

# Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.

## Phonics Introduction Plan

5 – 7 Optional Day Plans

### Term 1

Unit 1

Unit 2

Unit 3

Unit 4

Term 1 consists of 4 units of 16 days each

Level D1: Sharing Planet with Animals

Level D2: My Country

Level E1: Cultures of Neighbouring Countries

Level E2: Travel to Neighbouring Countries

### MOY

5-day Term 1 revision plan along with Middle-of-Year assessment

### Term 2

Unit 5

Unit 6

Unit 7

Unit 8

Term 2 consists of 4 units of 16 days each

Level F1: Adventure

Level F2: Monuments of India

Level G1: Personal Narrative (Non-fiction)

Level G2: Personal Narrative (Fiction)

### EOY

5-day Term 2 revision plan along with End-of-Year assessment

# Detailed Syllabus for the Year

The units covered in each term during the academic year is listed below. Term 2 units will be visible on the tab after the completion of MOY.

TERM 1	Unit 1 Level D1	Unit 2 Level D2	Unit 3 Level E1	Unit 4 Level E2
 <b>PHONICS</b>	<ul style="list-style-type: none"> <li>Blend sounds to read 3-letter words.</li> <li>Read words from different word families.</li> </ul>		<ul style="list-style-type: none"> <li>Blend sounds to read 3-letter words.</li> <li>Read words from different word families.</li> </ul>	
 <b>WHOLE WORDS</b>	<ul style="list-style-type: none"> <li>Read 31 new high-frequency words</li> </ul>		<ul style="list-style-type: none"> <li>Read 50 new high-frequency words</li> </ul>	
 <b>READING AND LISTENING COMPREHENSION</b>	<ul style="list-style-type: none"> <li>Sequence the events of a story.</li> <li>Identify the theme of a text.</li> <li>Identify characters and their actions.</li> <li>Use clues to guess the meanings of new words.</li> </ul>		<ul style="list-style-type: none"> <li>Explain the main idea with details.</li> <li>Make inferences from a story.</li> <li>Make predictions about a story.</li> <li>Draw conclusions based on the events in a text.</li> </ul>	
 <b>GRAMMAR</b>	<ul style="list-style-type: none"> <li>Classify words as nouns or verbs.</li> <li>Identify and use adverbs.</li> <li>Use prepositions in sentences.</li> </ul>		<ul style="list-style-type: none"> <li>Use different types of determiners.</li> <li>Construct a variety of sentences.</li> </ul>	
 <b>WRITING AND SPEAKING EXPRESSION</b>	<ul style="list-style-type: none"> <li>Write 2–3 sentences.</li> <li>Use a set of sentence structures.</li> <li>Narrate stories.</li> </ul>		<ul style="list-style-type: none"> <li>Write 2–3 sentences.</li> <li>Use pictures to write the main idea.</li> <li>Comprehend pictures to tell a story.</li> </ul>	
 <b>GENERAL AWARENESS</b>	<ul style="list-style-type: none"> <li>Learn about sharing the planet with animals and taking care of them.</li> <li>Learn about India and its diversity.</li> </ul>		<ul style="list-style-type: none"> <li>Learn about the culture, language, and sports of neighbouring countries.</li> </ul>	
 <b>THINKING SKILLS</b>	<ul style="list-style-type: none"> <li>Reflect on their learning</li> </ul>		<ul style="list-style-type: none"> <li>Ask questions showing curiosity about new ideas and experiences.</li> <li>Reflect on their learning.</li> </ul>	
 <b>COMMUNICATION SKILLS</b>	<ul style="list-style-type: none"> <li>Communicate ideas and thoughts effectively.</li> <li>Present information to an audience.</li> </ul>		<ul style="list-style-type: none"> <li>Communicate ideas and thoughts effectively.</li> <li>Present information to an audience.</li> </ul>	
 <b>COLLABORATION SKILLS</b>	<ul style="list-style-type: none"> <li>Work with others to complete a task.</li> </ul>		<ul style="list-style-type: none"> <li>Work with others to complete a task.</li> </ul>	

