

English

Syllabus

Primary
Grades 3, 4 & 5

Standards Based



Papua New Guinea
Department of Education

**'FREE ISSUE
NOT FOR SALE'**

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Primary
Grades 3, 4 & 5

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Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

First Edition

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Contents

Secretary's Message.....	iv
Introduction.....	1
Rationale.....	3
Aims.....	4
National Benchmarks.....	5
Curriculum Principles.....	6
Content Overview.....	9
Content Standards.....	10
Content Expansion.....	13
Assessment and Reporting.....	40
Glossary and Acronyms.....	49
References.....	52

Secretary's Message

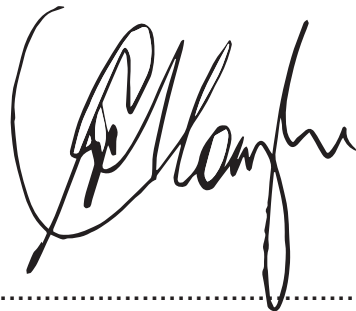
The development of the Primary English Syllabus is a direct response to the government's directive through the Outcomes Based Education (OBE) exit report, (Czuba 2013). The report recommended for the phasing out of Outcomes Based Curriculum (OBC) and the introduction of Standards Based Curriculum (SBC) to raise standards in teaching and learning at all levels of schooling. The designing of courses in the curriculum have been done through reviewing, aligning, re-aligning and repositioning of the existing content in order to cater for the shift in the pedagogy.

English is an important subject and a Key Learning Area in the implementation of SBC. The English curriculum reflects the nation's expectations of what students must know and be able to do in English to address the falling levels of reading, writing and speaking fluently with a good command of English language.

The study of English plays a vital role in the development of literacy, enhances students' learning in all areas of the curriculum and provides them with the communication skills and critical understanding of language necessary for active participation in society. Students will use the 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 guided lessons in the teacher guides and other relevant resources to generate creative teaching and learning activities to deliver the English content to the students.

I commend and approve this English Syllabus for Grades 3, 4 & 5 to be used in all Primary Schools throughout Papua New Guinea.



.....
DR. UKE W. KOMBRA, PhD
Secretary for Education

Introduction

The introduction of Standards Based Education in Papua New Guinea is an important Government directive which stemmed from the OBE Task Force or the Czuba Report (2013). The rationale for adopting Standards Based Education in PNG is to raise PNG's performance competencies in all aspects of education, curriculum development, teacher training, student and teacher performance, monitoring, school management and leadership.

Papua New Guinea adopted a Standards Based Curriculum to improve the standards of learning. 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. Both teachers and the students must understand the purpose and focus of the curriculum.

English Syllabus contains the National Content Standards for Speaking and 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. The standards outlined in each subject for each grade are called the National Curriculum Content Standards.

A Content Standard is a statement describing a specific behaviour, action, or competency that a student should be able to demonstrate, based on the underlying instruction by the teacher or the discovery performed by the student. These statements are supported by student Performance Standards. The standards are student centred. They show progression from one grade to the next and are written in terms that enable teachers to demonstrate, assess and measure them.

The English Syllabus for Grades 3, 4 & 5 is designed to promote the main developmental stages and skills for oral language and the six essential skills for reading.

Main oral developmental stages and skills:	Six essential early reading skills:
<ol style="list-style-type: none"> 1. Attention, listening and understanding 2. Phonics 3. Vocabulary 4. Sentence building and Grammar 	<ol style="list-style-type: none"> 1. Print awareness - understanding what print is and what it does. 2. Phonemic awareness – being able to hear and say the sounds in words. 3. Phonics – linking sounds with letters to read words. 4. Fluency – reading with speed, accuracy and expression. 5. Vocabulary – knowing the meaning of words (orally and in print). 6. Comprehension – getting meaning from print (the purpose of learning to read).

Grades 3, 4 & 5 English is timetabled for 510 minutes per week. Students at these levels may lack confidence in their command and expression of the English language. Hence, every aspect of the English language (in Speaking and Listening, Reading and Writing) must be given a fair time allocation so that students learn the relevant skills and develop their understanding better in English.

Rationale

The essence of the English language is communication - exchanging and exploring information and insights. The English language is a vehicle for communication which enables us to live, work and share, to build ideas and understanding of the present, to reflect on the past, and to imagine the future. Through the English language, we learn to appreciate, integrate, and apply what is learned in our homes, schools, communities, and workplaces.

The reason for the new Standards Based English Curriculum is to address the falling standards of speaking and listening, reading and writing. The proficiency and competence of Papua New Guinea students must be improved.

The English language encompasses process and content - how people communicate as well as what they communicate. Process includes skills and strategies used in listening, speaking, reading, writing, and viewing. Content includes the ideas, themes, issues, problems, and conflicts found in classical and contemporary literature. Other texts, include technical manuals, periodicals, legends, spoken and visual 'texts'.

The ideas, experiences and cultural perspectives we discover in texts can help us shape our vision of the world. The insights we gain can enable us to understand our cultural, linguistic, and literary heritage. The development of English language study will build a nation of literate people.

We should strive to make sense of our world and use the English language in every area of our lives, not just the classroom. English helps us to relate to other people in the world around us. Listening, speaking, reading, and writing are the means by which we communicate. We continually improve our understanding by drawing on our past experiences, the circumstances in which we find ourselves, and what we hear, read, or write in the world around us. We know we are using the English language effectively when we understand or when we are understood by others.

Aims

The overarching aims 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 for literature through widespread reading for enjoyment. The National Curriculum for English 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 English
- appreciate our rich and diverse literary heritage
- 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 in a wide range of different genres
- are competent in the art of speaking and listening, making formal and informal presentations, communicating with others and participating in debates.

National Benchmarks

Benchmarking is nationally set to evaluate and validate the effectiveness of the curriculum. Standards are set for all students to achieve in a particular grade or grade level, in order to proceed to the next level of their education.

Benchmarks can be organised at the school level, within schools, in districts, or at the provincial level. Teachers, provincial authorities and other stakeholders are encouraged to organise and set Benchmarks to monitor student's achievements.

Benchmarking occurs at the end of Elementary 2, Grade 5 and 8. Benchmarks are the standards. Students must master at the end of each grade level. The Benchmarks are linked to the content standards and performance standards.

English Benchmarks

By the end of Grade 5 all students should be able to:

1. Speaking and Listening

- a) Listen and respond appropriately to a wide range of text types including audio and visual aids.
- b) Listen and respond critically to instructions, directions and procedures.
- c) Summarise main ideas from oral, audio and visual presentations.
- d) Understand and present correct structured sentences orally using declarative, interrogative, imperative and exclamative correctly.

2. Reading

- a) Read a range of texts with understanding, confidence, speed, accuracy and fluency.
- b) Recognize and use compound words, synonyms, antonyms, homonyms, homophones and syllabification rules to decode and read unfamiliar words, in order to increase vocabulary.
- c) Apply referencing skills using a dictionary, an encyclopedia, and thesaurus, to determine meaning of new words.
- d) Read with appreciation a range of literary and other forms of text types for information and pleasure.

3. Writing

- a) Apply and use the appropriate writing processes and conventions including planning, developing, revising, editing, proof reading and publishing written work.
- b) Produce a wide range of text types, including non-fiction, fiction and poetry, with correct grammar usage.
- c) Apply writing conventions and guidelines in written text.
- d) Write neatly and clearly in cursive hand writing.

Curriculum Principles

The Standards Based Curriculum sets the National Content Standards for all subjects at Primary level. For the subject of English, it sets standards which students at this level are expected to attain. The standards clearly demonstrate what students are expected to learn at each grade level so that every parent and teacher can understand what is expected and support their learning.

The Principles of the Standards Based Curriculum include the following:

- A clear focus on the learning attainments to be achieved by the end of each grade level.
- A clear, understandable and consistent progression of learning development.
- Alignment with the National Education Standards which are intended to prepare students for further studies and life after school.
- Based on the strengths and lessons of Outcomes Based Curriculum learning.

Papua New Guinea National Curriculum standards are based on the following underpinning principles:

1. Integral human development
2. Our way of life
3. Teaching and learning
4. Guiding principles for English

1. Integral Human Development

The National Goals and Directive in the National Constitution highlights Integral Human Development as one of the core principles for Papua New Guinea. It acknowledges the importance and value of all the people in all walks of life. It emphasises the significance of exploring individual potential to grow in knowledge, wisdom, understanding, skill and the ability to live well in different situations. Students should strive to reach their full potential socially, intellectually, emotionally and physically. They will be provided with opportunities to discover their full potential and to value every aspect of who they are. They can be involved dynamically in the process of freeing themselves from domination and oppression as they actively participate in school and community groups as important and valued participants. The acquisition of English will enable students to communicate effectively and acquire knowledge about different places, environments and people. They will be able to appreciate the diversity surrounding them. As they move out of their school environment, they should be able to express and manage themselves appropriately.

2. Our Way of Life

For the majority of Papua New Guineans, English is their second or third language. In order to effectively understand and use the skills of English, it can be important to use the students' lingua franca or vernacular to bridge the students from one language to another.

English is the language of instruction in schools. However teachers are still encouraged to use the vernacular to explain difficult concepts or skills so to help students understand those concepts and skills in English. The use of different teaching and learning strategies will help students master the basic skills of speaking, listening, reading and writing in English.

Papua New Guinea is a multicultural society. English has a pre-eminent place in education and in our society. A high-quality education in English will teach pupils to write and speak fluently, so that they can communicate their ideas and feelings to others and others can communicate with them. Through reading in particular, students can develop culturally, emotionally, intellectually, socially and spiritually.

The English language has the potential to connect and link people from different cultures and places as one unified community.

3. Teaching and Learning

Standards for teaching and learning

The expectations for all students set out in this Standards Based Curriculum strongly emphasise intellectual discipline and high attainment standards through relevant curriculum content. The Standards Based Curriculum presupposes a different approach to teaching and learning for all students. This approach emphasises the connections between subject areas and the skills to be acquired and perfected over time. The students should develop the ability to reason, solve problems, apply knowledge, and communicate effectively. Instructional practices are required to encourage students to learn from active, independent inquiry in life situations, and that students pursue a lifelong quest for learning and continuous growth.

