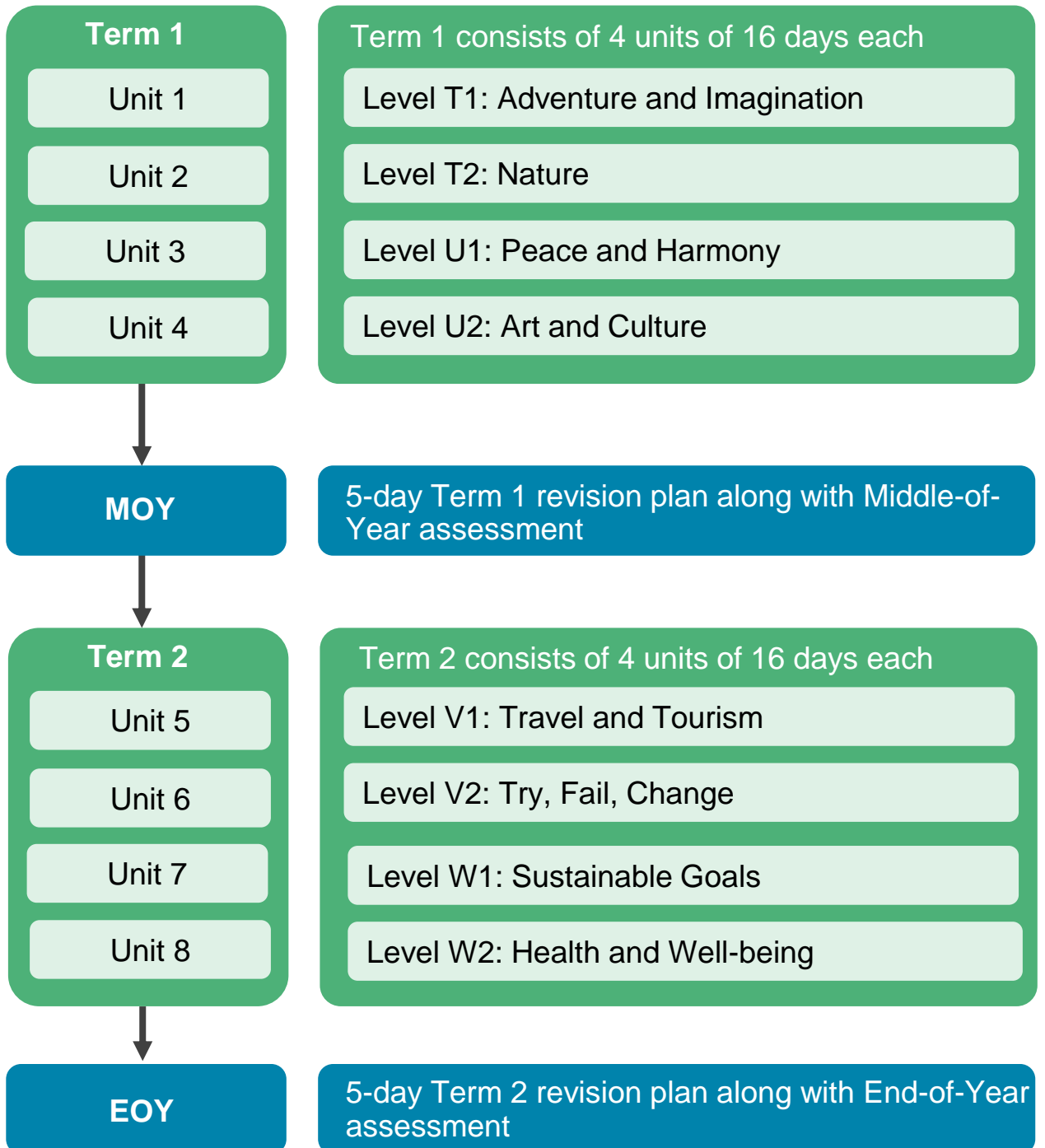


# Learning Journey for the Year

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 T1	Unit 2 Level T2	Unit 3 Level U1	Unit 4 Level U2
 <b>PHONICS</b>	Phonics ends with Level M2.	Phonics ends with Level M2.	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>Differentiate between literal and figurative language.</li> <li>Create and use hyperbole and personification in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Guess the meanings of new words and use them correctly.</li> <li>Deduce the meanings of words based on the word class the words belong to.</li> </ul>	<ul style="list-style-type: none"> <li>Guess the meanings of new words and use them correctly.</li> <li>Deduce the meanings of words based on the word class the words belong to.</li> </ul>	<ul style="list-style-type: none"> <li>Guess the meanings of new words and use them correctly.</li> <li>Deduce the meanings of words based on the word class the words belong to.</li> </ul>
 <b>READING AND LISTENING COMPREHENSION</b>	<ul style="list-style-type: none"> <li>Identify the rhyme scheme of a poem.</li> <li>Identify the main idea and locate the key details of a text.</li> <li>Interpret similes and metaphors from a poem.</li> <li>Explain hyperbole and its effect on the reader.</li> <li>Explain the personification used in a poem.</li> <li>Identify themes from texts.</li> </ul>	<ul style="list-style-type: none"> <li>Identify different points of views in a text.</li> <li>Recognise and identify plot structures.</li> <li>Identify the problem and solution in a text.</li> <li>Identify the main idea and give supporting details.</li> <li>Ask questions about the texts read or viewed.</li> <li>Respond to a text with reasons, simple judgement, and personal interpretations.</li> </ul>	<ul style="list-style-type: none"> <li>Identify different points of views in a text.</li> <li>Recognise and identify plot structures.</li> <li>Identify the problem and solution in a text.</li> <li>Identify the main idea and give supporting details.</li> <li>Ask questions about the texts read or viewed.</li> <li>Respond to a text with reasons, simple judgement, and personal interpretations.</li> </ul>	<ul style="list-style-type: none"> <li>Identify different points of views in a text.</li> <li>Recognise and identify plot structures.</li> <li>Identify the problem and solution in a text.</li> <li>Identify the main idea and give supporting details.</li> <li>Ask questions about the texts read or viewed.</li> <li>Respond to a text with reasons, simple judgement, and personal interpretations.</li> </ul>
 <b>GRAMMAR</b>	<ul style="list-style-type: none"> <li>Identify and use connectors to express relationships between similar group, of words.</li> <li>Constructs a variety of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Use modals to convey different meanings (willingness).</li> <li>Identify and use different types of pronouns (reflexive and reciprocal).</li> </ul>	<ul style="list-style-type: none"> <li>Use modals to convey different meanings (willingness).</li> <li>Identify and use different types of pronouns (reflexive and reciprocal).</li> </ul>	<ul style="list-style-type: none"> <li>Use modals to convey different meanings (willingness).</li> <li>Identify and use different types of pronouns (reflexive and reciprocal).</li> </ul>
