## Self-assessment guide

**Direction:** Use this form to evaluate your own writing by completing each sentence below.

**Name:** ..... **Class:** ..... **Section:** ..... **Date:** .....

What I liked best about this write-up  
was.....

When I look back at the write-up, the part I most enjoyed working on  
was.....

The most difficult part of the write-up was.....

I was most successful at.....

One thing I learned from this write-up was.....

I would grade this write-up as (outstanding, good, fair, and weak).....

Note: The success criteria should be developed together with the learners and made clear to them. The teacher may share learners' assessment with parents and learners, if required.

One goal I would like to focus on in future writing is.....

## Resources

- [Peer and self-assessment for learners \(nsw.gov.au\)](https://nsw.gov.au/peer-and-self-assessment-for-learners)
- <https://k12.thoughtfullearning.com/teachersguide/write-on-track-assessment/using-writing-portfolios>

## Topic: Purposeful writing

To convey a clear message, learners need to use appropriate language in their writing to suit the genre, purpose and audience.

### Competency

- Select and develop content and use register and language appropriate to genre, purpose and audience to practise writing skills.

**Knowledge:** figure of speech, vocabulary, various texts.

**Skills:** writing coherent paragraphs, organizing ideas in writing, composing, communicating.

**Behaviour:** participation, sharing with friends, following instruction.

### Learning Objectives

- Enhance the effectiveness of their writing with the use of figurative language – simile, metaphor, personification, and onomatopoeia.
- Write for a range of purposes and audiences using a variety of forms encountered in their reading including, explanations, summaries, invitations, reports and realistic fictions.
- Learners incorporate figurative language to enhance their writing for different purposes and audiences.

**Note:** The above objectives can have multiple objectives specific to the topic.

### Learning Experiences

Varieties and register of language are all about appropriateness and context in speaking as well as grammatical correctness of words in writing. In order to determine the level of 'formality,' it is also necessary to use appropriate varieties and registers of language in a specific communication context for instance, one would not speak to his/her teacher the same as he/she would talk to the classmates. There is proper etiquette when dealing with a certain person based on his/her status in the society. In short, "Right words at the right time to the right person with the right reason."

In writing using figurative language is an effective way of communicating an idea with clarity and impact. Writers use figurative language to stimulate emotion, help readers form mental images and draw readers into the work. Therefore, it is important to engage learners in meaningful writing experiences through varieties of teaching pedagogy.

#### Learning Experience 1

- Use the link below to revise the learners' knowledge of figurative language learnt in the previous classes. Give input on new figurative language used in the text (onomatopoeia).  
<https://www.youtube.com/watch?v=98l2gZh-2X0>
- Ask learners to use figures of speech in their writing (essays, poems, letters, reports and short stories) to enhance effectiveness of the written work.
  - Simile

- Metaphor
  - Personification
  - Onomatopoeia
- Ask learners to write a poem on the theme 'festival' with reference to the poem *Celebration* incorporating figures of speech learnt in the previous classes.

### Learning Experience 2

- After learning the poem *Courage*, let learners write a similar poem on one incident where they said 'no' to something when they actually wanted to say 'yes'. Let learners express their feelings and thoughts experienced in such situations.

**Note:** The teacher will encourage learners to write explanations, summaries, invitations, reports, and realistic fictions.

**Note:** Appropriate learning experiences should be adapted to cater to diverse learning needs.

**Note:** Incorporate ICT in their writing.

- Let learners design/ publish their work using ICT.
- Encourage learners to create an online personal page/blog to post their write ups.

### Assessment

Assess the learner's writing and provide specific feedback on how the writing could be improved. Use the writing process to carry out assessment.

**Note:** Assessment can happen at any stage of writing, and not necessarily when the portfolio is submitted. Encourage peer and teacher conferencing to improve writing. Do demonstration on how to carry out a peer conference.

**Note:** The success criteria should be developed together with the learners and made clear to them. The teacher may share learners' assessment with parents and learners, if required.

### Resources

<https://www.youtube.com/watch?v=98l2gZh-2X0>

## Topic: Multimodal media for presenting and publishing

Learners make appropriate choices of presentation to publish their work. They can present their writing using handwriting and IT effectively.

### Competency

- Use handwriting and IT effectively, making appropriate choices of presentation to publish some of the best pieces.

**Knowledge:** vocabulary, types of sentences.

**Skills:** writing coherent paragraphs, organizing ideas in writing, communicating.

**Behaviour:** participation, sharing with friends, following instruction.

### Learning Objectives

- Write a coherent paragraph using simple, compound, and complex sentences.
- Continue to enjoy writing by participating in a community of writers.

**Note:** The above objectives can have multiple objectives specific to the topic.

### Learning Experiences

Learners need to organize their thoughts in paragraphs to provide structure and flow to the text. They can also participate in a community of writers to enhance their writing skills, evolve and progress as a writer. Therefore, providing a natural forum for writing on related and relevant topics needs to be considered important by the teachers. Some of the writing activities can be either follow up or extended activity from listening and speaking and reading and literature. It is equally important for teachers to teach or encourage learners to use different digital tools to enhance writing skills or publish their final drafts using digital tools.

#### Learning Experience 1

- Continue giving importance to handwriting practice so that learners are able to use the best of handwriting to publish their written work. The teacher may refer to the following link to understand the importance of handwriting in the digital age. <https://www.montessoriinternational.org/wp-content/uploads/2018/09/The-Importance-of-Handwriting-in-the-Digital-Age-HealthyChildren.org.pdf> (Importance of Handwriting).
- Remind learners to make use or follow the grammar rules that they have learned while writing. The teacher must ensure that the learners use simple, compound and complex sentences to write coherent paragraphs in their essays, stories, letters and summary, incitation. Provide video link for simple, compound and complex sentences if need be.
- To revise the types of sentences, learners watch the video given below <https://www.youtube.com/watch?v=smgYeUomfyA>
- Explain with examples how to write coherent paragraphs. Paragraph that has clear topic sentences, supporting details, unity and coherence.

**Note:** It's important to demonstrate writing to learners by the teacher.

**Note:** Appropriate learning experiences should be adapted to cater to diverse learning needs.

Note: Incorporate ICT in their writing. Teacher may use the link below to encourage ICT in writing.

[https://www.youtube.com/watch?v=9axgV\\_cPtIU](https://www.youtube.com/watch?v=9axgV_cPtIU) (Creating Google Site Tutorial)

## Assessment

Assess the learner's writing and provide specific feedback on how the writing could be improved.

**Note:** Assessment can happen at any stage of writing, and not necessarily when the portfolio is submitted. Encourage peer and teacher conferencing to improve writing. Explain and present a demonstration on how to carry out a peer conference.

**Note:** As far as possible, discuss with learners while developing assessment rubrics or criteria. Share learner's assessment with parents and learners.

