English

Syllabus

Grades 6, 7 & 8

Standards Based

Papua New Guinea
Department of Education

'FREE ISSUE NOT FOR SALE'

English

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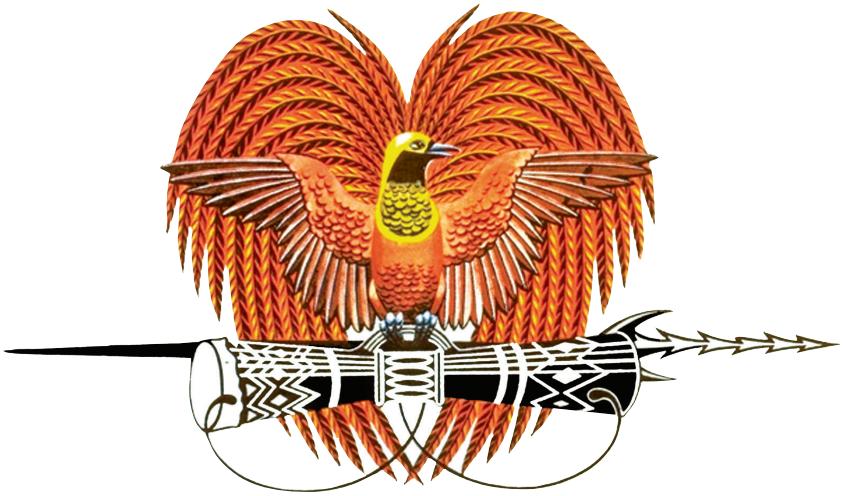

Papua New Guinea

Department of Education

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Acronyms

AAL	Assessment As Learning
AFL	Assessment For Learning
AOL	Assessment Of Learning
BEBoS	Basic Education Board of Studies
CDD	Curriculum Development Division
CP	Curriculum Panel
CSMT	Curriculum Standards Monitoring Tool
EfSD	Education for Sustainable Development
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
IHD	Integral Human Development
NDoE	National Department of Education
OBC	Outcomes Based Curriculum
OBE	Outcomes Based Education
SAC	Syllabus Advisory Committee
SBC	Standards Based Curriculum
SBE	Standards Based Education
SCG	Subject Curriculum Group

Secretary's Message

The development of Grade 6, 7 and 8 English Syllabus is a direct response to the government's directive through the Outcomes Based Education (OBE) exit report (Czuba 2013). The report recommended for the phasing out of the Outcomes Based Curriculum (OBC) and the introduction of Standards Based Curriculum (SBC) to raise standards in teaching and learning at all levels of schooling; thus, realigning the curriculum using the Standards Based approach.

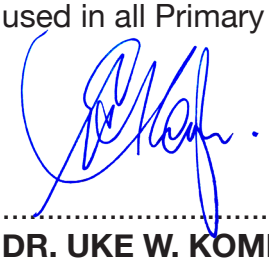
The realignment of the English curriculum content from the Outcomes Based Curriculum to Standards Based Curriculum is aimed at improving the organisation of the content and context of what the students will be studying at that level. English is an important subject and a Key Learning Area in the implementation of SBC. It is a mandatory subject from the Elementary Preparatory class to Grade12. The English curriculum reflects the nation's expectations of what students must know and be able to do in English to raise the standard of literacy in Papua New Guinea.

English is the common official language of communication used in PNG. It is the language of public administration, education, commerce, science and technology, and international communication. English is also used as the medium of instruction in schools. The English language has become the means by which students in PNG gain access to information and knowledge. To succeed in a world where English is used for international and interpersonal communication, it is necessary to master the English language.

The study of English plays a vital role in the development of literacy and enhances students' learning in all areas of the curriculum. Developing students' proficiency in English provides them with the communication skills and understanding of language necessary for active participation in society. Students will use basic English skills to demonstrate their expressive abilities by creating oral, written, and visual texts that inform an audience.

Teachers are encouraged to use the syllabus in conjunction with the Teacher Guides and other relevant resources to generate creative teaching and learning activities to deliver the English content to their students.

I commend and approve this English Syllabus for Grades 6, 7 & 8 to be used in all Primary Schools throughout Papua New Guinea.



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DR. UKE W. KOMBRA, PhD
Secretary for Education

Introduction

The introduction of the Standards Based Education in Papua New Guinea is an important government directive to raise performance competencies in all aspects of education; curriculum development, teacher training, student and teacher performances, monitoring, school management, and leadership. The designing of courses in the curriculum has been done to raise standards in teaching and learning at all levels of schooling through reviewing, aligning, realigning, and repositioning of the existing content in order to cater for the shift in the pedagogy.

The primary English curriculum has been revised to address current and emerging issues on standards of performance and competency skills in all aspects of education; thus, leading towards meeting the demands of the global trends in education, communication and business technology. To achieve these goals, teachers must have a clear purpose and focus on what will be taught and assessed; and students must understand what they need to know and be able to achieve.

The English Syllabus contains the prescribed National Content Standards for Speaking, Listening, Reading, and Writing. The English Content Standards are consistent and aligned to the expectations of the main National Education Standards with the aim of preparing students to be able to collaborate and compete with their peers in the community and beyond.

Time allocation for English in Grades 6, 7, & 8 is 280 minutes per week. Teachers can use the time allocated to do their timetables or programs according to their schools' needs.

Aims and Goals

Ultimate Aim

Integral human development is the ultimate aim of education in Papua New Guinea (PNG).

- *Integral* in the sense that all aspects of a person are important;
- *Human* in the sense that social relationships are basic; and
- *Development* in the sense that every individual has the potential to grow in the knowledge, wisdom, understanding, skill and goodness.

Goals

1. Every person will be dynamically involved in the process of freeing himself or herself from every form of domination and oppression so that each individual will have the opportunity to develop as an integrated person in relationship with others. This means that the National Curriculum must integrate and maximise socialisation, participation, liberation and equality;

2. Every person must have an awareness of the human potential and the willingness to develop this potential so that each individual can solve his or her own problems; contribute to the common good of society; maintain, promote and improve learning and living.

3. There should be an awareness of the goodness and the dignity of every person. It calls for the promotion of self and mutual respect; a sense of self-worth and self-discipline; and a sense of responsibility for oneself and for others.

The process of integral human development calls for a national curriculum, which helps individuals to:

- identify their basic human needs;
- analyse situations in terms of these needs;
- see these needs in the contexts of spiritual and social values of the community; and
- take responsible action in co-operation with others.

Overarching Curriculum Principles

Curriculum principles identify, describe and focus attention on the important concerns that must be addressed when developing the curriculum at all levels of schooling. They are based on significant cultural, social and educational values and beliefs.

Relevance

The National Curriculum should be relevant to the social, spiritual and resource development needs of a community. This can be achieved by integrating teaching and learning situations that reflect the knowledge, skills, attitudes and spiritual values needed for integral human development. A relevant national curriculum will prepare students for productive community living; integrate academic and practical education; and will provide ways to paid and unpaid employment.

Most people in Papua New Guinea work in the informal economy. Students who leave at the end of grade 8, 10 and 12 will need to find work in the informal economy. These students, however, will not only need to be skilled to work in the informal economy, but they will also need to be prepared to work in the formal economy and undertake formal education when opportunities arise. All students will need applied and academic skills and knowledge. They also need to know how to adapt new technologies and knowledge appropriately to their environment.

The national curriculum will enable teachers to support students learning by encouraging teaching in real-life contexts. This means relating the skills and knowledge of subjects to real life situations. For example, mathematics can be used to study how to run a business, or appropriate technology can be applied to improve water supplies. People from the community could also be brought into the classroom to help teach a topic and support students undertaking useful projects in the community.

Multiculturalism

Papua New Guinea is blessed and fortunate to have so many languages and cultures. The diversity of our cultures is the source of our knowledge, skills, attitudes and values. As a multicultural society, we must protect, promote and respect our many cultures and languages. There are many people from our own ethnic groupings and from other countries with their own cultures, living and working together in Papua New Guinea. This is the most multicultural country in the world. We must ensure that we promote and share our cultures with the rest of the world.

Ethics, Morals and Values

Papua New Guinea is striving to create a society in line with democratic liberal traditions. The citizens of Papua New Guinea should recognise appropriate social relationships based on sound human and religious ethics, morals and values. These are required for interaction with families,

villages, and other economic groups and people from other provinces and nations. The process of socialisation requires a belief in the ethics, morals and values of the Melanesian extended family, dialogue with and respect for others and a willingness to conserve and promote those aspects of our traditions, which are consistent with integral human development. Socialisation also requires an awareness of the interdependence of individuals, societies and nations in the modern world. It requires involvement with family, school, church, community and the world beyond.

The Right to Healthy Living

The health status of Papua New Guinea is very low. All citizens have a right to a healthy life such as clean water, a nutritious diet, improved sanitation, appropriate and better local health services. Students need to learn attitudes, skills and knowledge that will help them become productive, healthy and contented citizens of Papua New Guinea. They need to be equipped with a set of skills that will enable them to improve their own and their community's health, in order to improve the health status of Papua New Guinea. The National Curriculum will ensure that students have the opportunity to learn about healthy living.

Nation Building and National Unity

Our nation is young and there is still a great deal of nation building to be done. Students need to be given the skills to undertake this task and participate in nationally organised events. The National Curriculum should enable them to understand how Papua New Guinean societies work and how they can participate as useful individuals within these societies. Students should also learn that they have a place in Papua New Guinea and that Papua New Guinea has a place in the world as a whole. They will be able to help Papua New Guinea develop a national identity as one nation if they learn to:

- work together with tolerance;
- respect one another, their traditional ways and resolve problems peacefully;
- respect and act in the spirit of the National Constitution;
- recognise their capabilities and develop their own talents;
- participate in the development of the national community; and
- protect and safeguard the national wealth and resources and consider how they will contribute to national revenues.

Education for Sustainable Development

The PNG National Curriculum focuses on Education for Sustainable Development (ESD) as an integral part of learning in the 21st century, ensuring learners are equipped to participate in and contribute to their own society and the wider world. Education for Sustainable Development (ESD) is much more than teaching content related knowledge and skills. It is also about teaching new ways of thinking about and perceiving the

realities of our world and the possibilities for change. It is an approach to teaching and learning based on the ideals and principles that support the sustainability of - human rights, sustainable livelihoods, peace, environmental protection, health, biological and landscape diversity, climate change, gender equality, and protection of indigenous cultures.

ESD prepares students to be actively involved in creating a sustainable future by engaging them in solution-based designs and actions; which integrate knowledge across different disciplines; considering diverse social, economic, and cultural perspectives. These skills and approaches also position students to perform more successfully across the school curriculum and prepare them for higher education and careers in this world of the twenty-first century.

Gender Equity and Social Inclusion

Gender Equity means equally valuing both the differences and the similarities between boys and girls and the varying roles they play. It does not mean that girls become the same as boys. It means that having the ability to access rights or opportunities does not depend on being male or female.

Integrating this critical understanding into our school culture, teaching/ learning and assessment strategies and operational planning within the school and the community will help us to understand the differences between boys and girls and to develop different treatments to achieve more equal results regardless of gender

Social Inclusion means ensuring that people who might be excluded socially because of their sex, age, status, clan, descent, disability, ethnic background, HIV or other health status; migrant status, religion, sexual orientation, social status, where they live or other social identity; have equal conditions for realising their full human rights and potential to contribute to national, political, economic, social and cultural development and to benefit from the results.

The Department of Education's 'Gender Equality in Education Policy' (NDoE, 2003) recommends that no students in the education system of Papua New Guinea will be disadvantaged on the basis of gender. To implement this policy, teachers have the responsibility to use and promote gender equality practices in their classrooms and with the wider community.

In gender inclusive environment students:

- Should be involved in all activities through formal and structured learning settings
- Should be learning within an inclusive curriculum; so that it caters for all gender and social issues which further enhances students' learning
- Share and equally participate in activities, involving all students
- Show respect for other students and their contributions in the

learning environment

- Engage in a safe and challenging learning environment which is socially and culturally supportive
- Participate in programs that recognize the contributions to society of both women and men.

The approaches used in Health and Physical Education lessons should reflect a balance of gender roles and responsibilities. It is important to provide fair and equal access to resources, participation and teaching time to promote gender equity for girls and boys.

Teachers are responsible for ensuring that what is taught and learned contribute positively to the lives of both girls and boys. All students should have equal access to the knowledge and skills that schools provide. Therefore, teachers are encouraged to have equal expectations of girls and boys and to treat them equally.

Inclusive Curriculum

The Ministry of Education is committed to "support the delivery of inclusive education in all schools by providing support and services to all learners, and by taking appropriate steps to make education available, accessible and adaptable to all learners." An inclusive curriculum is acknowledged to be the most important factor in achieving inclusive education. In planning and teaching the school curriculum, teachers are therefore required to give due regard to the following principles.

