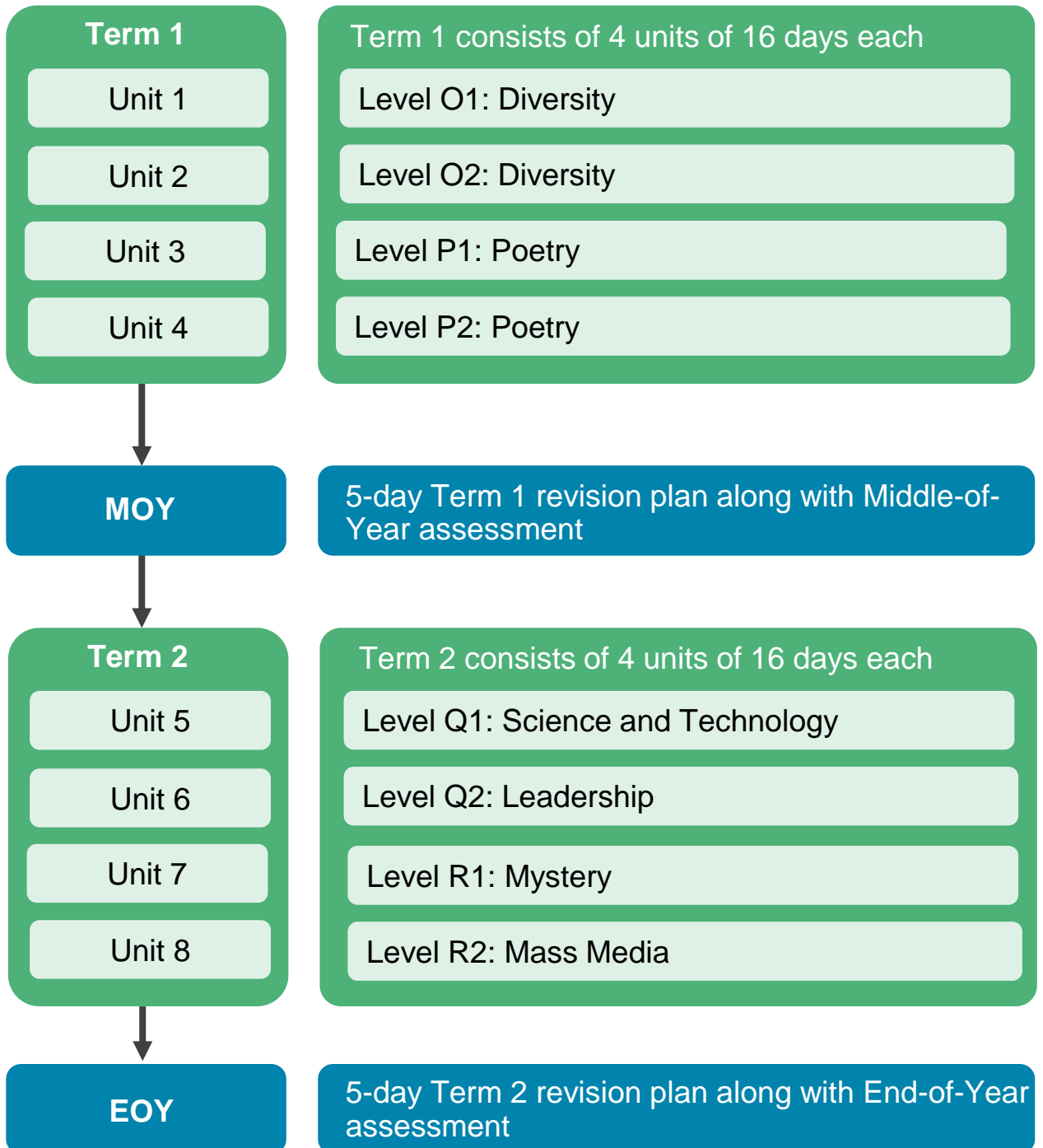


# Learning Journey for the Year

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










# 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 2	Unit 1 Level O1	Unit 2 Level O2	Unit 3 Level P1	Unit 4 Level P2
 <b>PHONICS</b>	Phonics ends with Level M2.	Phonics ends with Level M2.		
 <b>WHOLE WORDS</b>	<ul style="list-style-type: none"> <li>Guess the meanings of new words and use them correctly.</li> <li>Write the spellings of high-frequency words.</li> </ul>	<ul style="list-style-type: none"> <li>Guess the meanings of new words and use them correctly.</li> <li>Differentiate between figurative and literal language.</li> <li>Create and use similes and metaphors.</li> </ul>		
 <b>READING AND LISTENING COMPREHENSION</b>	<ul style="list-style-type: none"> <li>Identify the author's purpose and provide justification.</li> <li>Express personal perspective with justification.</li> <li>Identify and study characters and their actions.</li> <li>Make and check predictions.</li> <li>Identify different perspectives on a similar topic.</li> <li>Summarise the different ideas and viewpoints present in a story or an article.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate between poetry and prose.</li> <li>Identify stanzas, lines, and the rhyme scheme of a poem.</li> <li>Make text-to-self connections.</li> <li>Identify imagery and the main idea in a poem.</li> <li>Identify the purpose of a poem and the speaker.</li> <li>Differentiate between similes and metaphors.</li> </ul>		
 <b>GRAMMAR</b>	<ul style="list-style-type: none"> <li>Identify different tenses and create sentences.</li> <li>Use modals to convey different meanings.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and write different types of sentences.</li> <li>Use question marks and exclamation marks in sentences.</li> <li>Use connectors for cause and effect.</li> </ul>		
 <b>WRITING AND SPEAKING EXPRESSION</b>	<ul style="list-style-type: none"> <li>Write personal narrative incidents and stories.</li> <li>Narrate and enact a story using visuals.</li> </ul>	<ul style="list-style-type: none"> <li>Write a poem with the given rhyme scheme and imagery.</li> <li>Recite a poem in front of an audience.</li> </ul>		
 <b>GENERAL AWARENESS</b>	<ul style="list-style-type: none"> <li>Learn about diversity and the different opinions that people might have on a topic.</li> </ul>	<ul style="list-style-type: none"> <li>Learn different types of poems.</li> </ul>		
 <b>THINKING SKILLS</b>	<ul style="list-style-type: none"> <li>Ask questions showing curiosity about new ideas and experiences.</li> <li>Reflect on their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on their learning.</li> <li>Understand and attempt to solve real world problems.</li> </ul>		
 <b>COMMUNICATION SKILLS</b>	<ul style="list-style-type: none"> <li>Communicate ideas and thoughts effectively.</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>Explore new ideas, and perspectives, and accept feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Explore new ideas, and perspectives, and accept feedback.</li> </ul>		