### Sample self-assessment tool for writing process

Looking at how I write			Comments for improvement
Criteria	Yes	No	
<b>Prewriting</b>			
I chose a good topic	Yes	No	
I read about my topic	Yes	No	
I thought about what readers may want to know	Yes	No	
I wrote down all my ideas on a 'think sheet'	Yes	No	
<b>Drafting</b>			
I put similar ideas together to form coherent paragraphs.	Yes	No	
I chose the best ideas for my composition	Yes	No	
I arranged my ideas in logical order	Yes	No	
<b>Writing</b>			
I wrote down my ideas in sentences	Yes	No	
When I needed help I..... browsed the internet looked in a book asked my partner asked the teacher (The learner can additional points if any)			
<b>Revising</b>			
I read my first draft to myself	Yes	No	
I marked the parts I liked	Yes	No	
I marked the parts I might want to change	Yes	No	
I read my first draft to my partner	Yes	No	
I listened to my partner's suggestions	Yes	No	
I made changes to my composition	Yes	No	
I tried to use a simile in my write-up	Yes	No	
I tried to use metaphors in my write-up	Yes	No	
I tried to use personification in my write-up	Yes	No	
I tried to use onomatopoeia in my write-up  (The learner can add additional points in any)	Yes	Yes	
<b>Editing</b>			
I edited my spellings	Yes	No	
I edited my punctuations	Yes	No	
I edited my capitalization	Yes	No	
I edited my tenses	Yes	No	
I edited my subject-verb-agreement	Yes	No	
I corrected my run on and fragmented sentences.	Yes	No	
My writing includes simple, compound and complex sentences.  (The learner can add additional points if any)	Yes	No	
<b>Publishing</b>			
I wrote the final draft in my best writing	Yes	No	
I used the elements of good writing	Yes	No	
I am ready to publish my write-up	Yes	No	

**Note:** The success criteria should be developed together with the learners and made clear to them. The teacher may share learners' assessment with parents and learners, if required.

## Resources

[https://www.montessoriinternational.org/wp-content/uploads/2018/09/The-Importance-of-Handwriting-in-the-Digital-Age-HealthyChildren.org\\_.pdf](https://www.montessoriinternational.org/wp-content/uploads/2018/09/The-Importance-of-Handwriting-in-the-Digital-Age-HealthyChildren.org_.pdf)

<https://www.youtube.com/watch?v=smgYeUomfyA>

- [https://www.youtube.com/watch?v=9axgV\\_cPtIU](https://www.youtube.com/watch?v=9axgV_cPtIU)

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## Language and Grammar

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### Topic: Formal and informal languages

Learners speak using formal and informal language to convey messages on different occasions.

### Competency

- Use formal and informal language to suit the purpose and audience.

**Knowledge:** question tags, direct and indirect speech, tenses, pronouns, active and passive voice.

**Skills:** communicate clearly, listen to understand, respond to the speaker, and use correct intonation and pronunciation.

**Behavior:** paying attention, being polite, demonstrating respect.

### Learning Objectives

- Use the knowledge of grammar learned in earlier classes.
- Use question tags correctly.
- Use direct and indirect speech correctly in both written and spoken language.
- Use the progressive/continuous forms of tenses (continuous present, continuous past, continuous future).
- Use intensive pronouns (e.g., myself, ourselves).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Use active and passive voice.

**Note:** The above objectives can have multiple objectives specific to the lesson topic.

### Learning Experiences

The study of grammar enables learners to speak with ease and clarity. With the knowledge of grammar, learners should be able to write coherently and accurately. It is also important for the teacher to incorporate grammar learning with other strands such as listening and speaking, reading and literature, and writing.

### Teacher Input

Learners should be made aware of the difference between formal and informal language.

**Formal language:** A formal language is less personal than informal language. It is used when writing for professional or academic purposes. It does not use colloquialism/slang, contractions or first-person pronouns such as I or we.

**Informal language:** It is more casual and spontaneous. It is used to communicate with friends or family either in writing or in conversations. It is used while writing personal emails, text messages and in some business correspondence.

### Learning experience 1

- Revise the use of question tags learnt in earlier classes by providing examples such as:
  1. She is not here, .....?
  2. Dorji eats too much, .....?
  3. She works hard, .....?
  4. They are reading books, .....?
  5. He isn't good, .....?
  6. I am little late, .....?
- Teach the use of question tags by providing more examples. For this, teachers must explore relevant sources. You may use the web link given below or *Grammar Builder 3* for more information.  
[https://www.grammar.cl/Intermediate/Question\\_Tags.htm](https://www.grammar.cl/Intermediate/Question_Tags.htm)
- Using the web link shared below, let learners watch and answer the questions posed in the video. Learners will keep a record of questions they were able to answer correctly.  
<https://www.youtube.com/watch?v=RFQMr-OKI8w>

**Note:** Teachers are encouraged to use different assessment techniques to assess learners' competency level on the use of Question Tags.

### Learning experience 2

- Let learners explore direct and indirect speech in groups from various sources.
- Learners can present direct and indirect speech to the class.

**Note:** Teacher will be the facilitator.

- Based on the presentation, the teacher may provide constructive feedback.
- Supplement the presentation by providing detailed information on the topic direct and indirect speech.

### Teacher Input

**Direct speech:** refers to conveying the message of the speaker in the exact words as spoken by him/her.

Example:

He said, "I have been studying a lot."

She said, "I finished my homework."

**Indirect speech:** refers to conveying the message of the speaker in your own words.

Example:

He said that he had been studying a lot.

She said that she had finished her homework.

### Performance Task

- The teacher may use the text *Fly like an Eagle* to let learners list down the use of direct speech.
- The teacher may discuss why they think the writer chose to write in direct speech, instead of describing what the characters say or do.
- Let learners listen to the conversation outside the class and note down the exact word of the speaker. They will change it into indirect speech.
- The teacher may assess the learner's work and provide constructive feedback.

### Learning experience 3

- Provide the given sentences to check the prior knowledge of the learners.
  - a. I am doing my homework at the moment.
  - b. I was doing my homework all night.
  - c. I will be doing my homework tonight.
- Let learners compare the three statements in terms of when these types of statements are used. Ask them to share. Provide constructive feedback whenever necessary.

### Teacher Input

Present progressive tense- is used to show an action which is happening at the time of speaking. Example- I am doing my homework at the moment.

Past progressive tense- is used to show an action which was happening in the past.

Example: I was doing my homework all night.

Future progressive tense- is used to show an action that will be happening at a time in the future. Example- I will be doing my homework tonight.

**Note:** Teacher must provide more example on use of Progressive tenses to help learners understand clearly.

## Performance Task

- Let learners in groups construct at least three sentences for each of the tenses mentioned below:
  - Present progressive tense
  - Past progressive tense
  - Future progressive tense
- The teacher may assess the learners work and provide constructive feedback.

**Note:** the teacher should encourage learners to use progressive sentences correctly in their daily conversation and writing.

## Learning experience 4

- Let learners use the link below to learn about pronouns:  
<https://www.youtube.com/watch?v=D2eJpBIMo>
- After watching the video, the teacher will supplement on pronouns to ensure that pronouns must agree with their antecedent in number and person.
- Initiate discussions on the cases of pronoun as given below:

### Teacher Input

There are three cases of pronoun:

Subjective case: pronouns used as subject.

