

# MINISTRY OF EDUCATION



REPUBLIC OF GHANA

## **ENGLISH LANGUAGE CURRICULUM FOR PRIMARY SCHOOLS (BASIC 4 - 6)**

SEPTEMBER 2019



# English Language Curriculum for Primary Schools

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Ministry of Education  
Ghana

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## FOREWORD

The new curriculum for Ghana's primary schools is standards-based, which is our demonstration of placing learning at the heart of every classroom and ensuring that every learner receives quality education. Provision of accessible quality education for all is non-negotiable if we are to meet the human capital needs of our country, required for accelerated sustainable national development. It is for this reason that the new curriculum sets out clearly the learning areas that need to be taught, how they should be taught and how they should be assessed. It provides a set of core competencies and standards that learners are to know, understand and demonstrate as they progress through the curriculum from one content standard to the other and from one phase to the next. The curriculum and its related teachers' manual promote the use of inclusive and gender responsive pedagogy within the context of learning-centred teaching methods so that every learner can participate in every learning process and enjoy learning. The curriculum encourages the use of Information and Communication Technologies (ICTs) for teaching and learning – ICTs as teaching and learning materials.

The new curriculum has at its heart the acquisition of skills in the 4Rs of Reading, wRiting, aRithmetic and cReativity by all learners. It is expected that at any point of exit from a formal education, all learners should be equipped with these foundational skills for life, which are also prerequisites for Ghana becoming a learning nation. The graduates from the school system should become functional citizens in the 4Rs and lifelong learners. They should be digital literates, critical thinkers and problem solvers. The education they receive through the study of the learning areas in the curriculum should enable them to collaborate and communicate well with others and be innovative. The graduates from Ghana's schools should be leaders with a high sense of national and global identity. The curriculum therefore provides a good opportunity in its design to develop individuals with the right skills and attitudes to lead the transformation of Ghana into an industrialised learning nation.

For this reason, the Ministry of Education expects that learners, as a result of the new knowledge, skills and values they have acquired through the new curriculum, will show a new sense of identity as creative, honest and responsible citizens. These are our core values that underpin the identification and selection of the learning areas for this curriculum. These core values serve as fundamental building blocks for developing into our learners the spirit of teamwork, respect, resilience and the commitment to achieving excellence. The Ministry endorses a quality learning experience as an entitlement for each of Ghana's school-going girl and boy; the curriculum has rightly focused on learning and learning progression. The Ministry has also endorsed accountability as a critical domain for effective workings of standards-based curriculum.

More importantly the role of the teacher is to make this curriculum work for the intended purpose - to inculcate in learners the core competencies and values and to make learning happen; improve learning outcomes – and the support that teachers need is duly recognised and endorsed by my Ministry. The Ministry will support the implementation of the curriculum to include capacity development of all teachers in the new curriculum. Teachers matter in the development and delivery of the standards-based curriculum and we will continue to support our teachers on this journey that we have started together to put learning at the centre of what we do best; teach!

I thank all those who have contributed their time and expertise to the development of this curriculum for primary schools in Ghana.

Dr. Matthew Opoku Prempeh (MP)  
The Honourable Minister of Education

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## **RATIONALE FOR PRIMARY ENGLISH LANGUAGE**

Language is both a medium of communication and a library in which the elements of culture are stored. It remains the most reliable means through which the elements one's culture and that of other people are transmitted from generation to generation. First, the study of English as a second Language will equip learners with effective communication skills that will provide them with an appreciation of the values embodied in the language and culture of others. In the light of present day global development and technological advancement, the learning of a second language and the acquisition of literacy must promote the respect for the language and culture of others.

Secondly, the special status of English as a language across curriculum and as the official language of Ghana and the role it plays in national life including being the language of government business and administration, commerce as well as the media, makes it important that Ghanaian children learn English as a second language.

Also, to enable our learners become members of the international community, they must be exposed to English, the most widely used global language. This means that success in education at all levels depends, to a very large extent, on the individual's proficiency in the English language. However, children must first be given a strong foundation in their first language to make the learning of English easier for them as confirmed by research. It is for these and other reasons that English Language is a major subject of study in Ghanaian schools.

## **PHILOSOPHY**

Borrowing from a variety of philosophical ideas like the interactionists and contextualists, this language and literacy learning curriculum is informed by two major ideas, namely the Developmental theory and the Social Constructivism.

Children go through developmental stages as they learn language and research is clear that children develop language at their own pace as they interact with the social environment around them. Therefore, when children are provided with a good social environment, they develop language faster than children who are in non-interactive and poor language environment.

In teaching language and literacy, the syllabus adopts the socio-constructivist dimensions to learning. At school, literacy learning goes through the same developmental processes. Children have in-built potentials to develop and acquire new language while approximating grammatical structures as they learn to speak. They invent names for the objects in their world, from the beginning but gradually, as they interact, they learn the appropriate language of the community.

The social constructivist theory holds the notion that reading and writing are an active process of constructing meaning from print; hence, the use of their favourite phrase "meaning making" to describe how active the reader is in learning language and literacy and comprehending what s/he reads or hears. The teacher guides learners to decode text and supports them to engage and make sense of the texts they read. This is to ensure that good readers do not just take in a store of given information but make their own interpretation of experiences to elaborate and test those interpretations.

Thus, participatory and thematic approaches should be emphasised to help children connect literacy learning in the classroom to solving real world problems in their environment and world around them. The teacher should promote interaction and make learners active in their own

learning. Learners' differences in the language classroom should not be taken as a deficit, but provide the teacher with the background to support children. Current definitions emphasise that literacy is not just reading and writing but also listening, speaking and thinking. It involves the knowledge and skills to engage in social and academic processes needed for effective functioning in the school and community.

## **GENERAL AIMS**

The general aim of the language and literacy curriculum is to enable learners develop an appreciation and understanding of the English language and to use it effectively, making meaning with it in ways that are purposeful, imaginative, creative and critical.

## **SPECIFIC AIMS**

The overriding aim for the Language and Literacy curriculum (in both Ghanaian Language and English language) in basic schools is to promote high standards of language and literacy by equipping pupils with a good command of the spoken and written word to enable them to:

acquire the basic skills that will help them decode any text.

read age-level texts easily, fluently and with comprehension.

cultivate the habit of reading widely for pleasure and information.

acquire a wide stock of vocabulary and understanding grammatical structures as well as linguistic conventions for easy reading, good writing and speaking.

write clearly, accurately and coherently, adapting their first language style in a range of contexts for varied purposes and audience.

read with pleasure literary materials and appreciate a great stock of literary repertoire.

acquire the skill of self-expression and be able to communicate their ideas to different audiences to achieve the intended purpose.

develop and cultivate the skill and ability to read the lines, in-between the lines and beyond the lines; and to find out hidden meaning and ideas.

## **TEACHING AND LEARNING EXPECTATIONS**

Teachers are expected to:

1. guide and facilitate learning by generating discourse among learners and challenging them to accept and share responsibility for their own learning, based on their unique individual differences;
2. select English Language content, adapt and plan lessons to meet the interests, knowledge, understanding, abilities and experiences of learners;

3. work together as colleagues within and across disciplines and grade levels to develop communities of English Language learners who exhibit good communication skills and positive attitudes towards the learning of English Language.
4. use multiple methods to systematically gather data about learners' understanding and ability in order to guide the teaching and learning of English Language, and also to provide feedback to both learners and parents;
5. design and manage learning environments that provide learners with the time, space and resources needed for learning English Language.

## **CORE COMPETENCIES**

In using this curriculum, we hope that certain core competencies will be developed in learners to help them develop our country, Ghana. These competencies include:

### **1. Critical Thinking and Problem-Solving (CP)**

This skill enables learners to develop their cognitive and reasoning abilities to analyse issues and situations leading to the resolution of problems. Critical thinking and problem-solving skills enable learners to draw on and demonstrate what they have learned from their own experiences to analyse situations and choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

### **2. Creativity and Innovation (CI)**

This competence promotes in learners entrepreneurial skills through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand. It requires ingenuity of ideas, arts, technology and enterprise. Learners having this competency can think independently and creatively as well.

### **3. Communication and Collaboration (CC)**

This competence promotes in learners the skills to make use of languages, symbols and texts to exchange information about themselves and their life experiences. Learners actively participate in sharing their ideas, engage in dialogue with others by listening to and learning from others in ways that respect and value the multiple perspectives of all persons involved.

### **4. Cultural Identity and Global Citizenship (CG)**

This involves developing learners to put country and service foremost through an understanding of what it means to be active citizens. This is done by inculcating in them a strong sense of social and economic awareness. Learners make use of the knowledge, skills, competencies and attitudes acquired to contribute effectively towards the socio-economic development of the country and on the global stage. Learners build skills to critically identify and analyse cultural and global trends that enable them to contribute to the global community.

## **5. Personal Development and Leadership (PL)**

PL involves improving self-awareness, self-knowledge, skills, health, building and renewing self-esteem; identifying and developing talents, fulfilling dreams and aspirations and developing other people or meeting other people's needs. It involves recognising the importance of values such as honesty and empathy; seeking the well-being of others; distinguishing between right and wrong; fostering perseverance, resilience and self-confidence; exploring leadership, self-regulation and responsibility, and developing a love for lifelong learning.

## **6. Digital literacy (DL)**

DL involves developing learners to discover, acquire and communicate through ICT to support their learning and make use of digital media responsibly.

### **LEARNING DOMAINS (EXPECTED LEARNING BEHAVIOURS)**

A central aspect of this curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. These are:

- Knowledge, Understanding and Application
- Language Skills
- Attitudes and Values

#### **Knowledge, Understanding and Application**

Under this domain, learners acquire knowledge through some learning experiences. They may also show understanding of concepts by comparing, summarising, re-writing, etc. in their own words and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new contexts. At a higher level of learning behaviour, the learner may be required to analyse an issue or a problem. At a much more higher level, the learner may be required to synthesize knowledge by integrating a number of ideas to formulate a plan, solve a problem, compose a story, or a piece of music. Further, the learners may be required to evaluate, estimate and interpret a concept. At the last level, which is the highest, learners may be required to create, invent, compose, design and construct. These learning behaviours namely, “knowing”, “understanding”, “applying”, “analysing”, “synthesising”, “evaluating” and “creating” fall under the domain “Knowledge, Understanding and Application”.

In this curriculum, learning indicators are stated with action verbs to show what the learner should know and be able to do. For example, the learner will be able to describe something. Being able to “describe” something after teaching and learning has been completed means that the

learner has acquired “knowledge”. Being able to explain, summarise and give examples etc. means that the learner has understood the concept taught.

Similarly, being able to develop, defend, etc. means that the learner can “apply” the knowledge acquired in some new context. You will note that each of the indicators in the curriculum contains an “action verb” that describes the behaviour the learner will be able to demonstrate after teaching and learning has taken place. “Knowledge, Understanding and Application” is a domain that should be the prime focus of teaching and learning in schools. Teaching, in most cases, tends to stress knowledge acquisition to the detriment of other higher-level behaviours such as applying knowledge.

Each action verb in any indicator outlines the underlying expected outcome. Each indicator must be read carefully to know the learning domain towards which the teacher has to teach. The focus is to move teaching and learning from the didactic acquisition of “knowledge” where there is fact memorisation, heavy reliance on formulae, remembering facts without critiquing them or relating them to real world – **surface learning** – to a new position called – **deep learning**. Learners are expected to deepen their learning by knowledge application to develop critical thinking skills and to generate creative ideas to solve real life problems in their school lives and later, in their adult lives. This is the position where learning becomes beneficial to the learner.