In short, this approach to teaching and learning demands that teachers understand and apply the standards for Teaching and Learning to the educational environment they create in schools and classrooms. The standards for Teaching and Learning require higher-order thinking skills, deep knowledge, substantive conversation and connections to the world.

4. Guiding Principles for English

English Guiding Principles identify, describe and focus attention on the important concerns that must be addressed when implementing the English curriculum. They are based on significant cultural, social and educational values, beliefs or norms. The Guiding Principles also assist in identifying the knowledge, skills and processes or values set out in the Standard Statements.

In order to develop fluency in oral and written communication, the following Guiding Principles must underpin the teaching and learning of the English curriculum:

- i) **Sound assessment:** when the students are not meeting the required standards, the teacher should ask the following questions: “What can this student do? At what stage of reading, writing or oral development is the student? How were the literacy levels of these students assessed?” It is vital that the mode of assessment is suited to the level of development of each individual student.
- ii) **Target identified needs:** careful initial observation followed by regular and systematic monitoring will enable teachers to target the learning needs and apply appropriate teaching strategies.
- iii) **Advance learning:** ensuring allowance is made for fast learners to advance their knowledge and skills.
- iv) **Aim for independence:** create an environment where students can become independent in their writing and reading skills.
- v) **Varied repertoire of methods:** choose a range of strategies and techniques to assist teaching and learning. Ensure there is a balance between explicit and general instruction.

In primary education:

We believe that language is learnt by:

- a. using it for real life purposes and contexts
- b. demonstrating the way language is used
- c. interacting with others.

We use language to:

- establish and maintain personal relationships
- understand the world
- facilitate learning.

Content Overview

The Content Standards describe what all students should know and be able to do in the subject of English. The statement comprises of a set of facts, concepts and ideas. These are important and indicate the knowledge, skills and attitudes that students should attain.

Content outline

	Grade 3	Grade 4	Grade 5
Strand	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
Strand	Reading		
Units	1. Phonemic Awareness 2. Phonics 3. Vocabulary 4. Fluency 5. Comprehension	1. Phonics 2. Vocabulary 3. Fluency 4. Comprehension	1. Vocabulary 2. Fluency 3. Comprehension
Strand	Writing		
Units	1. Handwriting 2. Written Expression 3. Grammar and Spelling	1. Handwriting 2. Written Expression 3. Grammar and Spelling	1. Handwriting 2. Written Expression 3. Grammar and Spelling

Content Standards

At every grade level, the study of English will provide the opportunity for students to understand the language, its rules and conventions, how to speak it fluently, to read and comprehend, and write correctly. English will prepare students for lifelong learning and enable them to be effective communicators within the community and globally.

Strand 1: Speaking and Listening

Grade 3	Grade 4	Grade 5
Unit 1: Listening Comprehension		
3.1.1a Listen for information from a range of oral text types for different purposes and audiences on familiar topics and respond appropriately.	4.1.1a Listen for information from a range of oral text types for different purposes and audiences on familiar and unfamiliar topics and respond appropriately.	5.1.1a Listen and analyse views from a wide range of texts on familiar and unfamiliar topics and respond appropriately.
3.1.1b Listen to a range of simple structured classroom instructions and directions and respond appropriately.	4.1.1b Listen and respond appropriately to a range of structured and spontaneous classroom instructions.	5.1.1b Listen and respond appropriately to a wide range of structured and spontaneous classroom instructions.
Unit 2: Talking		
3.1.2a Give directions, instructions and messages in structured classroom situations.	4.1.2a Give a range of directions, instructions and messages in structured and spontaneous classroom situations.	5.1.2a Give a wide range of directions, instructions and messages in structured and spontaneous situations.
3.1.2b Apply correct use of English grammar in familiar oral situations.	4.1.2b Apply correct use of English grammar in familiar and unfamiliar oral situations.	5.1.2b Use the English grammar correctly in a wide range of familiar and introduced oral situations.
Unit 3: Oral Expression		
3.1.3a Express ideas and opinions clearly and confidently using correct grammar, vocabulary, tone and projection in appropriate manner.	4.1.3a Express clearly and confidently solutions on how to solve problems using appropriate grammar, vocabulary, tone and projection in an appropriate manner.	5.1.3a Express ideas and opinions using a wide range vocabulary on familiar and introduced topics using correct grammar, vocabulary, tone and projection.
3.1.3b Use appropriate descriptive language and body gestures to express personal feelings about familiar topics.	4.1.3b Use appropriate descriptive language, body posture and gestures to express personal feelings about familiar and unfamiliar topics.	5.1.3b Use appropriate descriptive language and body gestures to express personal feelings about familiar and introduced topics.
	4.1.3c Use appropriate English language for effective communication in familiar and unfamiliar situations.	

Strand 2: Reading

Grade 3	Grade 4	Grade 5
Unit 1: Phonemic Awareness		
3.2.1 Apply knowledge of phonemic awareness to identify sounds in spoken words.	<i>Ends at Grade 3</i>	
Unit 2: Phonics	Unit 1: Phonics	
3.2.2 Apply appropriate phonic knowledge to decode unknown words.	4.2.1 Apply a variety of strategies to decode unknown words.	<i>Ends at Grade 4</i>
Unit 3: Vocabulary	Unit 2: Vocabulary	Unit 1: Vocabulary
3.2.3 Use appropriate skills and strategies to comprehend common sight words and vocabulary.	4.2.2 Use a range of strategies to comprehend common sight words and vocabulary.	5.2.1 Use a wide range of strategies to comprehend common sight words and vocabulary.
Unit 4: Fluency	Unit 3: Fluency	Unit 2: Fluency
3.2.4 Read a range of text types on familiar topics to improve fluency.	4.2.3 Read a range of text types on familiar and unfamiliar topics to improve fluency.	5.2.2 Read a wide range of text types on familiar and unfamiliar topics to improve fluency.
Unit 5: Comprehension	Unit 4: Comprehension	Unit 3: Comprehension
3.2.5a Read a range of texts containing familiar ideas and information and respond appropriately.	4.2.4a Read a wide range of texts containing familiar and unfamiliar ideas and information and respond appropriately.	5.2.3a Read and evaluate ideas and information from a wide range of texts.
3.2.5b Read with appreciation a range of literary texts and interpret the use of figurative language.	4.2.4b Read with appreciation a range of literary texts and analyse the use of figurative language.	5.2.3b Read with a range of literary texts and analyse how the texts inform and manipulate the responses of the readers.
3.2.5c Read simple fiction and factual texts for pleasure.	4.2.4c Read a range of fiction and factual texts for pleasure.	5.2.3c Read a wide range of literary and factual texts for pleasure.

Strand 3: Writing

Grade 3	Grade 4	Grade 5
Unit 1: Handwriting		
3.3.1a Write neatly and clearly in print script.	4.3.1 Write legibly in cursive allowing margins and correct spacing between letters in words and words in sentences.	5.3.1 Write legibly in cursive allowing margins and correct spacing between letters in words and words in sentences.
3.3.1b Transition from writing in print script to cursive writing.		
Unit 2: Written Expression		
3.3.2a Apply appropriate writing process in writing.	4.3.2a Apply appropriate writing processes in writing.	5.3.2a Apply appropriate writing processes in writing.
3.3.2b Create and communicate a range of familiar and unfamiliar ideas and information for various purposes and audiences.	4.3.2b Create and communicate a range of familiar and unfamiliar ideas and information for various purposes and audiences.	5.3.2b Create and communicate a wide range of familiar and unfamiliar ideas and information for various purposes and audiences.
Unit 3: Grammar and Spelling		
3.3.3a Apply correct use of written English grammar in a range of structured writing situations.	4.3.3a Use correct written English grammar in a range of structured and spontaneous writing situations.	5.3.3a Apply correct use of written English grammar in a wide range of structured and spontaneous writing situations.
3.3.3b Identify and use appropriate capitalization and punctuation in a variety of written texts.	4.3.3b Identify and use capitalization and punctuation in written texts.	5.3.3b Identify and use appropriate capitalization and punctuation in a variety of written texts.
3.3.3c Apply appropriate sentence structure and grammatical features in writing different types of sentences.	4.3.3c Apply appropriate sentence structure and grammatical features in writing different types of sentences.	5.3.3c Apply appropriate sentence structure and grammatical features in writing a wide range of sentences.
3.3.3d Use appropriate strategies to spell, read and write sight words and new vocabulary.	4.3.3d Use a range of strategies to spell, read and write sight words and new vocabulary.	5.3.3d Use a wide range of strategies to spell, read and write sight words and new vocabulary.

Content Expansion

Grade 3

Strand 1: Speaking and Listening

By the end of Grade 3, all students should be able to:

- communicate confidently using simple English in formal and informal situations,
- apply appropriate social behaviour when listening, speaking and interacting with different audiences,
- listen, question and interpret a range of simple oral, and audio visual texts for different purposes on familiar topics,
- understand and use appropriate grammar and clearly express opinions using descriptive language, and
- know and use the correct structures of text types such as recounts, narratives, poems, rhymes, songs and procedures.

Unit 1: Listening Comprehension

Content Standard	3.1.1a Listen for information from a range of oral text types for different purposes and different audiences on familiar topics and respond appropriately.
Performance Standards	<ol style="list-style-type: none"> Listen to stories for meaning and pleasure, and respond appropriately. Listen attentively to interpret implied information. Listen to and organise ideas chronologically. Listen to teacher-read stories and poems and make inferences.
Assessment Tasks	<ol style="list-style-type: none"> Retell the stories read by the teacher in sequence clearly and confidently using correct grammar and vocabulary. Listen to the teacher read-stories and respond correctly to 'what, when, where, who and how' questions. Listening comprehension test.