Objective case: pronouns used as objects of verbs or prepositions.

Possessive case: pronouns used to express ownership.

Pronouns as subjects	Pronouns as objects	Pronouns that show Possession	
		Possessive adjectives	Possessive pronouns
I	Me	My	mine
You	You	Your	yours
he, she, it	him, her, it	his, her, it	his, hers, its
We	Us	Our	ours
They	Them	Their	theirs
Who	Whom	Whose	-

**Note:** Pronouns like *this, that, these, those, and which* do not change form.

## Performance task

**Directions:** For each intensive pronoun listed below, write a sentence. Make sure the intensive pronoun adds emphasis to the subject of the sentence.

Sl. No	Intensive Pronouns	Sentence
1	Himself	He himself brought a gift for his parents
2	Myself	
3	Ourselves	
4	Herself	
5	Themselves	
6	Ourselves	
7	Himself	

- The teacher may assess the work of the learners and provide constructive feedback.

### Learning experience 5

- Introduce active and passive voice.

#### Teacher Input

When the subject of a sentence performs the verb's action, we say that the sentence is in the *active voice*. Sentences in the active voice have a strong, direct, and clear tone.

#### Examples:

Pema kicked the ball.  
The dog chased the cat.  
Sangay wrote the letter.  
The boy threw the stick.  
Dorji broke the glass.

In a passive voice, the subject becomes the recipient of the verb action. The subject is acted on by the verb.

#### Examples:

The ball was kicked by Pema.  
The cat was chased by the dog.  
The letter was written by Sangay.  
The stick was thrown by the boy.  
The glass was broken by Dorji.

**Note:** Teacher will have to teach the basic rule of changing active to passive voice and vice versa. Use Grammar Builder or any other relevant sources to teach the rules.

**Note:** Learners are encouraged to use active and passive voice correctly in their write-ups and oral communication and the teacher must consciously assess the use of active and passive voice by providing constructive feedback.

**Note:** Appropriate learning experiences should be adapted to cater to diverse learning needs.

### Assessment

**Note:** As far as possible, the teacher must ensure to teach grammar in context and also ensure that the learners make use of the grammar knowledge in their daily oral and written tasks. Assessment of the learners' ability to use grammar skills accurately may be carried out on a daily basis through observations. The teacher can assign any activity and assess learners accordingly and provide constructive feedback.

**Note:** The success criteria should be developed together with the learners and made clear to them. The teacher may share learners' assessment with parents and learners, if required.

### Resources:

- [https://www.grammar.cl/Intermediate/Question\\_Tags.htm](https://www.grammar.cl/Intermediate/Question_Tags.htm)
- <https://www.youtube.com/watch?v=RFQMr-0Kl8w>
- <https://www.youtube.com/watch?v=D2eJpBIMo>

## Topic: Finding word meanings

Learners use a variety of materials to ensure proper pronunciation and comprehension of words and phrases.

### Competency

- Consult reference material, both print and digital, to find the pronunciation and determine the precise meaning of key words and phrases.

**Knowledge:** word meaning, vocabulary, content in appendices, regular and irregular verbs.

**Skills:** encoding, decoding, pronunciation.

**Behaviour:** following instructions, participation.

### Learning Objectives

- Use the appendices of the dictionary.
- Use the bare infinitive, simple past, and past participle of regular and irregular verbs.

**Note:** The above objectives can have multiple objectives specific to the lesson topic.

### Learning Experiences

The information in the appendices of the dictionary is useful to learners in many ways and they need to be aware of what information the appendices provide. Therefore, learners need to be exposed to learning experiences that allow learners to explore the use of dictionaries and other materials.

#### Teacher Input

Appendices (plural noun): a section or table of subsidiary matter at the end of a book or document.

The following information is presented in the appendices:

- Common first name
- Geographical name
- Regular verb tenses
- Irregular verbs
- Words beginning and ending
- Word building

#### Learning Experience 1

- Discuss the content in appendices of the dictionary.
- Let learners get the idea that all books have appendices at the end.
- Encourage learners to use online/offline dictionary to find meaning and pronunciations of the words.

## Learning experience 2

- Build on the learner's prior knowledge on regular and irregular verbs learnt in earlier classes (IV and V) through a diagnostic test.
- Assign a worksheet to broaden the concept of regular and irregular verbs (three forms).

### Performance Task: Passing the ball (game)

The teacher may use the following game to assess learners' learning on the topic.

- Let learners be in 3s.
- The 1<sup>st</sup> learner will say a sentence using the infinitive form of a verb (Focus on IRREGULAR verb).
- When he/she passes the ball to the 2<sup>nd</sup> learner, that learner has to say the same sentence using the simple past tense form.
- Similarly, when the 3<sup>rd</sup> learner gets the ball, he/she has to use the 3<sup>rd</sup> form of the verb.  
E.g.: 1<sup>st</sup> learner-I see a ball.  
2<sup>nd</sup> learner: I saw a ball.  
3<sup>rd</sup> learner: I have seen a ball. (Learners may change places to get opportunity to use all the three forms)

Or

- The teacher may ask learners to explore games related to irregular verbs to practise and enhance their learning.

### Task Assessment

The teacher can maintain an anecdotal record to check the learner's use of irregular verbs.

**Note:** Appropriate learning experiences should be adapted to cater to diverse learning needs.

## Assessment

**Note:** As far as possible, the teacher must ensure to teach grammar in context and also ensure that the learners make use of the grammar knowledge in their daily oral and written tasks. Assessment of the learners' ability to use grammar skills accurately may be carried out on a daily basis through observations.

**Note:** The success criteria should be developed together with the learners and made clear to them. The teacher may share learners' assessment with parents and learners, if required.

## Resources

Online/ offline Dictionary  
Print Dictionary

## Topic: Grammatical conventions

Grammatical conventions can help you communicate more effectively. Messages can be communicated precisely and concisely.

## Competency

- Use knowledge of key concepts in grammar to write and speak accurately.

**Knowledge:** parts of speech, punctuation mark, complex sentence, article.

**Skills:** communicate clearly, listen to understand, respond to speakers, use correct intonation and pronunciation.

**Behavior:** paying attention, being polite, demonstrating respect.

## Learning Objectives

- Show the functions of parts of speech: abstract, countable, and uncountable nouns, possessive and demonstrative adjective, adverb of degree and frequency, possessive pronoun, and interjection.
- Use punctuations like hyphen, colon, semicolon, brackets to show the organization of a sentence.
- Use the parts of speech and the articles in correct orders (article – subject – verb – adverb – article – adjective – object) in longer sentences.
- Construct complex sentences correctly.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**Note:** The above objectives can have multiple objectives specific to the lesson topic.

## Learning Experiences

Learners who are proficient in language, both written and spoken, always demonstrate a strong understanding of grammar conventions. Therefore, learners must be given the opportunity to learn, acquire, and apply what they have learnt in their day to day oral and written communication.