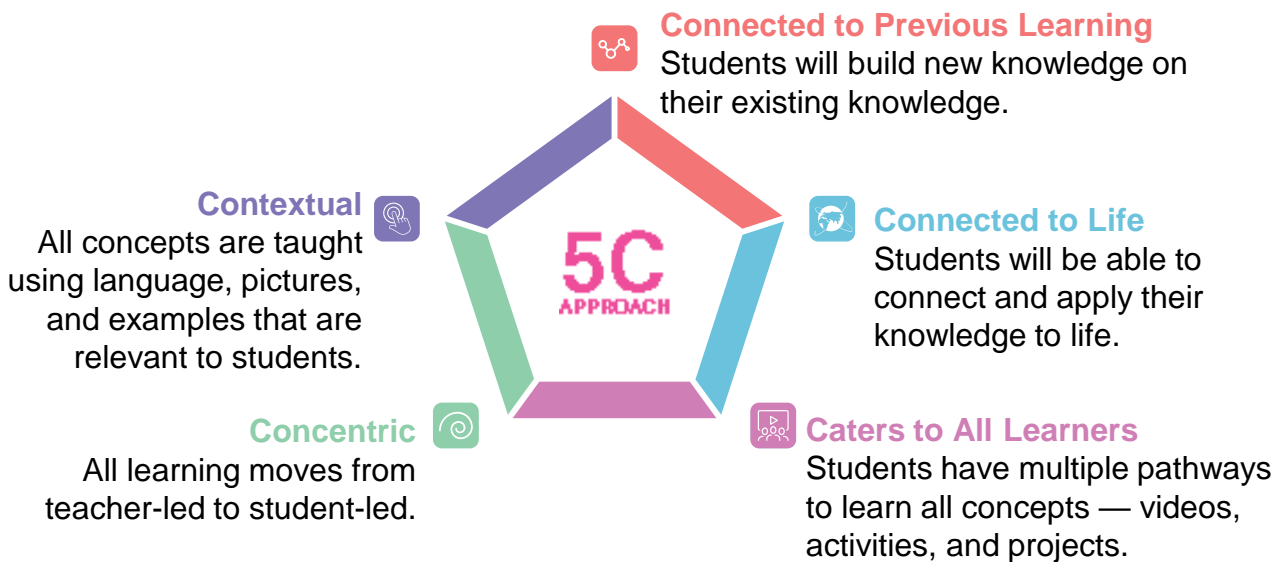
# Detailed Syllabus for the Year

TERM 2	Unit 5 Level Q1	Unit 6 Level Q2	Unit 7 Level R1	Unit 8 Level R2
 <b>PHONICS</b>	Phonics ends with Level M2.		Phonics ends with Level M2.	
 <b>WHOLE WORDS</b>	<ul style="list-style-type: none"> <li>Guess the meanings of new words and use them correctly.</li> <li>Create new words and antonyms from root words using prefixes and suffixes.</li> </ul>		<ul style="list-style-type: none"> <li>Guess the meanings of new words and use them correctly.</li> <li>Recognise and use homophones, homonyms, synonyms, and antonyms in sentences.</li> </ul>	
 <b>READING AND LISTENING COMPREHENSION</b>	<ul style="list-style-type: none"> <li>Compare and contrast ideas in a text.</li> <li>Identify and explain the problem and solution in a text.</li> <li>Make text-to-self and -world connections.</li> <li>Make and check predictions.</li> <li>Form an opinion based on the text.</li> <li>Recognise and identify plot structures.</li> <li>Identify and study characters and their actions.</li> </ul>		<ul style="list-style-type: none"> <li>Identify the rhyme scheme of a poem.</li> <li>Distinguish between cause and effect.</li> <li>Identify different points of view.</li> <li>Compare and contrast facts and opinions.</li> <li>Form an opinion based on the text.</li> <li>Identify the character traits of a character by making inferences.</li> <li>Explain the impact of a character's actions on other characters and events.</li> </ul>	
 <b>GRAMMAR</b>	<ul style="list-style-type: none"> <li>Identify and use different types of pronouns.</li> <li>Identify and use gerunds.</li> <li>Form nouns from adjectives and verbs.</li> <li>Correct grammatical errors in sentences.</li> </ul>		<ul style="list-style-type: none"> <li>Recognise and use different parts of speech in a text.</li> <li>Identify and use demonstrative and interrogative pronouns.</li> <li>Identify and use multiple adjectives in the correct order.</li> </ul>	
 <b>WRITING AND SPEAKING EXPRESSION</b>	<ul style="list-style-type: none"> <li>Write informational reports and formal letters.</li> <li>Present informational reports and formal letters in front of an audience.</li> </ul>		<ul style="list-style-type: none"> <li>Write an opinion article.</li> <li>Write different writing pieces for a school magazine.</li> <li>Give an extempore presentation for a minute.</li> </ul>	
 <b>GENERAL AWARENESS</b>	<ul style="list-style-type: none"> <li>Learn about science and technology</li> <li>Learn about successful leaders.</li> </ul>		<ul style="list-style-type: none"> <li>Read different stories, poems, and articles having an element of mystery.</li> <li>Learn about the mass media from different perspectives.</li> </ul>	
 <b>THINKING SKILLS</b>	<ul style="list-style-type: none"> <li>Attempt to find multiple ways to solve a problem.</li> <li>Understand and attempt to solve real world problems.</li> </ul>		<ul style="list-style-type: none"> <li>Come up with new ideas around known and new concepts.</li> <li>Reflect on their learning.</li> <li>Ask questions showing curiosity about new ideas and experiences.</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>Explore new ideas, and perspectives, and accept feedback.</li> </ul>		<ul style="list-style-type: none"> <li>Resolve conflicts or disagreements better.</li> </ul>	