 <b>WRITING AND SPEAKING EXPRESSION</b>	<ul style="list-style-type: none"> <li>Write a personal narrative and narrate it using visuals.</li> <li>Write a narrative poem using personification.</li> <li>Recite a poem in front of an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Write a piece of procedural writing and present it in a scrapbook.</li> <li>Create and present posters in front of an audience.</li> <li>Write notices for classroom and school events.</li> </ul>	<ul style="list-style-type: none"> <li>Write a piece of procedural writing and present it in a scrapbook.</li> <li>Create and present posters in front of an audience.</li> <li>Write notices for classroom and school events.</li> </ul>	<ul style="list-style-type: none"> <li>Write a piece of procedural writing and present it in a scrapbook.</li> <li>Create and present posters in front of an audience.</li> <li>Write notices for classroom and school events.</li> </ul>
 <b>GENERAL AWARENESS</b>	<ul style="list-style-type: none"> <li>Read different texts having elements of adventure and imagination.</li> <li>Learn to appreciate nature by reading about the wonders of nature.</li> </ul>	<ul style="list-style-type: none"> <li>Learn the value of empathy and unity by reading stories on peace and harmony.</li> <li>Learn to appreciate diversity by reading about different arts and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Learn the value of empathy and unity by reading stories on peace and harmony.</li> <li>Learn to appreciate diversity by reading about different arts and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Learn the value of empathy and unity by reading stories on peace and harmony.</li> <li>Learn to appreciate diversity by reading about different arts and cultures.</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>With support, find alternate ways to solve problems/questions.</li> <li>Attempt to find multiple ways to solve a problem.</li> <li>Reflect on their learning.</li> </ul>	<ul style="list-style-type: none"> <li>With support, find alternate ways to solve problems/questions.</li> <li>Attempt to find multiple ways to solve a problem.</li> <li>Reflect on their learning.</li> </ul>	<ul style="list-style-type: none"> <li>With support, find alternate ways to solve problems/questions.</li> <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>Communicate ideas and thoughts effectively.</li> <li>Present information to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Present information to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Present information to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>Present information to an audience.</li> </ul>
 <b>COLLABORATION SKILLS</b>	<ul style="list-style-type: none"> <li>Explore new ideas, perspectives and accept feedback.</li> </ul>	<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>	<ul style="list-style-type: none"> <li>Work with others to complete a task.</li> </ul>