### Learning Experience 1

Abstract Noun

- Build on prior knowledge of the learner’s previous knowledge on common, proper, concrete and collective nouns taught in earlier classes (IV and V).
- Use the video link below to discuss on abstract nouns
- [Abstract Nouns | English Grammar & Composition Grade 4 | Periwinkle - Bing video](#)
- Teacher may use ample examples to help build learners concept about abstract noun

#### Teacher Input

Abstract noun: An abstract noun is a noun that refers to concepts such as emotion, feeling, quality, or an idea. In other words, an abstract noun does not refer to a physical object.

An abstract noun cannot be experienced with our five senses (see, hear, feel, touch, and smell).

Examples: truth, happiness, anger, wisdom,

Let learners explore more examples of abstract nouns.

## Countable and uncountable nouns

- Use the following video link to discuss the concept of countable and uncountable nouns.  
[Nouns - Countable and Uncountable | English Grammar & Composition Grade 4 | Periwinkle - Bing video](#)
- Teacher may use the link given below to help learners practice countable and uncountable nouns.  
[You Can Count on Me: 11 Fun Games for Practicing Countable and Noncountable Nouns \(busyteacher.org\)](#)  
Or the teacher may also frame some worksheets for practice.
- The teacher may use a recommended or any other text and let learners identify at least five examples of abstract nouns, countable nouns and uncountable nouns.
- The teacher may discuss and provide constructive feedback wherever necessary.

## Possessive and demonstrative adjective, and possessive pronoun

Possessive adjective	Possessive pronoun	Demonstrative Adjective/determiners
My	Mine	This
Your	Yours	That
His	His	These
Her	Hers	Those
Its	-	
Our	Ours	
Their	Theirs	

- Review possessive pronouns learnt in their earlier class (V).
- The teacher may use the table above to discuss the difference between possessive pronouns and possessive adjective.
- The teacher may use examples to help learners differentiate between the two.  
Example: This is *my* book. This book is *mine*.

### Teacher Input

Possessive Adjective: Possessive adjectives are words that show ownership. It is used before a noun to indicate who owns that noun.

- Learners should also be exposed to the word 'demonstrative adjective' since they have already learnt the determiners (this, that, these and those) in lower classes.
- The teacher may also refer the URL link [below](#) to get more information on the topic.

[Demonstrative Adjectives vs Demonstrative Pronouns With Exercise \(learnsl.net\)](https://www.learnsl.net/demonstrative-adjectives-vs-demonstrative-pronouns-with-exercise/)

**Performance task**

- The teacher may use a text or any other reading materials (books, articles) and ask learners to check the usage of possessive pronouns, possessive adjectives and demonstrative adjectives for practice.

**Assessment**

- The teacher may integrate the assessment with other strands such as Reading & Literature and Writing.

**Adverb of degree and frequency**

- The teacher may review the learner's previous knowledge on adverbs and adverbs of manner they had learnt in earlier classes (V).
- Demonstrate the use of adverbs of degree and frequency through some examples and definitions.
- The teacher may plan a worksheet to let learners practice the grammar lesson learnt.

**Teacher Input**

**Adverb of degree:** An adverb of degree helps us to express 'how much' (or to what extent) we do something.

They are always used before **an** adjective, **a** verb or **any** other adverb.

**Example:** too, very, slightly, totally, quiet.....

**Adverb of frequency:** Adverb of frequency describes how often we do things or how often things happen.

**Example:** always, usually, frequently, often, sometimes, occasionally, rarely, never..

Teacher may use the link **given below** for reference.

[Adverbs of Frequency: Full List with Examples & Exercises - OTUK #1 British Online School - Speak English With Confidence \(onlineteachersuk.com\)](https://www.onlineteachersuk.com/2017/05/20/adverbs-of-frequency-full-list-with-examples-exercises-otuk-1-british-online-school-speak-english-with-confidence/)

**Performance Task (PBE Approach: Connections)**

- Teacher may use the PBE approach mentioned above.
- Ask learners to observe their home environment or they can think about the daily activities that happen in their house.
- Let learners express their observation/thinking through a short paragraph.
- Encourage learners to use adverbs of degree of frequency to write the paragraph.

**Assessment**

- The teacher may maintain an anecdotal record of an individual learner's progress.
- Teacher may integrate the lesson learnt in other strands as much as possible.

## Interjections

- Build on the prior knowledge on interjection through diagnostic tests.
- Discuss about the use of interjection through a text or any other reading material. The teacher could use the texts, *Courage* and *I like Myself*.
- The teacher may use the link below to discuss more about how interjections are used to express different emotions  
[Interjections - expressing emotions | English for Communication - ESL - Bing video](#)
- The teacher may use the expressions/sentences used in the video link to discuss **about interjections**.
- **Use the expressions given below as examples** and ask learners to complete the dialogue in pairs (Listening & Speaking):

Yipee! I found a new job! (happiness)

Oh! It was nothing. (embarrassed)

Rats! I made another mistake! (irritation)

## Performance Task: Dialogue

Mr. A: What is it?

Mr. B: Yipee! I found a new job!

Mr. A: Oh yeah! Congratulations!

## Assessment

The teacher may assess the learner's concept of interjection with the Listening & Speaking strand.

## Learning Experience 2:

Use punctuations like hyphen, colon, semicolon **and** brackets to show the organization of a sentence.

### Teacher Input

**Hyphen (-):** It is a punctuation mark **which is** shorter than a dash. It joins words or part of words.

**Colon (:):** It is a punctuation mark that is used to give emphasis, present dialogue, introduce lists or text, and clarify composition titles.

**Semi-colon (;):** A semicolon has two general uses: to clarify a series and to indicate two closely related sentences

**Brackets ():** This punctuation always comes in pairs. Brackets are symbols that we use to contain 'extra information', or information that is not **a** part of the main content.

- The teacher may refer to the links provided **below** to get a clearer concept of hyphen, colon, semicolon and brackets.  
[Punctuation: Colon and Semicolon | Writing Style Guide | Western Michigan University \(wmich.edu\)](#)

- To help learners learn more about punctuations, the teacher may **provide a paragraph** without any punctuation marks.
- Let learners read the paragraph and insert correct punctuations wherever necessary.
- Encourage learners to insert punctuation **marks** learnt in **their** earlier classes too, such as full stop, question marks, exclamation mark **and** comma.

### Assessment

- The teacher may design a checklist to keep record of their learning progress.
- The teacher **may** encourage learners to apply the knowledge of punctuations in their Reading and Literature and writing stands too.
- The teacher can also assess the use of punctuation in other strands.

### Learning Experience 3

- Review the learner's knowledge on the eight parts of speech learnt in their earlier classes through a diagnostic test.
- Use deductive or inductive approach to teach the concept of correct word order.  

Article-subject-verb-adverb-propositions-article-adjective-object

E.g.; **The** dog jumped angrily at the tall man.
- For practice, the teacher may use the table reflected on page 137 in VI-Teachers Guide-2020.
- The teacher may ask learners to follow the correct word order and write at least five sentences using the table.

### Performance Task

- Provide learners with several jumbled sentences.
- Ask them to form correct sentences using those word order that was discussed.

### Assessment

- The teacher may assess learners' learning progress on this topic through the writing strand.