Content Standard	3.1.1b Listen to a range of simple structured classroom instructions and directions and respond appropriately.
Performance Standards	<ol style="list-style-type: none"> Listen and follow simple instructions such as 'Simon says' and 'Chinese whispers'. Listen to and relay messages correctly. Listen to and identify parts of speech such as nouns, pronouns, verbs and adverbs in spoken texts. Listen to and identify similarities and differences in letter sounds and words. Listen and respond to stimulus such as rhymes, riddles, poems, sounds, music, songs and jokes.
Assessment Tasks	<ol style="list-style-type: none"> Listen and carry out instructions correctly in small groups with peers. Listen to and relay oral messages correctly. Listen and identify parts of speech in spoken texts correctly.

Unit 2: Talking

Content Standard	3.1.2a Give directions, instructions and messages in structured classroom situations.
Performance Standards	<ul style="list-style-type: none"> a) Give instructions for directions and games. b) Give a three step instructions or directions to peers. c) Create messages using visual or audio-aids for presentations.
Assessment Tasks	<ul style="list-style-type: none"> 1. Give a three step oral instructions correctly. 2. Create and present messages from visual or audio presentation.

Content Standard	3.1.2b Apply correct use of English grammar in familiar oral situations.
Performance Standards	<ul style="list-style-type: none"> a) Use the parts of speech (nouns, pronouns, verbs, adjectives, adverbs, prepositions, articles and conjunctions) correctly in oral statements and questions. b) Identify concrete and abstract nouns from a given sets of words. c) Identify and use nominative and possessive nouns. d) Identify and use simple present, past and future tense correctly. e) Identify and use regular, irregular and auxiliary (helping) verbs appropriately. f) Use possessive, comparative and superlative adjectives. g) Use declarative, imperative, interrogative and exclamatory sentences.
Assessment Task	<ul style="list-style-type: none"> 1. Create statements, questions, commands and exclamatory sentences using grammatically correct sentences.

Unit 3: Oral Expression

Content Standard	3.1.3a Express ideas and opinions clearly and confidently using appropriate grammar, vocabulary, tone and projection in appropriate manner.
Performance Standards	<ol style="list-style-type: none"> Give a short talk on a given topic expressing main ideas clearly using appropriate grammar. Present an oral report or news on a local topic or personal experience using visual aids. Using a logical structure, provide a clear beginning, middle; and end when retelling a familiar story or making oral presentations. Retell a simple story using a role play.
Assessment Task	<ol style="list-style-type: none"> Tell a short story based on personal experience using correct grammar, text structure and vocabulary.

Content Standard	3.1.3b Use appropriate descriptive language and body gestures to express personal feelings about familiar topics.
Performance Standards	<ol style="list-style-type: none"> Express their likes and dislikes about regular community events or activities using body gestures. Display good manners in verbal and non-verbal communication while communicating messages, ideas and opinions such as listening attentively, displaying positive manner and being polite such as 'Pardon me', 'Excuse me' or 'Can you repeat, please..' when interacting with others. Role play an event that occurs in the community using appropriate descriptive dialogue and body gestures. Listen to a guest speaker or a story and ask relevant questions. Identify and use colloquial speech (for example, boss for manager) and demonstrate how oral language changes in different familiar situations with different audiences using songs, poems or plays.
Assessment Tasks	<ol style="list-style-type: none"> Select a regular activity from the community and explain what they like or don't like about that event using appropriate vocabulary and body gestures. Participate in role plays using appropriate language and body gestures. Participate in role play to show good manners in verbal and non-verbal communication while communicating messages, ideas and opinions.

Strand 2: Reading

By the end of Grade 3, all students should be able to:

- read a range of simple text types confidently with understanding,
- self-select reading materials for independent reading,
- read aloud fluently with speed, accuracy and expression,
- read and respond critically to a range of texts about real and imaginary worlds on familiar and unfamiliar topics,
- apply appropriate strategies to expand their knowledge of personal vocabulary and phrases in English and
- hear, recognise and use common English sounds to read unknown words.

Unit 1: Phonemic Awareness

Content Standard	3.2.1 Apply knowledge of phonemic awareness to identify sounds in spoken words.
Performance Standards	<ol style="list-style-type: none"> Listen in order to identify the beginning, middle and ending sounds in one- and two-syllable words for example beginning sound of dog is /d/, middle sound of pen is /e/ and ending sound in cat is /t/. Hear and count syllables in words. Hear, segment and blend the phonemes of one-syllable words for example, bat = /b/ /a/ /t/. Hear and say rhyming words for example, cat, mat, sat, pat. Listen in order to identify and add or delete a phoneme to a word such as /s/ + at = sat, pit – p = it. Listen in order to identify and substitute a phoneme to change a word for example, cap, change the /p/ to /t/ = cat.
Assessment Tasks	<ol style="list-style-type: none"> Listen carefully in order to identify beginning, middle and ending sounds in words correctly. Listen carefully in order to add or delete a phoneme to a word correctly.

Unit 2: Phonics

Content Standard	3.2.2 Apply grade appropriate phonic knowledge to decode unknown words.
Performance Standards	<ol style="list-style-type: none"> Apply phonics knowledge to decode one-syllable words for example, short and long vowel patterns CVC = hat, hid, cut, CVCV= (final e) = hate, hide and CV = he, me, so. Segment and blend 2-syllable words for example pencil = /p/ /e/ /n/ /c/ /i/ /l/. Use two letter blends that combine to make one sound for example, fl, tr, sl, sm, sn, bl, gr and str, and three letter blends that combine to make two sounds for example, 2 letter vowel blends – oo, ee, au, ai, ea 2 letter consonant/ blends- sh, th, ph, 3 letter blends – shr, str, chr. Use digraphs, sh, th, ch, diphthongs, oi, oy, ou, ow. Use structure analysis such as word endings (-s, -es, -ing –ed), compound words (play + ground = playground), contractions (can + not = can't) to decode words.
Assessment Tasks	<ol style="list-style-type: none"> Say sounds of letters accurately. Apply phonic knowledge to read unknown words.

Unit 3: Vocabulary

Content Standard	3.2.3 Use appropriate skills and strategies to comprehend common sight words and vocabulary.
Performance Standards	<ol style="list-style-type: none"> Explain meaning of words and vocabulary orally and in writing. Write dictated sight words, vocabulary and sentences. Recognise and use synonyms, antonyms, homonyms and homophones. Identify and use simple prefixes, suffixes and compound words. Classify and categorise words such as fruits (mangoes, oranges) and vegetables (beans, cabbage).
Assessment Tasks	<ol style="list-style-type: none"> Read a list of sight words correctly within a certain time limit. Use sight words in sentences correctly.

Unit 4: Fluency

Content Standard	3.2.4 Read a range of text types on familiar topics to increase fluency.
Performance Standards	<ol style="list-style-type: none"> Read aloud 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. Use punctuations such as commas, speech marks, full stops and exclamation correctly when reading to help understanding. Read 200-300 high frequency or irregular spelled words in meaningful texts fluently and accurately. Read an assigned reader repeatedly to improve fluency.
Assessment Tasks	<ol style="list-style-type: none"> Read a text aloud fluently and accurately with appropriate speed, intonation and expression. Read high frequency words accurately and fluently within a time limit.

Unit 5: Comprehension

Content Standard	3.2.5a Read a range of texts containing familiar ideas and information and respond appropriately.
Performance Standards	<ol style="list-style-type: none"> Use pre-reading strategies to preview, activate prior knowledge, make predictions, use picture clues to establish the purpose of the text. Ask and respond to questions designed to develop comprehension. Make inferences and interpretations about events, characters and ideas in fictional texts by connecting prior knowledge and experiences with information from the text. Produce oral or written summaries by discussing the 'Wh-H' questions by identifying the main ideas and significant supporting details of a text. Identify simple cause and effect relationships in a text, make comparisons and draw conclusions on what is read. Distinguish between fact and opinion in non-fiction text. Participate in a reading conference with the teacher or peers. Apply skimming and scanning skills when reading quickly to identify main idea or locate specific information.
Assessment Tasks	<ol style="list-style-type: none"> Write short descriptions of animals and characters in the story read in class such as 'clever dog,' 'talkative girl.' Answer <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> questions to a story (dictated or read).

Content Standard	3.2.5b Read with appreciation a range of literary texts and interpret the use of figurative language.
Performance Standards	<ol style="list-style-type: none"> Identify and use figurative language including idioms, similes, metaphors and personification. Recite nursery rhyme and tongue twisters (Rain, rain go away, come again another day; Jack and Jill went up the hill), poem and alliteration for example 'She sells, sea shells by the sea shore', 'Peter Piper, picked a pack of pickled pepper'. Differentiate fiction from non-fiction. Identify plot, setting and characters in narrative.
Assessment Tasks	<ol style="list-style-type: none"> Compose and read own nursery rhymes and poems. Compose own tongue twisters. Write a book report.

Content Standard	3.2.5c Read simple fiction and factual texts for pleasure.
Performance Standards	<ol style="list-style-type: none"> 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. Participate in Uninterrupted Silent Sustained Reading (USSR) or Drop Everything And Read (DEAR). Participate in paired reading strategy. Listen to the teacher reading aloud and model fluent reading with expression.
Assessment Tasks	<ol style="list-style-type: none"> Write character profiles from the text read. Present an oral or written book review using specific vocabulary and correct grammar. Do story map about the story.

Strand 3: Writing

By the end of Grade 3, all students should be able to:

- write simple texts on familiar topics using appropriate grammar,
- know and use the correct structures of texts such as recounts narratives, poems, rhymes, songs and procedures,
- apply the writing process in all the writing activities,
- demonstrate understanding and choose vocabulary, phrases and punctuation appropriate for the text type in personal writing, and
- demonstrate legibility in handwriting which includes letter formation, spacing, size and slope.

Unit 1: Handwriting

Content Standard	3.3.1a Write neatly and clearly in print script.
Performance Standard	a) Write lower case and upper case letters in print script observing correct letter formation and spacing between letters and between words in a sentence.
Assessment Tasks	<ol style="list-style-type: none"> 1. Write in print script a row of upper and lower case letters neatly on lined space observing correct letter formation and spacing between letters. 2. Write a sentence in print script and observe correct letter formation and spacing between letters and words.