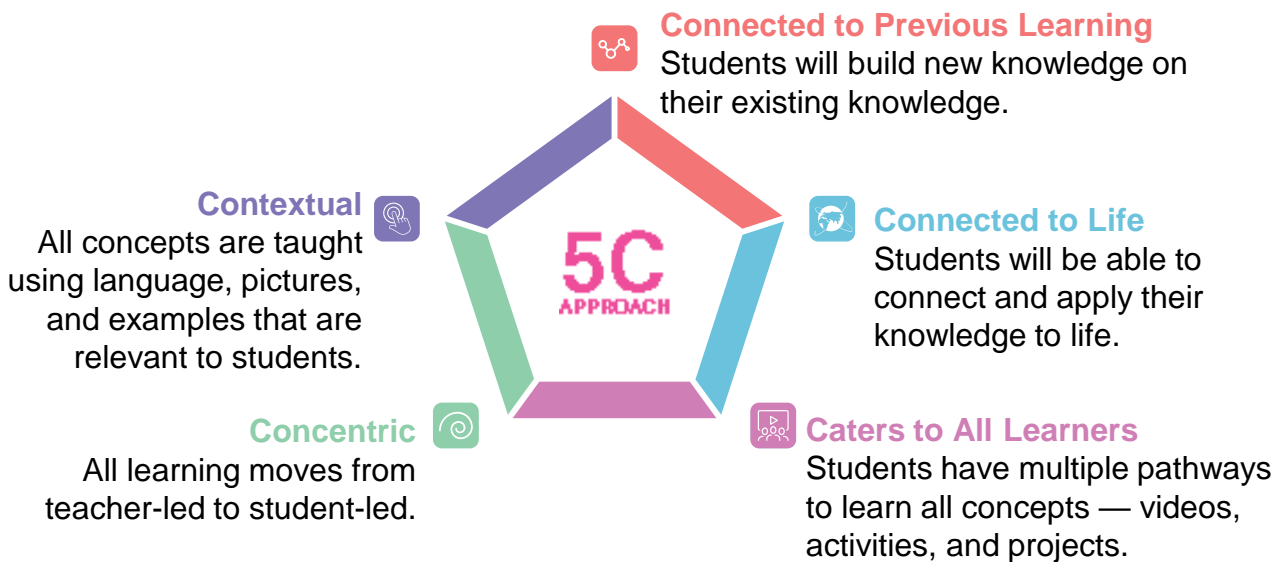
# Detailed Syllabus for the Year

TERM 2	Unit 5 Level F1	Unit 6 Level F2	Unit 7 Level G1	Unit 8 Level G2
 <b>PHONICS</b>	<ul style="list-style-type: none"> <li>Read and spell words with various blends and digraphs.</li> </ul>		<ul style="list-style-type: none"> <li>Read and spell words with vowel digraphs and magic 'e'.</li> </ul>	
 <b>WHOLE WORDS</b>	<ul style="list-style-type: none"> <li>Read and spell 32 new high frequency words.</li> </ul>		<ul style="list-style-type: none"> <li>Read, spell, and use 36 new high-frequency words.</li> </ul>	
 <b>READING AND LISTENING COMPREHENSION</b>	<ul style="list-style-type: none"> <li>Describe characters and setting with evidence.</li> <li>List the events in a story in sequence.</li> <li>Make text-to-self connections.</li> <li>Explain the main idea and key details.</li> <li>Use clues to guess the meanings of new words.</li> </ul>		<ul style="list-style-type: none"> <li>Describe how a character affects the events in a story.</li> <li>Describe the main problem and solution in a story.</li> <li>Identify the similarities between a character and self.</li> <li>Use clues to guess the meanings of new words.</li> </ul>	
 <b>GRAMMAR</b>	<ul style="list-style-type: none"> <li>Identify and convert from singular to plural nouns.</li> <li>Identify and name collective nouns.</li> <li>Identify male and female gender in a story.</li> </ul>		<ul style="list-style-type: none"> <li>Use correct subject-verb agreement.</li> <li>Identify the main verb and the helping verb in a sentence.</li> <li>Identify and use adverbs to describe actions.</li> <li>Differentiate between adverbs and adjectives.</li> </ul>	
 <b>WRITING AND SPEAKING EXPRESSION</b>	<ul style="list-style-type: none"> <li>Write 3–5 sentences.</li> <li>Use describing words to write sentences.</li> <li>Comprehend pictures to tell a story.</li> </ul>		<ul style="list-style-type: none"> <li>Write 3–5 sentences.</li> <li>Use adjectives and adverbs to write sentences.</li> <li>Narrate a personal experience.</li> </ul>	
 <b>GENERAL AWARENESS</b>	<ul style="list-style-type: none"> <li>Read stories about adventure.</li> <li>Learn about the monuments of India.</li> </ul>		<ul style="list-style-type: none"> <li>Learn about significant people from India through their personal stories.</li> </ul>	
 <b>THINKING SKILLS</b>	<ul style="list-style-type: none"> <li>Develop new ideas around known or new concepts.</li> <li>Reflect on their learning.</li> </ul>		<ul style="list-style-type: none"> <li>Attempt to find multiple ways to solve a problem.</li> <li>Reflect on their learning.</li> </ul>	
 <b>COMMUNICATION SKILLS</b>	<ul style="list-style-type: none"> <li>Present information to an audience.</li> </ul>		<ul style="list-style-type: none"> <li>Communicate ideas and thoughts effectively.</li> <li>Present information to an audience.</li> </ul>	
 <b>COLLABORATION SKILLS</b>	<ul style="list-style-type: none"> <li>Work with others to complete a task.</li> </ul>		<ul style="list-style-type: none"> <li>Work with others to complete a task.</li> </ul>	