- Varied approaches to teaching, learning, and assessment should be planned to allow all students to participate fully and effectively. Justification of what to be delivered to the students should take into account the diverse cultures, beliefs, strengths, and interests that exist in any classroom and that influence the way students learn.
- Continuous formative evaluation must be used to shape instruction, thus maximizing students' opportunities for achieving success. Assessment strategies must be appropriate to the way the curriculum is designed and delivered.
- Suitable technology should be used in instruction to facilitate learning and enhance success.

The National Content Standards set out what most students should be taught at primary level schools, but teachers should teach the required knowledge and skills in ways that suit student interests and abilities. This means exercising flexibility and drawing from curricular for earlier or later class levels to provide learning opportunities that allow students to make progress and experience success. The degree of differentiation exercised will depend on the levels of student attainment.

Curriculum options in English should be broad enough for students to have equal opportunities to reach their maximum potential. All learners

should have equitable access to and participation in all aspects of the teaching and learning process, regardless of location, gender, ethnicity, ability, disability and socioeconomic circumstances.

To be inclusive teachers will need to ensure that all girls and boys have the opportunity to participate. Teaching practices, including classroom organization and management, should ensure that girls and boys are able to participate fully in all learning activities. Participation requires that individuals are motivated to achieve the goal of socialization fully where they are encouraged to develop a sense of obligation for the opportunity to contribute. Through participation, individual creativity can be recognized and encouraged as contributing to social and national development, without losing sight of the principle of communal sharing. Participation is the key to social interaction and can lead to social mobility. It can also help to conserve and generate knowledge and cultural values for future generations.

Student-centred Learning

Student-centred learning recognises that no two classes are alike, and no two children are the same with respect to their needs. A teacher who uses a student-centred approach will endeavour to create a classroom environment that will motivate students to discover new skills and knowledge. In such an environment, the teachers should focus on teaching students how to learn, and to help them discover relevant information. It is essential to teach students how to learn while at the same time teaching them important content. A student-centred classroom will usually involve students working together in small groups using activity centres set up in the classroom, while the teacher works more closely with one or two students.

The National Curriculum describes the content standards for all subjects. A student-centred approach allows teachers to be more flexible in determining the most effective ways to help all students achieve these standards.

Lifelong Learning

Schooling is an important part of a student's education but learning continues throughout life. The initial experience that students have with the school curriculum is critical in encouraging them to continue learning throughout their lives. Going to school should be an enjoyable and satisfying experience for the students and should prepare them for life after school. Students know many things when they come to school. They will learn many things outside of school and continue to learn after they leave school. The National Curriculum should build on what students already know before they venture into the unknown.

Teachers should make use of this knowledge and skills. When students are learning new, unfamiliar things, teachers should relate the new things to what students already understand. This important learning will continue throughout life as students increasingly take responsibility for their own

learning. Increasingly, students who leave school will look for opportunities to continue their education and to return to school or some other educational or training institutions in order to improve their qualifications.

Language Development Across the Curriculum

The National Curriculum will provide opportunities for language development across the curriculum. Language development across the curriculum should be encouraged because all subject areas provide meaningful contexts for authentic learning. Specific subjects have different language requirements such as: the vocabulary and language features of science; the written and oral genres to narrate, explain, persuade, report; and discuss the particular contents of various subjects. The conventions and differences must be explicitly taught in relevant contexts across the curriculum.

Standards Based Curriculum Principles

The principles of the Standards Based Curriculum (SBC) include the following:

- Setting of high academic standards and a careful and continuous assessment and reporting of students' performance against these standards, will motivate students to perform at a much higher level.
- Standards allow every student, every parent, and every teacher to share in common expectations of what students should know, understand, and be able to do.
- Students will learn more when more is expected of them in school and at home.
- The setting of clear, measurable, and attainable standards is the key to attaining high academic standards; and hence, the attainment of the desired quality of education.
- All children are capable of learning and achieving high academic standards, regardless of their backgrounds.
- Students can learn in their own ways and at their own rates.

Rationale

Papua New Guinea like any other countries in the world is also making strenuous efforts to boost student achievement in literacy, numeracy and life skills. English as the main language of international communication is no exception. For effective and meaningful international interpersonal communication, it is a requirement for one to master the English Language skills in the global contexts. In Papua New Guinea, English is the common official language of communication as well as medium of instruction in schools. It is the language of public administration, business and technology. Therefore, it is essential for students to be proficient in English in order to be competitive in the global arena. Students, who master English, will find learning of other subjects easier. Additionally, they gain lifelong academic, social and professional benefits.

The primary purpose of the English curriculum at Grade 6, 7 and 8, is to stimulate and develop English fluency and competencies, both oral and written. The realigned English curriculum is focused on utilising and mastering the English Skills; speaking, listening, reading, viewing, and writing.

The English Syllabus is intended to help students in Papua New Guinea become independent lifelong learners, creative thinkers, and problem solvers who can communicate effectively in English. In addition to learning the English language, this subject will also contribute insight into the way we live and how others live, and their views on life, values and cultures. Therefore, students need to master the English language skills, to be proficient, compatible and competitive in the global society; thus, enabling them to contribute meaningfully towards attaining the goals of Vision 2050.

Ultimate Aim

The ultimate aim for English in the national curriculum is to promote high standards of literacy by equipping students with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for study, research and enjoyment.

The National English Curriculum aims to ensure that all students:

- Read fluently, accurately and expressively with understanding;
- Develop the habit of reading, for both pleasure and information;
- Acquire a wide range of vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- Write clearly, accurately and coherently, adapting their language and style in a range of contexts, purposes and audiences;
- Elaborate and explain clearly their understanding and ideas of a wide range of texts through different genre types;

- Are competent in the art of speaking and listening, making formal and informal presentations, demonstrating to others and participating in debates.

Goals

Students will be able to:

- have an open-minded attitude towards different cultures, ideologies and points of view and a willingness to share ideas with different people;
- foster the love of reading and writing and create awareness of the value and power of language;
- a critical attitude towards the ideas and values encountered in spoken and written English texts;
- recognize and use language expressively and confidently to enhance meaning
- have a cautious and critical attitude towards language learning with an attempt to improve one's capability and to use language to achieve the desired purpose.

Guiding Principles

The English curriculum principles are anchored on the following language acquisition, learning, teaching, and assessment principles.

All languages are interrelated and interdependent

Learning of mother tongue or first language strengthens and supports the learning of other languages. The underlying proficiencies in one language will benefit the learning of other languages especially English.

Language acquisition and learning is an active process that begins at birth and continues throughout life.

Language acquisition and learning is continuous and recursive throughout students' lives. Students enhance their language abilities by using what they know in new and more complex contexts. They reflect on and use prior knowledge to extend and enhance their language and understanding. Students develop language fluency and proficiency by learning and incorporating new language structures into their learnt knowledge and using them in a variety of contexts.

An effective English Language curriculum develops thinking and language together through interactive learning

Effective use of English language both requires and extends thinking. As students listen to a speech, view a documentary, discuss a poem or write an essay, they engage in thinking. Students develop their ability to remember, understand, analyse, evaluate, and apply the ideas they

encounter in English language and all other disciplines when they read increasingly complex texts and undertake increasingly challenging assignments that requires them to write or speak in response to what they are learning

English Assessment takes different forms and can be used in a variety of ways.

Assessment can and should be supportive of learning. It is an integral part of teaching and learning and, as such, it is used to support and improve learning by helping learners and teachers to identify next steps in their learning. It attempts to capture the learner's total array of skills and abilities and measures language proficiency in the context of specific subject matter. Assessment procedures are based on the idea that various aspects of a learner's life, both academic and personal, are integral to the development of language proficiency and cannot be ignored. In this sense, the most valuable assessment takes place at the site of learning where learners receive support and guidance. Learning is best supported in the classroom context when clear goals are established between the teacher and the learner, and when images of successful learning can be shared by reference to those goals.

21st Century Skills

Twenty-First century skills refer to a broad set of knowledge, skills, work habits, and character traits that are to be critically important to success in today's world, particularly in higher education programs and contemporary careers and workplaces. Twenty-First century skills involve equipping students with the most in essential and in-demand knowledge, skills, and dispositions they will need to be successful in higher education programs and modern work places.

Generally speaking, the 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student's life. The skills students will learn will reflect the specific demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society.

Content Overview

The content overview provides a summary of the strands and the units that will be taught in each grade. English is organised into three (3) strands. Grade 6 has 10 units while Grades 7 and 8, both have only 9 units. The inclusion of strands and units in the curriculum is based on their importance in the learning and mastery of significant English language knowledge, processes, skills, values, and attitudes. This content is critical to students' learning as well as in the development of their competencies and fluency in all aspects of the English language. Strands and units are aligned and closely linked to the overall English curriculum aims, goals, and principles.

Table of Strands and Units

The table below outlines the three language strands, speaking and listening, reading and writing for Grade 6-8. The strands are organised into units. The units provide unified approaches to obtain specific skills, knowledge and values to achieve the intended standards for the three strands in the English subject.

Grades	Grade 6	Grade 7	Grade 8
Strands	**Speaking and Listening**		
Units	1. Listening comprehension 2. Talking 3. Oral Expression	1. Listening comprehension 2. Talking 3. Oral Expression	1. Listening comprehension 2. Talking 3. Oral Expression
Strands	**Reading & Viewing**		
Units	1. Vocabulary 2. Fluency 3. Reading Comprehension 4. Literature	1. Vocabulary 2. Fluency 3. Reading Comprehension 4. Literature	1. Vocabulary 2. Fluency 3. Reading Comprehension 4. Literature
Strands	**Writing**		
Units	1. Hand writing 2. Written Expression 3. Grammar and Usage	1. Hand writing 2. Written Expression 3. Grammar and Usage	1. Hand writing 2. Written Expression 3. Grammar and Usage

Essential Knowledge, Skills, Values, and Attitudes

Students' learning of the English language is based on their ability to master and demonstrate proficiency in the use of essential knowledge, processes, skills, values, and attitudes in real life or related situations.

Types of Knowledge

There are different types of knowledge. These include:

• Public and private (privileged) knowledge	• Subject and discipline-based knowledge
• Specialised knowledge	• Lived experiences
• Good and bad knowledge	• Evidence and assumptions
• Concepts, processes, ideas, skills, values, attitudes	• Ethics and morales
• Theory and practice	• Belief systems
• Fiction and non-fiction	• Facts and opinions
• Traditional, modern, and postmodern knowledge	• Wisdom
	• Research evidence and findings
	• Solutions to problems

Types of Processes

There are different types of processes. These include:

- Problem-solving
- Logical reasoning
- Decision-making
- Reflection
- Cyclic processes
- Mapping (e.g. concept mapping)
- Modelling
- Simulating

Types of Skills

There are different types of skills. These include:

Cognitive (Thinking) Skills

Thinking skills can be categorized into **critical thinking** and **creative thinking** skills.

Critical Thinking Skills

A person who thinks critically always evaluates an idea in a systematic manner before accepting or rejecting it. Critical thinking skills include:

- Attributing
- Comparing and contrasting
- Grouping and classifying
- Sequencing
- Prioritising
- Analysing
- Detecting bias
- Evaluating
- Metacognition (Thinking about thinking)
- Making informed conclusions.

Creative Thinking Skills

A person who thinks creatively has a high level of imagination, able to generate original and innovative ideas, and able to modify ideas and products. Creative thinking skills include:

- Generating ideas
- Deconstructing and reconstructing
- Relating
- Making inferences
- Predicting
- Making generalisations
- Visualizing
- Synthesising
- Making hypothesis (hypothesising)
- Making analogies
- Inventing
- Transforming
- Modelling
- Simulating

Reasoning Skills

Reason is a skill used in making a logical, just, and rational judgement.

Decision-Making Skills

Decision-making involves selection of the best solution from various alternatives based on specific criteria and evidence to achieve a specific aim.

Problem Solving Skills

Problem solving skills involve finding solutions to challenges or unfamiliar situations or unanticipated difficulties in a systematic manner.

High Level Thinking Skills

High level thinking skills include analysis, synthesis, and evaluation skills.

Analysis Skills - Involve examining in detail and breaking information into parts by identifying motives or causes, underlying assumptions, hidden messages; making inferences and finding evidence to support generalisations, claims, and conclusions.

Synthesis Skills - Involve changing or creating something new and compiling information together in a different way by combining elements in a new pattern proposing alternative solutions.

Evaluation Skills - Involve justifying and presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on set criteria.