Content Standard	3.3.1b Transition from writing in print script to cursive writing.
Performance Standard	a) Demonstrate increasing proficiency in writing letters in lower and upper case, using cursive script, making joins between letters.
Assessment Task	1. Write a sentence in cursive script observing correct letter-word formation and spacing.

Unit 2: Written Expression

Content Standard	3.3.2a Apply appropriate writing process in writing.
Performance Standards	<ol style="list-style-type: none"> a) Use prewriting activities such as brain storming, clustering of ideas and illustrations in the process of writing. b) Apply appropriate strategy to organize and develop the main idea in the process of writing. c) Develop logically the first draft by clearly stating the beginning, middle and end. d) Revise the draft by making necessary changes to improve it. e) Proof read and edit own writing with the teacher and the peers. f) Publish own writing and share with others in the class.
Assessment Task	1. Plan an appropriate strategy and organize the main ideas in the writing process and attach this to the final product as evidence.

Content Standard	3.3.2b Create and communicate a range of familiar and unfamiliar ideas and information for various purposes and audiences.
Performance Standards	<ul style="list-style-type: none"> a) Write texts of 100-200 words. b) Write personal letters, invitation and greetings to friends in other schools using appropriate grammar and vocabulary. c) Write invitations, thank you letters or cards for special events such as Christmas, Mother/Father's Day. d) Write personal recounts of family, local community, school and sports events in a diary or journal. e) Write rhymes and poems. f) Write recounts of personal experiences clearly stating beginning, middle and end. g) Write narrative texts of personal experiences using appropriate structure. h) Write captions for illustrations, maps, diagrams and photographs. i) Write advertisements, posters and signs for community events. j) Label charts, murals and diagrams. k) Contribute to a class story book, recipe book or poetry book.
Assessment Tasks	<ul style="list-style-type: none"> 1. Write invitation letters or cards using appropriate language features and grammar. 2. Write a personal recount using appropriate text structure.

Unit 3: Grammar and Spelling

Content Standard	3.3.3a Apply correct use of written English grammar in a range of structured writing situations.
Performance Standards	<ul style="list-style-type: none"> a) Recognize and use singular, plural and possessive forms of nouns correctly in their writing. b) Identify and use common and proper nouns correctly. c) Use verbs in the present, past and present perfect tenses Use conjunction appropriately. d) Use regular, irregular and auxiliary (helping) verbs appropriately. e) Use simple and complete predicates correctly. f) Use possessive, comparative and superlative adjectives. g) Use comparative forms of adverbs. h) Use time, place, manner degree adverbs correctly.
Assessment Task	<ul style="list-style-type: none"> 1. Edit sentences by making necessary changes such as changing singular to plural and present tense to past tense where appropriate.

Content Standard	3.3.3b Identify and use appropriate capitalization and punctuation in a variety of written texts.
Performance Standards	<ul style="list-style-type: none"> a) Capitalised the first letter of a sentence, the pronoun 'I' and proper nouns; b) Punctuate sentences correctly. c) Identify and correct grammatical errors in a given text.
Assessment Task	1. Edit a text and apply appropriate punctuation.

Content Standard	3.3.3c Apply appropriate sentence structure and grammatical features in writing different types of sentences.
Performance Standards	<ul style="list-style-type: none"> a) Write the four basic types of sentences (declarative, imperative, interrogative and exclamatory) using vocabulary and concepts from other curriculum areas. b) Write sentences using adjectives, participle phrases, direct objects, prepositional phrases and conjunctions. c) Correct sentence fragments and run-ons.
Assessment Task	1. Create appropriate sentences using vocabulary and concepts from other curriculum areas.

Content Standard	3.3.3d Use appropriate strategies to spell, read and write sight words and new vocabulary.
Performance Standards	<ul style="list-style-type: none"> a) Write dictated spelling words. b) Spell and write 300 grade-level sight words correctly. c) Spell and write root word and inflections correctly, such as '-s/-es, -er, -ing', suffixes such as '-ment, -ness, -tion' and prefixes such as 'dis-, un-, im-, in-'. d) Spell and write words with the same sound but different meanings such as 'to, too, two, there, their, they're' (homophones). e) Spell and write words that have pattern and rhythm, for example '-ill kill, sill; -ight, light, sight, might'. f) Use spelling and sight words in sentences. g) Write definitions of spelling and sight words. h) Use spelling and sight words in short texts.
Assessment Tasks	<ul style="list-style-type: none"> 1. Write spelling words dictated by teacher, correctly. 2. Fill in the blank space with the correct spelling words.

Grade 4

Strand 1: Speaking and Listening

By the end of Grade 4, all students should be able to:

- communicate confidently in English in formal and informal situations
- apply appropriate social behaviour when listening, speaking and interacting with different audiences
- listen, question and interpret a range of oral, audio and visual texts
- understand and use appropriate grammar and express opinions using descriptive language
- know and use the correct structures of text types such as recounts, narratives, poems, rhymes, songs and procedure.

Unit 1: Listening Comprehension

Content Standard	4.1.1a Listen for information from a range of oral text types for different purposes and audiences on familiar and unfamiliar topics and respond appropriately.
Performance Standards	<ol style="list-style-type: none"> a) Listen and interpret main ideas or viewpoints from oral or visual presentations and summarise the main ideas. b) Listen attentively to information from an oral presentation and respond appropriately. c) Listen to and respond appropriately to the who, what, where, when, why, and how questions. d) Listen to teacher-read stories and poems, for meaning and pleasure.
Assessment Tasks	<ol style="list-style-type: none"> 1. Do a summary of an oral presentation using correct text structures. 2. Answer questions on certain text types. 3. Recite poems. 4. Retell a story.

Content Standard	4.1.1b Listen and respond appropriately to a range of structured and spontaneous classroom instructions.
Performance Standards	<ol style="list-style-type: none"> a) Listen to and follow 4-5 step oral instructions to complete a given task or a simple Process. b) Listen to and relay messages correctly. c) Listen to detect key sounds, words and identify word-order patterns. d) Listen and identify basic grammatical word classes or word groups.
Assessment Task	<ol style="list-style-type: none"> 1. Follow 4-step directions correctly to complete a task or a simple process.

Unit 2: Talking

Content Standard	4.1.2a Give a range of directions, instructions and messages in structured and spontaneous classroom situations.
Performance Standards	<ol style="list-style-type: none"> a) Give instructions for games or other activities such as 'Simon says'. b) Give 3-5 step instructions or directions to peers to locate places in the community (using maps) or on how to cook or make something.
Assessment Task	<ol style="list-style-type: none"> 1. Give directions to peers to complete an activity using correct grammar and vocabulary.

Content Standard	4.1.2b Apply correct use of English grammar in familiar and unfamiliar oral situations.
Performance Standards	<ol style="list-style-type: none"> a) Use articles such as 'a', 'the', 'an', correctly. b) Identify and use singular, plural and possessive forms of nouns correctly. c) Identify and use common and proper nouns correctly. d) Use simple present, past and future tense correctly. e) Use regular, irregular and auxiliary (helping) verbs appropriately. f) Identify predicates in sentences correctly. g) Use possessive, comparative and superlative adjectives. h) Use comparative forms of adverbs. i) Use declarative, imperative, interrogative and exclamatory sentences. j) Use adjectives, participle phrases, direct objects, prepositional phrases and conjunctions, in sentences. k) Use time, place, manner and degree adverbs correctly.
Assessment Tasks	<ol style="list-style-type: none"> 1. Create statements, questions, commands and exclamatory sentences using correct grammar. 2. Fill in blank spaces in the sentences with suitable words.

Unit 3: Oral Expression

Content Standard	4.1.3a Express clearly and confidently solutions on how to solve problems using appropriate grammar, vocabulary, tone and projection in an appropriate manner.
Performance Standards	<ol style="list-style-type: none"> a) Create and present an oral report on a topic or a personal experience visually from a range of sources. b) Use persuasive vocabulary and language, to respond to an oral or visual presentation on familiar or unfamiliar issues. c) Interpret and provide clear opinions related to the main idea or viewpoint. d) Ask 'who, what, where, when and how' questions after listening to an oral or visual presentation. e) Retell a story using mimes/dramas in groups. f) Make charts, comic strips and diagrams to illustrate sequence in stories, and report to the class. g) Present narratives and recounts using appropriate structures.
Assessment Task	<ol style="list-style-type: none"> 1. Plan and present a 3-minute narrative on a personal experience in a logical sequence using specific vocabulary and appropriate text structure.

Content Standard	4.1.3b Use appropriate descriptive language, body posture and gestures to express personal feelings about familiar and unfamiliar topics.
Performance Standards	<ul style="list-style-type: none"> a) Express personal feelings, likes and dislikes about certain community issues such as wet and dry seasons, safe healthy eating habits, domestic violence and budgeting. b) Use clear and specific vocabulary to express ideas. c) Use role play and mime to express personal feelings about an event using appropriate language and body gestures. d) Participate in group debates to present different points of view on topics such as good health care services or the importance of promoting healthy lifestyle. e) Identify descriptive language and gestures that describe the moods of characters in stories, songs, poems and plays. f) Role play main ideas from information, events and other community news using appropriate gestures, facial expressions, tone, stress and volume.
Assessment Task	1. Present a 3-minute talk on a class topic expressing a viewpoint using correct sentence structures and appropriate vocabulary.

Content Standard	4.1.3c Use appropriate English language for effective communication in familiar and unfamiliar situations.
Performance Standards	<ul style="list-style-type: none"> a) Select and use appropriate vocabulary, phrases and language to describe main ideas in local issues, poems, plays/songs and characters in texts. b) Select and use appropriate vocabulary, phrases and language for different purposes with different audiences. c) Request repetition and clarification such as ‘Please, could you say that again?’ or ‘Please, can you explain what you mean by that?’ d) Display good manners in verbal and non-verbal communication while communicating messages, ideas and opinions such as listening attentively, displaying a positive manner and being polite, such as ‘Pardon me’, ‘Excuse me’ or ‘Can you repeat, please..’ when interacting with others. e) Use verbal and nonverbal communication in effective ways such as making announcements in class, giving directions or instructions, accepting or refusing invitations, or making an apology, in formal and informal situations. f) Identify and use colloquial speech and demonstrate how oral language changes in different familiar situations with different audiences, using songs, poems or plays.
Assessment Task	1. Identify a topic, poem or song common in the community and present your own views about the main idea using descriptive words, phrases and body gestures to persuade the listeners.