# The LEAD Method

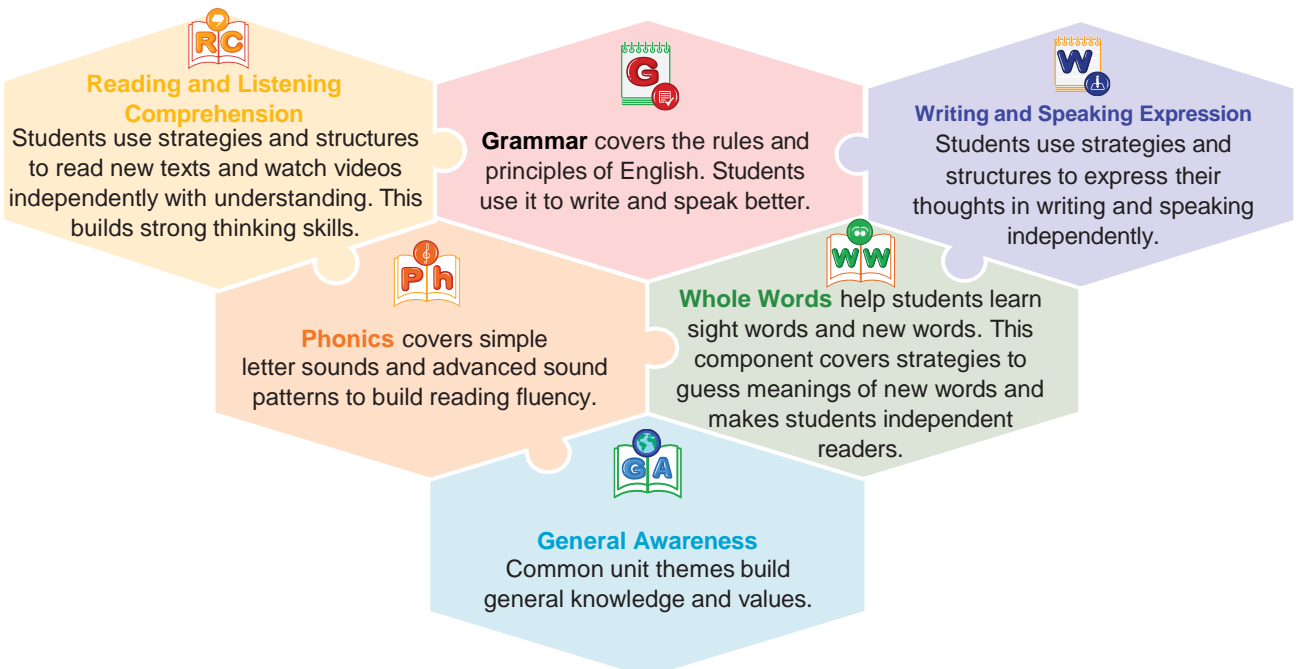
The details below show the LEAD Method that you will be following with your students.