Types of Values

Personal Values (Importance, worth, usefulness) Core Values • Sanctity of life • Truth • Aesthetics • Honesty • Humanity • Dignity • Rationality • Creativity • Courage • Liberty • Affectivity • Individuality	**Sustaining Values** • Self-esteem • Self-reflection • Self-discipline • Self-cultivation • Principal morality • Self-determination • Openness • Independence • Simplicity • Integrity • Enterprise • Sensitivity • Modesty • Perseverance •

Social Values **Core Values** • Equality • Kindness • Benevolence • Love • Freedom • Common good • Mutuality • Justice • Trust • Interdependence • Sustainability • Betterment of human kind • Empowerment	**Sustaining Values** • Plurality • Due process of law • Democracy • Freedom and liberty • Common will • Patriotism • Tolerance • Gender equity and social inclusion • Equal opportunities • Culture and civilisation • Heritage • Human rights and responsibilities • Rationality • Sense of belonging • Solidarity • Peace and harmony • Safe and peaceful communities

Types of Attitudes

Attitudes (Ways of thinking and behaving, points of view) • Optimistic • Participatory • Critical • Creative • Appreciative • Empathetic • Caring and concern • Positive • Confident • Cooperative	• Responsible • Adaptable to change • Open-minded • Diligent • With a desire to learn • With respect for self, life, equality and excellence, evidence, fair play, rule of law, different ways of life, beliefs and opinions, and the environment.

Content Standards, Benchmarks, and Evidence Outcomes

Content standards, benchmarks, and evidence outcomes are all curriculum standards. However, they have specific curriculum purposes. Despite this, these curriculum standards are interconnected and enable the intended learning outcomes to be attained.

Content Standards

Content standards are broadly stated expectations of what students should know, understand, and be able to do in particular subjects, grade level, or school level. For example, *'Pupils will be able to interact and convey simple messages using comprehensible language'.*

Benchmarks

Benchmarks are specifications of content standards or more detailed descriptions of a specific level of performance expected of students at particular ages, grades, or levels of development. For example, *'Grade 6 students will meet the above standard when they ask and answer questions about routine matters using comprehensible language'.* Benchmarks focus on the essential knowledge, skills, values and attitudes that all students are expected to learn, master, and competently demonstrate using various representations in real life situations.

Evidence Outcomes

Evidence outcomes are indicators that indicate students' progress towards meeting an expectation at the mastery level. They measure students' mastery and application of knowledge, skills, values, and attitudes at grade and cluster levels.

Content Standards and Benchmarks Coding

The following is the coding system used to code the content standards and benchmarks to not only make it easier to interpret and understand the relationship between these two standards but, also to help with lesson planning and assessment and reporting of students' performance in relation to a content standard.

Subject:	Subject is indicated by the acronym ENG
Grade:	Grade is indicated by the first number (for example, **6**)
Strand:	Strand is indicated by the second number (for example, **6.1**).
Content Standard:	Content Standard is indicated by the third number (for example **6.1.1**)
Benchmark:	Benchmark is indicated by the fourth number (for example, **6.1.1.1**)
Thus, the code will read as **ENG 6.1.1.1**	

Grade 6 Strands and Units

Strand 1: Speaking and Listening

Rationale

The Speaking and Listening strand enables students to develop an understanding that listening is an active process whereby they, establish a purpose when they listen and use a range of strategies to comprehend information. The fluency of the commands of spoken English will be acquired if students are given the opportunity to practice regularly using grammatically structured sentences. Speaking provides the avenue for gaining proficiency on the use of the English language daily and in different contexts. Students use formal and informal talks, shared problem solving, group discussions and public speaking to speak with clarity. They also use visual aids and ask questions where appropriate to check their own understanding. They use body language, vocabulary and tone of voice relevant to different purposes, audiences and situations.

Evidence Outcomes

At the end of Grade 6, all students can:

- understand and communicate confidently and fluently in English in formal and informal situations.
- understand and apply appropriate social behavior when listening, speaking and interacting with different audiences.
- listen and respond critically to oral and visual communication, interpret verbal and non-verbal messages, purpose and perspective.
- use appropriate descriptive and persuasive language, vocabulary, phrases and grammar.
- apply tone, body gestures and posture confidently during presentations.
- demonstrate the use of appropriate structures of text types such as recounts, narratives, procedures, information reports, explanations and expositions.

Unit 1: Listening Comprehension

Students listen to obtain information, for pleasure and to reflect on experience. They understand that listening is an active process. Therefore, they establish a purpose when listening and use a range of strategies to comprehend information. These include paying attention to non-verbal signals; asking questions to seek clarification; using feedback to check understanding; using open and closed-ended questions appropriately; using follow-up questions to gain further information, and making notes to record understandings.

Content Standards	Benchmarks
6.1.1 Students will be able to listen, interpret, and respond to a variety of oral and visual texts to express facts and opinions on local, national, and global issues.	**ENG 6.1.1.1** Listen to and discriminate between fiction and non-fiction texts. **ENG 6.1.1.2** Listen to and recognize modes such as information, main ideas, details, and classify as fact or opinion; **ENG 6.1.1.3** Listen to a range of familiar and introduced topics, and compare and contrast the information and paraphrase for presentations. **ENG 6.1.1.4** Listen critically to oral and visual presentations on provincial, national, and global issues and provide justifications. **ENG 6.1.1.5** Listen to national or world oral and visual presentations' and argue for or against with substantial evidence.
6.1.2 Students will be able to listen, comprehend, and follow a range of specific instructions and directions in a variety of situations.	**ENG 6.1.2.1** Listen and respond critically to oral and visual communication, interpret verbal and non-verbal messages, purpose and perspective. **ENG 6.1.2.2** Listen to 5-10 instructions to complete given tasks. **ENG 6.1.2.3** Listen and relay information correctly. **ENG 6.1.2.4** Listen to information and identify key words from given texts. **ENG 6.1.2.5** Complete stories by using road maps (story sequence). **ENG 6.1.2.6** Follow directions and procedures.

Unit 2: Talking

The fluency of the commands of the English language will be acquired if students are given the opportunity to practice regularly. Students are introduced to the grammatically structured sentence patterns for practice and usage in speaking and writing. Talking provides the avenue for gaining proficiency on the daily use of English and in different contexts.

Content Standard		Benchmarks
6.1.3	Students will be able to give a range of instructions and directions in structured and spontaneous situations	**ENG 6.1.3.1** Give 5-10 instructions to complete a given task; relay information to peers; **ENG 6.1.3.2** Give instructions on how to make something such as a paper camera.
6.1.4	Students will be able to use appropriate English grammar correctly in a range of oral situations.	**ENG 6.1.4.1** Use nominative (subjective), objective, reflexive and possessive pronouns in oral sentences. **ENG 6.1.4.2** Use relative and intensive pronouns correctly. **ENG 6.1.4.3** Use transitive and intransitive verbs in sentences. **ENG 6.1.4.4** Use present, past continuous, and present perfect continuous tenses correctly. **ENG 6.1.4.5** Identify and use positive, comparative, and superlative adjectives. **ENG 6.1.4.6** Use declarative, imperative, exclamatory, and interrogative sentences correctly.

Unit 3: Oral Expression

Students use formal and informal talks, shared problem solving, group discussions and public speaking to speak with clarity. They also use visual aids and ask questions where appropriate to check their own understanding. They use body language, vocabulary, and tone of voice relevant to different purposes, audiences and situations.

Content Standards		Benchmarks
6.1.5	Students will be able to predict and draw inferences from written, audio, and visual texts and references.	**ENG 6.1.5.1** Apply tone, body gestures and posture confidently during presentations. **ENG 6.1.5.2** Understand and demonstrate use of appropriate structures of text types such as recounts, narratives, procedures, information reports, explanations and expositions. **ENG 6.1.5.3** Predict and make inferences on local or national issues using appropriate vocabulary. **ENG 6.1.5.4** Do presentations on future career path ways and dreams. **ENG 6.1.5.5** Analyse and present an inference of the effects of climate change in their local environment. **ENG 6.1.5.6** Present a talk on an individual prediction about the end of the world. **ENG 6.1.5.7** Present a prediction about possible endings of short stories.
6.1.6	Students will be able to express ideas and opinions with different types of audience using appropriate grammar.	**ENG 6.1.6.1** Express personal feelings using appropriate body gestures with regard to selected topics. **ENG 6.1.6.2** Explain and illustrate gender issues that occur in the community using appropriate descriptive dialogues and body gestures. **ENG 6.1.6.3** Put forth opinions using appropriate structured sentences, phrases and vocabulary to convey a message on an advertisement. **ENG 6.1.6.4** Present lyrics about someone or something special.

Content Standards		Benchmarks
6.1.7	Students will be able to interpret the meanings of slangs, similes, and idioms.	**ENG 6.1.7.1** Present a humorous story using slangs, similes and idioms. **ENG 6.1.7.2** Create and present posters advertising services or products, by interpreting known slangs used in the posters. **ENG 6.1.7.3** Write and present a personal letter to a best friend expressing gratitude for a good deed. **ENG 6.1.7.4** Present a story using similes and idioms where necessary.
6.1.8	Students will be able to use appropriate English language for effective communication in a broad range of situations.	**ENG 6.1.8.1** Apply appropriate techniques to engage and maintain interests of listeners. **ENG 6.1.8.2** Use appropriate vocabulary and grammar when expressing satisfaction and dissatisfaction. **ENG 6.1.8.3** Use appropriate vocabulary and grammar when expressing surprise and disbeliefs. **ENG 6.1.8.4** Use appropriate vocabulary and grammar when talking about certainty and doubt. **ENG 6.1.8.5** Use appropriate vocabulary and grammar when talking about intentions and wishes.

Strand 2: Reading and Viewing

Rationale

A primary reading goal is for all students is to read independently with fluency and comprehend meaningfully in life. In order to achieve this goal, students benefit from daily opportunities to read books they choose for their own purposes and pleasure (Calkins 2001) They use a range of different reading strategies, varying these strategies according to their purpose for reading and the nature of the text. In addition, students will expand their vocabulary by practically using a wide range of English words and should be able to pronounce words by blending and segmenting letters. They should also define different words for different contexts while gaining control over many grammar and English conventions in sentence structure and usage. Students will learn to read and appreciate a wide range of materials, including signs, notices and sign boards, notes, messages, memos, instructions, newspapers, magazines, CD-ROMs, essays, text books, fairy tales, picture books, myths, legends, fables, novels, stories, poetry and drama. They read widely within a favourite genre; analyse the use of language in a poem and other literary works and or critique a text.

Evidence Outcomes

At the end of Grade 6, all students can:

- read with understanding a range of complex literary and factual text confidently, with speed, accuracy and fluency.
- read, understand, question and respond critically to an increasing level of complexity and variety of genres.
- read competently with appropriate rhythm and intonation of speech.
- read, reflect, understand, and respond critically to words and concepts in the text to construct appropriate meanings.
- apply a range of strategies to expand their knowledge of personal vocabulary and phrases.
- identify and demonstrate understanding of text structure, figurative language and meaning in a variety of literary works.
- identify and self-select reading materials for independent reading for pleasure and information.

Unit 1: Vocabulary

The students will expand their vocabulary by practically using a wide range of English words and should be able to pronounce words by blending and segmenting letters. They should also define different words for different contexts while gaining control over many grammar and English conventions in sentence structure and usage.

Content Standards		Benchmarks
6.2.1	Students will be able to apply a range of strategies to develop and expand knowledge of the words and the word meanings to increase vocabulary	**ENG 6.2.1.1** Analyse root words. (Apply knowledge of root words to determine meaning of unknown words within passages). **ENG 6.2.1.2** Use dictionaries and thesaurus to confirm correct spelling and pronunciation of unknown words. **ENG 6.2.1.3** Define new vocabulary from contexts, and use them to construct new sentences orally and in writing. **ENG 6.2.1.4** Use compound words, prefixes, suffixes, word roots and stems to determine meaning of unknown words; **ENG 6.2.1.5** Analyse root words. (the origins and meanings). **ENG 6.2.1.6** Distinguish and use synonyms, antonyms, homonyms and homophones to determine meaning of words and phrases;

Unit 2: Fluency

A primary reading goal is for all students to read independently with fluency and comprehend meaningfully in life. In order to achieve this goal, students benefit from daily opportunities to read books they choose for their own purposes and pleasure (Calkins, 2001). Students will learn to read a wide range of grade level readers in varying genres with speed and accuracy. They should be able to identify letter and letter sounds to assist them pronounce difficult and new words from texts.

Content Standards		Benchmarks
6.2.2	Students will be able to read independently a range of text types to improve fluency	**ENG 6.2.2.1** Read regularly in independent-level texts in which no more than 1 in 20 words is difficult for the readers' fluency and accuracy with appropriate speed, intonation and expression. **ENG 6.2.2.2** Read regularly in instructional-level texts in which no more than approximately 1 in 10 words is difficult for the readers. **ENG 6.2.2.3** Read silently for increased periods of time. **ENG 6.2.2.4** Read aloud with correct pronunciation, stress, intonation and expression. **ENG 6.2.2.5** Participate in reading conference to increase fluency, speed and accuracy. **ENG 6.2.2.6** Apply punctuations such as commas, full stops and exclamations correctly.