Strand 2: Reading

By the end of Grade 4, all students should be able to:

- read a range of text types confidently with understanding
- self-select reading materials for independent reading
- read aloud fluently, with speed, accuracy and expression
- apply a range of skills and strategies to interpret and respond critically to written and visual texts about real and imaginary worlds
- apply a wide range of strategies to expand their knowledge of personal vocabulary and phrases in English
- hear, recognise and use common English sounds to read unknown words.

Unit 1: Phonics

Content Standard	4.2.1 Apply a variety of strategies to decode unknown words.
Performance Standards	<ol style="list-style-type: none"> a) Apply knowledge of phonetic analysis to read unknown words using common letter-sound relationships, consonants, vowels, blends, digraphs and diphthongs. b) Apply knowledge of structural analysis to read unknown words using syllabification rules, affixes, root words, compound words, spelling patterns and contractions. c) Use dictionaries to learn the correct pronunciation of grade-level words. d) Read grade-level words. e) Discuss meanings of words.
Assessment Task	1. Read a list of familiar and unfamiliar words correctly within a certain time limit.

Unit 2: Vocabulary

Content Standard	4.2.2 Use a range of skills and strategies to comprehend common sight words and vocabulary.
Performance Standards	<ol style="list-style-type: none"> a) Read 300 grade-level appropriate words and vocabulary. b) Classify and use synonyms, antonyms, homonyms and homophones. c) Identify and use prefixes and suffixes. d) Explain the meaning of words and vocabulary orally and in writing. e) Use correct vocabulary in different situations for different audiences. f) Write dictated sight words, vocabulary and sentences. g) Use the contents page, index and glossary in information and reference books, such a dictionary, a thesaurus or an encyclopaedia to determine the meaning of unknown words and locate information quickly and accurately.
Assessment Tasks	<ol style="list-style-type: none"> 1. Read a list of sight words correctly within a certain time limit. 2. Use sight words and vocabulary in sentences correctly.

Unit 3: Fluency

Content Standard	4.2.3 Read a range of text types on familiar and unfamiliar topics to improve fluency.
Performance Standards	<ol style="list-style-type: none"> a) Read aloud (regularly) independent-level texts in which no more than 1 in 20 words is difficult for the reader to read fluently and accurately with appropriate speed, intonation and expression. b) Read aloud (regularly) instructional-level texts that are challenging yet manageable, in which no more than 1 in 10 words is difficult for the reader. c) Read 300-400 high frequency or irregularly spelled words in meaningful texts, accurately and fluently. d) Use punctuation marks such as commas, direct speech, full stops and exclamation marks correctly, when reading, to help understanding. e) Use skimming and scanning skills to identify main ideas or locate specific information. f) Reread the same text to increase fluency.
Assessment Task	1. Read a text aloud, fluently with appropriate speed and expression.

Unit 4: Comprehension

Content Standard	4.2.4a Read a range of texts containing familiar and unfamiliar ideas and information, and respond appropriately.
Performance Standards	<ol style="list-style-type: none"> a) Read (regularly) fiction and non-fiction texts at Grade 4 level. b) Explain the differences in fiction and non-fiction texts. c) Use pre-reading strategies to preview, activate prior knowledge, make predictions, use picture clues to establish the purpose of the text. d) Make inferences about events, characters and ideas in fictional texts by connecting prior knowledge and experiences with information from texts. e) Identify cause and effect relationships, make comparisons and draw conclusions about what is read in a text. f) Distinguish between fact and opinion in non-fiction text. g) Ask and answer questions related to texts. h) Participate in reading conference with the teacher or peers. i) Use skimming and scanning skills to identify the key ideas from texts and explain how this supports the main ideas. j) Interpret the meanings of different signs and symbols. k) Identify and use figurative words and expressions (idiom, simile, metaphor, hyperbole and personification) and sound and poetic devices (alliteration, assonance, onomatopoeia) in writing, and how they affect the development of literary work. l) Apply and use skimming and scanning skills when reading quickly, to identify main ideas or locate specific information.
Assessment Tasks	<ol style="list-style-type: none"> 1. Answer <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> questions correctly. 2. Engage in a reading conference with the teacher. 3. Use text types to outline meaning, purpose, and audience.

Content Standard	4.2.4b Read with appreciation a range of literary texts and analyse the use of figurative language.
Performance Standards	<ul style="list-style-type: none"> a) Identify figurative language (including idiom, simile, metaphor and personification) in written text and explain their meanings. b) Use poetry and poetic styles in grade-level poems to create your own poems or rhymes. Use different techniques and styles, e.g. alliteration, assonance and onomatopoeia, and free verse and patterned, cinquain and diamante. c) Identify plot, setting and characters and how they are used in a story.
Assessment Task	1. Create poems based on a theme using figurative language.

Content Standard	4.2.4c Read a range of fiction and factual texts for pleasure.
Performance Standards	<ul style="list-style-type: none"> a) Select books and other reading materials such as PNG School Journals, newspapers and magazines for leisure-time reading, based on personal interest. b) Participate in Uninterrupted Silent Sustained Reading (USSR) or Drop Everything And Read (DEAR). c) Participate in paired reading strategy. d) Listen to the teacher reading aloud and modelling fluent reading with expression.
Assessment Task	1. Summarise a story, read with peer or teacher, using correct sentence structures, grammar and vocabulary.

Strand 3: Writing

By the end of Grade 4, all students should be able to:

- write a range of texts on familiar and unfamiliar topics using appropriate grammar
- know and use the correct structures of text types such as recounts, narratives, poems, rhymes, songs and procedures
- apply the writing process in all the writing activities
- demonstrate understanding and choose vocabulary, phrases and punctuation appropriate for the text types in personal writing
- demonstrate legibility in handwriting which includes letter formation, spacing, size and slope.

Unit 1: Handwriting

Content Standard	4.3.1 Write legibly in cursive allowing margins and correct spacing between letters in words and words in sentences.
Performance Standards	a) Write clearly using letters of uniform shape, slope, size and spacing. b) Use modified cursive or joined italics to write with speed, legibility and consistency.
Assessment Task	1. Write a short text in cursive script correctly, with uniform shape, size, slope and spacing.

Unit 2: Written Expression

Content Standard	4.3.2a Apply appropriate writing processes in writing.
Performance Standards	a) Use a variety of prewriting activities such as brainstorming, clustering of ideas and illustrations, in the process of writing. b) Apply appropriate strategy to organize and develop the main idea in the process of writing. c) Develop logically the first draft by clearly stating the beginning, middle and end. d) Revise the draft by making necessary changes to improve it. e) Proofread and edit own writing with the teacher and peers. f) Publish own writing and share with others in the class.
Assessment Task	1. Publish and share own writing with others.

Content Standard	4.3.2b Create and communicate a range of familiar and unfamiliar ideas and information for various purposes and audiences.
Performance Standards	<ol style="list-style-type: none"> Write narrative texts of 200-300 words using appropriate text structure and vocabulary. Create poems using different poetic styles (rhymes, and alliteration, etc.). Use the elements of setting, character, plot, conflict and ending to write an expository essay. Create narratives and poems using varied word choice, dialogue, figurative language, alliteration, personification, simile and metaphor. Write formal and informal letters, thank you notes and invitations (including date, greeting, body, closing and signature).
Assessment Task	1. Write an invitation letter using appropriate structures and language features.

Unit 3: Grammar and Spelling

Content Standard	4.3.3a Use correct written English grammar in a range of structured and spontaneous writing situations.
Performance Standards	<ol style="list-style-type: none"> Use singular, plural and possessive forms of nouns correctly in writing. Use common and proper nouns correctly in writing. Use past, present and present perfect tenses. Use conjunctions appropriately. Use regular, irregular and auxiliary (helping) verbs appropriately in written work. Write simple and complete predicates correctly. Write possessive, comparative and superlative adjectives. Write comparative forms of adverbs. Use time, place, manner and degree of adverbs correctly in written work (comparative forms of adverbs).
Assessment Tasks	<ol style="list-style-type: none"> Identify nouns, adjectives, adverbs, predicates and verbs in written sentences. Change singular words to plural forms.

Content Standard	4.3.3b Identify and use capitalization and punctuation in written texts.
Performance Standards	<ol style="list-style-type: none"> Capitalize the first letter of a sentence, the pronoun 'I', geographical names, holidays, days of the week, months, proper nouns, book titles, titles of respect (Mr Mrs Dr). Punctuate sentence correctly (using commas, full stops, quotation marks, exclamation marks, capital letters and question marks).
Assessment Task	1. Apply punctuation marks correctly to a piece of text.

Content Standard	4.3.3c Apply appropriate sentence structure and grammatical features in writing different types of sentences.
Performance Standards	<ol style="list-style-type: none"> a) Write declarative, imperative, interrogative and exclamatory sentences. b) Write sentences using adjectives, participle phrases, direct and indirect objects, subjects, prepositional phrases and conjunctions. c) Create sentences about a subject that you understand. d) Make corrections to sentence fragments and run-ons.
Assessment Tasks	<ol style="list-style-type: none"> 1. Fill in the gaps in sentences using appropriate prepositions. 2. Use the four sentence types to construct sentences grammatically (declarative, imperative, interrogative and exclamatory).

Content Standard	4.3.3d Use a range of strategies to spell, read and write sight words and new vocabulary.
Performance Standards	<ol style="list-style-type: none"> a) Spell and write 400 grade-level sight words correctly. b) Spell and write root words, inflections (e.g. -s, -es, -er, -ing), suffixes (e.g. -ment, -ness, -tion) and prefixes (e.g. dis-, un-, im-, in-) correctly. c) Spell and write words with the same sound but different meanings (homophones), e.g. to, too, two; there, their, they're. d) Spell and write words that have pattern and rhythm (e.g. -ill, kill, sill; -ight, light, sight, might). e) Write definitions of spelling words correctly in sentences. f) Write short texts using sight words.
Assessment Tasks	<ol style="list-style-type: none"> 1. Write dictated spelling words correctly. 2. Write dictated sentences correctly. 3. Write sentences using spelling words.