The explanation and the key words involved in the “Knowledge, Understanding and Application” domain are as follows:

- Knowing:** This is the ability to remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is the ability to remember or recall concepts already learnt and this constitutes the lowest level of learning.
- Understanding:** This is the ability to explain, summarise, translate, rewrite, paraphrase, give examples, generalise, estimate or predict consequences based on a trend. Understanding is generally the ability to grasp the meaning of some concepts that may be verbal, pictorial, or symbolic.
- Applying:** This dimension is also referred to as “Use of Knowledge”. It is the ability to use knowledge or apply knowledge, apply rules, methods, principles, theories, etc. to situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, discover, etc.
- Analysing:** This is the ability to break down concepts/information into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points, etc., ability to recognise unstated assumptions and logical fallacies; ability to recognise inferences from facts, etc.
- Synthesising:** This is the ability to put parts or ideas together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, organise, create and generate new ideas and solutions.

**Evaluating:** This is the ability to appraise, compare features of different things and make comments or judgment, contrast, criticise, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some concepts based on some criteria.

**Creating:** This is the ability to use information or materials to plan, compose, produce, manufacture or construct products. From the foregoing, creating is the highest form of thinking and learning and is, therefore, a very important behaviour. This, unfortunately, is the area where most learners perform poorly. In order to get learners to develop critical thinking skills, beginning right from the lower primary level, it is advised that teachers do their best to help their learners develop analytic skills as has been said already.

## Language Skills

There are four main language skills to develop in learners at the primary level. These are:

- Listening
- Reading
- Speaking
- Writing

Explanation of the meaning of the four skills is as follows:

- Listening

This is the ability to accurately receive and interpret messages in the communication process. For example, the ability to listen to, understand and follow directions, instructions, etc. given in a language.

- Reading

This is the ability to read and understand what is conveyed in a piece of writing. The reader must be able to read coherently and must be able to answer questions arising from the passage read. He/she should also be able to summarise passages read in his/her own words to show understanding of the passages.

- Speaking

This is the ability to speak a language clearly and in a way that will be understood by listeners. This is an oral communication skill that learners should be encouraged to practise to perfection.

- Writing:

This is the ability to express one's self clearly and comprehensively in writing. Writing may be in the form of simple sentences, short essays, compositions, summaries, letters, etc.

Learning the English Language implies the acquisition of two major abilities or behaviours. These are "Knowledge and Understanding" and the "Use of Knowledge". "Knowledge and Understanding" refers to the ability to identify and recall, for example, the principles of grammar acquired through instruction and further acquired through Listening and Reading. "Use of Knowledge" implies the ability to use the language in writing and in speaking. Beside the two dimensions are the four skills, Listening, Reading, Speaking and Writing. Listening and Reading are referred to as "Receptive Skills." They are the skills through which a learner receives communication. Speaking and Writing are referred to as "Productive Skills" since these are the skills which require the learner to produce knowledge acquired through speaking the language and through writing letters, compositions, etc.

## **ATTITUDES AND VALUES**

To be effective, competent and reflective citizens who will be willing and capable of solving personal and societal problems, learners should be exposed to situations that challenge them to raise questions and attempt to solve problems. Learners, therefore, need to acquire positive attitudes, values and psychosocial skills that will enable them to participate in debates and take a stand on issues affecting them and others.

### **Attitudes**

- i. Curiosity:**  
It is an inclination or a feeling towards seeking information about how things work in a variety of fields.
- ii. Perseverance:**  
This is the ability to pursue a problem until a satisfying solution is found.
- iii. Flexibility in ideas:**  
It is the willingness to change an opinion in the face of more plausible evidence.
- iv. Respect for Evidence:**  
It is the willingness to collect and use data in one's investigation and also have respect for data collected by others.
- v. Reflection:**  
This is the habit of critically reviewing ways in which an investigation has been carried out to see possible faults and other ways by which the investigation could be improved upon.

## Values

At the heart of the curriculum is the belief in nurturing honest, creative and responsible citizens. As such, every part of this curriculum, including the related pedagogy should be consistent with the following set of values:

**Respect:** This includes respect for the nation of Ghana, its institutions and laws and the culture and respect among its citizens and friends of Ghana.

**Diversity:** Ghana is a multicultural society in which every citizen enjoys fundamental rights and responsibilities. Learners must be taught to respect the views of all persons and to see national diversity as a powerful force for nation development. The curriculum promotes social cohesion.

**Equity:** The socio-economic development across the country is uneven. Consequently, it is necessary to ensure an equitable distribution of resources based on the unique needs of learners and schools. Ghana's learners are from diverse backgrounds, which require the provision of equal opportunities for all, and that all should strive to care for one another other, both personally and professionally.

**Commitment to achieving excellence:** Ghana's learners must be taught to appreciate the opportunities provided through the curriculum and persist in doing their best in whatever field of endeavour as global citizens. The curriculum encourages innovativeness through creative and critical thinking and the use of contemporary technology. Ghana, thus, will instil the value of excellent service above the self.

**Teamwork/Collaboration:** Ghana's schools are to be dedicated to a constructive and team-oriented working and learning environment. This also means that learners should live peacefully with all persons with an attitude of tolerance and collaboration.

**Truth and Integrity:** The curriculum aims to develop Ghana's learners into individuals who will consistently tell the truth, irrespective of the consequences, be morally upright with the attitude of doing the right thing, even when no one is watching, be true to themselves and lawful beliefs, and be willing to live the values of honesty and compassion. Equally important, the ethos of the workplace, including integrity and grit, must underpin the learning processes to allow students to see and apply academic skills and competencies in the world of work.

## **ASSESSMENT**

Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning.

In this curriculum, it is suggested that assessment is used to promote learning. Its purpose is to identify the strengths and weaknesses of learners to enable teachers ascertain their learners' response to instruction.

Assessment is both formative and summative. Formative assessment is viewed in terms of Assessment *as* learning and Assessment *for* learning.

*Assessment as learning:* Assessment as learning relates to engaging learners to reflect on the expectations of their learning. Information that learners provide the teacher forms the basis for refining teaching-learning strategies. Learners are assisted to play their roles and to take responsibility for their own learning to improve performance. Learners set their own goals and monitor their progress.

*Assessment for learning:* It is an approach used to monitor learners' progress and achievement. This occurs throughout the learning process. The teacher employs assessment for learning to seek and interpret evidence, which serves as timely feedback to refine their teaching strategies and improve learners' performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn.

*Assessment of learning:* This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period. The emphasis is to evaluate the learner's cumulative progress and achievement.

It must be emphasised that all forms of assessment should be based on the domains of learning. In developing assessment procedures, one should try to select indicators in such a way that he/she will be able to assess a representative sample from a given strand. Each indicator in the curriculum is considered a criterion to be achieved by the learners. When one develops assessment items or questions that are based on a representative sample of the indicators taught, the assessment is referred to as a "Criterion-Referenced Assessment". In many cases, a teacher cannot assess all the indicators taught in a term or year. The assessment procedure one uses i.e. class assessments, homework, projects, etc. must be developed in such a way that the various procedures complement one another to provide a representative sample of indicators taught over a period.

## **SUGGESTED TIME ALLOCATION**

A total of ten periods a week, each period consisting of thirty minutes, is allocated to the teaching of English Language at the Primary level. It is recommended that two periods of English Language be taught per day.

## **PEDAGOGICAL APPROACHES**

These are the approaches, methods and strategies for ensuring that every learner benefits from appropriate and relevant teaching and learning episodes which are timely assessed and feedback provided to the learner and other stakeholders, such as parents and education authorities. These approaches include the type and use of appropriate and relevant teaching and learning resources to ensure that all learners make the expected level of learning outcomes. The curriculum emphasises:

- a. the creation of learning-centred classrooms through the use of creative approaches to teaching and learning as strategies to ensuring learner-empowerment and independent learning,
- b. the positioning of inclusion and equity at the centre of quality teaching and learning,
- c. the use of differentiation and scaffolding as teaching and learning strategies for ensuring that no learner is left behind,
- d. the use of Information Communications Technology (ICT) as a pedagogical tool,
- e. the identification of subject specific instructional expectations needed for making learning in the subject relevant to learners and
- f. the integration of assessment into the teaching and learning process and as an accountability strategy.

### **Learning-Centred Pedagogy**

The learner is at the centre of learning. At the heart of the national curriculum is the learning progression and improvement of learning outcomes for Ghana’s young people, with a focus on the 4Rs – Reading, wRiting, aRithmetic and cReativity. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase, a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her group. At the primary school level, the progression phases are B1 – B6.

The curriculum encourages the creation of a learning-centred classroom, with the opportunity for learners to engage in meaningful “hands-on” activities that bring home to the learner what they are learning in school and what they know from outside of school. The learning-centred classroom is a place for the learners to discuss ideas and through the inspiration of the teacher, to also actively engage in looking for answers, working in groups to solve problems, researching for, analysing and evaluating information. The aim of the learning-centred classroom approach is to develop learner-autonomy so that learners can take ownership of their learning. It provides the opportunity for deep learning to take place.

The teacher should create a learning atmosphere that ensures that:

- learners feel safe and accepted.
- learners are given frequent opportunities to interact with varied sources of information, teaching and learning materials and ideas in a variety of ways.
- teacher assumes the position of a facilitator or coach who:
  - helps learners to identify a problem suitable for investigation via project work,
  - connects the problem with the context of the learners' world so that it presents authentic opportunities for learning,
  - organises the subject matter around the problem, not the discipline,
  - gives learners responsibility for defining their learning experience and planning to solve the problem,
  - encourages learners to collaborate in learning and
  - expects all learners to demonstrate the results of their learning through a product or performance.

It is more productive for learners to find answers to their own questions rather than teachers providing the answers and their opinions in a learning-centred classroom.

## **Inclusion**

Inclusion is ensuring access and learning for all learners, especially, those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that the learners' right to equal access to quality education is being met. The curriculum suggests a variety of approaches that addresses learners' diversity and special needs in the learning process, which when effectively used in lessons, will contribute to the full development of the learning potential of every learner. Learners have individual needs and different learning styles, learning experiences and different levels of motivation for learning. Planning, delivery and reflections on daily learning episodes should consider these differences. The curriculum, therefore, promotes:

- learning that is linked to the learners' background and to their prior experiences, interests, potential and capacities,
- learning that is meaningful because it aligns with learners' ability (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life) and
- the active involvement of the learners in the selection and organisation of learning experiences, making them aware of their importance and also enabling them to assess their own learning outcomes.

## **Differentiation and Scaffolding**

**Differentiation** is a process by which differences between learners are accommodated so that all learners in a group have best chances of learning. It could be by task, support and outcome. Differentiation, as a way of ensuring each learner benefits adequately from the delivery of the curriculum, can be achieved in the classroom through:

- task,
- pastoral support and
- Outcome.

**Differentiation by task** involves teachers setting different tasks for learners of different abilities, e.g. in sketching the plan and shape of their classroom, some learners could be made to sketch with free hand, while others would be made to trace the outline of the plan.

**Differentiation by support** involves the teacher referring weak students to the Guidance and Counselling Unit for academic support.

**Differentiation by outcome** involves the teacher allowing students to respond at different levels. Weaker students are allowed more time for complicated tasks.

**Scaffolding** in education refers to the use of a variety of instructional techniques aimed at moving students progressively towards stronger understanding and ultimately, greater independence in the learning process.