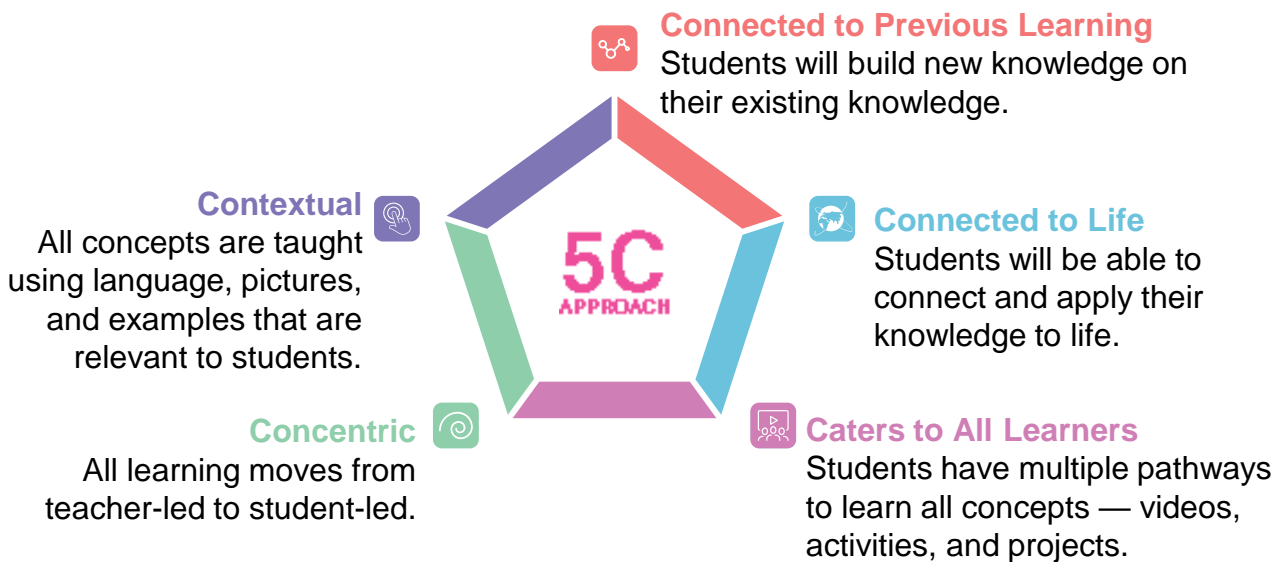
# Detailed Syllabus for the Year

TERM 2	Unit 5 Level V1	Unit 6 Level V2	Unit 7 Level W1	Unit 8 Level W2
 <b>PHONICS</b>	<ul style="list-style-type: none"> <li>Phonics ends with Level M2.</li> </ul>	<ul style="list-style-type: none"> <li>Phonics ends with Level M2.</li> </ul>		
 <b>WHOLE WORDS</b>	<ul style="list-style-type: none"> <li>Guess the meanings of new words and use them correctly.</li> <li>Learn and use proverbs based on what they mean.</li> </ul>	<ul style="list-style-type: none"> <li>Guess meanings of new words and use them correctly.</li> <li>Recognise playful use of words in spoken and written language (puns).</li> <li>Learn and use the vocabulary of proverbs and what they mean.</li> </ul>		
 <b>READING AND LISTENING COMPREHENSION</b>	<ul style="list-style-type: none"> <li>Express personal perspectives and the author's purpose with evidence.</li> <li>Draw conclusions based on the text.</li> <li>Interpret information from a variety of sources such as infographics and charts.</li> <li>Relate the setting to the meaning, mood, and tone of a text.</li> <li>Identify the elements in a plot.</li> <li>Identify themes as big ideas in stories and poems.</li> </ul>	<ul style="list-style-type: none"> <li>Annotate the text in a methodical way, to better understand the meaning.</li> <li>Draw comparisons of the treatment of the same subject across two or more texts.</li> <li>Interpret text features that support meaning.</li> <li>Explain use of literary devices in a text.</li> <li>Understand the purpose of a poem.</li> <li>Identify use of figurative language in a given text.</li> </ul>		
 <b>GRAMMAR</b>	<ul style="list-style-type: none"> <li>Use connectors for choice such as 'either', 'or', 'nor', and 'neither'.</li> <li>Practise forming and converting sentences from one form to another.</li> </ul>	<ul style="list-style-type: none"> <li>Construct a variety of sentences.</li> <li>Change a sentence from simple to compound, or compound to simple, without changing the meaning.</li> <li>Identify and use colon and semicolon.</li> <li>Use error analysis to identify and edit grammatical errors.</li> </ul>		
 <b>WRITING AND SPEAKING EXPRESSION</b>	<ul style="list-style-type: none"> <li>Write and present to persuade an audience on a given topic using evidence.</li> <li>Write diary entries for personal reflection and expression.</li> <li>Give an extempore presentations for a minute.</li> </ul>	<ul style="list-style-type: none"> <li>Write a speech.</li> <li>Write a compare-and-contrast essay.</li> <li>Deliver the speech with proper enunciation, volume, posture, and body language.</li> </ul>		
 <b>GENERAL AWARENESS</b>	<ul style="list-style-type: none"> <li>Read different stories, poems, and articles on travel within India and develop a sense of adventure and exploration.</li> <li>Read different stories of failure, struggle, and growth to understand the value of perseverance and develop an attitude of growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>Read about the Sustainable Development Goals, health, and wellness and develop a sense of responsibility towards them.</li> </ul>		
 <b>THINKING SKILLS</b>	<ul style="list-style-type: none"> <li>Understand and attempt to solve real world problems.</li> <li>Come up with new ideas around known and new concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and attempt to solve real world problems.</li> <li>Come up with new ideas around known and new concepts.</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> </ul>		
 <b>COLLABORATION SKILLS</b>	<ul style="list-style-type: none"> <li>Work with others to complete a task.</li> <li>Explore new ideas, and perspectives, and accept feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Work with others to complete a task.</li> <li>Explore new ideas, and perspectives, and accept feedback.</li> </ul>		