## 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

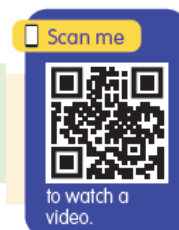


#### Collaborate

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

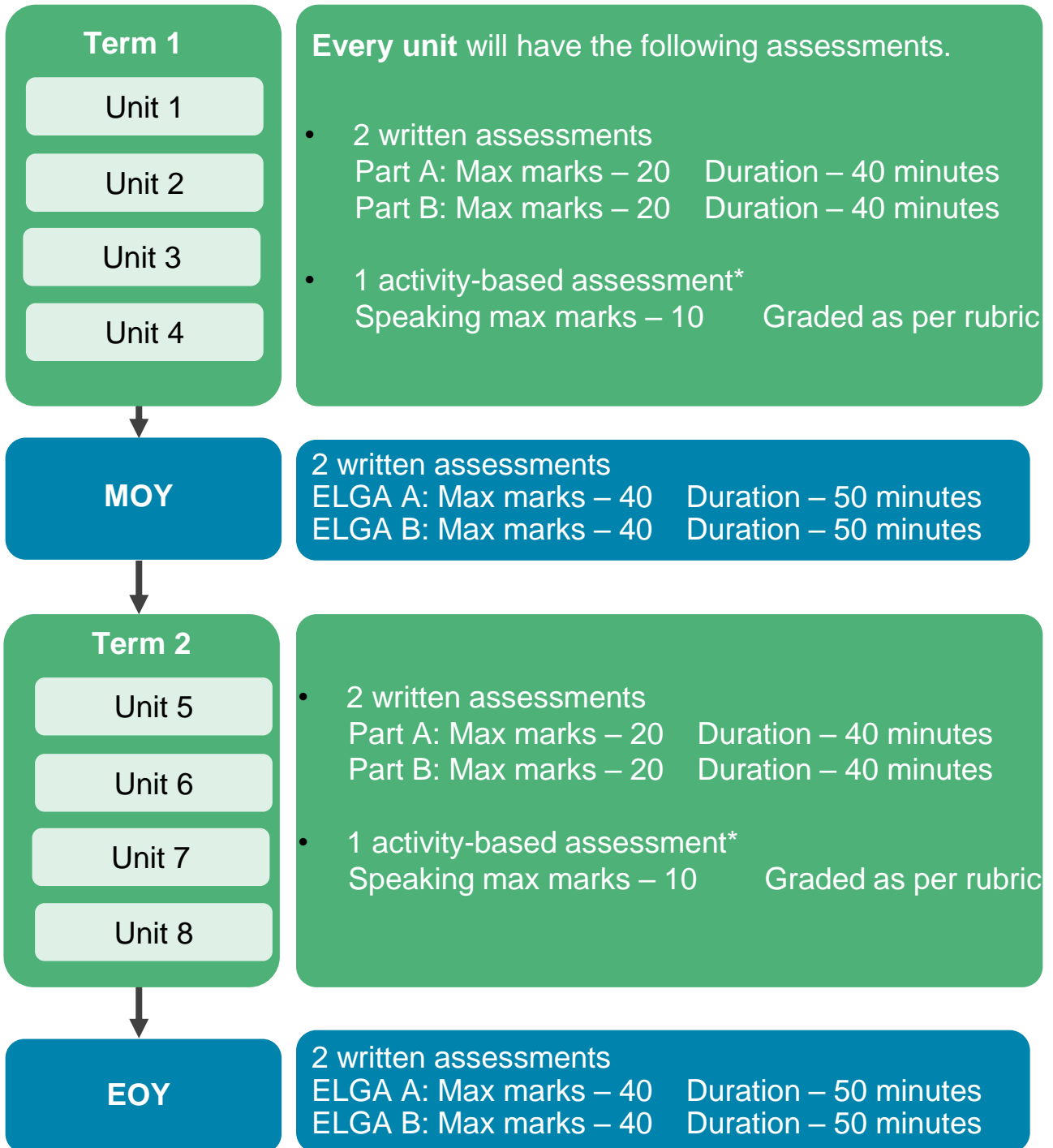
### 3. QR Codes

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:



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

# Assessment Framework

## Unit Assessments

Units 1 to 4 written assessments have the following structure.

PART A		PART B	
Vocabulary and Writing		Reading Comprehension and Grammar	
Whole words	10 marks	Reading Comprehension*	10 marks
Writing	10 marks	Grammar	10 marks
<b>Total</b>	<b>20 marks</b>	<b>Total</b>	<b>20 marks</b>

Units 5 to 8 written assessments have the following structure.

PART A		PART B	
Vocabulary and Writing		Reading Comprehension and Grammar	
Whole words	10 marks	Reading Comprehension*	12 marks
Writing	10 marks	Grammar	8 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	20 marks	Reading Comprehension*	20 marks
Writing	20 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 O1 – Diversity</b>	<b>Unit 1: O1 – Diversity</b> <ul style="list-style-type: none"> <li>• Two chart papers</li> <li>• One black marker</li> <li>• Sellotape</li> <li>• Sketch pens</li> </ul>
<b>Unit 2: Level O2 – Diversity</b>	<b>Unit 2: O2 – Diversity</b>