# The LEAD Method

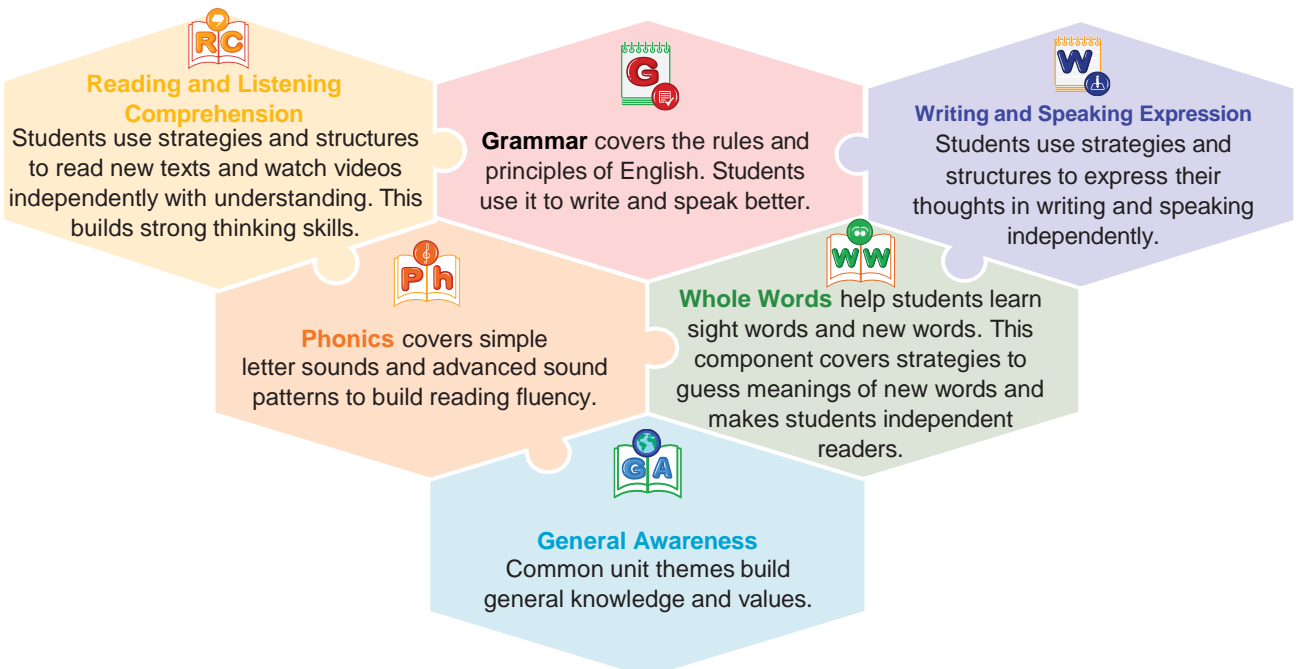
The details below show the LEAD Method that you will be following with your students.

## 1. 5Cs Approach: Every concept is taught through the 5Cs approach.



## 2. Component-Based Approach

The 5 deeply connected components of ELGA® together build strong English language skills.