# The LEAD Method

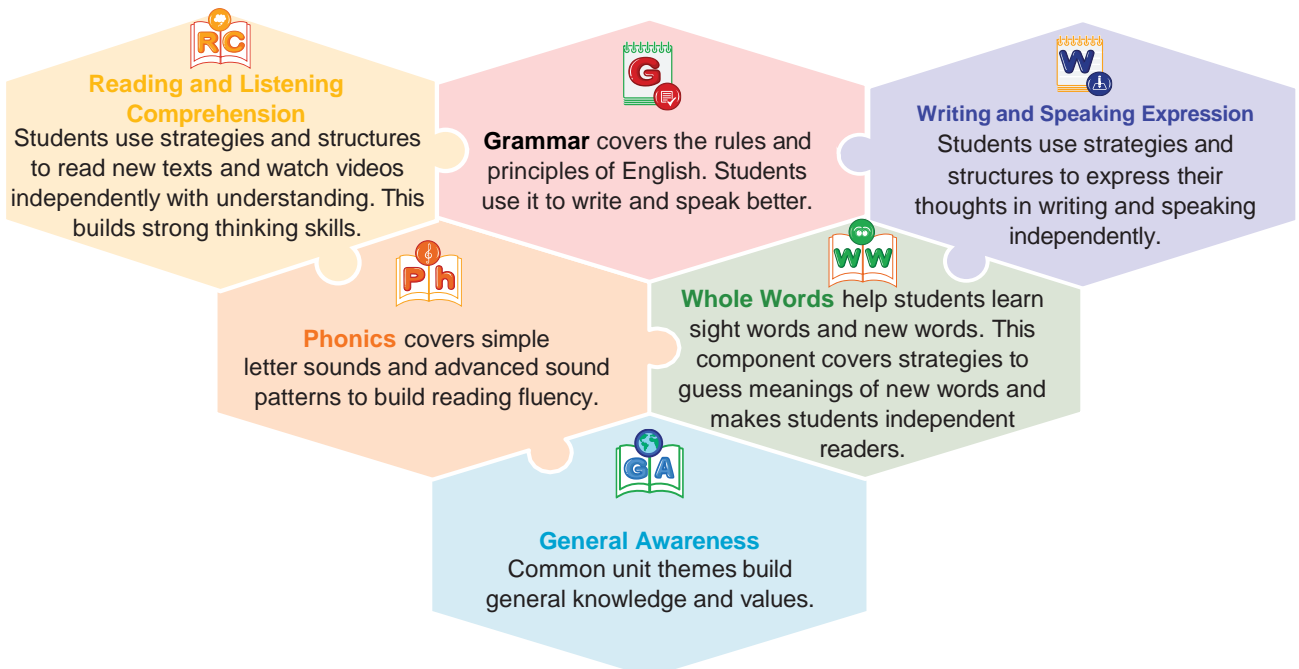
The details below show the LEAD Method that you will be following with your students.