Unit 3: Reading Comprehension

Students read to comprehend the meaning and nature of a text as a means of acquiring new knowledge. They use a range of different reading strategies, varying these strategies according to their purpose for reading and the nature of the text. Students may, for example, recognise familiar stories read to them; make meaning from familiar signs and notices; read and follow a set of instructions in order to complete a task. They can read an article in a newspaper and explain it to classmates. Students read actively by using background knowledge, personal experience, meaning from texts and knowledge of language such as sound-symbol relationships. They should also respond to their reading critically; and examine how information, experiences or ideas are presented, and the way language is used in a text.

Content Standards		Benchmarks
6.2.3	Students will be able to read and interact with words and concepts in a range of texts to construct an appropriate meaning.	**ENG 6.2.3.1** Read and comprehend both independent-level texts and instructional-level texts that are designed for this level. **ENG 6.2.3.2** Identify and comprehend given phrases, phrasal verbs and idioms in sentences. **ENG 6.2.3.3** Identify main ideas in texts with supporting evidence. **ENG 6.2.3.4** Draw inferences and conclusion about texts and support them with textual evidence and prior knowledge. **ENG 6.2.3.5** Interpret and respond creatively to literature through drama and oral presentations. **ENG 6.2.3.6** Clarify meaning by questioning and re-reading; confirm and revise predictions as needed when reading. **ENG 6.2.3.7** Apply and use skimming and scanning skills for fast retrieval of information. **ENG 6.2.3.8** Identify and discuss character personality (traits) and relationship in texts.
6.2.4	Students will be able to read a range of fiction and factual texts for information and pleasure.	**ENG 6.2.4.1** Distinguish, locate and categorise fiction from non-fiction books (Select books and other reading materials such as PNG School Journals, magazines, newspapers and books from classroom library for leisure time reading based on personal interest;). **ENG 6.2.4.2** Apply various strategies of reading (Participate in uninterrupted silent sustained reading (USSR) or drop everything and read (DEAR). **ENG 6.2.4.3** Interpret and respond creatively to literature through drama and oral presentations. **ENG 6.2.4.4** Summarise and paraphrase information including main idea and significant supporting details in texts. **ENG 6.2.4.5** Compare reference books such as encyclopaedia, atlas, dictionary, thesaurus, magazines and periodical journals (newspapers) to discover types of information found in them.

Unit 4: Literature

Students will learn to read and appreciate a wide range of materials, including signs, notices and sign boards, notes, messages, memos, instructions, newspapers, magazines, CD-ROMs, essays, text books, fairy tales, picture books, myths, legends, fables, novels, stories, poetry and drama. They read widely within a favourite genre; analyse the use of language in a poem and other literary works and or critique a text.

Content Standards		Benchmarks
6.2.5	Students will be able to explain structure, figurative language, and meaning in literary works.	**ENG 6.2.5.1** Explain figurative language, including symbolism, imagery, metaphor, personification, simile and idioms. **ENG 6.2.5.2** Interpret devices (alliteration, assonance, onomatopoeia) in writing and how they affect the development of literary works. **ENG 6.2.5.3** Describe the functions and effects of common literary devices such as imagery and symbolism (dove means peace, cross means Christianity, lion means pride). **ENG 6.2.5.4** Examine various text structures of literary works. **ENG 6.2.5.5** Explain elements of stories, including plot, conflict character, setting and theme. **ENG 6.2.5.6** Produce a story or book review by analysing the elements of fiction.

Strand 3: Writing

Rationale

Writing is an integrated part of the English curriculum where students demonstrate the understanding of texts (genres) purpose, audience and language use in written form. They write to communicate ideas and information; share experiences; express their thoughts, feelings and ideas; tell stories and poems or entertain other people in a variety of ways; keep records; seek assistance or information; reflect on their experiences; develop, explore or clarify ideas; consolidate learning and understandings; express their thoughts, feelings and ideas; and they also write for pleasure.

Students should be taught to create writing for real purposes and real audiences. In doing so, they follow all the stages of the writing process which include prewriting, drafting, revising, editing and publishing. It is important for students to be encouraged to publish their pieces of writing because publishing is an important motivator in working through the stages of the writing process. They also use the conventions of

handwriting, spelling, grammar, punctuation and layout. In addition, they also use the conventions of vocabulary, tone, style and structure associated with different forms of writing such as reports, letters, stories, short and simple essays in order to gain fluency and competency in writing using English.

Evidence Outcomes

At the end of Grade 6, all students can:

- demonstrate understanding of producing texts with an individual style to suit a variety of challenging purposes using appropriate grammar.
- understand and use the correct structures of text types such as recounts, narratives, procedures, poems and information reports.
- demonstrate understanding of the writing process in all the writing activities.
- demonstrate understanding and choose vocabulary, phrases and punctuations appropriate for the text types in personal writing.
- demonstrate legibility in handwriting.
- apply writing conventions and guidelines in written texts.

Unit 1: Handwriting

At this level, students should be able to show fluency and accuracy in their hand writing skills. Students should be able to write legibly in cursive style. Students should be aware of the importance of legibility in handwriting which includes letter formation, size and proportion of letters, spacing and slant. This should end in Grade 6 but observed as a writing convention in written expression in Grades 7 and 8.

Unit 1: Handwriting

Content Standards		Benchmarks
6.3.1	Students will be able to write legibly in cursive or joint italics allowing margins and correct spacing between letters in the words and the words in sentences.	**ENG 6.3.1.1** Write legibly and accurately with in creasing speed and neatness. **ENG 6.3.1.2** Use modified cursive or joint italics writing. **ENG 6.3.1.3** Develop individual handwriting styles.

Unit 2: Written Expression

Writing should be taught as a natural and integrated part of the curriculum. Students should be taught to create writing for real purposes and real audiences. Students should follow all the stages of the writing process which include prewriting, drafting, revising, editing, and publishing.

It is important for students to be encouraged to publish their pieces of writing because publishing is an important motivator in working through the stages of the writing process. The purpose of publishing is to reinforce the idea that writing is an act of communication. The size of their written texts increases as they learn more new vocabulary and other important aspects of the English. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in previous grades.

Students write to communicate ideas and information; share experiences; express their thoughts, feelings and ideas; tell stories and poems or entertain other people in a variety of ways; keep records; seek assistance or information; reflect on their experiences; develop, explore or clarify ideas; consolidate learning and understandings; express their thoughts, feelings and ideas; and they also write for pleasure.

Content Standards		Benchmarks
6.3.2	Students will be able to apply appropriate writing processes.	**ENG 6.3.2.1** Use writing processes such as brain storming, clustering of ideas and illustrations to develop the ideas for writing texts. **ENG 6.3.2.2** Apply appropriate strategy to organise and develop the main idea for the texts. **ENG 6.3.2.3** Add details, examples, reasons and evidence to develop and support ideas. **ENG 6.3.2.4** Use chronological, sequential, causes and effects and climactic patterns as appropriate to purpose. **ENG 6.3.2.5** Use vivid word choices including figurative language, that convey specific meaning and tone. **ENG 6.3.2.6** Develop logically the first draft by clearly stating the beginning, middle and ending, proof read and edit own texts with the teacher and peers, publish own texts and share with others in the class.
6.3.3	Students will be able to create and communicate a range of familiar and unfamiliar ideas and information for various purposes and audiences.	**ENG 6.3.3.1** Write a narrative text of about 400-500 words using appropriate text structure and vocabulary. **ENG 6.3.3.2** Compose texts using descriptions and explanations in response to literature that has a plot, setting and conflicts to allow writers to use the main ideas in the writing process. **ENG 6.3.3.3** Compose reflective texts that may express individual insights of different conditions or situations. **ENG 6.3.3.4** Create narratives and poems using varied word choice, dialogue, figurative language, alliteration, personification, simile and metaphor. **ENG 6.3.3.5** Write personal, persuasive, formal letters and thank you notes and invitation including dates, greetings body, closing and signatures.

Unit 3: Grammar and Usage

In this unit, students learn to use the conventions of handwriting, spelling, grammar, punctuation and layout; the conventions of vocabulary, tone, style and structure, associated with different forms of writing such as reports, letters, stories; short and simple essays, in order to gain fluency and competency in the English language.

Content Standards		Benchmarks
6.3.4	Students will be able to apply correct use of grammar in written forms in a range of familiar and introduced topics	**ENG 6.3.4.1** Identify and use nouns, pronouns, verbs, prepositions, adjectives contractions, interjections and conjunctions correctly in their writing. **ENG 6.3.4.2** Identity and use regular and irregular plural forms of nouns. **ENG 6.3.4.3** Distinguish and use common and proper nouns correctly. **ENG 6.3.4.4** Use past, present, future and present perfect verb tense correctly. **ENG 6.3.4.5** Use objective, reflective and possessive pronouns. **ENG 6.3.4.6** Use simple and complete predicates. **ENG 6.3.4.7** Use possessive, comparative and superlative adjectives. **ENG 6.3.4.8** Use comparative forms of adverbs and adverb clauses. **ENG 6.3.4.9** Use time, place, and manner and adverbs of degree. **ENG 6.3.4.10** Distinguish commonly confused words; e.g. there/their.
6.3.5	Students will be able to identify and use appropriate capitalisation and punctuation in a range of written texts.	**ENG 6.3.5.1** Apply the capitalisation rules appropriately in writing. **ENG 6.3.5.2** Use correct conventions of letter writing. **ENG 6.3.5.3** Use appropriate punctuations such as commas, quotation marks, colons, semi-colons, hyphens, dashes, punctuation after initials in writing, and apostrophes in contractions and possessives.

Content Standards		Benchmarks
6.3.6	Students will be able to apply and use appropriate sentence structure and grammatical features to develop different types of sentences	**ENG 6.3.6.1** Write declarative, imperative, interrogative and exclamatory sentences. **ENG 6.3.6.2** Create simple compound and complex sentences that describe, explain, or provide additional details and connections (such as adjectives; appositives, participial phrases, prepositional phrases, simple, complete predicates, modifiers pronouns and conjunctions). **ENG 6.3.6.3** Create sentences with an understood subject using adverbs of time and manner. **ENG 6.3.6.4** Identify and correct sentence fragments and run-ons.
6.3.7	Students will be able to apply a range of strategies to spell, read and write sight words and new words.	**ENG 6.3.7.1** Write all grade level sight words correctly. **ENG 6.3.7.2** Write correctly roots, inflections (e.g., s/es, er, ing), suffixes (e.g., ment, ness, tion) and prefixes (eg., dis, un, in, re, mis-,pre-). **ENG 6.3.7.3** Apply syllabication rule to spell and write new words for example, grad-u- a-tion. **ENG 6.3.7.4** Write homophones correctly according to usage for example, to/too/two, there/ their/ they're and other words that are commonly miss spelt in English language. **ENG 6.3.7.5** Use reference materials including glossary, dictionary; encyclopaedia and technology to check and correct spelling. **ENG 6.3.7.6** Write dictated sentences, spelling and sight words. **ENG 6.3.7.7** Distinguish correct spelling of commonly misspelled words and homonyms. **ENG 6.3.7.8** Arrange spelling words alphabetically to the third letter.

Grade 7 Strands and Units

Strand 1: Speaking and Listening

Rationale

The Speaking and Listening strand enables students to develop an understanding that listening is an active process whereby they, establish a purpose when they listen and use a range of strategies to comprehend information. The fluency of the commands of spoken English will be acquired if students are given the opportunity to practice regularly using grammatically structured sentences. Speaking provides the avenue for gaining proficiency on the use of the English language daily and in different contexts. Students use formal and informal talks, shared problem solving, group discussions and public speaking to speak with clarity. They also use visual aids and ask questions where appropriate to check their own understanding. They use body language, vocabulary and tone of voice relevant to different purposes, audiences and situations.

Evidence Outcomes

At the end of Grade 7, all students can:

- understand and communicate confidently and fluently in English in formal and informal situations.
- understand and apply appropriate social behavior when listening,
- speaking and interacting with different audiences.
- listen and respond critically to oral and visual communication, interpret verbal and non-verbal messages, purpose and perspective.
- use appropriate descriptive and persuasive language, vocabulary, phrases and grammar.
- apply tone, body gestures and posture confidently during presentations.
- demonstrate the use of appropriate structures of text types such as recounts, narratives, procedures, information reports, explanations and expositions.

Unit 1: Listening

In Grade 7, students critically listen to obtain information, for pleasure, and to reflect on experiences. They build on from the listening skills learnt in prior learning experiences. They determine the purpose when listening; use a range of strategies to comprehend information, and respond appropriately to ensure effective listening skills are developed.