## 3. Accelerated Learning

Our advanced technology system helps identify students' current skill level and groups them in the ELGA® class best for them. All ELGA® classes provide opportunity for accelerated learning, where students can build skills of more than one year within one school year.

# Important Icons

## Icons and Features of the Books.

### 1. Component Icons

Provides information about the components covered in a unit



Phonics



Whole Words



Reading and  
Listening  
Comprehension



Grammar



Writing and  
Speaking  
Expression



This icon in the WS indicates higher order thinking skill questions.

### 2. Life Skills Icons

Provides information about focused activities and tasks meant to develop important 21st Century Life Skills.



#### Think

Indicates questions that make students think in different ways



#### Communicate

Indicates activities and opportunities to build communication skills to help students express themselves well

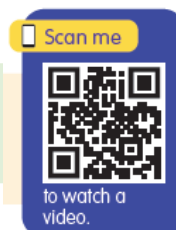


#### Collaborate

Indicates activities that strengthen students' collaboration skills to work well with others

### 3. QR Codes

Students can access important videos at home by scanning these codes using the LEAD Student App



# Assessment Structure for the year

The objective of assessments is to check if all students have understood the concept and can apply their learning. Based on assessment data, it is very important to do strong remedials using LEAD remedial recommendation before progressing forward. LEAD prescribes the following assessments:

## Term 1

Unit 1

Unit 2

Unit 3

Unit 4

Every unit will have the following assessments.

- 2 written assessments (Written + Oral)  
Part A: Max marks – 20    Duration – 20 minutes\*  
Part B: Max marks – 20    Duration – 20 minutes\*
- 1 activity-based assessment\*\*  
Speaking max marks – 5      Graded as per rubric  
Handwriting max marks – 5    Graded as per rubric

MOY

2 assessments (Written + Oral)

ELGA A: Max marks – 40    Duration – 25 minutes  
ELGA B: Max marks – 40    Duration – 25 minutes

## Term 2

Unit 5

Unit 6

Unit 7

Unit 8

- 2 written assessments (Written + Oral)  
Part A: Max marks – 20    Duration – 40 minutes\*  
Part B: Max marks – 20    Duration – 40 minutes\*
- 1 activity-based assessment\*\*  
Speaking max marks – 5      Graded as per rubric  
Handwriting max marks – 5    Graded as per rubric

EOY

2 assessments (Written + Oral)

ELGA A: Max marks – 40    Duration – 25 minutes  
ELGA B: Max marks – 40    Duration – 25 minutes

\* Unit 3 to 8 duration will be 40 minutes.

\*\*This is aligned with NEP 2020's recommendations to include activity-based assessments in primary grades.

# Assessment Framework

## Unit Assessments

Unit 1 and 2 written assessments have the following structure.

PART A		PART B	
Vocabulary and Writing		Reading Comprehension and Drawing/Grammar	
Phonics and Whole words	10 marks	Reading Comprehension*	8 marks
Writing	5 marks	Drawing/Grammar	7 marks
Oral		Oral	
Phonics, Whole words and Identification	5 marks	Reading Comprehension	5 marks
<b>Total</b>	<b>20 marks</b>	<b>Total</b>	<b>20 marks</b>

Units 3 to 8 written assessments have the following structure.

PART A		PART B	
Vocabulary and Writing		Reading Comprehension and Grammar	
Phonics and Whole words	10 marks	Reading Comprehension*	8 marks
Writing	5 marks	Grammar	7 marks
Oral		Oral	
Phonics	5 marks	Whole Words	5 marks
<b>Total</b>	<b>20 marks</b>	<b>Total</b>	<b>20 marks</b>

\*The text in the reading comprehension section will be an unseen passage covering vocabulary from the units which students have already learnt. This is to ensure that we are testing students on their ability to read and understand independently. Since ELGA is a skill-based program, by design we do not ask questions from the texts in the book.

# Assessment Framework

## MOY & EOY Assessments

MOY and EOY assessments will have the following structure.