Grade 5

Strand 1: Speaking and Listening

By the end of Grade 5, all students should be able to:

- communicate confidently and express themselves fluently in English in formal and informal situations
- apply appropriate social behaviour when listening, speaking and interacting with different audiences
- listen, question, report and interpret a wide range of oral, and audio visual texts used for different purposes on familiar and unfamiliar topics
- understand and use appropriate grammar and descriptive language to express opinions
- know and use the correct structures of text types such as recounts, narratives, procedures, poems, information reports, explanations and expositions.

Unit 1: Listening Comprehension

Content Standard	5.1.1a Listen and analyse views from a wide range of texts on familiar and unfamiliar topics and respond appropriately.
Performance Standards	<ol style="list-style-type: none"> a) Listen attentively to and classify an oral presentation as either facts or opinions. b) Listen attentively to interpret and respond to questions on oral presentations from text types. c) Listen to and explain the cause and effects from an oral or visual presentation. d) Listen and respond to teacher-read stories.
Assessment Task	<ol style="list-style-type: none"> 1. Listen and classify information as facts or opinions using correct grammar and vocabulary.

Content Standard	5.1.1b Listen and respond appropriately to a wide range of structured and spontaneous classroom instructions.
Performance Standards	<ol style="list-style-type: none"> a) Listen to and follow 5 or 6-step oral instructions to complete a task or a simple process. b) Listen to detect key words, sentence parts such as subject, verb, object, prepositions and basic punctuation marks. c) Identify vocabulary and guess meaning from context.
Assessment Tasks	<ol style="list-style-type: none"> 1. Follow correctly a 5-step directions to complete a task or a simple process. 2. Respond appropriately to questions in relation to a story using strategies such as 'hot seat' and 'quiz'.

Unit 2: Talking

Content Standard	5.1.2a Give a wide range of directions, instructions and messages in structured and spontaneous situations.
Performance Standards	<ul style="list-style-type: none"> a) Give instruction for games. b) Give directions using landmarks to locate places (maps or treasure hunt). c) Give directions to locate a place in the school. d) Give instructions on how to make something.
Assessment Task	1. Give directions to locate a place using accurate and specific vocabulary words.

Content Standard	5.1.2b Use English grammar correctly in a wide range of familiar and introduced oral situations.
Performance Standards	<ul style="list-style-type: none"> a) Use nouns, pronouns, verbs, adjectives, contractions and conjunctions correctly; b) Use singular and plural forms of nouns. c) Use declarative, imperative, interrogative and exclamatory sentences. d) Identify and use common and proper nouns correctly. e) Use regular, irregular and auxiliary (helping) verbs appropriately. f) Use past, present, future and present perfect tense correctly. g) Use objective, reflective and possessive pronouns. h) Use possessive, comparative and superlative adjectives. i) Use comparative forms of adverbs. j) Use time, place, and manner degree adverbs.
Assessment Tasks	<ul style="list-style-type: none"> 1. Create different types of sentences using English grammar in speech. 2. Identify tenses and parts of speech in sentences or texts.

Unit 3: Oral Expression

Content Standard	5.1.3a Express ideas and opinions using a wide range of vocabulary on familiar and introduced topics using correct grammar, vocabulary, tone and voice projection.
Performance Standards	<ol style="list-style-type: none"> Create and present an oral or visual report on familiar or unfamiliar topics using a range of sources. Discuss and ask appropriate questions after listening to an oral presentation. Ask 'Wh-H' questions for understanding and clarification on familiar and unfamiliar issues. Use pictures, cartoon strips, diagrams, short stories and drama to illustrate sequence orally. Summarize main ideas orally from information or events. Conduct group debates about issues of interest such as 'men are better soccer players than women', 'women are better drivers than men.' Discuss (in groups) community issues such as environmental damage and illegal logging.
Assessment Tasks	<ol style="list-style-type: none"> Ask questions on current issues using correct grammar and vocabulary. Identify a topic for debate and present own views using descriptive words, phrases and body gestures to convince the listeners.

Content Standard	5.1.3b Use appropriate descriptive language and body gestures to express personal feelings about familiar and unfamiliar situations.
Performance Standards	<ol style="list-style-type: none"> Role play main ideas from information and events using appropriate gestures, facial expressions, intonation, stress and volume. State the main ideas from posters, advertisements and signs. Debate points for and against a message in a given text. Discuss relevant and irrelevant information from a given text. Identify and discuss underlying messages in texts such as posters, advertisements and signs. Identify stereotypes in spoken texts and discuss this with other students.
Assessment Tasks	<ol style="list-style-type: none"> Role play situations from the community or school such as parents expressing viewpoints during school meeting using appropriate gestures, facial expressions, tone, stress and volume. Listen to oral texts and state the main ideas using correct grammar and vocabulary.

Strand 2: Reading

By the end of Grade 5, all students should be able to:

- read a wide range of text types confidently with understanding
- self-select reading materials for independent reading
- read aloud with increasing speed, accuracy and expression
- apply a range of strategies to comprehend, interpret and evaluate a range of text types
- identify themes and issues presented in the texts and respond critically to them
- apply a wide range of strategies to comprehend and expand their knowledge of personal vocabulary and phrases in English. They should hear, recognise and use common English sounds to read unknown words.

Unit 1: Vocabulary

Content Standard	5.2.1 Use a wide range of strategies to comprehend common sight words and vocabulary.
Performance Standards	<ol style="list-style-type: none"> a) Use knowledge of word parts, word relationships and context clues to determine the meaning of words orally and in writing. b) Use compound words, prefixes, suffixes, root words and stems to determine the meaning of unknown words. c) Classify and categorise words such as fruits (mangoes, oranges) and vegetables (beans, cabbage). d) identify and use synonyms, antonyms, homonyms, homophones to determine meaning of words and phrases. e) Use syllabification rules to read unfamiliar words. f) Use reference materials such as dictionary, thesaurus and encyclopaedia, table of contents, index and glossary to determine concepts and meanings and pronunciation of unknown words.
Assessment Tasks	<ol style="list-style-type: none"> 1. Define words using text and context clues appropriately 2. Use analogies of words (sit: is to stand; buy: is to sell) antonyms and synonyms

Unit 2: Fluency

Content Standard	5.2.2 Read a wide range of texts on familiar and unfamiliar topics to improve fluency.
Performance Standards	<ol style="list-style-type: none"> a) Read (regularly) independent-level texts in which no more than 1 in 20 words is difficult for the reader to read fluently and accurately with appropriate speed, intonation and expression; b) Read (regularly) instructional-level texts in which no more than approximately 1 in 10 words is difficult for the reader. c) Read silently for increased periods of time. d) Participate in reading conference with teacher or peer. e) Use punctuation marks such as commas, full stops and exclamation marks, correctly when reading, to help understanding. f) Reread the same text to increase fluency.
Assessment Task	1. Read texts aloud to the teacher and peers, with expression, fluency, speed and accuracy.

Unit 3: Comprehension

Content Standard	5.2.3a Read and evaluate ideas and information from a wide range of texts.
Performance Standards	<ol style="list-style-type: none"> a) Use pre-reading strategies to preview, activate prior knowledge, make predictions, formulate questions that might be answered by the text, to establish the purpose for reading. b) Explain and differentiate fiction and non-fiction texts at grade 5 level. c) Make inferences, draw conclusions and interpret information from fiction and non-fiction texts. d) Respond creatively to text through drama and plays. e) Identify the key ideas from a text and explain how these support the main idea. f) Identify cause and effect relationships, make comparisons and draw conclusions on what is read in a text. g) Make inferences and draw conclusions about characters qualities and actions based on the knowledge of plot, setting, characters' motives and characters' appearances. h) Distinguish between fact and opinion in non-fiction texts. i) Read and discuss the morals or lessons learnt from short stories such as folklore/ folktales, legends, myths and fables. j) Identify and interpret key messages from posters, advertisements, signs and symbols. k) Discuss the purpose of simple written texts such as letters, notes and labels (and their differences). l) Apply and use skimming and scanning skill when reading.
Assessment Tasks	<ol style="list-style-type: none"> 1. Identify the key ideas from a text and explain how these support the main idea. 2. Identify, interpret and discuss key messages from posters, advertisements, signs and symbols. 3. Distinguish between fact and opinion in non-fiction texts.

Content Standard	5.2.3b Read a range of literary texts and analyse how they inform and manipulate the responses of the readers.
Performance Standards	<ul style="list-style-type: none"> a) Identify the purpose of different text types (to inform, to explain, to entertain). b) Define figurative language such as idioms, similes, metaphors and personification in written texts, and explain how they affect the development of literary work. c) Use poetry and styles in grade-level poems and create their own rhymed (alliteration, assonance, onomatopoeia); free verse and patterned (cinquain, diamante). d) Identify plot, setting and characters in a story.
Assessment Tasks	<ul style="list-style-type: none"> 1. Read poems and identify figurative language used in them. 2. Use the skimming and scanning skills to identify facts and opinions from a set text.

Content Standard	5.2.3c Read a wide range of literary and factual texts for pleasure.
Performance Standards	<ul style="list-style-type: none"> a) 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. b) Participate in Uninterrupted Silent Sustained Reading (USSR) or Drop Everything And Read (DEAR). c) Participate in paired reading strategy. d) Listen to teacher reading aloud a favourite story and modelling fluent reading with expression.
Assessment Task	<ul style="list-style-type: none"> 1. Discuss texts read with the teacher or peers.

Strand 3: Writing

By the end of Grade 5, all students should be able to:

- write a wide range of texts on familiar and unfamiliar topics using appropriate grammar
- know and use the correct structures of text types such as recounts, narratives, procedures, poems and information reports
- apply the writing process in all the writing activities
- demonstrate understanding and choose vocabulary, phrases and punctuation appropriate for the text type in personal writing, and
- demonstrate legibility in handwriting.