It also involves breaking up the learning episodes, experiences or concepts into smaller parts and then providing learners with the support they need to learn each part. The process may require a teacher assigning an excerpt of a longer text to learners to read, engage them to discuss the excerpt to improve comprehension of its rationale, and then guide them through the key words/vocabulary to ensure learners have developed a thorough understanding of the text before engaging them to read the full text. Common scaffolding strategies available to the teacher are:

- give learners a simplified version of a lesson, assignment or reading and then gradually increase the complexity, difficulty or sophistication over time,
- describe or illustrate a concept, problem or process in multiple ways to ensure understanding,
- give learners an exemplar or model of an assignment they will be asked to complete,
- give learners a vocabulary lesson before they read a difficult text,
- clearly describe the purpose of a learning activity, the directions learners need to follow and the learning goals they are expected to achieve and
- explicitly describe how the new lesson builds on the knowledge and skills learners were taught in a previous lesson.

## **INFORMATION COMMUNICATIONS TECHNOLOGY**

ICT has been integrated into this curriculum as a teaching and learning tool to enhance deep and independent learning. Some of the expected outcomes that this curriculum aims to achieve through ICT use for teaching and learning are:

- improved teaching and learning processes,
- improved consistency and quality of teaching and learning,
- increased opportunities for more learner-centred pedagogical approaches
- improved inclusive education practices by addressing inequalities in gender, language, ability,
- improved collaboration, creativity, higher order thinking skills and
- enhanced flexibility and differentiated approach of delivery.

The use of ICT as a teaching and learning tool is to provide learners access to large quantities of information online. It also provides the framework for analysing data to investigate patterns and relationships in a geographical context. Once learners have made their findings, ICT can then help them organise, edit and present information in many different ways.

Learners need to be exposed to the various ICT tools around them, including calculators, radios, cameras, phones, television sets and computer-related software like Microsoft Office packages – Word, PowerPoint and Excel, as teaching and learning tools. The exposure that learners are

given at the primary school level to use ICT in exploring learning will build their confidence and will also increase their level of motivation to apply ICT use in later years, both within and outside of education. Thus, the ICT use for teaching and learning is expected to enhance the quality and learners' level of competence in the 4Rs.

## **ORGANISATION OF THE CURRICULUM**

The English Language Curriculum is organised into strands, sub-strands, content standards, indicators and exemplars.

**Strands** are the broad areas/sections of the English content to be studied.

**Sub-strands** are the topics within each strand under which the content is organised.

**Content standard** refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.

**Indicators** are clear outcomes or milestones that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.

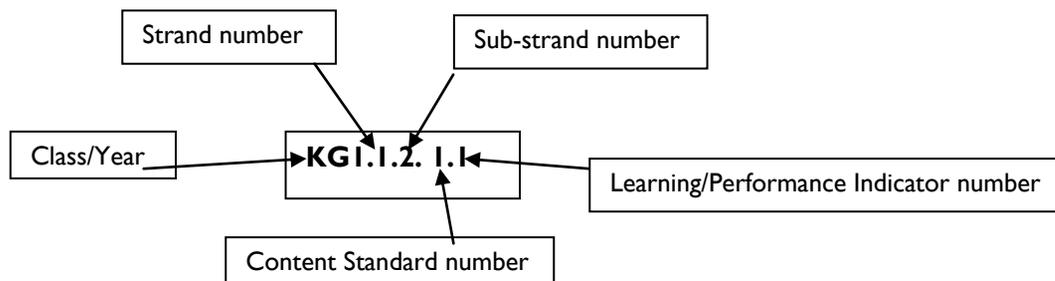
**Exemplars** serve as support and guidance, which clearly explain the expected outcomes of indicators and suggest what teaching and learning activities could support the facilitators/teachers in the delivery of the curriculum.

Curriculum Reference numbers

A unique annotation used for numbering the strands, sub-strands, content standards and indicators in the curriculum for the purpose of easy referencing is shown below:

### Curriculum Reference numbers

A unique annotation used for numbering the strands, sub-strands, content standards and indicators in the curriculum for the purpose of easy referencing is shown below:



Year/Class	Strand	Sub-strand	Content Standards	Learning Indicator
<b>Strand 2: Reading</b>				
<b>Sub-strand 3: Word Families, Rhyming Endings and Common Digraphs</b>				
B1	B2	B3		
<b>B1.2.3.1: Identify rhyming/endings words and common digraphs</b>	<b>B2.2.3.1: Identify rhyming/endings words and common digraphs</b>	<b>B3.2.3.1: Identify rhyming/endings words and common digraphs</b>		
<b>B1.2.3.1.1</b> Use common rhyming/ending words for decoding of words. E.g. –at pat, mat, fat, etc	<b>B2.2.3.1.1</b> Use common rhyming/ending words for decoding of words (last syllable rhymes). E.g. –or/er doctor, teacher	<b>B3.2.3.1.1</b> Use common rhyming/ending words for decoding of unknown words.		

## **NOTE TO THE TEACHER**

### **Integration of Skills**

A key concept of this syllabus is the integrated approach to the teaching of language skills.

This is because Listening, Speaking, Reading and Writing complement one another in use, while Grammar simply sets the rules for speaking, reading and writing correctly. It is, therefore, advantageous, at this level, to adopt an integrated approach in the teaching of language skills.

This means, for example, that as you teach a writing/composition lesson, relevant grammatical issues must be raised and explained in relation to the writing task. Similarly, such a lesson must have significant aural and oral components.

Another issue worthy of note is the integration of laudable human values. This is not to shift the focus of language lessons to preaching these values. Small doses of these values are fused into literature and composition as well as reading and oral work.

### **Approach to Grammar**

It is important to point out that at the primary school, grammar is basically internalised. It must be seen as an integral part of listening and speaking and treated as such. The main task is to assist learners to learn to **use** the listed language/grammatical items correctly and fluently. These should be introduced in meaningful situations in the context of everyday activities, modelled adequately and practised orally by every learner. As much as is possible, the learners must not be bothered with grammatical terminologies, definitions and lengthy explanations of abstract grammatical concepts.

### **Oral Language (Listening and Speaking)**

The section on Oral Work, referred to as “Listening and Speaking” in this syllabus, has the following segments: songs, rhymes, storytelling, dramatisation, conversation, listening comprehension, asking and answering questions, giving and responding to commands/instructions/directions, making and responding to requests and presentations. The purpose of each of these segments is to encourage learners to listen carefully, recite, sing, carry out instructions and speak English with confidence. In B1 to B3, the Grammar has been integrated into the Listening and Speaking as well as Writing aspects of the lessons. The teacher must give the segments their due weight, balance and influence in the teaching process. Above all, the teacher must endeavour to get his/her learners to speak English, as much as possible, for them to be able to acquire effective skills in speaking the English Language.

## **Reading Material**

To help the teacher to achieve the indicators of the strand “Reading”, a list of topics for reading has been provided below. The topics have been carefully selected to help learners acquire vital information on health issues, as well as information on issues of current interests. The teacher is further encouraged to use his/her initiative in improvising and planning new materials. It is a requirement that each learner should read five books on different topics each term, that is, fifteen books per year.

## **Supplementary Material**

The teacher is further encouraged to constantly look for other supplementary material which will enhance the teaching/learning especially of the sections on “Listening and Speaking” and “Reading”. Material that focus on comprehensive sexuality education, moral, ethical and social values such as honesty, diligence, integrity are particularly recommended.

## **List of Topics for Reading**

The following list of topics has been selected to be used in developing materials for reading from Primary 1 to JHS 3. The teacher is encouraged to look for materials that may be relevant to these topics or select passages from other sources that will be of interest to learners at each class level. Materials for reading must also include the basic types of prose: narrative, descriptive, expository and argumentative, as well as bits of drama and verse.

The teacher should select relevant and interesting reading materials that will help improve learners’ understanding and use of English at all levels of primary school.

### **Primary 1-3**

1. Animals – domestic and wild animals
2. Malaria – how the mosquito spreads malaria
3. Malaria – how to prevent malaria
4. Healthy living – balanced meal
  - personal hygiene
  - immunization
  - body exercise

5. Sports and games
6. Safety in the home, school and community
7. Forest destruction – bush fires
8. Forest destruction – cutting trees for firewood
9. Social, moral & cultural values such as honesty diligence, patriotism, commitment respect for elders, care for public property
10. Energy: e.g. sources and uses of energy, ways of saving energy in the home, school, and community.
11. Computers
12. Climate change awareness

#### **Primary 4-5**

1. Drug abuse
2. Natural disasters – earthquakes
3. Natural disasters – floods
4. Road accidents
5. Water – sources, importance and uses
6. Leisure
7. Communication – letters, telephones e-mail, print and electronic media
8. Social moral & cultural values such as honesty diligence, patriotism, commitment respect for elders, care for public property
9. Comprehensive sexuality education
10. Energy: e.g. sources and uses of energy, ways of saving energy in the home, school, and community, reasons for saving energy.

11. Computers
12. Climate change awareness

**Primary 6**

1. Comprehensive sexuality education
2. Teenage pregnancy
3. HIV/AIDS
4. Energy – conservation and importance
5. Inventions
6. Computers
7. Forest depletion
8. Social moral & cultural values such as honesty diligence, patriotism, commitment respect for elders, care for public property.
9. Entrepreneurship
10. Climate change awareness

**Scope and Sequence**

<b>STRANDS</b>	<b>SUB STRANDS</b>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>B4</b>	<b>B5</b>	<b>B6</b>
<b>1. ORAL LANGUAGE: LISTENING AND SPEAKING</b>	SONGS	√	√	√	√	√	√
	RHYMES						
	POEMS						
	STORY TELLING	√	√	√	√	√	√
	DRAMATIZATION & ROLE PLAY	√	√	√	√	√	√
	CONVERSATION TALKING ABOUT ONESELF, FAMILY, PEOPLE, PLACES, CUSTOMS, EVENTS, CULTURAL VALUES, MANNERS, AND OTHER THEMES	√	√	√	√	√	√
	LISTENING COMPREHENSION	√	√	√	√	√	√
	ASKING AND ANSWERING QUESTIONS	√	√	√	√	√	√
	GIVING AND FOLLOWING COMMANDS/ INSTRUCTIONS/DIRECTIONS AND MAKING AND RESPONDING TO REQUESTS	√	√	√	√	√	√
	PRESENTATION	√	√	√	√	√	√
<b>2. READING</b>	PRE-READING ACTIVITIES: PRINT CONCEPT PHONOLOGICAL/PHONEMIC AWARENESS						
	PHONICS LETTER-SOUND KNOWLEDGE: VOWEL SOUNDS and CONSONANT SOUNDS	√	√	√	√	√	√
	WORD FAMILIES, RHYMING ENDINGS AND COMMON DIGRAPHS	√	√	√	√	√	√
	DIPHTHONGS						
	BLENDS AND CONSONANT CLUSTERS						
	VOCABULARY	√	√	√	√	√	√