Content Standards		Benchmarks
7.1.1	Students will be able to listen and respond to a wide range of presentations of ideas, information and opinions about local, national and international issues	**ENG 7.1.1.1** Listen critically and respond to oral forms of language communication; **ENG 7.1.1.2** Listen to and determine the purpose for listening (i.e. gaining information, solving problems, appreciating, recalling, interpreting, applying, analyzing, evaluating, receiving directions or learning concepts). **ENG 7.1.1.3** Listen to music for enjoyment and decode and predict the themes, new information, meanings and express feelings and learn how others feel towards issues in life. **ENG 7.1.1.4** Listen to information texts and apply strategies to summarize, generalize, and record for presentations.
7.1.2	Students will be able to listen and follow a range of complex instructions and directions in class room situations.	**ENG 7.1.2.1** Follow 5-10 instructions to complete given tasks. **ENG 7.1.1.2** Listen to detect key words and relay information to peers. **ENG 7.1.2.3** Complete the story using road maps (story sequence). **ENG 7.1.2.4** Follow directions on how to create models such as a paper.

Unit 2: Talking

In Grade 7, the fluency of the commands of the English language will develop effectively when students are given the opportunity to practice regularly. Students are introduced to the grammatically structured sentence patterns for practice and usage in speaking and writing. Talking provides the avenue for gaining proficiency on the daily use of English daily and in different contexts.

Content Standards		Benchmarks
7.1.3	Students will be able to give a range of specific instructions and directions in structured and spontaneous situations.	**ENG 7.1.3.1** Give 5-10 instructions to complete a given task. **ENG 7.1.3.2** Relay information (whispering game/ Chinese whispers, commands, instructions).
7.1.4	Students will be able to apply appropriate English grammar in a range of oral situations correctly.	**ENG 7.1.4.1** Use nominative (subjective), objective, reflexive and possessive pronouns. **ENG 7.1.4.2** Use relative, intensive pronouns; **ENG 7.1.4.3** Use transitive and intransitive verbs orally. **ENG 7.1.4.4** Use present, past continuous and present perfect continuous tenses orally. sentence structure **ENG 7.1.4.5** Use positive comparative and superlative adjectives. **ENG 7.1.4.6** Use declarative, imperative, exclamatory and interrogative sentences.

Unit 3: Oral Expression

Students use formal and informal talks, shared problem solving, group discussions and public speaking to speak with clarity. They also use visual aids and ask questions where appropriate to check their own understanding. They use body language, vocabulary, and tone of voice relevant to different purposes, audiences and situations.

Content Standards		Benchmarks
7.1.5	Students will be to analyse a dialogue expressing agreement and disagreement and reject or accept it with supporting evidence.	**ENG 7.1.5.1** Analyse a dialogue expressing agreement and disagreement about a subject. **ENG 7.1.5.2** Critique supporting ideas and opinions relating to a main idea or viewpoint from an audio or visual presentation. **ENG 7.1.5.3** Evaluate an argumentative dialogue on a selected topic in terms of its logic, sequence, use of evidence, consideration of alternative views, and reject or accept the argument with supporting evidence.

Content Standards		Benchmarks
7.1.6	Students will be able to use appropriate descriptive language to clearly indicate time, direction, and make requests politely.	**ENG 7.1.6.1** Present a series of directions to selected venues (such as the school and around the community) using models. **ENG 7.1.6.2** Describe and demonstrate how to ask permission politely in various situations. **ENG 7.1.6.3** Apply skimming and scanning skills to present appropriate information on scheduled times or directions to places using written texts. **ENG 7.1.6.4** Present an investigative report of an imaginary police incident in the community. **ENG 7.1.6.5** Present a timeline on a series of events that have happened.

Strand 2: Reading and Viewing

Rationale

A primary reading goal for all students is to read independently with fluency and comprehend meaningfully in life. In order to achieve this goal, students benefit from daily opportunities to read books they choose for their own purposes and pleasure (Calkins, 2001). They use a range of different reading strategies, varying these strategies according to their purpose for reading and the nature of the text. In addition, students will expand their vocabulary by practically using a wide range of English words and should be able to pronounce words by blending and segmenting letters. They should also define different words for different contexts while gaining control over many grammar and English conventions in sentence structure and usage. Students will learn to read and appreciate a wide range of materials, including signs, notices and sign boards, notes, messages, memos, instructions, newspapers, magazines, CD-ROMs, essays, text books, fairy tales, picture books, myths, legends, fables, novels, stories, poetry and drama. They read widely within a favourite genre; analyse the use of language in a poem and other literary works and or critique a text.

Evidence Outcomes

At the end of Grade 7, all students can:

- read with understanding a range of complex literary and factual text confidently, with speed, accuracy and fluency.
- read, understand, question and respond critically to an increasing level of complexity and variety of genres.
- read competently with appropriate rhythm and intonation of speech.
- read, reflect, understand, and respond critically to words and concepts in the text to construct appropriate meanings.

- apply a range of strategies to expand their knowledge of personal vocabulary and phrases.
- identify and demonstrate understanding of text structure, figurative language and meaning in a variety of literary works.
- identify and self-select reading materials for independent reading for pleasure and information.

Unit 1: Vocabulary

In Grade 7, students will expand their vocabulary by practically using a wide range of English words by applying knowledge of root words and compound words to determine meanings of unknown words. Students should be able to pronounce and spell unknown words correctly using dictionaries and thesaurus. They should also define different words for different contexts while gaining control over many grammar and English conventions in sentence structure and usage

Content Standards		Benchmarks
7.2.1	Students will be able to expand vocabulary through word study, literature, and discussion.	**ENG 7.2.1.1** Apply knowledge of root words to determine meanings of unknown words within a passage; **ENG 7.2.1.2** Use dictionary and thesaurus to confirm correct spelling and pronunciation of unknown words; **ENG 7.2.1.3** Define from context new vocabulary and use them to construct new sentences orally and in writing; **ENG 7.2.1.4** Use compound words, prefixes, suffixes, root words and stems to determine meaning of unknown words; **ENG 7.2.1.5** Identify and use synonyms, antonyms, homonyms, and homophones to determine meanings of words and phrases. **ENG 7.2.1.6** Identify and explain idioms, metaphors, and similes, and infer the literal and figurative meanings of phrases.

Unit 2: Fluency

A primary reading goal for all students is to read independently with fluency and comprehend meaningfully in life. In order to achieve this goal, students benefit from daily opportunities to read books they choose for their own purposes and pleasure (Calkins, 2001). Students will learn to read a wide range of grade level readers in varying genres with speed and accuracy. They should be able to identify letters and letter sounds to assist them pronounce difficult and new words from texts.

Content Standards		Benchmarks
7.2.2	Students will be able to read and interpret a range of fiction and factual texts independently.	**ENG 7.2.2.1** Read and interpret regularly in independent-level texts in which no more than 1 in 20 words is difficult for the readers' fluency and accuracy with apropriate speed, intonation, and expression. **ENG 7.2.2.2** Read aloud with correct pronunciation, stress, intonation and appropriate expression. **ENG 7.2.2.3** Participate in a reading conference with the teacher or peers. **ENG 7.2.2.4** Use punctuations such as commas, full stops, and exclamation marks correctly.

Unit 3: Reading Comprehension

In this unit, students will read to comprehend the meaning and nature of a text as a means of acquiring new knowledge. They will use a range of different reading strategies; varying these strategies according to their purpose for reading and the nature of the text. Students may, for example, recognise familiar stories read to them; make meaning from familiar signs and notices; read and follow a set of instructions in order to complete a task. They can read an article in a newspaper and explain it to classmates. Read actively by using background knowledge, personal experiences, meaning from texts and knowledge of language such as sound-symbol relationship. They should also respond to their reading critically; and examine how information, experiences or ideas are presented, and the way language is used in a text. They should also discuss the possibility of varying interpretations of and responses to texts and reflect on how their contexts and values influence reading.

Content Standards		Benchmarks
7.2.3	Students will be able to read, reflect, and respond critically to words and concepts in a text to construct an appropriate meaning.	**ENG 7.2.3.1** Read and comprehend both independent-level texts and instructional-level texts that are appropriately designed for this level. **ENG 7.2.3.2** Make inferences or draw conclusion about characters' qualities and actions (based on knowledge of plot, setting, characters' motives, characters appearances, other characters' responses to a character). **ENG 7.2.3.3** Analyse the main problem or conflict of the plot, the effect of the qualities of the characters and explain how the conflict is resolved. **ENG 7.2.3.4** Comprehend given phrases, phrasal verbs, idioms in sentences; **ENG 7.2.3.5** Identify main ideas in texts, relate and assess evidence that supports those ideas. **ENG 7.2.3.6** Draw inferences and conclusion about texts and support them with textual evidence and prior knowledge. **ENG 7.2.3.7** Interpret and respond creatively to literature. (through drama and oral presentations). **ENG 7.2.3.8** Summarise and paraphrase information including main ideas and significant supporting details in texts. **ENG 7.2.3.9** Apply skimming and scanning skills when reading quickly to identify main ideas or locate specific information.
7.2.4	Students will be able to read a range of fiction and factual texts for information and pleasure.	**ENG 7.2.4.1** Select books and other reading materials such as PNG School Journals, magazines, newspapers, and books from classroom library for leisure time reading based on personal interest. **ENG 7.2.4.2** Participate in uninterrupted silent sustained reading (USSR) or drop everything and read (DEAR). **ENG 7.2.4.3** Interpret and respond creatively to literature through drama and oral presentations. **ENG 7.2.4.4** Summarise and paraphrase information including main ideas and significant supporting details in texts. **ENG 7.2.4.5** Compare reference books such as encyclopaedia, atlas, dictionary, thesaurus, magazines and periodical journals (newspaper) to discover types of information found in them.

Unit 4: Literature

Students will learn to read and appreciate a wide range of materials, including signs, notices and sign boards, newspapers, magazines, CD-ROMs, essays, text books, fairy stories, legends, fables, and novels. They read widely within a favourite genre; analyse the use of language in a poem and other literary works and or critique a text.

Content Standards		Benchmarks
7.2.5	Students will be able to identify structure, figurative language, sound devices and meaning in a variety of literary works.	**ENG 7.2.5.1** Identify and explain figurative language, including symbolism, imagery, metaphor, personification, simile and idioms. **ENG 7.2.5.2** Identify and interpret sound devices (alliteration, assonance, onomatopoeia) in prose and poetry and how they affect the development of literary works. **ENG 7.2.5.3** Identify and describe the function and effect of common literary devices such as imagery and symbolism (dove - peace, cross - Christianity, lion - pride). **ENG 7.2.5.4** Identify various texts structures or literary works. **ENG 7.2.5.5** Identify and explain elements of fiction, including plot, conflict character, setting and theme. **ENG 7.2.5.6** Produce a story or book review by analysing the elements of fiction.

Strand 3: Writing

Rationale

Writing is an integrated part of the English curriculum where students demonstrate the understanding of texts (genres), purpose, audience and language use in written form. They write to communicate ideas and information; share experiences; express their thoughts, feelings and ideas; tell stories and poems or entertain other people in a variety of ways; keep records; seek assistance or information; reflect on their experiences; develop, explore or clarify ideas; consolidate learning and understandings; express their thoughts, feelings and ideas; and they also write for pleasure.

Students should be taught to create writing for real purposes and real audiences. In doing so, they follow all the stages of the writing process which include prewriting, drafting, revising, editing and publishing. It is important for students to be encouraged to publish their pieces of writing because publishing is an important motivator in working through

the stages of the writing process. They also use the conventions of handwriting, spelling, grammar, punctuation and layout. In addition, they also use the conventions of vocabulary, tone, style and structure associated with different forms of writing such as reports, letters, stories, short and simple essays in order to gain fluency and competency in writing using English.

Evidence Outcome

At the end of Grade 7, all students can:

- demonstrate understanding of producing texts with an individual style to suit a variety of challenging purposes using appropriate grammar.
- understand and use the correct structures of text types such as recounts, narratives, procedures, poems and information reports.
- demonstrate understanding of the writing process in all the writing activities.
- demonstrate understanding and choose vocabulary, phrases and punctuations appropriate for the text types in personal writing.
- demonstrate legibility in handwriting.
- apply writing conventions and guidelines in written text.

Unit 1: Written Expression

Writing should be taught as a natural and integrated part of the curriculum. Students should be taught to create writing for real purposes and real audiences. Students should follow all the stages of the writing process which include prewriting, drafting, revising, editing, and publishing.

It is important for students to be encouraged to publish their pieces of writing because publishing is an important motivator in working through the stages of the writing process. The purpose of publishing is to reinforce the idea that writing is an act of communication. The size of their written texts increases as they learn more new vocabulary and other important aspects of the English. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in previous grades.

Students write to communicate ideas and information; share experiences; express their thoughts, feelings and ideas; tell stories and poems or entertain other people in a variety of ways; keep records; seek assistance or information; reflect on their experiences; develop, explore or clarify ideas; consolidate learning and understandings; express their thoughts, feelings and ideas; and they also write for pleasure.