Unit 1: Handwriting

Content Standard	5.3.1 Write legibly in cursive allowing margins and correct spacing between letters in words and words in sentences.
Performance Standards	<ol style="list-style-type: none"> Write legibly using uniform shape, size, slope and spacing. Use modified cursive or italics writing. Write texts with increasing speed and neatness.
Assessment Task	1. Write a paragraph neatly in cursive script with uniform shape, size, slope and spacing

Unit 2: Written Expression

Content Standard	5.3.2a Apply appropriate writing processes in writing.
Performance Standards	<ol style="list-style-type: none"> Use writing processes such as brainstorming, clustering of ideas and illustrations to develop the ideas for writing texts. Apply appropriate strategy to organize and develop the main idea for the texts. Develop the first draft logically by clearly stating the beginning, middle and end. Proofread and edit own texts with the teacher and peers. Publish own text and share with others in the class.
Assessment Task	1. Write a short story or a narrative recount using the writing processes.

Content Standard	5.3.2b Create and communicate a wide range of familiar and unfamiliar ideas and information for various purposes and audiences.
Performance Standards	<ul style="list-style-type: none"> a) Write narrative texts of 300-400 words using appropriate text structure and vocabulary. b) Create poems using different poetic styles (rhymes, and alliteration, etc.) c) Use the elements of setting, character, plot, conflict and ending to write an expository essay. d) Create narratives and poems using varied word choice, dialogue, figurative language, alliteration, personification, simile and metaphor. e) Write formal and informal letters, thank you notes and invitations (including date, greeting, body, closing and signature).
Assessment Task	1. Plan, write, edit and publish a text of 200 words with correct with correct grammar and vocabulary.

Unit 3: Grammar and Spelling

Content Standard	5.3.3a Apply correct use of written English grammar in a wide range of structured and spontaneous situations.
Performance Standards	<ul style="list-style-type: none"> a) Identify and use nouns, pronouns, verbs, adjectives, contractions and conjunctions, correctly in writing. b) Identity and use singular and plural forms of nouns in sentences. c) Distinguish and use common and proper nouns correctly. d) Use past, present, future and present perfect verb tense correctly. e) Use objective, reflective and possessive pronouns in sentences. f) Use simple and complete predicates in sentences. g) Use possessive, comparative and superlative adjectives correctly in sentences. h) Use time, place, manner and degree adverbs correctly in written work.
Assessment Tasks	<ul style="list-style-type: none"> 1. Classify common and proper nouns from a list of words. 2. Create own sentences using identified words (common and proper nouns) 3. Create sentences using positive, comparative and superlative adjectives.

Content Standard	5.3.3b Identify and use appropriate capitalization and punctuation in a variety of written texts.
Performance Standards	<ul style="list-style-type: none"> a) Capitalise proper nouns such as titles of books, magazines, stories, titles of respect, organisations, nationalities and religions. b) Use correct conventions of letter writing. c) Demonstrate appropriate punctuation such as parentheses, quotation marks, question marks and exclamation marks, in writing. d) Use apostrophes, contractions, possessives, colons, semi-colons, commas, hyphens and dashes, correctly in sentences.
Assessment Task	1. Apply correct punctuation marks to a piece of text.

Content Standard	5.3.3c Apply appropriate sentence structure and grammatical features in writing a wide range of sentences.
Performance Standards	<ul style="list-style-type: none"> a) Write declarative, imperative, interrogative and exclamatory sentences. b) Create simple, compound and complex sentences to describe, explain, or provide additional details and connections (such as adjectives, appositives, participial phrases, prepositional phrases, simple, complete predicates, modifiers pronouns and conjunctions). c) Create sentences using adjectives, appositives, participial phrases, prepositional phrases, simple complete predicates, pronouns and conjunctions. d) Identify and correct sentence fragments and run-ons in a written text.
Assessment Tasks	<ul style="list-style-type: none"> 1. Identify imperative and interrogative statements in a text read in class. 2. Correct sentence fragments in written texts.

Content Standard	5.3.3d Use a wide range of strategies to spell, read and write sight words and new vocabulary.
Performance Standards	<ul style="list-style-type: none"> a) Write 400 grade-level words correctly. b) Write roots, inflections such as -s, -es, -er, -ing, suffixes such as -ment, -ness, -tion and prefixes such as dis-, un-, in-, re-, mis-, pre-. c) Apply syllabification rule to spell and write new words (for example, grad.u.a.tion). d) Write homophones correctly according to usage (for example, to, too, two; there, they're, their, and other words that are commonly misspelt in English). e) Use reference materials including glossary, dictionary, encyclopaedia and technology, to check and correct spelling. f) Write dictated sentences, using spelling words in sentences. g) Write definitions of spelling and sight words.
Assessment Tasks	<ul style="list-style-type: none"> 1. Write dictated sentences with sight words and new vocabulary. 2. Write sentences using sight words and new vocabulary words.

Assessment and Reporting

The relationship between the Assessment Tasks, the Content Standards, and the Performance Standards emphasizes a statement that is frequently made: *Good assessment is an integral part of good instruction.* The most effective teaching aligns the Content Standards with instruction and assessment.

What is Assessment?

The term 'assessment' generally refers to the activities and methods used by teachers to evaluate and measure students' progress in order to improve their learning. Assessment is an ongoing process.

Purpose of Assessment

The purpose of assessment is to fulfil the following:

- Inform and improve students' progress and achievements in learning.
- Provide valuable information that enables teachers, schools and National Department of Education (NDoE), to make decisions about how to improve the quality of teaching and learning in the education system.
- Inform teachers about the progress of students' learning in order to adjust teaching planning to improve students' learning.
- Inform parents and guardians about their children's progress and achievements.
- Inform schools and school systems about teaching strategies, resource allocation and curriculum; and inform other educational institutions, employers and the community, about the achievements of particular students or students in general.

Assessment is an integral part of the learning and teaching program and not a separate process.

Types of Assessment

- Initial assessment
- Formative assessment
- Summative assessment
- Objective and subjective assessment
- Reference assessment (criterion-referenced and norm-referenced)
- Benchmark assessment.

Initial Assessment

- Also referred to as pre-assessment or diagnostic assessment
- Initial assessments are conducted prior to instruction or intervention to establish a baseline from which individual student growth can be measured.

Formative Assessment

- Generally carried out throughout a course or project.
- Takes place in the classroom as part of everyday learning.
- Designed to inform students about what they do well and what they need to improve on daily/weekly.
- Occurs as an integral part of everyday teaching and learning.
- Helps teachers to identify those students who need extra help and those who need to be further challenged in their learning.
- Helps teachers identify learning problems as they arise so students can be given help straight away to improve their work.
- In an educational setting, formative assessment might be a teacher (or a peer group or the learner) providing feedback on a student's work which would not necessarily be used for grading purposes.
- Formative assessment can take the form of diagnostic, standardised tests.

Assessment for learning

Assessment **for** learning is also known as formative assessment. It is ongoing assessment. It is the assessment that teachers do every day during their teaching and at the end of the lesson. Formative assessment helps teachers to plan their next lesson.

- A common form of assessment for learning is diagnostic assessment.
- Diagnostic assessment measures a student's current knowledge and skills for the purpose of identifying a suitable program of learning.
- Provide opportunities for students to review and reflect on their learning (self-assessment is encouraged).
- Helps students understand the standard to which they are expected to perform.
- Help teachers to reflect and refine their own teaching practices.

Assessment as learning

Assessment **as** learning means that students are involved in assessing their own progress and the work of other children in the class. It is formative assessment.

- Occurs as part of daily teaching lessons, exercises, activities or experiments that students do in each lesson
- Provides opportunities for students to review and reflect on their learning (self-assessment is encouraged).

Summative Assessment

- Designed to provide a summary of a student's learning over a set period of time.
- Generally carried out at the end of a course or project.
- Typically used to grade or mark a student at the end of a course.
- Summarises student learning for a particular purpose such as end-of-term or end-of-year reports and Grade 8, 10 or 12 certificates.
- Summative assessments are evaluative because they evaluate how a student has performed a particular task or test.
- 'Performance-based' assessment because it focuses on achievement.
- Frequently aligned with Standards Based Education.
- Uses free-form responses to standard questions scored by human scorers on a standards-based scale, meeting, falling below or exceeding a performance standard rather than being ranked on a curve.
- A well-defined task is identified and students are asked to produce something, often in settings that involve real-world application of knowledge and skills.
- Proficiency is demonstrated by providing an extended response.
- Performance formats can be differentiated into products and performances.
- The performance format may result in a product, such as a painting, portfolio, paper or exhibition; or it may consist of a performance, such as a speech, an athletic skill, a musical recital or a reading.

Assessment of learning

Summative assessment is also known as assessment of learning. It is done at the end of a topic or term and it assesses how a student has performed.

Comparison between formative and summative assessment

Educational researcher; Robert Stake explains the difference between formative and summative assessment with the following analogy: *When the cook tastes the soup, that's formative. When the guests taste the soup, that's summative.*

Formative assessment of students is an ongoing process. Formative assessment can help a teacher and student to make changes that will improve the student's learning. Summative assessment takes place when the student has completed a test or a task.

NOTE: different forms of assessment are not necessarily separate or unconnected to each other. They may be used individually or together, and used formally or informally.

Objective and Subjective Assessment

- Assessment (either summative or formative) is often categorized as either Objective or Subjective.
- Objective assessment is a form of questioning which has a single correct answer.
- Subjective assessment is a form of questioning which may have more than one correct answer or (or more than one way of expressing the correct answer).
- There are various types of objective and subjective questions.
- Objective question types include true/false answers, multiple choice, multiple-response and matching questions.
- Subjective questions include extended-response questions and essays.

Referencing Assessment

- Criterion-referenced assessment
- Norm-referenced assessment

Criterion-referenced assessment

Measures a student's performance based on mastery of a specific set of skills. It measures what a student knows and do not know at the time of the assessment. The student's performance is not compared to other students' performance on the same assessment.

- Occurs when candidates are measured against defined and objective criteria.