	SIGHT VOCABULARY						
	CONTENT VOCABULARY						
	COMPREHENSION	√	√	√	√	√	√
	SILENT READING				√	√	√
	FLUENCY	√	√	√	√	√	√
	SUMMARISING					√	√
<b>3. GRAMMAR USAGE AT WORD AND PHRASE LEVELS</b>	NOUNS				√	√	√
	DETERMINERS				√	√	√
	PRONOUNS				√	√	√
	ADJECTIVES				√	√	√
	VERBS				√	√	√
	ADVERBS				√	√	√
	IDIOMATIC EXPRESSIONS				√	√	√
	CONJUNCTIONS				√	√	√
	MODALS				√	√	√
	PREPOSITIONS				√	√	√
	ADJECTIVE PHRASE				√	√	√
	ADVERB PHRASE				√	√	√
	DIRECT AND REPORTED SPEECH				√	√	√
<b>4. WRITING</b>	PRE-WRITING ACTIVITIES	√					
	PENMANSHIP/HANDWRITING	√	√	√	√	√	
	WRITING/COPYING LETTERS-SMALL AND CAPITAL LETTERS	√					
	LABELING ITEMS	√					
	WRITING SIMPLE WORDS AND SENTENCES	√	√	√			

	PARAGRAPH DEVELOPMENT				√	√	√
	CONTROLLED WRITING	√	√				
	GUIDED COMPOSITION		√	√			
	WRITING AS A PROCESS			√	√	√	√
	NARRATIVE WRITING		√	√	√	√	√
	CREATIVE/FREE WRITING				√	√	√
	DESCRIPTIVE WRITING	√	√	√	√	√	√
	PERSUASIVE/ARGUMENTATIVE WRITING			√	√	√	√
	INFORMATIVE/ACADEMIC WRITING			√	√	√	√
	LETTER WRITING				√	√	√
<b>5. USING WRITING CONVENTIONS /GRAMMAR USAGE</b>	USING CAPITALIZATION	√	√	√	√	√	√
	USING PUNCTUATION		√	√	√	√	√
	USING NAMING WORDS	√	√	√	√	√	√
	USING ACTION WORDS/VERBS	√	√	√	√	√	√
	USING QUALIFYING WORDS: ADJECTIVES	√	√	√	√	√	√
	USING QUALIFYING WORDS: ADVERBS			√	√	√	√
	USING SIMPLE PREPOSITIONS	√	√	√	√	√	√
	USING CONJUNCTIONS				√	√	√
	USING SIMPLE, COMPOUND AND COMPLEX SENTENCES		√	√	√	√	√
	SPELLING	√	√	√	√	√	√
<b>6. EXTENSIVE READING</b>	BUILDING THE LOVE AND CULTURE OF READING	√	√	√	√	√	√

# **BASIC 4**

**BASIC 4**  
**STRAND I: ORAL LANGUAGE**  
**Sub-Strand I: Songs**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.1.1.1: Demonstrate understanding of variety of songs</b></p>	<p><b>B4.1.1.1.1. Listen attentively to songs and sing them with appropriate stress, rhythm and actions</b></p> <ul style="list-style-type: none"> <li>• Identify a variety of familiar songs from learners' background.</li> <li>• Lead learners to sing the songs with appropriate stress, rhythm and intonation.</li> </ul> <p><b>B4.1.1.1.2. Identify and discuss values in songs</b></p> <ul style="list-style-type: none"> <li>• Select suitable songs for listening, singing/recitation from learners' background.            e.g.           <ul style="list-style-type: none"> <li>- National Anthem</li> <li>- National Pledge</li> <li>- Ten Galloping Horses Came Through the Town</li> </ul> </li> <li>• After they have listened to the songs and also sang them, lead them to identify and discuss the values in the songs.</li> </ul>	<p>Listening and Speaking            Communication and Collaboration</p> <p>Cultural Identity and Global Citizenship</p> <p>Creativity and Innovation</p>

**Sub-Strand 3: Poems**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.1.3.1: Appreciate poems and other pieces of literary materials</b></p>	<p><b>B4.1.3.1.1. Recite poems with stress, rhythm and actions and interpret them in own words</b></p> <ul style="list-style-type: none"> <li>• Perform a short poem as learners listen and observe.</li> <li>• Teach the key words in the poem in context.</li> <li>• Have them read it in small groups, pairs and individually.</li> <li>• Emphasise correct stress and rhythm.</li> </ul> <p><b>B4.1. 3.1.2. Identify and discuss values in poems</b></p> <ul style="list-style-type: none"> <li>• Have learners recite the poem learnt.</li> <li>• Put them in groups to discuss the values in the poem.</li> <li>• Have groups share their views with the whole class.</li> <li>• Engage learners in recitation for mastery.</li> </ul> <p><b>B4.1. 3.1.3. Compose four-line poems</b></p> <ul style="list-style-type: none"> <li>• Explain the task.</li> <li>• Guide learners with examples to choose a suitable topic and contribute suitable lines to it.</li> <li>• Write learners ‘contributions to the topic on the board.</li> <li>• Re-arrange sentences in a logical order to form a simple poem.</li> <li>• In turns, learners read the poem for enjoyment.</li> </ul> <p><i><b>Note:</b> Learners should not be made to commit new poems to memory on the same day. (It should be spaced over a number of lessons).</i></p>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p>

**Sub-Strand 4: Story Telling**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>												
<p><b>B4.1.4.1: Respond to stories</b></p>	<p><b>B4.1.4.1.1. Retell stories sequentially, including key details</b></p> <ul style="list-style-type: none"> <li>• Tell/read a suitable story to the class e.g. “The Hawk and the Hen”.</li> <li>• Learners retell the story in detail.</li> <li>• Have learners identify the parts of the story as beginning part, middle part and ending part.</li> <li>• Through questioning, have learners discuss the various parts of the story i.e. <u>beginning</u>, <u>middle</u> and <u>ending</u>, as in the table below:</li> </ul> <p>Title.....</p> <table border="1" data-bbox="736 722 1563 986"> <thead> <tr> <th>What was the event?</th> <th>Where in the story did this event happen?</th> <th>What are the key details of this event?</th> </tr> </thead> <tbody> <tr> <td></td> <td>Beginning</td> <td></td> </tr> <tr> <td></td> <td>Middle</td> <td></td> </tr> <tr> <td></td> <td>Ending</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Put learners into groups to discuss the central message of the story.</li> <li>• Have learners retell the story sequentially.</li> </ul> <p><b>B4. 1.4.1.2. Tell own stories</b></p> <ul style="list-style-type: none"> <li>• Invite learners to tell their own stories to the class.</li> <li>• Have the class discuss the elements in the stories told.</li> </ul>	What was the event?	Where in the story did this event happen?	What are the key details of this event?		Beginning			Middle			Ending		<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Cultural Identity and Global Citizenship</p> <p>Personal Development and Leadership</p>
What was the event?	Where in the story did this event happen?	What are the key details of this event?												
	Beginning													
	Middle													
	Ending													



**Sub-Strand 6: Conversation - Talking about Oneself, Family, People, Customs,  
Social/Cultural Values and Manners**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.1.6.1: Use certain culturally acceptable language for communication</b></p>	<p><b>B4.1.6.1.1. Describe/talk about objects, events, dates and time</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the activity by describing a classroom object.</li> <li>• Learners give oral descriptions of classroom and other familiar objects such as <u>a table</u>, <u>a school bag</u>, <u>a chair</u> and others, (Learners may ask questions as the description goes on).</li> </ul> <p>Festivals</p> <ul style="list-style-type: none"> <li>• Learners name familiar festivals and talk about them: when they are held, why and how they are celebrated, etc.</li> </ul> <p>Birth days</p> <ul style="list-style-type: none"> <li>• Learners state their birthdays/dates and write them down using the two formats indicated in the content. (Teacher should check accuracy).</li> </ul> <p>Telling the Time</p> <ul style="list-style-type: none"> <li>• Using a clock face, assist learners to revise telling the time using expressions such as <u>half past 8</u>, <u>quarter past 8</u>, <u>quarter to 8</u>, etc. Assist learners to tell the time throughout the day: 10 minutes past 8; 25 minutes past 9; 20 to 11 etc.</li> </ul> <p>Important places in the country</p> <ul style="list-style-type: none"> <li>• Provide a map of Ghana and assist learners to identify important places and talk about them.</li> <li>• Have learners locate these places on the map.</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.1.6.2: Demonstrate positive listening and viewing attitudes and behaviour by showing attentiveness and understanding</b></p>	<p><b>B4.1.6.2.1. Listen and view attentively and for a sustained period (e.g., look at the person speaking) and maintain eye contact.</b></p> <ul style="list-style-type: none"> <li>• As learners observe and listen attentively, engage in a conversation with one of them on a topic e.g. “Important Places in the District”.</li> <li>• Repeat procedure in bullet one, above, in talking about names of regions/places, festivals, date, time, familiar objects, etc.</li> <li>• Pairs may be invited to perform in front of the class.</li> </ul> <p><b>B4.1.6.2.2. Listen and view for the entire duration of a text, a speech, a presentation, a video etc.</b></p> <ul style="list-style-type: none"> <li>• Play a recorded speech by an important personality (e.g. the President) on a relevant topic.</li> <li>• Have learners listen to the speech carefully.</li> <li>• Each learner prepares a speech in an imagined or assumed position.</li> <li>• Working in groups, each learner delivers his/her speech to the group. Groups listen carefully during each delivery.</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.1.6.3: Use knowledge of language and communicative skills to participate in conversation</b></p>	<p><b>B4.1.6.3.1. Engage in collaborative conversation on topics such as myself, family, personalities etc. with peers</b></p> <ul style="list-style-type: none"> <li>• Model describing yourself: e.g. name, physical features, character, likes and dislikes etc.</li> <li>• Guide learners with appropriate questions to give oral description of themselves.</li> <li>• Select and describe a family member using relevant vocabulary e.g. <ul style="list-style-type: none"> <li>– sister/brother/parent- name, age</li> <li>– how he/she looks like-shape of face, facial marks if any, shape of nose, eyes, etc.</li> <li>– height, colour and any minute detail that can be used to identify the person easily.</li> </ul> </li> <li>• Guide learners with questions and other activities, to mention the name of the Regional Minister for the region in which their school is located.</li> <li>• Have learners mention names of personalities in politics such as the Ministers for Education, Health, Agriculture, etc.</li> <li>• Through questions and answers have learners talk about the roles and duties of these ministers.</li> <li>• Individually, learners talk about their favourite personalities in sports, music, and mention their characteristics, and what they like about the personalities mentioned.</li> </ul> <p><b>Note:</b> Ensure that learners use descriptive words.</p>	<p>Communication and Collaboration</p> <p>Communication and Collaboration</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.1.6.3: Use knowledge of language and communicative skills to participate in conversation</b></p>	<p><b>B4.1.6.3.2. Demonstrate turn taking in conversation on different topics and speak audibly, and expressing thoughts and feelings clearly</b></p> <ul style="list-style-type: none"> <li>• Demonstrate turn taking with a learner earlier prepared.</li> <li>• Learners in pairs, take turns to talk about given topics in groups observing turn taking.</li> </ul> <p><b>B4.1.6.3.3. Ask relevant questions to find out opinion of others about a given topic</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the activity using a familiar topic.</li> <li>• Learners ask and answer questions for clarification about what other learners say on a given topic.</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p>