Content Standards		Benchmarks
7.3.1	Students will be able to apply appropriate writing processes.	**ENG 7.3.1.1** Use the writing process to write narrative, descriptive, expository, persuasive and reflective texts. **ENG 7.3.1.2** Use details, examples, reasons and evidence to develop an idea. **ENG 7.3.1.3** Use spatial, chronological and climactic organizational patterns as appropriate to purpose. **ENG 7.3.1.4** Use effective transitions in sentences and paragraphs; **ENG 7.3.1.5** Use precise word choices, including figurative language, that convey specific meaning and tone such as homonyms, similes, idioms, antonyms and synonyms. **ENG 7.3.1.6** Edit errors using standard English structures (mechanics and spelling). **ENG 7.3.1.7** Proofread and edit own text with the teacher or peers; **ENG 7.3.1.8** Publish own text and share with the teacher or peers.

Content Standards		Benchmarks
7.3.2	Students will be able to create and communicate a range of familiar and unfamiliar ideas and information for various purposes and audiences.	**ENG 7.3.2.1** Write text types about 500-600 words using appropriate text structure and vocabulary. **ENG 7.3.2.2** Create an expository text on a given topic (including research report). **ENG 7.3.2.3** Compose fictional, biographical, or autobiographical narratives (e.g. Book review, personal life story). **ENG 7.3.2.4** Write personal, persuasive or argumentative compositions that state a clear positions or perspectives in support of a concern or proposal. **ENG 7.3.2.5** Write responses to literature, including poetry to develop interpretation and insights of texts. **ENG 7.3.2.6** Write informal and formal letters, and e-mails. **ENG 7.3.2.7** Produce writing forms introduced in earlier grades. **ENG 7.3.2.8** Write legibly and accurately; **ENG 7.3.2.9** Develop individual handwriting styles.

Unit 2: Grammar and Usage

In this unit, students will learn about the use of the conventions of handwriting, spelling, grammar, punctuation and layout. They will also learn the conventions of vocabulary, tone, style and structure associated with different forms of writing such as reports, letters, and stories, short and simple essays, in order to gain fluency and competency in the English.

Content Standards		Benchmarks
7.3.4	Students will be able to apply correct use of English grammar in a broad range of structured situations	**ENG 7.3.4.1** Identify and use nominative, possessive, objective, abstract, concrete, and collective nouns. **ENG 7.3.4.2** Use the verb base to form verb tenses (e.g., play + -ed/-s/-ing = regular verb; take + -s/-ing/-en = irregular verb. **ENG 7.3.4.3** Construct grammatically correct sentences (subject verb agreement). **ENG 7.3.4.4** Identify direct objects, indirect objects, objects of prepositions, predicate nominatives, predicate adjectives and object complements. **ENG 7.3.4.5** Use possessive, comparative and superlative adjectives. **ENG 7.3.4.6** Make pronouns agree with their antecedents. **ENG 7.3.4.7** Identify and use interjection and conjunctions correctly. **ENG 7.3.4.8** Use transitive and intransitive and linking verbs. **ENG 7.3.4.9** Distinguish commonly confused words e.g. hare/hair, bare/bear.
7.3.5	Students will be able to identify and use appropriate capitalisation, punctuation and spelling correctly in a variety of written texts	**ENG 7.3.5.1** Apply capitalization rules correctly. **ENG 7.3.5.2** Use correct conventions of letter writing. **ENG 7.3.5.3** Demonstrate appropriate punctuations such as parentheses, quotation marks, question marks and exclamation marks in writing. **ENG 7.3.5.4** Use direct and indirect speech **ENG 7.3.5.5** Use apostrophes in contractions, possessives, colons, semi-colons, commas, hyphen and dashes correctly in texts. **ENG 7.3.5.6** Write homophones correctly. according to usage for example, to, too, two, there, their, they're and other words that are commonly misspelt in English language. **ENG 7.3.5.7** Use reference materials including glossary, dictionary, encyclopaedia, and technology to check and correct spelling.

Content Standards		Benchmarks
7.3.6	Students will be able to apply appropriate sentence structure and grammatical features in a range of sentences.	**ENG 7.3.6.1** Identify and correct misplaced modifiers. **ENG 7.3.6.2** Differentiate between dependent and independent clauses. **ENG 7.3.6.3** Create simple, compound and complex sentences (such as describe, explain, or provide additional details and connections such as adjectives; appositives, participial phrases, prepositional phrases, simple, complete predicates, modifiers pronouns and conjunctions). **ENG 7.3.6.4** Create sentences with using prepositional phrases and adjectives. **ENG 7.3.6.5** Identify and correct sentence fragments and run-ons.
7.3.7	Students will be able to apply a range of strategies to spell, read and write sight words and new words.	**ENG 7.3.7.1** Write all grade level sight words correctly. **ENG 7.3.7.2** Use correct root words, (e.g., cide - genocide, suicide, homicide), inflections (e.g. es, ed – wishes, worked), suffixes (e.g., ment, ness, tion), prefixes (eg. dis, un, in, re, mis-, pre-) and infixes (e.g. mother-in-law, up-to-date) in writing. **ENG 7.3.7.3** Write homophones correctly according to usage for example, to/too/two, there/ their/ they're and other words that are commonly miss spelt in English language. **ENG 7.3.7.4** Use reference materials including glossary, dictionary; encyclopaedia and technology to check and correct spelling.

Grade 8 Strands and Units

Strand 1: Speaking and Listening

Rationale

The Speaking and Listening strand enables students to develop an understanding that listening is an active process whereby they, establish a purpose when they listen and use a range of strategies to comprehend information. The fluency of the commands of spoken English will be acquired if students are given the opportunity to practice regularly using grammatically structured sentences. Speaking provides the avenue for gaining proficiency on the use of the English language daily and in different contexts. Students use formal and informal talks, shared problem solving, group discussions and public speaking to speak with clarity. They also use visual aids and ask questions where appropriate to check their own understanding. They use body language, vocabulary and tone of voice relevant to different purposes, audiences and situations.

Evidence Outcomes

At the end of Grade 8, all students can:

- understand and communicate confidently and fluently in English in formal and informal situations.
- understand and apply appropriate social behavior when listening, speaking and interacting with different audiences.
- listen and respond critically to oral and visual communication, interpret verbal and non-verbal messages, purpose and perspective.
- use appropriate descriptive and persuasive language, vocabulary, phrases and grammar.
- apply tone, body gestures and posture confidently during presentations.
- demonstrate the use of appropriate structures of text types such as recounts, narratives, procedures, information reports, explanations and expositions.

Unit 1: Listening

In Grade 8, students will critically listen to obtain information on complex issues, for pleasure and to do reflections on biases, assumptions and facts with evidence to justify. They build on from the listening skills learnt in prior learning experiences. They determine the purpose when listening and use a range of strategies to comprehend information and respond appropriately to and be competent listeners.

Content Standards		Benchmarks
8.1.1	Students will be able to listen and respond to a range of complex issues of local, national and international importance.	**ENG 8.1.1.1** Listen critically and respond appropriately to oral communication, to seek information not already discussed. **ENG 8.1.1.2** Listen critically to oral feedback and self-evaluate to improve. **ENG 8.1.1.3** Listen to non-fiction, fiction, oral and visual texts and extract the major ideas and supporting evidence in supporting information and persuasive messages. **ENG 8.1.1.4** Listen, understand and critique oral and visual texts to extract facts, or bias opinions, exaggeration and justify reasons for a particular behavior, attitude or stance on an issue of concern.
8.1.2	Students will be able to listen and follow a wide range of specific instructions and directions in classroom situations.	**ENG 8.1.2.1** Follow 5-10 instructions to complete given tasks. **ENG 8.1.2.2** Listen and detect key words to relay information.

Unit 2: Talking

In Grade 8 the fluency of the commands of English language will develop effectively with the opportunity to practice regularly. Students are given grammatically structured sentence patterns for practice and usage in speaking and writing. Talking provides the avenue to gain proficiency on the use of English language daily and in different contexts.

Content Standards		Benchmarks
8.1.3	Students will be able to give a broad range of instructions and directions in structured and spontaneous classroom situations.	**ENG 8.1.3.1** Create 5-10 instructions to peers to complete a given task. **ENG 8.1.3.2** Provide instructions on how to do something (e.g. cook rice). **ENG 8.1.3.3** Get peers to move from one direction from one direction to another around the classroom (move to the left of the room).
8.1.4	Students will be able to apply appropriate English grammar in a wide range of oral situations correctly.	**ENG 8.1.4.1** Use nominative (subjective), objective and possessive nouns. **ENG 8.1.4.2** Use relative and intensive pronouns. **ENG 8.1.4.3** Identify and use transitive and intransitive verbs in sentences. **ENG 8.1.4.4** Identify and make subjects and verbs agree. **ENG 8.1.4.5** Use present, past continuous and present perfect continuous. **ENG 8.1.4.6** Use positive, comparative and superlative forms of adjectives. **ENG 8.1.4.7** Identify and use conjunctions and interjections correctly. **ENG 8.1.4.8** Use declarative, imperative, exclamatory and interrogative sentences. **ENG 8.1.4.9** Use compound sentences. **ENG 8.1.4.10** Form sentences using dependent and independent clauses.

Unit 3: Oral Expression

In Grade 8, students use formal and informal talks, shared problem solving, group discussions and public speaking to speak with clarity. They also use visual aids and ask questions where appropriate to check their own understanding. They use body language, vocabulary, and tone of voice relevant to different purposes, audiences and situations.

Content Standards		Benchmarks
8.1.5	Students will be able to present reports accurately using different presentation modes.	**ENG 8.1.5.1** Use multimedia familiar to the students to present on national and international issues. **ENG 8.1.5.2** Answer and ask questions to a guest speaker. **ENG 8.1.5.3** Present a summary and an inferences of a known report orally. **ENG 8.1.5.4** Conduct a mini-research and present accurate findings using multimedia familiar to the students.
8.1.6	Students will be able to convey messages in different settings using appropriate vocabulary, facial expressions and body gestures.	**ENG 8.1.6.1** Role play using appropriate language and body gestures to convey messages in different settings. **ENG 8.1.6.2** Discuss good manners, appropriate behavior and conversations in different settings and tell humorous stories and body language used inappropriately. **ENG 8.1.6.3** Discuss relevant and irrelevant information when conversing orally.
8.1.7	Students will be able to interpreting song lyrics using appropriate vocabulary.	**ENG 8.1.7.1** Compose and present a new verse to a known song. **ENG 8.1.7.2** Analyse and present the main message in a song lyric.
8.1.8	Students will be able to use appropriate English language for effective communication in a range of situations.	**ENG 8.1.8.1** Make formal introduction of self and others. **ENG 8.1.8.2** Use telephone manners to ask for someone, make requests, give and take telephone messages. **ENG 8.1.8.3** Provide advice to peers; **ENG 8.1.8.4** Apologizing and replying to apologies. **ENG 8.1.8.5** Issue warnings.

Strand 2: Reading and Viewing

Rationale

A primary reading goal is for all students is to read independently with fluency and comprehend meaningfully in life. In order to achieve this goal, students benefit from daily opportunities to read books they choose for their own purposes and pleasure (Calkins 2001) They use a range of different reading strategies, varying these strategies according to their purpose for reading and the nature of the text. In addition, students will expand their vocabulary by practically using a wide range of English words and should be able to pronounce words by blending and segmenting letters. They should also define different words for different contexts while gaining control over many grammar and English conventions in sentence structure and usage. Students will learn to read and appreciate a wide range of materials, including signs, notices and sign boards, notes, messages, memos, instructions, newspapers, magazines, CD-ROMs, essays, text books, fairy tales, picture books, myths, legends, fables, novels, stories, poetry and drama. They read widely within a favourite genre; analyse the use of language in a poem and other literary works and or critique a text.

Evidence Outcomes

At the end of Grade 8, all students can:

- read with understanding a range of complex literary and factual text confidently, with speed, accuracy and fluency.
- read, understand, question and respond critically to an increasing level of complexity and variety of genres.
- read competently with appropriate rhythm and intonation of speech.
- read, reflect, understand, and respond critically to words and concepts in the text to construct appropriate meanings.
- apply a range of strategies to expand their knowledge of personal vocabulary and phrases.
- identify and demonstrate understanding of text structure, figurative language and meaning in a variety of literary works.
- identify and Self-select reading materials for independent reading for pleasure and information.

Unit 1: Vocabulary

In Grade 8, students will expand their vocabulary by practically using a wide range of English words by applying knowledge of root words and compound words to determine meanings of unknown words. Students should be able to pronounce and spell unknown words correctly using dictionaries and thesaurus. They should also define different words for different contexts while gaining control over many grammar and English conventions in sentence structure and usage.

Content Standards		Benchmarks
8.2.1	Students will be able to expand vocabulary through word study, literature and class discussion.	**ENG 8.2.1.1** Apply knowledge of root words to determine meaning of unknown words within passages. **ENG 8.2.1.2** Use dictionary and thesaurus to confirm correct spelling and pronunciation of unknown words. **ENG 8.2.1.3** Define from context new vocabulary and use them to construct new sentences orally and in writing. **ENG 8.2.1.4** Use compound words, prefixes, suffixes, word roots and stems to determine meaning of unknown words; **ENG 8.2.1.5** Identify and use synonyms, antonyms, homonyms and homophones to determine meaning of words and phrases. **ENG 8.2.1.6** Identify and explain idioms and comparisons such as metaphors and similes to infer the literal and figurative meanings of phrases.