### Learning Experience 4

- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Construct complex sentences correctly.
  - Provide a few incorrect sentences (with fragments and run-ons).
  - Group learners and ask them to discuss if something is wrong in those sentences.
  - Let a member present their findings to the class (teacher may check how much learners know about fragments and run-ons that they have **learnt in classes IV and V.**)
  - Provide some examples of simple and compound sentences to the learners.
  - Ask them categorise the sentences as simple and compound, based on their previous knowledge learnt about both simple and compound in classes IV & V.
  - The teacher may use the video link provided **below** to explain how a complex sentence is formed.

## [Complex Sentences - YouTube](#)

For practice, teachers may give some sentences and ask learners to combine **them** to construct complex sentences (The teacher may let learners work in groups).

E.g.;

His name is Dorji.  
He's a professional football player.  
He has a big house in Paro.  
He often travels around Thimphu.

**Complex sentence:** Although Dorji has a big house in Paro, he often travels around Thimphu. Discuss each answer in the class.

- Use the story *The Orphan Boy* to teach complex sentences.
- Let learners identify examples of complex sentences from the text.
- Let learners construct five examples of complex sentences on their own.

### Performance task

- The teacher may take learners outside to observe their natural surroundings. (Listening & Speaking)
- Ask learners to frame at least five examples of complex sentences through their observation.
- Let them share their written observations to their groups.

### Assessment

The teacher may assess learners learning in the Listening and Speaking strand.

**Note:** Appropriate learning experiences should be adapted to cater to diverse learning needs.

**Note:** Suggested ways of integrating with other strands:

### Assessment

**Note:** As far as possible, the teacher must ensure to teach grammar in context and also ensure that the learners make use of the grammar knowledge in their daily oral and written tasks. Assessment of the learners' ability to use grammar skills accurately may be carried out on a daily basis through observations.

**Note:** The success criteria should be developed together with the learners and made clear to them. The teacher may share learners' assessment with parents and learners, if required.

**NOTE:** Language and grammar should not be taught and assessed in isolation.

### Resources

- [Abstract Nouns | English Grammar & Composition Grade 4 | Periwinkle - Bing video](#)
- [Complex Sentences - YouTube](#)
- [Punctuation: Colon and Semicolon | Writing Style Guide | Western Michigan University \(wmich.edu\)](#)
- [Semicolons, colons, and dashes – The Writing Center • University of North Carolina at Chapel Hill \(unc.edu\)](#)

## Continuous Assessment (CA) and Examination Weighting for Classes VI

Term I				Term II			Grand Total (Total A + B+ C)
CA (Total A)		Mid Term Exam	Total	CA (Total B)		Common Examination (Total C)	
Listening and Speaking	10%	25%	50%	Listening and Speaking	10%	50%	100%
Reading Portfolio	5%			Reading Portfolio	5%		
Writing Portfolio	10%			Writing Portfolio	10%		

### Note:

1. The term one examination should be conducted out of 60 marks and converted to 25%. The 10% CA marks from the Listening and Speaking, 5% from the Reading Portfolio, and 10% from the Writing Portfolio should be added to the examination marks to make it 50%.
2. The common examination should be conducted out of 60 marks and converted to 50%. The 50% CA marks from the Listening and Speaking, Reading Portfolio and Writing Portfolio for both the terms should be added to the written examination marks to make it 100%.
3. 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 learners 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 learners achieve the instructional goals.
4. At the end of each term, a formal test should be conducted to assess learners' competencies in listening and speaking through oral test items and other listening and speaking exercises. The final mark or score should be converted to 10%.
5. The Reading and Writing Portfolios of each learner should be monitored regularly and consistently to check their progress on reading and writing skills. 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 to award marks accordingly

### English Paper (Writing, Reading and Literature, and Grammar) - Written Examination Marks Break-up

Sl. No	Genre	Weighting	Remarks
1	Essay writing	10	Composition based on picture sequence, narrative Writing
2	Personal letter/leave application/invitation	8	Any ONE can be asked
3	Grammar	12	Items to be derived from the competencies and objectives. Questions can be asked from the lower classes as well.
4	Short Story	11	Any ONE from the prescribed short stories
5	Essay	11	From outside the prescribed textbook
6	Poetry	8	Any ONE from the prescribed text or outside.
<b>Total</b>		<b>60</b>	

**Note:** The above matrix is a sample of question items that can be tested in the examinations. The question types and patterns for written examinations shall remain dynamic. Questions can be asked to assess any of the competencies/learning objectives, which includes a combination of different types of writing items including short story and report writing.

#### Listening and Speaking CA (10%)

Listening and Speaking activities	Remarks
<ul style="list-style-type: none"> <li>Listening and Speaking skills</li> <li>Reports</li> <li>Debates</li> <li>Extempore speeches</li> <li>Presentation of their written pieces</li> <li>Book talk</li> </ul>	<ul style="list-style-type: none"> <li>Teachers can design additional activities as per the lesson plans.</li> <li>Conduct oral test/listening and speaking tests and marks converted to 10% at the end of each term.</li> </ul>

#### Reading Portfolio and Writing Portfolio CA (15%)

Reading Portfolio (5%)	Writing Portfolio (10%)	Remarks
<ul style="list-style-type: none"> <li>Record of reading</li> <li>Critical response to books read</li> <li>Text talk or book talk</li> </ul>	<ul style="list-style-type: none"> <li>Best pieces of writing selected by learners</li> <li>Best pieces selected by teacher</li> <li>Simple book reviews</li> <li>Folktales</li> <li>Simple poems</li> </ul>	<ul style="list-style-type: none"> <li>Use notebooks for maintaining portfolios.</li> <li>Consider process while assessing the quality of work.</li> <li>The writing portfolio should show the records of the Writing Process</li> <li>Avoid plagiarism.</li> <li>Both Reading and writing portfolios should be assessed at the end of each term and award marks accordingly.</li> </ul>

## List of suggested materials for Class VI Reading and Literature strand

The following is the recommended texts the learners of class VI should study for the Reading and Literature strand. As recommended by the curriculum framework, the assessment should be focused on the learners' mastery of the competencies rather than on mere content knowledge of the texts.

Short Story	The People who Hugged the trees	Deborah Lee Rose
	The Orphan Boy	Tololwa M. Mollel
	The Umbrella man	Roald Dahl
	Fly Like an Eagle	Elizabeth Van Steenwyk
	The Three Questions	Leo Tolstoy
Essay	Homesickness	Roald Dahl
	My Hero	Katie Gill
	Learn about the Environment	Elizabeth Hogan
	Artificial Intelligence	Anonymous
Poetry	Celebration	Alonzo Lopez
	The Old Brown Horse	W.F. Holmes
	Courage	Robert William Service
	Heads Bent Low	Anonymous
	I like Myself	Karen Beaumont

## Time Allocation for class VI

The maximum number of instructional days available for curriculum delivery excluding examination is 150 days in a year. The school year divided into two terms of fifteen weeks each, and that each week will have 7 periods of 40 minutes for teaching English. The total time allocated for English in a week is 280 minutes. Therefore, class VI will have 140 hours in a year which is 210 periods.