- Criterion-referenced assessment is often, but not always, used to establish a person's competence (whether s/he can do something).
- Example of criterion-referenced assessment is the driving test, when learner drivers are measured against a range of explicit criteria (such as 'not endangering other road users'). A test designed to assess if students have mastered material presented in a specific unit is a criterion-referenced test. The criterion is mastery of the material. All students can achieve 100% if they have all fully mastered the material.

Norm-referenced assessment

Measures a student's performance in comparison to the performance of other students in the same class, or of the same age, on the same assessment.

- Known as "bell-curve grading on the curve". The bell curve is used in statistics to show the distribution of a set of data. Students' performance can be plotted on a graph shaped like a bell. Most of the students will be near the middle, with fewer students towards the outsides or edges of the bell curve.
- Norm-referenced tests are not measured against defined criteria.
- Norm-referenced tests relate a student's results to the results of other students undertaking the same assessment.
- An effective way of comparing students. The IQ test is the best known example of norm-referenced assessment.
- Many entrance tests to tertiary education or universities are norm-referenced, permitting a fixed proportion of students to pass. (To 'pass' in this context means being accepted into the school or university rather than an explicit mark).

Benchmark Assessment

- Measures achievement of important grade-level content periodically during the year in order to provide feedback about how students are progressing towards demonstrating proficiency.
- Benchmark assessments can be short tests administered throughout the school year to give teachers feedback on how students are meeting academic standards. Regular use of benchmark assessments can be a tool to measure student growth and to design curriculum to meet individual learning needs.

Sample Assessment Rubric

Content Standard: **3.2.2** Assessment task: Write a recount on a favourite topic or story with correct conventions of Standard English showing clearly the capitalization, punctuation and spelling.

Score	Description
5	<ol style="list-style-type: none"> 1. The text is well organised, the ideas are related and are well sequenced. 2. Text is based on the correct function or purpose. 3. Tenses and punctuation (including capital letters and full stops) in the text are correct. 4. Good use of varied vocabulary. 5. Limited language errors throughout.
4	<ol style="list-style-type: none"> 1. The text is organised, the ideas are related and are well sequenced. 2. Text is based on the correct function or purpose. 3. Tenses and punctuation including capital letters and full stops in the text are <u>partly</u> correct. 4. Good use of varied of vocabulary. 5. Limited language errors throughout.
3	<ol style="list-style-type: none"> 1. The text is well organised, the ideas are related and are well sequenced. 2. Text is <u>not</u> based on the correct function or purpose. 3. Tenses and punctuation including capital letters and full stops in the text are <u>partly</u> correct. 4. Good use of varied vocabulary. 5. Limited language errors throughout.
2	<ol style="list-style-type: none"> 1. The text is well organised, the ideas are related and are well sequenced. 2. Text is <u>not</u> based on the correct function or purpose. 3. Tenses and punctuation (including capital letters and full stops) in the text are <u>partly</u> correct. 4. <u>Poor</u> use of vocabulary. 5. Limited language errors throughout.
1	<ol style="list-style-type: none"> 1. The text is <u>not</u> well organised, the ideas are related and are well sequenced. 2. Text is <u>not</u> based on the correct function or purpose. 3. Tenses and punctuation (including capital letters and full stops) in the text are incorrect. 4. <u>Poor</u> use of vocabulary. 5. Lots of language errors throughout.

Note: The English Teacher Guides contains assessment rubrics for specific assessment tasks.

Recording Students Achievement

- Evidence of students learning should come from a range of sources and be gathered and recorded over time using a variety of assessment methods.
- Evidence should reflect students' achievement of the content standards being assessed.

Purpose of Recording

The purpose of recording is to:

- Check every student's progress
- Plan and program future learning
- Report learning progress to parents and guardians
- Inform students of their progress.

Monitoring And Recording The Content Standards

Sample strategy to assess the standards against each grade performance

Specific standards to be achieved at specific grades	Grade					
	3	4	5	6	7	8
Ensure capitalisation correctly.						
Pronounce and spell words correctly.						
Choose words and phrases for effect.						
Produce complete sentences, recognising and correcting inappropriate fragments and run-ons.						
Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).						
Choose words and phrases to convey ideas precisely.						
Choose punctuation for effect.						
Recognize and correct inappropriate shifts in verb tense.						
Recognize and correct inappropriate shifts in pronoun number and person.						
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).						
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.						
Use punctuation (commas, parentheses, dashes) to set off non-restrictive/parenthetical elements.						
Vary sentence patterns for meaning, reader/listener interest, and style.						
Maintain consistency in style and tone.						
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.						
Choose language that expresses ideas precisely and concisely, recognising and eliminating wordiness and redundancy.						
Recognise and correct inappropriate shifts in verb voice and mood.						

Reporting

- Reporting students achievement is very important for both the students and parents.
- It informs appropriate parties about the students' progress in their learning and how to improve their work.
- Schools can present reports in a format that best suits their communities.
- Use report cards to report what is learned, assessed and recorded in the schools.

Evaluation

- All stakeholders have a role to play in using assessment information to make judgments about student's achievements.
- Analysis of assessment data must be used to inform decisions about:
 - ~ the effectiveness of teaching, learning and assessment programs
 - ~ the suitability of available resources
 - ~ the degree of community participation in schools
 - ~ the 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 Papua New Guinea.
- Assessment information used for evaluation purposes should be used in ethical and constructive ways.

Glossary and Acronyms

Assessment tasks	On-going test of knowledge, skills and attitudes/values gained throughout the particular unit or topic.
Assessment for learning	A common form of assessment. It is an ongoing process that arises out of the interaction between teaching and learning. Also referred to as formative assessment.
Assessment as/in learning	Is a design to inform students what they will do well and what they need to improve on daily/weekly bases as an integral part of everyday teaching and learning such as exercise, activities or experiments students do or practice in each lesson.
Assessment of learning	Provides a summary of students learning over a set period of time and is generally carried out at the end of a course or project. Sometimes it is referred to as summative assessment and are evaluative.
Assessment	The activities and methods used by teachers to evaluate and measure students' progress in order to improve their learning.
Assessment strategies	Different styles and ways of assessing students work
Benchmark	A benchmark is a required standard or yardstick in which something is measured against. In the national curriculum, it is set to evaluate and validate the standard of curriculum as well as the effectiveness of teaching and learning at the end of each level of schooling. In Papua New Guinea, Benchmarking is referred to as assessment of content standards at the end of each level of schooling such as Elementary 2, Grade 5 and Grade 8.
Content standards	A broad statement of what students need to know, understand, and be able to do as intended by the syllabus. They define the breadth and depth of knowledge, skills and processes and attitudes and values that are to be taught in the strand, unit or topic.
Educational standards	Written descriptions of what students are expected to know and be able to do at a specific stage in their education. They describe what students must know and be able to do at the end of a grade or course. They do not dictate any particular pedagogy.
National education standards	Refers to the overarching goals or competencies for the whole curriculum on Papua New Guinea, set by the National Department of Education.
National curriculum standards	Refers to the overall curriculum attainment targets and competencies. They are set to assess the standards students are expected to attain at the end of schooling. They identify what students will know and be able to do by the end of Grade 12. NOTS are the foundation for the Content Standards at every grade level.

Performance standards	A descriptive statement of the knowledge and skills that students may display as they work towards the achievement of the content standard. The performance standards are examples only. Performance standards make content standards operational.
Phonemics	The study of sound in language. A phoneme is a distinct unit of sound in a language that makes one word different from another, e.g: the sounds made by the letters d and t in the words bad and bat. Phonemics is the study of phonemes.
Phonemic awareness	The ability to hear and say the sounds in words.
Phonics	A way of teaching reading and spelling that stresses symbol-sound Relationships. The ability to associate letters and letter combinations with sounds and blend them into syllables and words.
Phonology	A term covering both phonemics and phonetics, it is the study of the sounds of language, their use and production.
Phonetics	A systematic study of the sounds of language and their production.
Rubric	Refer to the descriptions of activities or things that children can do in the process of learning. It's a scoring guide that provides evidence of learning and the achievement of Content Standards.
Standards	A level of quality or achievement, especially a level that is thought to be acceptable. It is something used to measure or estimate the quality or degree of something, for example, how good a piece of work is.
Standards Based Education	Evolved from the Outcomes Based Education. Standards Based Education is a philosophical concept that is centred on the process of planning, developing, delivering, monitoring, and improving education Programs.
Standards Based Curriculum	Is a cumulative body of knowledge and set of competencies that forms the basis for quality education.
Standards based education assessment	Is a learning system and is a systematic and ongoing process of collecting and interpreting information about students achievements.
NDoE	National Department of Education.
EGMA	Early Grade Mathematics Assessment.
EGRA	Early Grade Reading Assessment.
CSMT	Curriculum Standard Monitoring Tool.
CVC	consonant/vowel/consonant.

Alphabet Letter Sounds

Sounds in the English language

Short-Vowel sounds	Consonant sounds	Digraphs
Short /a/ in apple Short /e/ in elephant Short /i/ in igloo Short /o/ in octopus Short /u/ in umbrella	/b/ in bat /c/ in cat and kite /d/ in dog /f/ in fan /g/ in goat /h/ in hat /j/ in jam /l/ in lip /m/ in map /n/ in nest /p/ in pig /q/ in queen /r/ in rat /s/ in sun /t/ in top /v/ in van /w/ in wig /y/ in yell /z/ in zip	/ch/ in chin /sh/ in ship Unvoiced /th/ in thin Voiced /th/ in this /wh/ in whip /ng/ in sing /nk/ in sink *(wh is pronounced /w/ in some cases)
Long-vowel sounds	Controlled vowel sounds	Other diphthongs
Long /ay / in cake Long /ee/ in feet Long /ie/ in pie Long /oa/ in boat Long /ue/ (yoo) in mule Long /ooh/ in flew	/er/ in fern, bird, hurt /ar/ in park /or/ in port, jaw /air/ in hair, there, square /ear/ in fear, pier	/oy/ in oil, boy /ou/ in owl, house, ouch /oo/ in cook, put

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