## 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

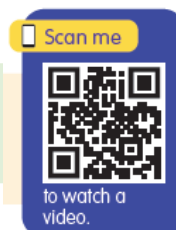


#### Collaborate

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

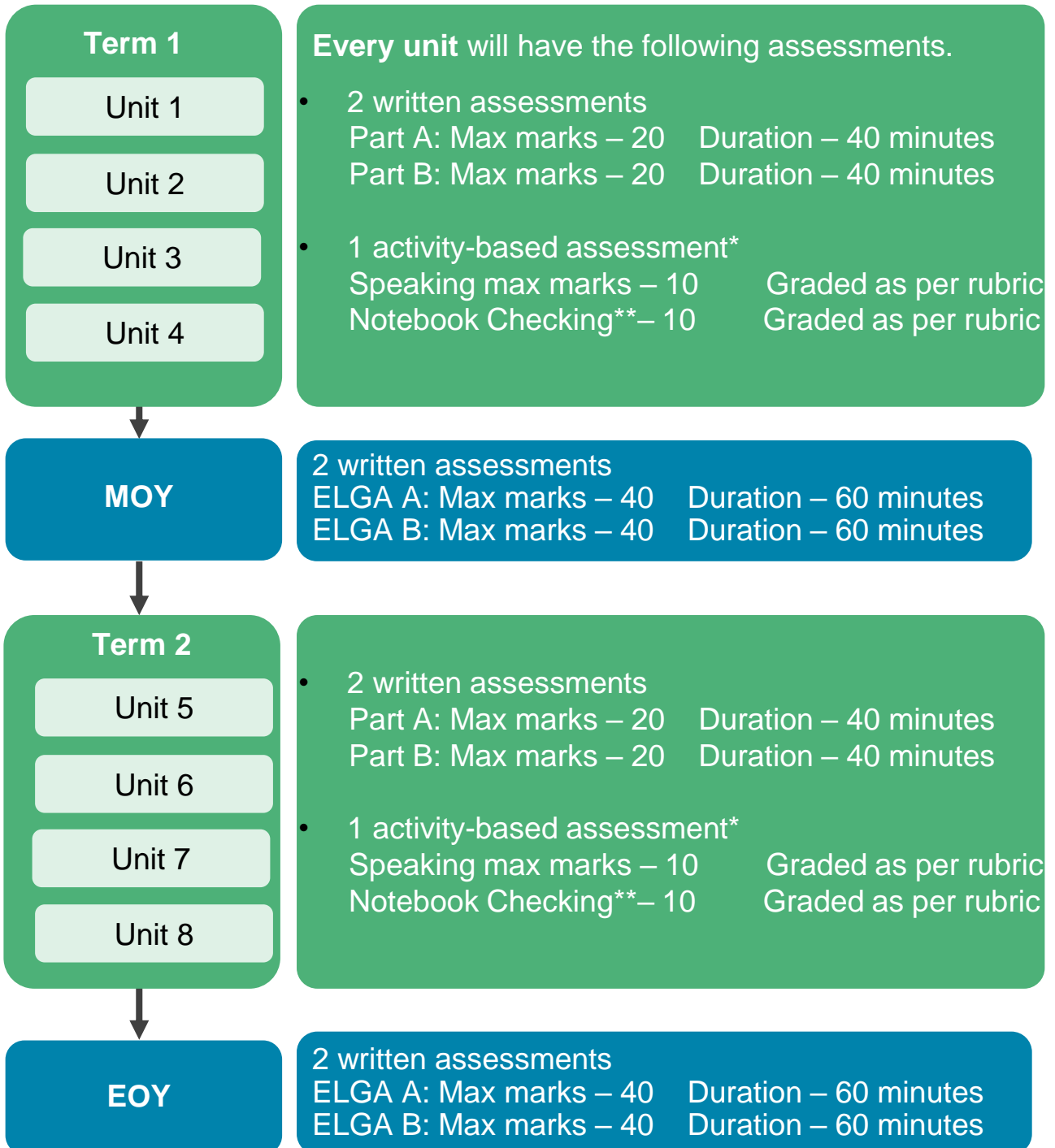
### 3. QR Codes

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.

\*\* This is optional.

# Assessment Framework

## Unit Assessments

The 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>

## 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*	24 marks
Writing	20 marks	Grammar	16 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.

# Assessment Framework

## 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 T1 – Adventure and Imagination</b>	<b>Unit 1: Level T1 – Adventure and Imagination</b> <ul style="list-style-type: none"> <li>• Half of a plain white chart each group</li> <li>• 1 set of Sketch Pens to make the Anchor Chart</li> <li>• 3 lemons</li> <li>• 1 pack of Blue Tack</li> <li>• Sellotape</li> </ul>
<b>Unit 2: Level T2 – Nature</b>	<b>Unit 2: T2 – Nature</b> <ul style="list-style-type: none"> <li>• A bowl for chits</li> <li>• Newspapers</li> <li>• Sellotape</li> </ul>
<b>Unit 3: Level U1 – Peace and Harmony</b> <ul style="list-style-type: none"> <li>• CRP 1 – Vocabulary Map Chits</li> </ul>	<b>Unit 3: Level U1 – Peace and Harmony</b> <ul style="list-style-type: none"> <li>• Coloured Sheets and chart papers</li> <li>• Paper Clips and sketch pens</li> <li>• Pairs of scissors and glue bottles</li> <li>• One bowl</li> <li>• Newspaper</li> </ul>