The following is the suggestive period and time allocation per week for all strands.

Strand	Period	Time (minutes)
Reading and Literature	2	84
Writing	2	70
Listening and Speaking	2	70
Language and Grammar	1	56
<b>Total</b>	<b>7</b>	<b>280</b>

## **Annexure 1: Essential Components of**

### **1. A Balanced Literacy Classroom**

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

### **2. Read Aloud Session**

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

### **3. Shared Reading**

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

## 5. **Independent Reading**

- Learners know how to select appropriate books for themselves
- Learners reading independently
- Learners self-select reading material
- Teacher conferencing with individuals
- Learners 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 learner work
- Writing done so all learners can view it
- Teacher models rereading and revising
- Teacher discusses writing with learners
- Teacher clearly states expectations to help learners 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)
- Learners writing, practicing skills learned through mini-lessons
- Writing may be learner choice or teacher assigned
- Teacher meeting with individuals or small groups of learners to teach specific skills
- Learners aware of and following routines established
- Learners may be participating in peer conferences.

## 8. **Independent Writing**

- Learners self-select topics
- Teacher conferencing with learners
- Learners have opportunity to publish writing if they want

## Annexure 2: Reading Strategies

Reading is the process of constructing meaning through the dynamic interaction among:

- the reader's existing knowledge,
- the information suggested by the written language, and
- the context of the reading situation.

Four general purposes of reading are:

- to gain information
- to perform a task
- to experience and enjoy literature
- to form opinions

### Critical Reading

Critical reading means **learning to look through texts rather than at them**; it means **reading beyond and beneath** surface meanings to the assumptions, arguments, and strategies behind them. Critical reading means learning about **how texts work**: how they make their meaning, how they appeal to your emotions and intellect, how they present arguments that are explicit and implicit; how they reason with readers and manipulate them.

To be a critical reader, you need to learn how to “slow down” your reading. Slowing down your reading doesn't mean you ought to read more slowly; it means that you need to **read in such a way that you learn to be aware of a text's various parts and processes**. Running your eye over the words on the page it is easy to think of any piece of writing as a smooth and solid object. But all writing — whether a short story by a famous writer or a paper by one of your classmates — is the result of a process and the product of a context. Both the process and context that produce a piece of writing are reflected in various ways in a text's parts and layers. When you learn to slow down your reading you will be able to see that all writing is made up of parts and layers that come together in the writing process to make something that seems whole.

### Critical Reading Classroom Environment

For active, critical reading to occur, teachers must create an atmosphere which fosters inquiry. Learners must be encouraged to question, to make predictions, and to organize ideas which support value judgments. Two techniques for developing these kinds of critical reading skills include **problem solving** and **learning to reason through reading**. Flynn (1989) describes an instructional model for problem solving which promotes analysis, synthesis, and evaluation of ideas. She states that, “When we ask learners to analyze we expect them to clarify information by examining the component parts. Synthesis involves combining relevant parts into a coherent whole, and evaluation includes setting up standards and then judging against them to verify the reasonableness of ideas.”

Beck (1989) adopts a similar perspective, using the term “reasoning” to imply higher order thinking skills. Comprehension requires inferencing, which plays a central role in reasoning and problem solving. For Beck, children's literature has the potential to engage learners in reasoning activities.

When literature is approached from a problem-solving perspective, learners are asked to evaluate evidence, draw conclusions, make inferences, and develop a line of thinking (Riecken and Miller, 1990). According to Flynn (1989), children are capable of solving problems at all ages and need to be encouraged to do so at every grade level. (See, for example, “Using Fairy Tales” 1991 for young children; Anton 1990 for elementary children; Johannessen 1989 for middle school children.) Teachers may want to experiment with a particular children’s book and plan a lesson which places reasoning at the centre of instruction.

Wilson (1988) suggests that teachers re-think the way they teach reading and look critically at their own teaching/thinking processes. She cautions against skills lessons that are repackaged in the name of critical thinking but which are only renamed worksheets. She points out that teaching learners to read, write, and think critically is a dramatic shift from what has generally taken place in most classrooms.

According to Wilson, critical literacy advocates the use of strategies and techniques like formulating questions prior to, during, and after reading; responding to the text in terms of the learner’s own values; anticipating texts, and acknowledging when and how reader expectations are aroused and fulfilled; and responding to texts through a variety of writing activities which ask readers to go beyond what they have read to experience the text in personal ways.

### **Critical Reading Strategies**

Mastering these strategies will not make the critical reading process an easy one, it can make reading much more satisfying and productive and thus help learners handle difficult material well and with confidence.

Fundamental to each of these strategies is annotating directly on the page: underlining key words, phrases, or sentences; writing comments or questions in the margins; bracketing important sections of the text; constructing ideas with lines or arrows; numbering related points in sequence; and making note of anything that strikes you as interesting, important, or questionable.

- **Previewing:** Learning about a text before really reading it. Previewing enables readers to get a sense of what the text is about and how it is organized before reading it closely. This simple strategy includes seeing what you can learn from the head notes or other introductory material, skimming to get an overview of the content and organization, and identifying the rhetorical situation.
- **Contextualizing:** Placing a text in its historical, biographical, and cultural contexts. When you read a text, you read it through the lens of your own experience. Your understanding of the words on the page and their significance is informed by what you have come to know and value from living in a particular time and place. But the texts you read were all written in the past, sometimes in a radically different time and place. To read critically, you need to contextualize, to recognize the differences between your contemporary values and attitudes and those represented in the text.
- **Questioning to understand and remember:** Asking questions about the content. As learners, you are accustomed to teachers asking you questions about your reading. These questions are designed to help you understand a reading and respond to it more fully, and often this technique works. When you need to understand and use new information though it is most beneficial if you write the questions, as you read the text for the first time. With this strategy, you can write questions any time,

but in difficult academic readings, you will understand the material better and remember it longer if you write a question for every paragraph or brief section. Each question should focus on a main idea, not on illustrations or details, and each should be expressed in your own words, not just copied from parts of the paragraph.

- **Reflecting on challenges to your beliefs and values:** Examining your personal responses. The reading that you do for this class might challenge your attitudes, your unconsciously held beliefs, or your positions on current issues. As you read a text for the first time, mark an X in the margin at each point where you feel a personal challenge to your attitudes, beliefs, or status. Make a brief note in the margin about what you feel or about what in the text created the challenge. Now look again at the places you marked in the text where you felt personally challenged. What patterns do you see?
- **Outlining and summarizing:** Identifying the main ideas and restating them in your own words. Outlining and summarizing are especially helpful strategies for understanding the content and structure of a reading selection. Whereas outlining reveals the basic structure of the text, summarizing synthesizes a selection's main argument in brief. Outlining may be part of the annotating process, or it may be done separately (as it is in this class). The key to both outlining and summarizing is being able to distinguish between the main ideas and the supporting ideas and examples. The main ideas form the backbone, the strand that hold the various parts and pieces of the text together. Outlining the main ideas helps you to discover this structure. When you make an outline, don't use the text's exact words.