**Sub-Strand 7: Listening Comprehension**

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.1.7.1: Use appropriate skills and strategies to process meaning from texts</b></p>	<p><b>B4.1.7.1. Construct meaning from texts based on knowledge of stress, rhythm and intonation</b></p> <ul style="list-style-type: none"> <li>• Use various types of sentences/utterances to model stress and intonation as well as rhythm. You may also read out extracts from stories and poems.</li> <li>• Ask learners to sing familiar songs clapping and tapping to the rhythm. Through discussion, introduce learners to stress, rhythm and intonation.</li> <li>• In turns, learners use stress, rhythm and intonation that convey meaning in making statements and asking questions.</li> <li>• Have learners listen to stories such as “Ananse and the Black Pot”, “The Hawk and the Hen”, etc. and identify examples of effective use of stress, rhythm and intonation.</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.7.1.1: Use appropriate skills and strategies to process meaning from texts</b></p>	<p><b>B4.1.7.1.2. Make connections with events in narrative texts</b></p> <ul style="list-style-type: none"> <li>• Learners retell the story (e.g. in a chain).</li> <li>• Guide learners to identify the events in the story.</li> <li>• Put learners in small groups to discuss the events of the story and relate them to one another.</li> </ul> <p><b>B4.1.7.1.3. Recognise and discuss moral lessons in a story</b></p> <ul style="list-style-type: none"> <li>• Through brainstorming, learners identify, discuss and evaluate moral lessons in narrative texts heard/read.</li> <li>• Have them connect to the characters by relating them to real life experiences.</li> </ul> <p><b>B4.1.7.1.4. Use background knowledge to aid in understanding and building new knowledge while listening to narrative texts</b></p> <ul style="list-style-type: none"> <li>• Have learners listen to a narrative text.</li> <li>• Learners in groups identify, discuss and relate the plot of the text to a familiar text.</li> <li>• Have learners listen to the text a second time.</li> <li>• In groups, learners share what they have learnt in the text.</li> </ul> <p><b>B4.1.7.1.5. Identify the main idea/gist and details of texts</b></p> <ul style="list-style-type: none"> <li>• Have learners read short stories, newspaper cuttings.</li> <li>• Guide them with examples to give the gist and details of the texts.</li> <li>• Guide learners to identify the various text contents as they retell and discuss texts read.</li> <li>• Assist learners to identify themes from the various texts read or discussed.</li> </ul> <p>e. g. love, greed, honesty, hard work, etc.</p> <ul style="list-style-type: none"> <li>• Have them share facts from the story with their peers.</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B4.7.1.1: Use appropriate skills and strategies to process meaning from texts</b> <b>CONT'D</b>	<b>B4.1.7.1.7. Compare and contrast information (two or more ideas) from texts</b> <ul style="list-style-type: none"> <li>• Guide learners to compare and contrast the content of different texts read/discussed (pay attention to the differences and the similarities).</li> </ul>	Communication and Collaboration  Personal Development and Leadership  Critical Thinking and Problem Solving

**Sub-Strand 8: Asking and Answering Questions**

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B4.1.8.1: Demonstrate understanding in asking and answering questions correctly</b>	<b>B4.1.8.1.1. Use appropriate pronunciation and intonation in asking and answering questions</b> <ul style="list-style-type: none"> <li>• Through role-play, learners ask questions such as: What is your name? How are you? Where do you live?</li> <li>• Guide learners to use appropriate pronunciation and intonation in asking and answering questions. e.g. What do you want? Where's your school?</li> <li>•</li> </ul> <p><b>Note:</b> <i>A rising intonation for a question and a falling intonation for an answer.</i></p>	Communication and Collaboration  Personal Development

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.1.8.2: Identify and use question tags correctly in speech</b> <b>CONT'D</b></p>	<p><b>B4.1.8.2.1. Use positive tags, negative tags and auxiliaries in speech</b></p> <ul style="list-style-type: none"> <li>• Discuss and explain what question tags are and give examples.</li> <li>• Learners in pairs ask and answer questions.</li> <li>• Demonstrate the usage of positive and negative tags.</li> <li>• Guide learners in oral practice to use positive and negative tags. e.g. Question: “You have a pen, don’t you?” Answer: Yes, I do. Answer: No, I don’t.</li> <li>• Use the internet to identify the appropriate intonation in asking and answering questions.</li> <li>• Through role play, learners demonstrate asking and answering questions.</li> </ul>	<p>Communication and Collaboration</p> <p>Digital Literacy</p>

**Sub-Strand 9: Giving and Following Commands/ Instructions/Directions and Making and Responding to Requests**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.1.9.1: Use verbs appropriately in commands, requests and directions in speech</b></p>	<p><b>B4.1.9.1.1. Give and respond to commands, instructions and directions</b></p> <ul style="list-style-type: none"> <li>• Give general commands and guide learners to respond appropriately to the commands. e. g. Stand up! Sit down! Carry the bowl! etc.</li> <li>• Through role play, group and pair activities, assist learners to give and obey simple commands/instructions. e.g.               <ol style="list-style-type: none"> <li>i. Go to your seat.</li> <li>ii. Bring your exercise book to me.</li> <li>iii. Walk from B1 classroom to the Headmaster’s office</li> <li>iv. Turn right, walk twenty steps towards the water tank.</li> </ol> </li> </ul> <p><b>B4.1.9.1.2. Make and respond to polite requests for help from peers</b></p> <ul style="list-style-type: none"> <li>• Model making a request to learners.</li> <li>• Have learners work in groups to write three tasks they plan to do and need help, e.g. do homework, carry the table, etc.</li> <li>• Learners then go around the class making requests to find classmates who are free to help them with their three tasks, e.g. 'Can you please help me do my homework this afternoon?'. If a learner is free, they accept the request. But if s/he is not free, they decline the request.</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p>

**Sub-Strand 10: Presentation**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.1.10.1: Show knowledge of spoken grammar and register</b></p>	<p><b>B4.1.10.1.1. Demonstrate awareness of the features of spoken language (contractions, ellipsis e.g. A: How are you? B: Fine)</b></p> <ul style="list-style-type: none"> <li>• Through role play, demonstrate the features of spoken language. e.g. Contractions: Can't, Shouldn't, etc. Ellipses: A. How are you? B. Fine.</li> </ul> <p><b>B4.1.10.1.2. Demonstrate awareness of the differences between spoken and written forms of language e.g. simple and complex sentence structures</b></p> <p><b>B4.1.10.1.3. Demonstrate awareness of how meaning is conveyed through appropriate pace, stress, tone – through stories read aloud</b></p> <ul style="list-style-type: none"> <li>• Model reading aloud a level-appropriate story or a paragraph with good pace, stress or intonation.</li> <li>• Read the same story or text aloud with poor pace, stress and intonation.</li> <li>• Put learners into groups to analyse the types of reading and identify which one conveys meaning and why.</li> <li>• Have learners practise reading the story with good pace, stress and intonation.</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.1.10.2: Demonstrate the ability to communicate with accurate pronunciation and appropriate intonation</b></p>	<p><b>B4.1.10.2.1. Speak clearly and fluently, using the appropriate voice qualities (pace, tone etc.)</b></p> <ul style="list-style-type: none"> <li>• Model a speech: choose a familiar topic and make a short speech on it.</li> <li>• Guide learners to discuss the speech.</li> <li>• Have learners practise in groups to select topics and make short speeches on them. Encourage them to speak clearly and fluently using the appropriate voice qualities.</li> </ul> <p><b>B4.1.10.2.2. Read aloud clearly, at a good pace and with expression</b></p> <ul style="list-style-type: none"> <li>• Provide varied texts and guide learners to read them clearly at a good pace and with good expression. The texts can be in the form of poems/rhyme, etc.</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>
<p><b>B4.1.10.3: Plan and present information and ideas for a variety of purposes</b></p>	<p><b>B4.1.10.3.1. Identify the purpose and audience of a speech and set goals in the context of assigned topics (e.g. about familiar persons)</b></p> <ul style="list-style-type: none"> <li>• Using a model speech which must be provided by the teacher, guide learners to identify:             <ol style="list-style-type: none"> <li>i. the purpose of the speech</li> <li>ii. the audience</li> <li>iii. the goals set in the context of assigned topics</li> </ol> </li> </ul> <p><i>Note: the speech can be about self, familiar persons, objects and experiences.</i></p> <p><b>B4.1.10.3.2. Draw on prior knowledge to identify subject matter of speech</b></p>	<p>Communication and Collaboration</p>

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.1.10.3: Plan and present information and ideas for a variety of purposes</b></p>	<p><b>B4.1.10.3.3. Gather and select facts and ideas from one or multiple print and/ or non-print sources, appropriate to the purpose, audience, context and culture</b></p> <ul style="list-style-type: none"> <li>• Guide learners to select interesting topics they want to talk about.</li> <li>• Put them into groups and have each group choose a topic.</li> <li>• Guide learners to gather ideas from their readers and/or online resources.</li> </ul> <p><b>B4.1.10.3.4. Support ideas and points with visual resources to convey meaning appropriate to purpose and context</b></p> <ul style="list-style-type: none"> <li>• Have groups of learners draw pictures to support their ideas or points of view on given topics.</li> </ul> <p><b>B4.1.10.3.5. Use effective introductions and conclusions</b></p> <ul style="list-style-type: none"> <li>• Put learners into convenient groups.</li> <li>• Guide them to select topics of interest, plan and present speeches to the class.</li> <li>• Guide them to introduce and conclude their speeches appropriately.</li> </ul> <p><b>B4.1.10.3.6. Elaborate ideas using explanations</b></p> <ul style="list-style-type: none"> <li>• Explain the need to elaborate points made.</li> <li>• Present examples.</li> <li>• Guide learners to use details, concrete examples, to elaborate on their ideas/points of view on given topics..</li> </ul>	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Digital Literacy</p> <p>Critical thinking and Problem Solving.</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.1.10.3: Plan and present information and ideas for a variety of purposes</b> <b>CONT'D</b></p>	<p><b>B4.1.10.3.7. Speak with confidence before peers and maintain eye contact</b></p> <ul style="list-style-type: none"> <li>• Encourage learners doing presentations to speak before different audience. e. g. small and large groups</li> <li>• Invite a learner and model maintaining eye contact while speaking with him or her.</li> </ul> <p><b>Have pairs of learners practise talking to each other on topics of interest while maintaining eye contact</b></p>	

**STRAND 2: READING**  
**Sub-Strand 2: Phonics**

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write</b></p>	<p><b>B4.2.2.1.1. Match sounds to their corresponding letter/letter patterns (e.g. initial/final consonants – m, j, s, etc., initial short vowels”-a, e, i, o, u”, final “y” as vowel, silent letters etc.)</b></p> <ul style="list-style-type: none"> <li>• Introduce the sounds with alphabet songs or rhymes.</li> <li>• Guide learners to identify and produce the sounds of given letter patterns.</li> </ul> <p>e. g. Teacher: Make the sound as I point to each letter. (Learners begin with the initial/final consonants, initial short vowels, final <b>y</b> as vowel and silent letters).</p> <ul style="list-style-type: none"> <li>• In pairs/ groups, learners identify given letter patterns.</li> </ul> <p>Have learners apply their knowledge of consonant digraphs.</p>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES																		
<p><b>B4.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write CONT'D</b></p> <p><b>B4.2.2.2: Use reading readiness and word identification skills</b></p>	<p><b>B4. 2.2.1.2. Read single-syllable-words with taught consonant digraphs (sh-ship, ch-rich, ck-lock) and when reading continuous texts</b></p> <p>B4. 2.2.1.3. Use words with consonant digraphs to make meaningful sentences</p> <p><b>B4.2.2.2.1. Recognise and read words using a variety of cues (e.g. prefixes – word beginning)</b></p> <ul style="list-style-type: none"> <li>• Guide learners to understand that the core of a word is its root and that other words can be got by additions to a root word.</li> <li>• Guide learners to form more words using prefixes. e. g. prefix may create new words. e.g. tell – retell over – moreover <i>Note: Prefixes may create antonyms (opposites).</i> e.g. friendly - <b>un</b>friendly satisfied - <b>dis</b>satisfied</li> <li>• In groups, learners identify several prefixes and use them in sentences.</li> </ul> <table border="1" data-bbox="622 1034 1541 1270"> <thead> <tr> <th>PREFIX(before)</th> <th>ROOT(core)</th> <th>NEW WORD</th> </tr> </thead> <tbody> <tr> <td>Mis</td> <td>Use</td> <td>misuse</td> </tr> <tr> <td>En</td> <td>Joy</td> <td>enjoy</td> </tr> <tr> <td>Anti</td> <td>Clockwise</td> <td>anticlockwise</td> </tr> <tr> <td>De</td> <td>Compose</td> <td>decompose</td> </tr> <tr> <td>Poly</td> <td>Clinic</td> <td>polyclinic</td> </tr> </tbody> </table> <p><b>Note:</b> Prefixes have meaning of their own e.g. Ante-before, bi- two, ex- - out of, previous, from etc.</p>	PREFIX(before)	ROOT(core)	NEW WORD	Mis	Use	misuse	En	Joy	enjoy	Anti	Clockwise	anticlockwise	De	Compose	decompose	Poly	Clinic	polyclinic	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Reading skills Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Leadership and Personal Development</p>
PREFIX(before)	ROOT(core)	NEW WORD																		
Mis	Use	misuse																		
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Poly	Clinic	polyclinic																		