<b>Unit 4: Level U2 – Art and Culture</b>	<b>Unit 4:U2 – Art and Culture</b> <ul style="list-style-type: none"> <li>• Two chart papers per group</li> <li>• Two one-fourth chart paper per group</li> </ul>
<b>Unit 5: Level V1 – Travel and Tourism</b>	<b>Unit 5: Level V1 – Travel and Tourism</b> <ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Sketch pens, ruler and crayons</li> <li>• Blue tack</li> <li>• Sellotape</li> <li>• Newspapers</li> </ul>
<b>Unit 6: Level V2 – Try, Fail, Change</b>	<b>Unit 6: Level V2 – Try, Fail, Change</b> <ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Dice</li> <li>• A4 paper</li> <li>• Paper clips and rubber bands</li> </ul>
<b>Unit 7: Level W1 – Sustainable Goals</b>	<b>Unit 7: Level W1 – Sustainable Goals</b> <ul style="list-style-type: none"> <li>• Chart paper</li> <li>• A4-sized paper</li> <li>• Paper clips and rubber bands</li> </ul>
<b>Unit 8: Level W2 – Health and Well-being</b>	<b>Unit 8: Level W2 – Health and Well-being</b> <ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Paper clips and rubber bands</li> <li>• Markers/Sketch Pens</li> <li>• One small box</li> </ul>