Summarizing begins with outlining, but instead of merely listing the main ideas, a summary recomposes them to form a new text. Whereas outlining depends on a close analysis of each paragraph, summarizing also requires creative synthesis. Putting ideas together again — in your own words and in a condensed form — shows how reading critically can lead to deeper understanding of any text.

- **Evaluating an argument:** Testing the logic of a text as well as its credibility and emotional impact. All writers make assertions that want you to accept as true. As a critical reader, you should not accept anything on face value but to recognize every assertion as an argument that must be carefully evaluated. An argument has two essential parts: a claim and support. The claim asserts a conclusion — an idea, an opinion, a judgment, or a point of view — that the writer wants you to accept. The support includes reasons (shared beliefs, assumptions, and values) and evidence (facts, examples, statistics, and authorities) that give readers the basis for accepting the conclusion. When you assess an argument, you are concerned with the process of reasoning as well as its truthfulness (these are not the same thing). At the most basic level, in order for an argument to be acceptable, the support must be appropriate to the claim and the statements must be consistent with one another.
- **Comparing and contrasting related readings:** Exploring likenesses and differences between texts to understand them better. Many of the authors we read are concerned with the same issues or questions, but approach how to discuss them in different ways. Fitting a text into an ongoing dialectic helps increase understanding of why an author approached a particular issue or question in the way he or she did.

## The learner's role

Critical thinking implies that a reader is actively and constructively engaged in the process of reading. The reader is continually negotiating what s/he knows with what s/he is trying to make sense of. The role of background knowledge and the learner's ability to draw upon it are essential to critical thinking/learning.

It is not an easy task to incorporate higher level thinking skills into the classroom, but it is a necessary one. For learners to participate in the society in which they live, they must have experiences which prepare them for life. In order to become critical thinkers, it is essential that learners learn to value their own thinking, to compare their thinking and their interpretations with others, and to revise or reject parts of that process when it is appropriate.

A classroom environment which is learner-centred fosters learner participation in the learning process. Learning that is both personal and collaborative encourages critical thinking. Learners who are reading, writing, discussing, and interacting with a variety of learning materials in a variety of ways are more likely to become critical thinkers.

## The teacher's role

Teachers who encourage **pre-reading discussions** to help readers activate prior knowledge or fill in gaps in background knowledge set the stage for critical reading. They help learners identify purposes for reading, formulate hypotheses, and test the accuracy of their hypotheses throughout the reading process. In addition, asking learners to examine their own reading and learning processes creates the awareness necessary for critical reading.

**Post-reading activities that extend texts** provide an opportunity for teachers to check for learning. Transforming ideas from reading into artwork, poetry, etc. is an evaluative, interpretive act that reveals the learner's level of understanding. Critical readers are active readers. They **question, confirm, and judge** what they read throughout the reading process. Learners engaged in such activities are likely to become critical thinkers and learners.

## How Do I Sharpen My Critical Reading Strategies?

Reading critically does not mean that you are criticizing the writer's message but rather that you are **assessing the validity and reliability of the writer's material**. Critical readers are also aware that they bring their beliefs, values, experiences, and prior knowledge to the reading process. Critical readers ask questions about themselves, the writer, and the writing. Below is a set of questions to sharpen your critical reading strategies.

### Menu of Critical Reading Questions

1. Reader's Background and Value Assumptions
  - What do I know about the topic?
  - What are my beliefs and values regarding the topic?
3. What is my purpose for reading this material?
2. Writer's Background and Value Assumptions

- What is the writer's background?
  - How might it affect the writer's approach to the topic and the selection and interpretation of the evidence presented?
  - What are the writer's value assumptions regarding this topic?
3. Writer's Argument, Conclusion, and Evidence
- What is the topic of the writer's argument?
  - What is the writer's conclusion?
  - How has the writer limited the scope of the argument through definitions of key terms and the use of qualifying words and phrases?
4. Writer's Use of Evidence to Support the Conclusion
- Are there any logical fallacies?
  - What sort of evidence does the writer use to support the conclusion(s)?
  - Does the evidence offer adequate support for the writer's conclusion?
  - Are the sources creditable?
  - If the writer uses research studies as evidence, does the research satisfy these conditions:
  - Is it timely?
  - Is the sample group representative of the target population?
  - Who conducted the research? What was the purpose of the research?
  - Has the research been replicated?
  - Are the statistical findings and writer's conclusion focused on the same topic?
  - Do the graphic illustrations represent the data in a truthful manner?
  - Do the various physical dimensions of the graphic accurately portray the numerical relationships?
  - What is the source of the data in the illustration?
  - Are the statistical findings and the writer's conclusion focused on the same topic?
5. Reader's Reaction to the Reading
- Do I accept the writer's evidence as reliable and valid support of the conclusion?
  - To what degree do I accept the conclusion?
  - How does the conclusion relate to what I already know and believe about the topic?
  - How has the writer's argument changed my views on this topic?

**Here are some strategies that may be used:**

- **Take inventory of what you will be reading.**

Think about what you already know about the subject. Write down some notes on these thoughts. Look over the material you are reading - look for key words and phrases that may be in italics or boldface. Look for any graphs, captions, pictures or other graphics. See if there is a summary at the end or a set of comprehension questions. Most textbooks have summaries and questions. These can be very helpful to guide your reading. You should always read the summary and the questions before you read the text. These will give you a good idea of what to look for when you read. Remember: not everything in the text is equally important: read for the main ideas.

- **See the forest, not the trees!**

There is an English idiom that says, “You can’t see the forest for the trees.” This means that a person cannot see the overall picture or idea because she/he is concentrating on the details too much. When you are reading, don’t try to understand every word - get the overall idea.

- **Don’t just read —WRITE!**

Take notes while you are reading. Sometimes notes can be words and phrases that help you remember main ideas. However, you can also draw pictures or diagrams of key ideas. It’s like drawing a map with roads connecting different cities or locations. If each location is an idea, connect them together in your notes.

- **If at first you don’t succeed, try, try again.**

If possible, read the text more than once.

- **Don’t be afraid to make guesses.**

Try to guess at meaning by looking at the context. The sentences and words immediately before and after the point you are reading can give you good ideas.

- **Try to analyze the text.**

Look for the introduction and conclusion. Look for the topic sentences in each paragraph.

- **Make connections.**

Try to make connections between main ideas and supporting details. Well-written texts will attempt to make connections of their ideas in a logical way.

- **Summarize & Paraphrase.**

When you have finished reading a paragraph or a portion of the text, stop and try to summarize in your own words what you have read. You can do this in your notes or you can explain it orally to someone else.

- **Talk with your friends.**

Discuss what you have read with others who have also read the same text.

### **SQ3R for learners & teachers**

When you read, it is important to have a strategy or a plan for reading effectively. If you do not have a plan, you may be easily distracted or may not focus on the right things in the text. As a result, when you

are finished reading, you may not understand very much of what you have read. Also, you may not have developed your English very much, either.

When you read, you must be actively involved in the reading process in order to understand most effectively. The SQ3R method is one way to help you do this.

How does the SQ3R method work?