**Sub-Strand 3: Word Families, Rhyming Endings and Common Digraphs**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.2.3.1: Identify rhyming/endings words and common digraphs</b></p>	<p><b>B4.2.3.1.1. Use common rhyming/ending words to decode words.</b> e. g. at, pat, mat, fat, etc.</p> <ul style="list-style-type: none"> <li>• Revise the lesson on prefixes. Let learners know that just as we have family names (surnames), there are words that have the same ending that belong to the family of rhyming words.</li> <li>• Through brainstorming have learners come up with words that belong to a particular rhyming family. Have children identify these rhyming words as they read.</li> <li>• Have learners hunt for these words and build a portfolio on it.</li> <li>• Guide learners to build on words. e.g. -at = cat – bat – hat      -all = call – fall – wall       - it = sit – pit – hit        -ot = tot – pot – cot</li> </ul> <p><b>B4.2.3.1.2. Read words with digraphs to make meaningful sentences</b></p> <ul style="list-style-type: none"> <li>• Revise the lesson on prefixes.</li> <li>• Through brainstorming have learners come up with as many words that belong to a particular digraph. Have learners identify these digraphs as they read.</li> <li>• Have learners hunt for these words and build a portfolio on them. Ask learners to identify digraphs in simple sentences. e. g. The girls shouted. <b>sh</b> as in <b>shout</b></li> </ul> <p><i>Note: Common digraphs include <b>ch, ck, gh, gr, sch, sc</b></i></p> <ul style="list-style-type: none"> <li>• Learners form their own sentences using words with digraphs.</li> </ul>	<p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p>

### Sub-Strand 4: Diphthongs

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.2.4.1: Identify and use diphthongs to decode words</b></p>	<p><b>B4.2.4.1.1. Use closing diphthongs e.g. /ei/, /ai/, /oi/ to make meaningful sentences</b></p> <ul style="list-style-type: none"> <li>• Teach one diphthong at a time.</li> <li>• Write words with each of the diphthongs on the board. Pronounce the words and have learners repeat after you.</li> <li>• Learners come up with examples of words that have the diphthongs.</li> <li>• Have learners identify these diphthongs as they read the words. E.g. <b>ei - take</b> <b>oi - boy</b> <b>ai- why, try</b></li> <li>• Learners form their own sentences using words having diphthongs.</li> </ul>	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p>

**Sub-Strand 5: Blends and Consonant Clusters**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.2.5.1: Identify and use consonant blends and clusters in reading</b></p>	<p><b>B4.2.5.1.1.Orally produce single-syllable words by blending sounds (phonemes), including consonant blends</b></p> <ul style="list-style-type: none"> <li>• Guide learners to play games like “Tapping Out” to bring out the single- syllable words.</li> <li>• Demonstrate blending by sounding out letters separately and blending/bringing them together into syllables and words. e.g. <b>p-l-o-t</b> = plot <b>b-l-a-c-k</b> = black <b>g-r-o-w</b> = grow</li> <li>• Have learners identify words containing particular blends e.g. <b>bl, br, cr, cl, gr, gl</b></li> </ul> <p><b>Tapping Out Game</b> “Tapping Out” is about using the fingers to teach decoding /blending the sound of letters.</p> <ul style="list-style-type: none"> <li>• Each finger represents a letter sound of single-syllable words.</li> <li>• Turn your back to the class and raise your right hand.</li> <li>• Raise the index finger straight as learners watch.</li> <li>• Bring the index finger down to meet the thumb as you make the sound.</li> <li>• Use fingers to demonstrate blending.</li> </ul>	<p>Communication and Collaboration</p> <p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.2.5.1: Identify and use consonant blends and clusters in reading</b> <b>CONT'D</b></p>	<p><b>B4.2.5.1.2. Use the spelling-sound correspondences for common consonant digraphs</b></p> <ul style="list-style-type: none"> <li>• Through discussion have learners come up with many words that have a particular digraph.</li> <li>• Have learners decode these digraphs as they read.</li> <li>• Assist learners to get the spelling- sounds correspondence right. Play a game of the spelling-sound correspondence of selected digraphs. In groups, have learners sound out words and identify the digraphs in them. The group that gets a lot of this right carries the day. e.g. <b>sh</b>: shoe, show, shirt, shine, shell, shame, shake, shop, bush, wash, brush, marsh, crush, fish</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p>

**Sub-Strand 6: Vocabulary**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.2.6.1: Understand word meanings and usages</b></p>	<p><b>B4.2.6.1.1. Use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words (prepositions) appropriately in spoken and written communication</b></p> <ul style="list-style-type: none"> <li>• Using examples, have learners see the difference between content and function words</li> <li>• Provide a substitution table of content words and function words for learners to construct sentences from. Help learners to sort out the different content words and function words in groups.</li> <li>• Assist learners to understand that these words combine into sentences to help us make proper meaning of them.</li> <li>• Let learners make sentences using function and content words.</li> <li>•</li> </ul> <p><b>B4.2.6.1.2. Use the following terms: compound word, idiom, simile, synonym, antonym, pre-fix, suffix, phrasal verb etc. in spoken and written expressions</b></p> <ul style="list-style-type: none"> <li>• Introduce the terms one at a time with several examples.</li> <li>• Elicit examples from learners.</li> <li>• Learners identify examples from different sources, e.g. their readers, story books, newspapers (Junior Graphic) and use them in sentences of their own.</li> </ul>	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Personal Development and Leadership</p>



CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.2.6.3: Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills</b> <b>CONT'D</b></p> <p><b>B4.2.6.4: Use words appropriately for purpose, audience, context and culture</b></p>	<p><b>B4.2.6.3.2. Deduce meaning of words from how they relate to one another (synonyms, antonyms)</b></p> <ul style="list-style-type: none"> <li>• Reverse the meaning of the terms using examples.</li> <li>• Have learners play games (e.g. <i>Synonym Tree Game</i>) to reinforce their knowledge of antonyms and synonyms.</li> <li>• Ask learners to find synonyms and antonyms of words made from context to build on their vocabulary.</li> <li>• Learners may match words with their synonyms/antonyms.</li> </ul> <p><b>B4.2.6.4.1. Expand vocabulary stock through affixation</b></p> <ul style="list-style-type: none"> <li>• Revise prefixes and suffixes by breaking down some common words into their roots- prefix/suffix components. e.g. happy + ness = happiness un + happy + ness = unhappiness</li> <li>• Guide learners to play games, e.g. <i>Affixes Game</i>. Write prefixes and suffixes on cards. Learners take turns to pick these from the basket or bag. If a learner is able to add a root to the prefix or the suffix and read out the word correctly, he/she keeps it. At the end of the game, the child with the largest number of cards wins the game.</li> <li>• Learners may also work in groups to derive words using given prefixes and suffixes and using them in sentences.</li> </ul>	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Personal Development and Leadership</p> <p>Communication and Collaboration</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.2.6.4: Use words appropriately for purpose, audience, context and culture</b></p>	<p><b>B4.2.6.4.2. Recognise the playful use of words in spoken and written language (jokes, riddles)</b></p> <ul style="list-style-type: none"> <li>• In pairs/ groups, have learners play on words in educative jokes, riddles and puns. e.g. Riddle, Riddle: I am something that came into this world with earrings. Who am I? Answer: Coal pot</li> </ul> <p><b>B4.2.6.4.3. Use words suitable for purpose, audience, context and culture in relation to type of texts (exposition/explanation)</b></p> <ul style="list-style-type: none"> <li>• Explain to children the key elements in all writing e.g. purpose, audience etc. These help to make the understanding of the text easy. That is, they play an integral part of the process. Guide learners to understand each key element.</li> <li>• Introduce learners to a variety of texts and registers which may be used in given situations. Have learners work in groups to write short texts on familiar topics.</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>

### Sub-Strand 7: Comprehension

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.2.7.1: Process and comprehend level-appropriate texts</b></p>	<p><b>B4.2.7.1.1. Construct meaning from texts read</b></p> <ul style="list-style-type: none"> <li>• Select level-appropriate texts for learners.</li> <li>• Take learners through <b>Before Reading</b> activities such as picture walk, prediction and <b>Before Reading</b> questions etc. to elicit their prior knowledge.</li> <li>• Have learners use their previous knowledge/experience, contextual clues and <b>While Reading</b> questions to make meaning from the text as they read.</li> <li>• Provide <b>After Reading</b> questions to help learners make meaning from the text read.</li> </ul> <p><b>B4.2.7.1.2. Note and recall main ideas in a sequence</b></p> <ul style="list-style-type: none"> <li>• Using the SQ3R strategy, learners recall main ideas. Learners:</li> </ul> <p><b>S – Survey</b> the text- (learners skim, by going through the chapter, noting heading/sub-heading and other understanding features.  <b>Q – Question</b>– Generate questions about the content of the text.</p> <p><b>3R</b>  <b>Read</b> – Read for more information.  <b>Recite</b> – Retrieve information from meaning.  <b>Review</b> – Go over the main ideas in the text using your own words.</p>	<p>Creativity and Innovation</p> <p>Communication and Collaboration</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.2.7.1: Process and comprehend level-appropriate texts</b></p>	<p><b>B4.2.7.1.3.Skim for main ideas in texts</b></p> <ul style="list-style-type: none"> <li>• Guide learners to scan/skim the text either for general or specific information as a preparation for detailed reading.</li> </ul> <p><b>B4.2.7.1.4. Read level-appropriate texts silently and closely for comprehension.</b></p> <ul style="list-style-type: none"> <li>• Briefly discuss the need for silent reading.</li> <li>• Guide learners with pre-reading questions.</li> <li>• Assign them to read the text silently to find answers to the pre-reading questions.</li> </ul> <p><i>Note: Depending on the length of the text, it may be read in bits.</i></p>	<p>Reading skills Creativity and Innovation  Communication and Collaboration</p>
<p><b>B4.2.7.2: Apply critical reading, implied meaning, higher order thinking, judgment and evaluation</b></p>	<p><b>B4.2.7.2.1. Respond to a text with reasons</b></p> <ul style="list-style-type: none"> <li>• Identify and present points of view in a text.</li> <li>• Guide learners with questions to discuss the text and answer a variety of questions. They should state reasons for their points/ point of view.</li> </ul> <p><b>B4.2.7.2.2.Make connections between a text and personal experiences/real life.</b></p> <ul style="list-style-type: none"> <li>• Guide learners with questions e.g. applicative questions to connect the reading text with background knowledge.</li> <li>• Encourage learners to come up with their personal opinions and viewpoints.</li> </ul>	<p>Creativity and Innovation  Personal Development and Leadership  Communication and Collaboration</p>