Unit 2: Fluency

A primary reading goal for all students is to read independently with fluency and comprehend meaningfully in life. In order to achieve this goal, students benefit from daily opportunities to read books they choose for their own purposes and pleasure (Calkins, 2001). Students will learn to read a wide range of grade level readers in varying genres with speed and accuracy. They should be able to identify letters and letter sounds to assist them pronounce difficult and new words from texts.

Content Standards		Benchmarks
8.2.2	Students will be able to read a range of fiction and factual texts independently to improve fluency.	**ENG 8.2.2.1** Read regularly in independent-level texts in which no more than 1 in 20 words is difficult for the readers' fluency and accuracy with appropriate speed, intonation and expression. **ENG 8.2.2.2** Read regularly in instructional-level texts in which no more than approximately 1 in 10 words is difficult for the readers. **ENG 8.2.2.3** Read silently for increased periods of time. **ENG 8.2.2.4** Read aloud with correct pronunciation, stress, intonation and appropriate expression. **ENG 8.2.2.5** Participate in reading conference with the teacher or peers. **ENG 8.2.2.6** Use punctuations such as commas, full stops and exclamation marks correctly when reading to help understanding.

Unit 3: Reading Comprehension

In this unit, students will read to comprehend the meaning and nature of a text as a means of acquiring new knowledge. They will use a range of different reading strategies; varying these strategies according to their purpose for reading and the nature of the text. Students may, for example, recognise familiar stories read to them; make meaning from familiar signs and notices; read and follow a set of instructions in order to complete a task. They can read an article in a newspaper and explain it to classmates. Read actively by using background knowledge, personal experiences, meaning from texts and knowledge of language such as sound-symbol relationship. They should also respond to their reading critically; and examine how information, experiences or ideas are presented, and the way language is used in a text. They should also discuss the possibility of varying interpretations of and responses to texts and reflect on how their contexts and values influence reading.

Content Standards		Benchmarks
8.2.3	Students will be able to read, reflect and respond critically to a range of complex literary and factual texts.	**ENG 8.2.3.1** Make inferences or draw conclusions about characters' qualities and actions (based on knowledge of plot, setting, characters' motives, characters' appearances and other characters' re sponses to a character). **ENG 8.2.3.2** Analyse the main problem or conflict of the plot, the effect of the qualities of the characters and explain how the conflict is resolved. **ENG 8.2.3.3** Read and comprehend both independent-level texts and instructional-level texts that are appropriately designed for this level. **ENG 8.2.3.4** Comprehend given phrases, phrasal verbs, idioms and sentences. **ENG 8.2.3.5** Identify main ideas in a text, relate and assess evidence that supports those ideas. **ENG 8.2.3.6** Draw inferences and conclusions about texts and support them with textual evidence and prior knowledge. **ENG 8.2.3.7** Interpret and respond creatively to literature through drama and oral presentation. **ENG 8.2.3.8** Summarise and paraphrase information including main idea and significant supporting details in texts. **ENG 8.2.3.9** Clarify meaning by questioning and re-reading; confirm and revise predictions as needed when reading. **ENG 8.2.3.10** Apply and use skimming and scanning skills when reading quickly to identify main idea or locate specific information.

Content Standards		Benchmarks
8.2.4	Students will be able to read fiction and factual texts for information and pleasure.	**ENG 8.2.4.2** Select books and other reading materials such as PNG School Journals, magazines, newspapers and books from classroom library for leisure time reading based on personal interest. **ENG 8.2.4.2** Participate in uninterrupted silent sustained reading (USSR) or drop everything and read (DEAR). **ENG 8.2.4.3** Interpret and respond creatively to literature through drama and oral presentation. **ENG 8.2.4.4** Summarise and paraphrase information including main idea and significant supporting details in texts. **ENG 8.2.4.5** Compare reference books such as encyclopedia, atlas, dictionary, thesaurus, magazines and periodical journals (newspaper) to discover types of information found in them.

Unit 4: Literature

Students will learn to read and appreciate a wide range of materials, including signs, notices and sign boards, notes, messages, memos, instructions, newspapers, magazines, CD-ROMs, essays, text books, fairy stories, picture books, myths, legends, fables, novels, stories, poetry and drama. They read widely within a favourite genre; analyse the use of language in a poem and other literary works and or critique a text.

Content Standards		Benchmarks
8.2.5	Students will be able to identify structure, figurative language, sound devices and meaning in a variety of literary works.	**ENG 8.2.5.1** Identify and explain figurative language, including symbolism, imagery, metaphors, personification, similes and idioms. **ENG 8.2.5.2** Identify and interpret devices (alliteration, assonance, onomatopoeia) in prose and poetry and how they affect the development of literary works. **ENG 8.2.5.3** Identify and describe the function and effect of common literary devices such as imagery and symbolism (dove-peace, cross-Christianity, lion-pride). **ENG 8.2.5.4** Identify various text structures or literary works. **ENG 8.2.5.5** Identify and explain elements of fiction, including plot, conflict character, setting and theme. **ENG 8.2.5.6** Produce a story or book review by analysing the elements of fiction.

Strand 3: Writing

Rationale

Writing is an integrated part of the English curriculum where students demonstrate the understanding of texts (genres), purpose, audience and language use in written form. They write to communicate ideas and information; share experiences; express their thoughts, feelings and ideas; tell stories and poems or entertain other people in a variety of ways; keep records; seek assistance or information; reflect on their experiences; develop, explore or clarify ideas; consolidate learning and understandings; express their thoughts, feelings and ideas; and they also write for pleasure.

Students should be taught to create writing for real purposes and real audiences. In doing so, they follow all the stages of the writing process which include prewriting, drafting, revising, editing and publishing. It is important for students to be encouraged to publish their pieces of writing because publishing is an important motivator in working through the stages of the writing process. They also use the conventions of handwriting, spelling, grammar, punctuation and layout. In addition, they also use the conventions of vocabulary, tone, style and structure associated with different forms of writing such as reports, letters, stories, short and simple essays in order to gain fluency and competency in writing using English.

Evidence Outcomes

At the end of Grade 8, all students can:

- demonstrate understanding of producing texts with an individual style to suit a variety of challenging purposes using appropriate grammar.
- understand and use the correct structures of text types such as recounts, narratives, procedures, poems and information reports.
- demonstrate understanding of the writing process in all the writing activities.
- demonstrate understanding and choose vocabulary, phrases and punctuations appropriate for the text types in personal writing.
- demonstrate legibility in handwriting.
- apply writing conventions and guidelines in written text.

Unit 1: Written Expression

Writing should be taught as a natural and integrated part of the curriculum. Students should be taught to create writing for real purposes and real audiences. Students should follow all the stages of the writing process which include prewriting, drafting, revising, editing and publishing.

It is important for students to be encouraged to publish their pieces of writing because publishing is an important motivator in working through the stages of the writing process. The purpose of publishing is to reinforce the idea that writing is an act of communication. The size of their written texts increases as they learn more new vocabulary and other important aspects of the English language. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in previous grades.

Students write to communicate ideas and information; share experiences; and express their thoughts, feelings and ideas through stories and poems. They also entertain other people in a variety of ways such as keeping records; seeking assistance or information; reflecting on their experiences; developing, exploring or clarifying ideas; consolidating learning and understandings; expressing their thoughts, feelings and ideas and for pleasure.

Content Standards		Benchmarks
8.3.1	Students will be able to apply appropriate writing processes.	**ENG 8.3.1.1** Use the writing process such as brain storming, clustering of ideas and illustrations to develop the ideas for writing a variety of texts. **ENG 8.3.1.2** Develop and apply appropriate strategies to organize and develop main ideas through the use of details, examples, reasons, anecdotes and patterns as appropriate to purpose. **ENG 8.3.1.3** Blend paragraphs with effective transitions into larger texts. **ENG 8.3.1.4** Use precise word choices, including figurative language that convey specific meaning and tone. **ENG 8.3.1.5** Proof read and edit own texts with peers using standard English. **ENG 8.3.1.6** Publish own text and share with others in the class. **ENG 8.3.1.7** Write legibly and accurately. **ENG 8.3.1.8** Develop individual handwriting styles.

Content Standards		Benchmarks
8.3.2	Students will be able to create and produce a range of text types for a variety of challenging purposes and audiences.	**ENG 8.3.2.1** Write about 600-700 words using a variety of text types. **ENG 8.3.2.2** Write narrative texts that include short stories, auto biographies/ biographies, fictional texts that create and develop plot or sequence of events. **ENG 8.3.2.3** Create a range of narrative devices including dialogues, internal monologues, suspense, specific action, physical and background descriptions. **ENG 8.3.2.4** Reveal writers' attitude and sensory details about the subjects. **ENG 8.3.2.5** Design and display information on maps, charts, tables, graphs, posters and signs. **ENG 8.3.2.6** Use expository response to literature that has a plot, setting and conflicts to allow writers to use the main ideas in the writing process. **ENG 8.3.2.7** Use a variety of genres to write for different purposes for specific audiences (e.g. write stories, poetry, report or review a favourite book or film). **ENG 8.3.2.8** Create poems using varied word choice, dialogue, figurative language (alliteration, personification, simile and metaphor). **ENG 8.3.2.9** Write formal and informal letters, e-mails, memos using samples or ideas used in earlier grades.

Unit 2: Grammar and Usage

Students will use the conventions of handwriting, spelling, grammar, punctuation and layout, and the conventions of vocabulary, tone, style and structure associated with different forms of writing such as reports, letters, and stories, short and simple essays in order to gain fluency and competency in English language.

Content Standards		Benchmarks
8.3.3	Students will be able to apply correct use of written grammar in a range of writing situations.	**ENG 8.3.3.1** Use principal parts of verbs and progressive verb forms. **ENG 8.3.3.2** Identity and correctly use transitive and intransitive verbs correctly. **ENG 8.3.3.3** Identify and use linking verbs correctly. **ENG 8.3.3.4** Identify personal, reflexive and intensive pronouns. **ENG 8.3.3.5** Use nominative, objective, possessive nouns and pronouns correctly. **ENG 8.3.3.6** Identify and use abstract, concrete and collective nouns. **ENG 8.3.3.7** Use possessive, comparative and superlative adjectives (forms of adverbs). **ENG 8.3.3.8** Identify and use independent and dependent clauses.
8.3.4	Students will be able to identify and use appropriate capitalisation, punctuation and spelling in a range of text types.	**ENG 8.3.4.1** Apply capitalisation rules appropriately in writing. **ENG 8.3.4.2** Demonstrate appropriate punctuations such as; parentheses, quotation marks, question marks, exclamation marks. **ENG 8.3.4.3** Use correct punctuations after initials in writing. **ENG 8.3.4.4** Use apostrophes in contractions, possessives, colons, semi-colons, commas, hyphens and dashes appropriately. **8.3.4.5** Apply the conventions of letter writing.
8.3.5	Students will be able to use appropriate sentence structure and grammatical features in writing a range of sentences.	**ENG 8.3.5.1** Write declarative, imperative, interrogative and exclamatory sentences. **ENG 8.3.5.2** Write simple, compound, complex, compound complex sentences. **ENG 8.3.5.3** Write sentences with simple and compound predicates. **ENG 8.3.5.4** Identify and correct sentence fragments and run-ons. **ENG 8.3.5.5** Use correct conventions of letter writing to write a formal letter. **ENG 8.3.5.6** Identify and correct misplaced modifiers.

Content Standards		Benchmarks
8.3.6	Students will be able to apply a range of strategies to spell, read, and write sight words and new words.	**ENG 8.3.6.1** Write all grade level sight words correctly. **ENG 8.3.6.2** Write homophones correctly according to usage for example, to/too/two, there/ their/ they're and other words that are commonly misspelt in English. **ENG 8.3.6.3** Use correct root words, (e.g., cide – genocide, suicide, homicide), inflections (e.g., es, ed – wishes, worked), suffixes (e.g., ment, ness, tion), prefixes (e.g., dis, un, in, re, mis-, pre-) and infixes (e.g., mother-in-law, up-to-date) in writing. **ENG 8.3.6.4** Use reference materials including glossary, dictionary; encyclopaedia and technology to check and correct spelling. **ENG 8.3.6.5** Silent Letters **ENG 8.3.6.6** Words with "ei" and "ie" **ENG 8.3.6.7** Words with "-ize," "-yze," "-ise," "-ent," and "-ant" Endings. **ENG 8.3.6.8** Use reference materials including glossary, dictionary; encyclopaedia and technology to check and correct spelling.

Assessment, Monitoring and Reporting

Assessment is an integral part of good instruction. Therefore, there should and must be a relationship between the assessment tasks, the content standards and the performance standards within the teaching and learning continuum. The most effective teaching aligns the content standards with teaching and learning instruction and assessment.