### **Survey**

Survey means to scan the main parts of the text you are going to read. This includes looking at the title, headings of paragraphs, introduction and conclusion, first lines of each paragraph, and any extra information that may be presented in boxes on the page. Doing this gives you some basic understanding of what the text is about and helps you know what to expect when you read in more detail.

Questions are very helpful when you read a text. Most of the time, people read first, and then look at questions at the end of the text. However, this is not the best way to read. If possible, read the questions provided for you FIRST. This will help you know what specific information to look for. Questions (those that are provided with text and those provided by your teacher) are designed to focus on the main points. Therefore, if you read to answer these questions, you will be focusing on the main points in the text. This helps you read with a goal in mind - answering specific questions.

### **3 R's**

#### **Read**

Once you have some idea of what the text is about and what the main points might be, start reading. Do not be afraid if the text has many words you cannot understand. Just read!

Follow these suggestions:

- Do not use your dictionary the first time through the text.
- Try to understand as much as you can from the context.
- Take notes as you go.
- Make a note of places that you do not understand, or words that are unclear. • Go through the text a second time.
- Try to answer the questions.

#### **Recite**

Studies have suggested that learners remember 80% of what they learn, if they repeat the information verbally. If they do not repeat verbally, they often forget 80%. Writing down the answers to questions from the text and saying these answers will help you remember the information. One good way to do this is to discuss the information with a friend or classmate, or with the professor. Try to summarize the main points you have learned from the reading and add to your knowledge from the comments and responses of the person you are talking with.

## **Review**

Review means to go over something again. In order to remember information, you cannot simply memorize it one day and then put it aside. After you have read and discussed and studied your information, it is important to review your notes again a few days or weeks later. This will help you keep the information fresh in your mind.

## **Strategies for Teaching Reading Strategies**

### **Modes of Reading**

Different modes of reading offer varying levels of support for learners, from having the teacher read the entire text aloud to having learners read the text independently. It is frequently appropriate to combine several modes of reading at once. The combination provides a scaffold for learning that gradually releases responsibility to the learners and helps them to become more proficient readers. Different combinations are used to meet the differing needs of learners in relation to the materials they are reading.

### **Reading Aloud**

The teacher reads aloud from a text that is too challenging for the learners to read and comprehend alone. Usually, the learners do not have a copy of the text. The teacher may complete the text in one reading or may continue reading a longer text over a period of time. Reading aloud is used to develop background information, to make connections across texts, or for enjoyment.

### **Teacher-Directed Interactive Reading**

Using grade level materials which may include magazine or newspaper articles, poems, charts, or other forms of print, the teacher provides direct, supported reading of text to the whole class. The text is read in a variety of ways.

- The teacher introduces the text and sets a purpose for independent, silent reading of a part or all of the text.
- The teacher reads the text or part of the text aloud while learners follow the reading in their own texts. The teacher pauses for predictions, clarifications, and questions. A summary of what was read is developed orally or in writing with the class.
- Learners are paired for buddy reading of the text.
- Small groups of learners read the text together using reciprocal teaching strategies.
- The teacher reads the text aloud to a small group of learners while the rest of the class reads the selection independently, with a buddy, or in a small group.
- Groups of learners or the whole class may read the text together as a choral reading activity.

## Guided Reading

The teacher provides small group instruction using materials at the instructional level of the group. The teacher supports the development of effective reading strategies for processing new texts at increasingly challenging levels of difficulty. This progression of difficulty must be in increments small enough to allow the reader to bridge the gap without being frustrated. Therefore, the best materials for guided reading are sets of books that have the progression built in. For elementary school learners whose instructional reading level is close to grade level, the grade level basal may be used to provide guided reading level is close to grade level, the grade level basal may be used to provide guided reading instruction.

During Guided Reading, the teacher works with a small group of learners who use similar reading processes and are able to read similar levels of text with support. The teacher introduces a text to this small group and works briefly with individuals in the group as each learner reads to him/herself. The teacher may select one or two reading strategies to present to the group following the reading and may have learners participate in extension activities. Basic to Guided Reading is that the text is one that offers the reader a minimum of new concepts to learn so that learners can read the text with the strategies they currently have, but it provides an opportunity for new learning.

## Structured Independent Reading

Learners build reading fluency, practice strategic reading skills, and increase their vocabularies by spending sustained periods of in-class time engaged in independent reading. Books may be self-selected or teacher assigned, but is at the learners' independent reading levels. Time for this fluency practice must be built into the school day and must include a daily homework assignment.

Learners in Pre-primary should spend a minimum of 15 minutes each day in developmentally appropriate independent reading behaviour. **Learners in grades 1-12 must spend 30 minutes each day on in-class independent reading. All learners, PP-12, must read 30 minutes each night as daily reading homework.** Activities which support and strengthen independent reading include:

- drawing a picture of a favourite part of the book;
- discussing the book/chapter read with a partner or a small group; • keeping a record or log of each book completed;
- writing a brief summary of the content;
- making a personal response to the reading in a log or journal;
- writing dialogue journals to the teacher about the independent reading material; and/or
- taking the Accelerated Reader test.

## Working with Words

Learners receive daily explicit, systematic instruction in one or more of the following as appropriate:

- phonemic awareness, learners are taught the sounds of the language;
- phonics instruction, learners receive instruction in letter/sound matching;
- blending and segmenting sounds, and decoding;
- graphophonic instruction, learners learn to use letter/sound correspondence to write;

- syntactic, learners learn word patterns and spelling, prefixes, suffixes, root words, etymologies; and
- vocabulary, learners learn word meanings, analogies, usage, and cognates.

### **Reciprocal Teaching**

Learners are taught to become **strategic readers through an active dialogue** with a teacher/leader and other learners. Working in small groups, learners practice the following critical reading strategies: • making predictions based on titles, captions, pictures, prior knowledge, etc.;

- formulating good questions based on the text (e.g., writing test questions);
- seeking clarification of words, phrases, or concepts not understood;
- summarizing, getting the main idea; and
- forming visual images while reading.

### **Questions and Discussion**

Critical to reading comprehension is the ability to ask and answer higher order thinking questions about text and to defend or challenge answers using information and details from the text to support positions. Learners at all levels and in all subject areas must have daily opportunities to raise questions to be used in group discussions about texts. Learner-generated questions should be used to formulate teacher-made tests.

### **Read and Retell**

Retellings are powerful tools because they serve authentic instructional and assessment purposes. Learners retell, orally or in writing, narrative or expository text. In the retelling, they use the same form, style, and language of the original text. This strategy aids comprehension of text, expands vocabulary, and provides good models for learners to transfer to their personal writing. Retellings provide insights into the thinking, organization, and comprehension levels of the readers. In primary grades learners may use drawings in combination with oral retelling.

### **Learning to Write, Writing to Learn**

Writing and reading are reciprocal skills which strongly support one another. It is important that learners receive daily instruction in effective writing and that they use writing to demonstrate what they have learned. Writing is thinking made visible. It supports learners in learning to construct meaning and become proficient readers. It involves many activities including:

- exploring different modes of writing;
- mini-lessons that include modelling; and
- engaging learners in meaningful interactions with text.

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