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.2.7.3: Demonstrate an understanding of the use of words and phrases as used in a text</b></p> <p><b>B4.2.7.3: Demonstrate an understanding of the use of words and phrases as used in a text</b></p>	<p><b>B4.2.7.2.3. Demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion)</b></p> <ul style="list-style-type: none"> <li>• Guide learners to identify the parts of a text e.g. Introduction, Body and Conclusion.</li> <li>• They should summarise each part and after that, make a full summary of the text.</li> </ul> <p><b>B4.2.7.3.1. Determine the contextual meaning of words and phrases</b></p> <ul style="list-style-type: none"> <li>• Phrases have their meaning different from the individual words. Guide learners to make the right meaning using the text to get the contextual meaning.</li> </ul>	<p>Critical Thinking</p>

### Sub-Strand 8: Silent Reading

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.2.8.1: Construct meaning from texts read</b></p>	<p><b>B4.2.8.1.1. Read silently and reasonably for meaning from level-appropriate texts</b></p> <ul style="list-style-type: none"> <li>• Learners read silently making reference to pictures, illustrations, etc. to make meaning of texts. Encourage learners to do independent work. <i>Note: You may guide learners with questions to do this.</i></li> </ul> <p><b>B4.2.8.1.2. Find meaning of words as used in context</b></p> <ul style="list-style-type: none"> <li>• Guide pupils to learn new words through the procedure below;               <ul style="list-style-type: none"> <li>– Write key words on the board, one at a time.</li> <li>– Have learners attempt to pronounce the word.</li> <li>– Model the pronunciation for learners to repeat.</li> <li>– From the passage, ask learners to write the sentence in which the new word is and read it out.</li> <li>– Use <u>Think-Pair-Share</u> strategy to have learners find meaning in context.</li> <li>– Have them think of other words that can replace these words.</li> <li>– Ask pupils to use the words in sentences.</li> </ul> </li> </ul> <p><b>Note:</b> <i>You can vary the procedure in teaching new words.</i></p>	<p>Critical Thinking and Innovation</p> <p>Personal Development and Leadership</p> <p>Communication and Collaboration</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B4.2.8.1: Construct meaning from texts read</b>	<p><b>B4.2.8.1.3. Answer questions based on the passage read</b></p> <ul style="list-style-type: none"> <li>• Precede questions with silent reading of the text.</li> <li>• In asking questions, follow the steps below: <ul style="list-style-type: none"> <li>– Pose the question.</li> <li>– Give learners time to reflect.</li> <li>– Call a learner to answer the question.</li> </ul> </li> <li>• Learners give accurate and specific answers to questions. (You could do it orally sometimes). They may read out portions of the text where the answers are found.</li> <li>• Ask different types of levels of questions.</li> </ul>	<p>Critical Thinking and Innovation</p> <p>Personal Development and Leadership</p>

**Sub-Strand 9: Fluency**

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B4.2.9.1: Read fluently to enhance comprehension</b>	<p><b>B4.2.9.1.1. Read grade- level texts at good pace, with accuracy and expression</b></p> <ul style="list-style-type: none"> <li>• Take learners through <b>pre-reading, while-reading</b> and <b>after-reading activities</b>.</li> <li>• In cases where text books are not available, teacher should use carefully selected grade- level appropriate texts.</li> <li>• As learners listen and follow in their books, read a paragraph or two aloud at a good pace, with accuracy and expression.</li> <li>• Have individuals take turns to practise reading aloud at a good pace, with accuracy and expression.</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B4.2.8.1: Construct meaning from texts read</b>	<b>B4.2.9.1.2. Use recognition strategies to confirm understanding of level-appropriate texts</b> <ul style="list-style-type: none"> <li>• As learners read the grade-level texts, attention should be given to the words, sentences and paragraphs. Use re-reading, vocabulary and right intonation to self-correct.</li> </ul>	Critical Thinking and Innovation  Personal Development and Leadership

**Sub-Strand 10: Summarising**

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B4.2.10.1: Read and summarise passages read</b>	<b>B4.2.10.1.1. Summarise level-appropriate passages/texts orally</b> <ul style="list-style-type: none"> <li>• Learners read and re-read a text to identify the main idea in a given paragraph.</li> <li>• Guide learners with examples to restate information read in a few words.</li> </ul> <b>B4.2.10.1.2. Write short summary of a level-appropriate passage/text read</b> <ul style="list-style-type: none"> <li>• Guide learners to write a summary of the passages taking note of the main ideas.</li> <li>• In pairs or groups, learners summarise specific paragraphs of a passage to be presented to the class.</li> </ul>	Critical Thinking and Problem Solving Personal Development and Leadership

**STRAND 3: GRAMMAR USAGE AT WORD AND PHRASE LEVELS**

**Sub-Strand 1: Nouns**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.3.1.1: Apply knowledge of different types of nouns in communication</b></p>	<p><b>B4.3.1.1.1. Identify and use nouns in phrase to identify people, animals, events and objects</b></p> <ul style="list-style-type: none"> <li>• Have learners read simple sentences having names of people, animals, events and objects from the board.</li> <li>• Put learners in groups to identify the names of people, animals, events and objects as nouns.</li> <li>• Have learners form sentences with names of people, animals, events and objects and underline these nouns in the sentences.</li> <li>• Have them note that common nouns start with small letters.</li> <li>• Have learners identify common nouns from paragraphs/passages.</li> </ul> <p><b>B4.3.1.1.2. Identify and use: Proper nouns- refer to cities and countries and), Common nouns</b></p> <p>a. <u>Proper Nouns</u></p> <ul style="list-style-type: none"> <li>• Have learners read simple sentences having names of cities and countries from the board.</li> <li>• Put learners into groups to identify the names of cities and countries on a globe or map.</li> <li>• Learners form sentences with names of other cities and countries.</li> <li>• Have learners identify proper nouns from paragraphs/passages.</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.3.1.1: Apply knowledge of different types of nouns in communication CONT'D</b></p>	<p>b. <u>Common Nouns</u></p> <ul style="list-style-type: none"> <li>• Introduce common nouns in context.</li> <li>• Have learners read simple sentences containing common nouns on the board.</li> <li>• Put learners into groups to identify the common nouns.</li> <li>• Have learners form sentences using the common nouns identified.</li> <li>• Have learners identify common nouns from paragraphs/passages.</li> </ul> <p><b>B4.3.1.1.3. Identify and use collective nouns to refer to a group of objects and people</b></p> <ul style="list-style-type: none"> <li>• Have learners read sentences containing collective nouns e.g. team, class, a swarm of bees, a troop of monkeys, a flock of sheep, a bunch of keys.</li> <li>• Explain to learners that collective nouns behave like singular nouns. Therefore, they are used with singular verbs.</li> <li>• Provide the collective nouns and their groups for learners to identify. Let them form sentences using the collective nouns. e.g. <ul style="list-style-type: none"> <li>i. A bunch of keys is on the table.</li> <li>ii. A team of players is running around the field.</li> </ul> </li> <li>• Have learners form sentences with collective nouns.</li> </ul>	<p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.3.1.1: Apply knowledge of different types of nouns in communication</b></p>	<p><b>B4.3.1.1.4. Identify and use abstract nouns to refer to concepts and ideas.</b></p> <ul style="list-style-type: none"> <li>• Write sentences containing abstract nouns on the board.</li> <li>• Have learners take turns to read them and identify the nouns.</li> <li>• Explain abstract nouns as names of things that cannot be seen, felt, nor touched e. g. air, beauty, peace, etc.</li> <li>• Have learners give examples of abstract nouns, use them in sentences and underline them.</li> <li>• Learners identify concrete and abstract nouns from short paragraphs/passages.</li> </ul>	<p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p>

**Sub-Strand 2: Determiners**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.3.2.1: Apply knowledge of different types of determiners in communication</b></p>	<p><b>B4. 3.2.1.1. Identify and use the definite and indefinite articles‘a’ and ‘an’ to refer to a person, animal, event, time or objects in general</b></p> <p><i>Note: Teacher should use level-appropriate vocabulary to teach the articles</i></p> <ul style="list-style-type: none"> <li>• Have learners read sentences containing articles.               <ul style="list-style-type: none"> <li>– Indefinite articles: e.g. I bought <u>an</u> orange. a car, <u>a</u> sheep, <u>a</u> tree, <u>an</u> apple, <u>an</u> orange, <u>an</u> egg, etc.</li> <li>– Definite article: I put the book on <u>the</u> table.</li> </ul> </li> <li>• Use several examples to explain the use of the definite and indefinite articles.</li> <li>• Nouns such as music, soup, soap, do not require any determiners. Thus show further that it is possible to say:               <ul style="list-style-type: none"> <li>i. I love music.</li> <li>ii. I enjoy soup.</li> </ul> </li> <li>• Put learners into small groups to form sentences with <b>a, an, the.</b></li> </ul> <p><b>B4.3.2.1.2. Identify and use quantifiers to show quantities</b></p> <ul style="list-style-type: none"> <li>– <b>Numerals (cardinals: one, two)</b></li> <li>– <b>Some, few/little, etc.</b></li> <li>– <b>No, all/every</b></li> </ul> <ul style="list-style-type: none"> <li>• Have learners read sentences with quantifiers from the board. e. g. some, few/little, one, two, No, all /every etc. <i>Put <b>some</b> pictures on the wall.</i></li> <li>• Use more examples to show that these quantifiers are used with non-countable nouns: few, little, etc. e. g. little water, little bread, few books, etc.</li> <li>• Have learners write sentences using quantifiers e.g. many books, a piece of chalk and identify them from given sentences/texts.</li> </ul>	<p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Leadership and Personal Development</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4. 3.2.1: Apply knowledge of different types of determiners in communication</b> <b>CONT'D</b></p>	<p><b>B4.3.2.1.3. Identify and use possessive pronouns to show possession</b></p> <ul style="list-style-type: none"> <li>– <b>My, your, his, etc.</b></li> <li>• Write sentences with possessive pronouns on the board and have learners read them. e.g. <ul style="list-style-type: none"> <li>i. I gave <u>my</u> pen to John.</li> <li>ii. The women went to <u>their</u> rooms.</li> </ul> </li> <li>• Have learners form oral sentences using possessive pronouns.</li> <li>• Put them into groups to use possessive pronouns to write sentences and underline the possessive pronouns.</li> </ul> <p><b>B4.3.2.1.4 .Identify and use demonstratives:</b></p> <ul style="list-style-type: none"> <li>– <b>this/that, these/those</b></li> <li>• Write sentences with demonstratives. <ul style="list-style-type: none"> <li>i. <u>This</u> boy is from Cape Coast.</li> </ul> </li> <li>• Have learners read the sentences aloud.</li> <li>• Explain to learners the use of the demonstratives. e.g. <ul style="list-style-type: none"> <li>– “this” and “that” are used before singular nouns e.g. this girl, that girl.</li> </ul> </li> </ul> <p><b>B4.3.2.1.5. Identify and use interrogative determiners “which, whose”– to find out about specific persons or objects</b></p> <ul style="list-style-type: none"> <li>• Present several examples in context and explain their use.</li> <li>• Have learners identify them in sentences and short texts.</li> <li>• Let them use the interrogatives in their own sentences. e. g. <b>Which</b> house is bigger?</li> </ul>	<p>Critical Thinking and Problem Solving</p> <p>Leadership and Personal Development</p> <p>Communication and Collaboration</p> <p>Leadership and Personal Development</p>