<b>Unit 3: Level P1 – Poetry</b>	<b>Unit 3: P1 – Poetry</b> <ul style="list-style-type: none"> <li>• One ball</li> <li>• 2 Half chart papers per group</li> <li>• One A4 sized paper per group</li> <li>• One fourth chart paper per group</li> </ul>
<b>Unit 4: Level P2 – Poetry</b> <ul style="list-style-type: none"> <li>• One counter per student</li> <li>• One dice per group</li> </ul>	<b>Unit 4: P2 – Poetry</b> <ul style="list-style-type: none"> <li>• One chart paper</li> <li>• Sellotape</li> <li>• 2 Half chart papers per group</li> </ul>
<b>Unit 5: Level Q1 – Science and Technology</b>	<b>Unit 5: Q1 – Science and Technology</b> <ul style="list-style-type: none"> <li>• A bag to keep student items</li> <li>• Two one fourth chart paper per group</li> <li>• Seven A4 sized papers</li> </ul>
<b>Unit 6: Level Q2 – Leadership</b>	<b>Unit 6: Q2 – Leadership</b> <ul style="list-style-type: none"> <li>• Coloured sheets</li> <li>• One chart paper</li> <li>• Paper clips</li> <li>• Markers/Sketch pens</li> <li>• Scissors</li> <li>• One bowl</li> </ul>
<b>Unit 7: Level R1 – Mystery</b>	<b>Unit 7: R1 – Mystery</b> <ul style="list-style-type: none"> <li>• Dice for each group from the Math Kit</li> <li>• Chart paper</li> </ul>
<b>Unit 8: Level R2 – Mass Media</b>	<b>Unit 8: R2 – Mass Media</b> <ul style="list-style-type: none"> <li>• Latest newspaper</li> <li>• A comic book</li> <li>• A bag or box to keep paper chits in</li> </ul>