ELGA A		ELGA B	
Vocabulary and Writing		Reading Comprehension and Grammar	
Phonics and Whole words	24 marks	Reading Comprehension*	20 marks
Writing	16 marks	Grammar	20 marks
<b>Total</b>	<b>40 marks</b>	<b>Total</b>	<b>40 marks</b>

\*The text in the reading comprehension section will be an unseen passage covering vocabulary from the units which students have already learnt. This is to ensure that we are testing students on their ability to read and understand independently. Since ELGA is a skill-based program, by design we do not ask questions from the texts in the book.

## Spiraling in Assessments

- In MOY – 100% questions will be from Term 1 Units.
- In EOY – 75% questions will be from Term 2 Units, and 25% will be from Term 1 Units.
- In Unit Assessments – In units 2, 4, 6 and 8, 90% of the questions will be from the unit and 10% questions will be from the previous unit, that is, unit 1, 3, 5 and 7. This is to help students practise concepts and be better prepared for MOY and EOY.
- Difficulty level of questions in the assessments are based on Board guidelines.



# Materials Required

You will need the following materials for the various activities that will be conducted over the two terms of the academic year.

To be taken from the school kit	To be bought locally
<b>Unit 1: Level D1 – Sharing Planet with Animals</b> <ul style="list-style-type: none"> <li>CRP 1 — Asking Questions Anchor Chart</li> <li>CRP-2 — One and Many Anchor Chart</li> </ul>	<b>Unit 1: Level D1 – Sharing Planet with Animals</b>
<b>Unit 2: Level D2 – My Country</b> <ul style="list-style-type: none"> <li>CRP 1 — Adverbs</li> <li>CRP-2 — Find the Meaning of a Word</li> </ul>	<b>Unit 2: Level D2 – My Country</b> <ul style="list-style-type: none"> <li>Board magnets or Blu-Tacks</li> </ul>
<b>Unit 3: Level E1 – Cultures of Neighbouring Countries</b> <ul style="list-style-type: none"> <li>CRP 1 — Articles</li> </ul>	<b>Unit 3: Level E1 – Cultures of Neighbouring Countries</b>
<b>Unit 4: Level E2 – Travel to Neighbouring Countries</b> <ul style="list-style-type: none"> <li>CRP 1 — Capitalisation</li> <li>A globe for the Reading and Listening Comprehension class</li> </ul>	<b>Unit 4: Level E2 – Travel to Neighbouring Countries</b>
<b>Unit 5: Level F1 – Adventures</b> <ul style="list-style-type: none"> <li>CRP 1 — Activities Anchor Chart</li> <li>CRP 2 — Character Traits (Physical Features) Anchor Chart</li> <li>CRP 3 — Finding the Meanings of New Words Chart</li> <li>CRP 4 — Retell the Events in a Story Chart</li> <li>CRP 5 — Describe the Setting Anchor Chart</li> </ul>	<b>Unit 5: Level F1 – Adventures</b> <ul style="list-style-type: none"> <li>1 chart paper</li> <li>Sellotape</li> <li>1 ball</li> <li>1 rose</li> <li>A piece of cloth</li> <li>1 lemon</li> </ul>
<b>Unit 6: Level F2 – Monuments of India</b> <ul style="list-style-type: none"> <li>CRP 1 — Monuments Chart</li> <li>CRP 2 — Collective Nouns Char</li> <li>OTH-3 — (CRP-5-Level F1) — Describe the Setting</li> <li>OTH-4 — (CRP-2-Level F1) — Character Traits</li> <li>OTH-5 — (CRP-4-Level F1) — Sequencing Events</li> <li>OTH-7 — (CRP-3-Level F1) — Finding Meanings of New Words</li> </ul>	<b>Unit 6: Level F1 – Monuments of India</b> <ul style="list-style-type: none"> <li>Sellotape</li> <li>1 chart paper</li> <li>3 water bottles</li> <li>2 or 3 printed posters</li> <li>Coloured A4 sheets</li> </ul>
<b>Unit 7: Level G1 – Personal Narrative (Non-fiction)</b>	<b>Unit 7: Level G1 – Personal Narrative (Non-fiction)</b> <ul style="list-style-type: none"> <li>Sellotape</li> <li>1 chart paper</li> </ul>
<b>Unit 8: Level G2 – Personal Narrative (Fiction)</b>	<b>Unit 8: Level G2 – Personal Narrative (Fiction)</b> <ul style="list-style-type: none"> <li>Sellotape</li> <li>1 chart paper</li> </ul>