What is Assessment?

The term 'assessment', generally refers to the activities and methods teachers use, to evaluate and measure students' progress in order to improve their learning. Assessment is an on-going process.

What is Standards Based Assessment?

In a standards based curriculum, assessment is viewed not only as a final product (summative), but more importantly as a continual process (formative) that provides pupil performance data to teachers and students regarding their progress towards achieving the intended standards.

Assessment refers to all activities undertaken by teachers and by students in assessing themselves; which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.

Purpose of Assessment

The primary purpose of assessment is to fulfil the following;

- Inform and improve students' progress and achievements in learning
- Provide valuable information that enable teachers, schools and NDOE to make decisions about how to improve the quality of teaching and learning in the education system
- Inform teachers of the progress of students' learning in order to adjust teaching planning to improve student learning
- Inform parents and guardians, about their children's progress and achievements
- Inform schools and school systems, about teaching strategies, resource allocations and curriculum; and other educational institutions, employers and the communities, about the achievements of students in general.

Assessment is an integral part of the learning and teaching program rather than a separate process.

Types of Assessments

Papua New Guinea Standards Based Curriculum has adopted the following types of assessments to monitor and assess the achievement of content standards.

- Assessment *For* Learning
- Assessment *Of* Learning
- Assessment *As* Learning

Assessment *For* Learning

Assessment for learning is also known as Formative Assessment. It is on-going assessment. It is an on-going process that arises out of the interaction between teaching and learning. It is not used to evaluate learning, but to help learners learn better. It does so by helping both students and teachers to see:

- the learning goals and criteria.
- where each learner is in relation to the goals.
- where they need to go next.
- ways to get there.

Assessment *Of* Learning

Assessment of learning is the use of a task or an activity to measure, record and report on a student's level of achievement in regards to specific learning expectations. Assessment of learning is also known as Summative Assessment.

Assessment *As* learning

Assessment as learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. Self and peer assessments allow students to reflect on their own learning and identify areas of strength and weakness. These tasks offer students the chance to set their own personal goals and advocate for their own learning. Assessment as learning is also known as Formative Assessment.

Diagnostic Assessment

Apart from these three main types of assessments, teachers are expected to do the diagnostic test/assessment to identify strengths and weaknesses in students. This can be done before any teaching and learning of a new content and for new entry levels for students.

Assessment Methods

These are some methods that teachers can use to assess students' performance in English lessons.

- Observing students during the lesson.
- Conferencing with students.
- Students Portfolio.
- Tests.
- Assignment (projects/reports/quizzes/presentations/practical work samples).

Recording and Reporting

Recording

Teachers must keep accurate records of students' achievements of the learning outcomes. They must report these achievements fairly and accurately to parents, guardians, teachers and students. Examples of recording methods include:

- Anecdotal notes in a journal or diary.
- Checklists
- Portfolios of students' work
- Progressive records.
- Work samples with comments written by the teacher.

Reporting

Reporting is communicating clearly to students, parents, guardians, teachers and others, the information gained from assessing students' learning. Students' reports should be based on assessment information collected from ongoing assessments. Schools will decide on how reports will be presented to best suit the needs of their communities. Methods will include interviews and written reports. Written reports should include:

- a written record of content standards achieved by students since the previous report.
- a written record of the content standards the student is now working towards.
- information about students' attitudes, values and other additional information that is specific to individual students.

Monitoring and Evaluation

All stakeholders have a role to play in using assessment information to make judgments about students' achievements. An analysis of assessment data must be used to inform decision makers about:

- The effectiveness of teaching, learning and assessment programs.
- Suitability of available resources.
- The degree of community participation in schools.

- Trend in students' achievement at local and national levels.
- The contribution of the education systems to the future development of the nation

Evaluation is part of the process of continuously raising standards of student achievement in PNG. Assessment information used for evaluation purposes should be used constructively and ethically.

Monitoring

The teachers are encouraged to practice general supervision over the teaching and learning content of English instructions in primary classes within the school. Teachers also advise school officials, school boards, and other teachers in the development and improvement of English programs, and identify strategies to improve English education. The assessment coordinators in the schools should develop and use the monitoring tools to check on the progress of teaching and learning of the English content.

Evaluation

Teachers will use the assessment information to evaluate the effectiveness of their teaching and learning to make improvements in their teaching practices, in order to improve student learning. Evaluation tools such as written records, questionnaires, logs and diaries; submissions or records of meetings, and discussions with support staff, teaching staff, parents and other community members, are crucial in improving students' learning.

Glossary

Abstract	Refers to the semantic features of nouns that denote quality or state, ideal or theoretical concepts such as happiness, or sadness. It is the opposite of concrete.
Alliteration	Repetition of an initial sound in two or more words of a phrase such as *'She sells sea shells, on the sea shore …; Sing a song of sixpence…'*
Assessment	Generally used to refer to all activities teachers use to help students learn and to measure student progress in order to inform for new teaching and learning plans.
Assonance	The repetition of vowel sounds across two or more words. For example, *'Baa, baa, black sheep, have you any wool…'*
Benchmark	Assessment of content standards at the end of each level of schooling. Attainments of bench marks will be monitored and assessed through tools such as CSMT, EGRA or EGMA
Blending	Drawing individual sounds together to pronounce a word e.g. *s-n-a-p*.
Communicative Competence	The ability to communicate effectively in a range of situations.
Complex sentence	A sentence containing one independent clause and one or more dependent clauses.
Compound sentences	A sentence containing two or more independent clauses and no dependent clauses
Comprehension	Ability to understand the meaning of different texts read, spoken, written or viewed.
Concrete	Having distinct, visible or noticeable features such as exemplified in these nouns: man, rock, and plant. They are concrete nouns and are marked with semantic features. It is the opposite of abstract.
Consonant blends	2 (or 3) letter consonant combinations in which both letters are pronounced separately (e.g. 'bl' in *blow*).
Consonants	The letters of the alphabet (excluding a, e, i, o, u, but usually including w and y); represented by a single sound made by a partial or complete obstruction of air such as /b/, /g/ and /s/.
Content Standards	Statements that describe what all students should know and be able to do in each of the subject areas such as English, Mathematics, Science, Personal Development, Business Studies et cetera. The statement comprises a set of facts, concepts, principles and ideas that are important; as well as the knowledge and skills students should attain.
Context clue	The information from immediate textual setting that helps identify a word or word group.
Contraction	A short way to write two words as one by writing the two words together, leaving out one or more letters and replacing the missing letter with an apostrophe. For example, *cannot* = **can't.**
Convention	Accepted practice in written language.

Critical literacy	A process of involving students in questioning, analysing, challenging and evaluating texts listened to, read, written or viewed. Critical literacy enables students to see how texts position readers to a particular view of people or events.
CVC	Consonant/Vowel/Consonant
Decoding	The process of using letter-sound correspondences to recognise words
Digraphs	Two letters that represent one sound (e.g. /sh/ in *ship* and /ea/ in *seat*).
Diphthong	A vowel sound produced when the tongue moves from one vowel sound toward another vowel in the same syllable such as oi/oy, ou, ow.
Educational Standards	Refers to knowledge, skills and beliefs contained in a subject a child must know and be able to do as a result of learning. They express what all pupils should know and be able to do but do not dictate pedagogy.
Fiction	Imaginary stories with invented ideas.
Figurative language	Writing or speech not meant to be taken literally. Writers use figurative language to express ideas in vivid or imaginative ways such as *'The apple of my eye.'*
Fluency in reading	Ability to read with speed, accuracy and expression.
Genre	It is a term used by linguistics to refer to a particular form of language used for particular purposes and contexts. Normally refered to as a 'text type'.
Homographs	Words which are spelled alike but have different sounds and meanings such as bow and arrow versus bow of a ship.
Homonyms	Words which sound the same but have different spellings and meanings such as *'bear'* and *'bare'.*
Hyperbole	Hyperboles are often used for dramatic or comic effect. For example, *"The discussion lasted an eternity" (obvious and deliberate exaggeration).*
Idiom	An expression that does not mean what it literally says; such as, "to have the upper hand", which has nothing to do with the hands.
Independent reading level	The readability or grade level reading materials that is easy for the student to read with a few word-identification problems and high comprehension.
Initial assessment	Initial assessments are conducted prior to instruction or intervention to establish a baseline from which individual student growth can be measured.
Instructional reading level	The reading ability or grade level of material that is challenging but not frustrating for the student to read successfully with normal classroom instruction and support.
Journal	A less private form of diary. It is more readily shared, allows more flexibility and is more adaptable as a teaching tool.
Language competence	The ability to understand and produce grammatical sentences in English language or vernacular even if one has never heard the sentence before.
Letter combination	A group of consecutive letters that represents a particular sound in the majority of words in which it appears (e.g. /ou/ in *sound, found, round*).

Letter-sound Correspondence	A phoneme (sound) associated with a letter (grapheme).
Literacy	Refers to the ability to communicate effectively through any form of language of their society, with respect to everyday life.
Literal	Information directly from the text.
Literature	Text created for a specific purpose such as poem, story and novel.
Main idea	Central thought, the gist of a passage.
Metaphor	A comparison between two things where one thing is said to be another, or replaces the first object entirely with the second, such as; *'Her words stabbed his heart'.*
Narrative	A reading or writing selection which tells a story (e.g. fables, fairy tales, legends, short stories and novels)
National Curriculum Standards	Refers to the overall curriculum attainment targets and competencies. They are set to assess the standards that students are expected to attain at the end of schooling. The standards in the national curriculum identify what students will know and be able to do by the end of Grade 12. These standards are the foundations for the Content Standards which are to be designed downwards, upwards, inwards or outwards.
National Education Standards	Refers to the overarching goals or competencies for the whole education system. Reflects all areas of NDoE.
Onomatopoeia	The use of words which create the sound of the sound they are representing/ describing such as '*moo*' and '*baa*'.
Performance indicators/ descriptors	These are the 'explicit definitions of what students must do to demonstrate proficiency at a specific level on the content standards.' These are the judgments that indicate how well students need to perform. Performance descriptors make content standards operational. They transform inert (passive) statements of content into active expectations for performance. They take the content standards an essential step further by giving meaning to the idea of meeting the standard.
Personification	Giving human (person-like) qualities to a non-human thing for example, 'The flowers danced in the wind'.
Phonemic awareness	The ability to hear and say the sounds in words.
Phonemics	The study of the use of speech – sounds and their productions
Phonetics	A systematic study of the sounds of language and their productions.
Phonics	A way of teaching reading and spelling that stresses symbol sound relationships; the ability to associate letters and letter combinations and blending them into syllables and words.
Phonology	A term covering both phonemics and phonetics [that is the study of the sounds of language and their use and productions].
Prefix	A syllable or group of syllables attached to the beginning of a root word, to change its meaning such as; 're' in *reprint*, 'un' in *unpack*, and 'dis' in *dislike*.

Rubric	Refer to the descriptors of activities or things that children can do along the way in the process of learning. Provide evidence of learning and the achievement of content standards.
Scan	Reading a text quickly to find information by locating key words.
Segmenting	Breaking words up into their component phonemes to spell.
Semantics	The study of meaning in language
Sight Word	Any word recognized by memory only
Sight Word Reading	The process of reading words at a regular rate without vocalizing the individual sounds in a word (i.e. automatically reading words the fast way).
Simile	A combination of two things that are alike; usually using the words such as, 'like' or 'as'. For example, 'Mary is as soft as a kitten'.
Skim	Reading quickly to obtain the main ideas from a text.
Standards	A standard is a level of quality or achievement; especially a level that is thought to be acceptable. It is something that is used to measure or estimate the quality or degree of something; for example, how good a piece of work is.
Standards Based Curriculum	Refers to as a cumulative body of knowledge and set of competencies that form the basis for quality education. Expressed in a form of standard statement that reflects the larger attainments that we expect all students to be able to demonstrate before they leave school. The national curriculum standards establish a common reference and vision of education. They help educators reach a common understanding of what students will learn or achieve at a specific level. It is built around the principles and perspectives of; different curriculum subjects, processes, the attitudes towards those subjects and the view of teaching and learning.
Standards Based Education	Standards Based Education is a philosophical concept that is centred on the process of planning, developing, delivering, monitoring, and improving education programs. It evolved from Outcomes Based Education.
Suffix	A syllable or group of syllables attached to the end of a root word, to change its meaning such as; 's' in *plays*, 'ed' in *played,* and 'ing' in *playing*.
Syllable	A unit in the phonological system of a language with a vowel as its nucleus. For example, the word 'pencil' has two syllables, *pen* and *cil.*
Synonyms	Words which have the same or nearly the same meaning as another word for example, 'I will have a chat with him' and 'I will have a discussion with him'.
Vocabulary	Knowing the meaning of words orally and in print.
Vowel	A speech sound produced by the tongue and the lips with practically no obstruction to the airstream.

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