**Sub-Strand 3: Pronouns**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.3.3.1: Apply knowledge of different types of pronouns in communication</b></p>	<p><b>B4.3.3.1.1. Identify and use different types of pronouns:</b></p> <ul style="list-style-type: none"> <li>- <b>“Personal” – to identify people, activities and objects</b></li> <li>- <b>“Interrogative” – “who, what” to find out a person’s identity, specific information about a person, time, objects or events</b></li> </ul> <p>i. <b>Personal pronouns</b> – I, You, He/She, We, etc.</p> <ul style="list-style-type: none"> <li>• Write sentences with personal pronouns. e. g. You are late.</li> <li>• Provide learners with a variety of practice activities.</li> </ul> <p>ii. <b>Interrogative pronouns</b> – Who, What, Where, etc.</p> <ul style="list-style-type: none"> <li>• Introduce interrogative pronouns with several examples in context.</li> <li>• Provide a passage and have learners identify interrogative pronouns.</li> <li>• Let learners use interrogative pronouns in sentences.</li> </ul>	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p>

**Sub-Strand 4: Adjectives**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.3.4.1: Apply the knowledge of adjectives in communication</b></p>	<p><b>B4.3.4.1.1. I. Use adjectives to make comparison e. g:</b></p> <ul style="list-style-type: none"> <li>- <b>fast/slow (Ama is fast but Kofi is slow)</b></li> <li>- <b>good/bad</b></li> <li>- <b>fast/faster</b></li> <li>- <b>slow/slower</b></li> </ul> <ul style="list-style-type: none"> <li>• Revise adjectives. Have learners identify adjectives in sentences and use them in sentences of their own.</li> <li>• Introduce regular adjective forms:               <ul style="list-style-type: none"> <li>- Regular adjectives form their imperative by adding <b>er</b> e.g. small-smaller, big-bigger, etc.</li> </ul> </li> <li>• Assist learners with examples to use comparative adjectives appropriately.               <ul style="list-style-type: none"> <li>e.g.</li> <li>i. Ama is taller than Kwesi.</li> <li>ii. This ruler is longer than that one.</li> </ul> </li> <li>• Learners form sentences with the comparative forms of adjectives.</li> </ul>	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p>

**Sub-Strand 5: Verbs**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.3.5.1: Apply the knowledge of verbs in communication</b></p>	<p><b>B4.3.5.1.1. Use different types of verbs:</b></p> <ul style="list-style-type: none"> <li>– <b>Main verb</b></li> <li>– <b>Helping verb (primary auxiliary and modal auxiliary)</b></li> </ul> <p><b>Main verbs</b></p> <ul style="list-style-type: none"> <li>• Have learners revise verbs by reading sentences from the board and identifying the verbs.</li> <li>• Have learners write sentences with given verbs.</li> </ul> <p><b>Auxiliary verbs</b></p> <ul style="list-style-type: none"> <li>• Let learners read sentences with auxiliary verbs. e.g. <ul style="list-style-type: none"> <li>i. The boy <u>is going</u> to school.</li> <li>ii. The girls <u>are reading</u>.</li> </ul> </li> </ul> <p><b>Note:</b> An auxiliary verb is also known as a helping verb e.g. <i>is, are, am, was, were</i></p> <ul style="list-style-type: none"> <li>• Have learners use auxiliary verbs in sentences and underline them.</li> </ul> <p><b>B4.3.5.1.2. Use appropriate subject-verb agreement</b></p> <ul style="list-style-type: none"> <li>– <b>Singular/plural</b></li> <li>• Revise nouns and verbs with simple examples.</li> <li>• Through discussion and examples help learners to realise rules that govern sentence formation: <ul style="list-style-type: none"> <li>- A Singular subject goes with singular verb. e. g. The boy is in the room.</li> <li>- A Plural subject goes with a plural verb. e. g. The girls are happy.</li> <li>- Collective nouns take singular verb. e. g. The team is playing tomorrow.</li> </ul> </li> <li>• Provide sentences for groups to identify the subjects and verbs.</li> <li>• Have learners write their own sentences to be presented to the class.</li> </ul>	<p>Communication and Collaboration</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.3.5.1: Apply the knowledge of verbs in communication</b></p>	<p><b>B4.3.5.1.3. Use the simple present form of verbs in sentences:</b></p> <ul style="list-style-type: none"> <li>– For habitual actions</li> <li>– For timeless and universal statements</li> <li>– For facts which may change or hold true indefinitely</li> <li>– For instantaneous present</li> <li>– For scheduled future actions</li> </ul> <ul style="list-style-type: none"> <li>• Using several examples demonstrate the use of the simple present form of verbs in the sentences (for habitual actions/ for timeless and universal statements): <ul style="list-style-type: none"> <li>– Habitual actions. e.g. i. Esi <u>reads</u> every day.</li> <li>ii. Joe <u>sweeps</u> every morning.</li> </ul> </li> <li>• Create situations for learners to use verbs to express habitual actions. e.g. Tell the class what you do every morning. <ul style="list-style-type: none"> <li>– Timeless and universal statements. e.g. i. The sun rises in the east and sets in the west.</li> <li>ii. Ghana is in Africa.</li> </ul> </li> <li>• Provide ample practice using language drills.</li> </ul>	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p>
<p><b>B4.3.5.1: Apply the knowledge of verbs in communication</b></p>	<p><b>B4.3.5.1.4. Use regular form of the simple past tense of verbs</b></p> <ul style="list-style-type: none"> <li>– Regular e.g. play-played</li> <li>• Revise main and auxiliary verbs by having learners identify them in sentences.</li> <li>• Introduce learners to the concept of regular verbs: <ul style="list-style-type: none"> <li>- Regular verbs form their past tense by adding “d” or “ed” e.g. play= play<u>ed</u>, walk= walk<u>ed</u>, bake= baked</li> </ul> </li> </ul>	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p>



**Sub-Strand 6: Adverbs**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.3.6.1: Apply the knowledge of different types of adverbs in communication</b></p>	<p><b>B4.3.6.1.1. Use adverbs of time and place appropriately</b></p> <ul style="list-style-type: none"> <li>• Revise adverbs by having learners identify them in sentences.</li> <li>• Present adverbs of place in context.</li> <li>• Provide practice in identifying and using adverbs. For practice use questions and answers, and illustrations.</li> <li>• Drill for learners to practise the appropriate use of adverbs of place. e.g.               <ul style="list-style-type: none"> <li>i. Where is the cat?     The cat is <u>here</u>.</li> <li>ii. Where is Kojo?       Kojo is <u>outside</u>.</li> </ul> </li> <li>• Examples of adverbs of place are: here, there, outside, inside, etc.</li> <li>• Ask learners to use adverbs of place to form correct sentences.</li> </ul> <p><b>B4.3.6.1.2. Use adverbs of time to modify verbs.</b></p> <ul style="list-style-type: none"> <li>• Present adverbs of place in context. <i>Examples of adverb of time are yesterday, today, tomorrow, etc.</i></li> </ul>	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p>

### Sub-Strand 7: Idiomatic Expressions

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B4.3.7.1: Understand and use idiomatic expressions appropriately in speech and in writing</b>	<b>B4.3.7.1.1. Use idiomatic expressions appropriately in communication</b> <ul style="list-style-type: none"> <li>• Present examples of idiomatic expressions in context.</li> <li>• Discuss each with learners to bring out it's meaning.</li> <li>• Have learners use the expressions they have learnt in sentences guided with further examples.</li> <li>• Put learners into groups to determine the meaning of given idiomatic expressions in context.</li> </ul>	Communication and Collaboration  Personal Development and Leadership

### Sub-Strand 8: Conjunctions

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B4.3.8.1: Apply the knowledge of conjunctions in speech and in writing</b>	<b>B4.3.8.1.1. Identify and use simple conjunctions - and, but, or, nor - to link:</b> <ul style="list-style-type: none"> <li>- <b>similar ideas</b></li> <li>- <b>contrasting ideas, show choices/express alternatives</b></li> <li>• Introduce the conjunctions one at a time in context.</li> <li>• Elicit examples of sentences with conjunctions from learners.</li> <li>• Put on cards simple sentences. e.g.                         <ul style="list-style-type: none"> <li>i. Esi is tall. Ama is short.</li> <li>ii. Esi is tall but Ama is short.</li> </ul> </li> <li>• Use Combination Drill for learners to practise the use of conjunctions. e.g.                         <ul style="list-style-type: none"> <li>i. Learner A: I bought a pen...</li> <li>ii. Learner B: I bought a pen and a notebook.</li> <li>iii. Learner C: I will eat fufu..... Learner D: I will eat fufu or kenkey.</li> </ul> </li> </ul>	Communication and Collaboration  Critical Thinking and Problem Solving

### Sub-Strand 9: Modals

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.3.9.1: Apply the knowledge of modals in speech and in writing</b></p>	<p><b>B4.3.9.1.1. Use modals to express a variety of meanings:</b></p> <ul style="list-style-type: none"> <li>– <b>can: conveys ability</b></li> <li>– <b>may: asks for permission, expresses politeness, possibility</b></li> <li>– <b>must: obligation or compulsion, necessity</b></li> <li>– <b>shall / will: prediction, intention, determination etc.</b></li> <li>– <b>could: tentativeness, politeness</b></li> <li>– <b>would: politeness</b></li> <li>– <b>might: possibility</b></li> <li>– <b>should: obligation</b></li> <li>– <b>used to: for past activities or events</b></li> <li>– <b>have to, ought to and need to: for obligation</b></li> </ul> <ul style="list-style-type: none"> <li>• Introduce the modals one at a time.</li> <li>• Have learners read sentences containing modals.</li> <li>• Learners use modals to form sentences and choose the right modals to fill the gaps.</li> <li>• Use drills to give practice.</li> </ul> <p><b>Note:</b> <i>Modals come before the main verbs in sentences.</i></p>	<p>Communication and Collaboration</p>

### Sub-Strand 10: Prepositions

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.3.10.1: Apply the knowledge of prepositions in oral and written communication</b></p>	<p><b>B4.3.10.1.1. Use prepositions to convey a variety of meanings:</b></p> <ul style="list-style-type: none"> <li>- <b>Direction</b> e.g. <u>along</u></li> <li>- <b>Period of Time</b></li> <li>- <b>Purpose</b></li> <li>- <b>Possession</b></li> <li>- <b>Comparison</b> e.g. <u>taller than</u></li> </ul> <ul style="list-style-type: none"> <li>• Have learners describe the positions of classroom objects using such sentences as:               <ol style="list-style-type: none"> <li>i. The clock is <u>on</u> the wall.</li> <li>ii. The cupboard is <u>in</u> the corner.</li> <li>iii. The waste paper basket is <u>under</u> the table.</li> </ol> </li> <li>• Briefly explain the functions of prepositions.</li> <li>• Introduce a Question and Answer drill to give learners practice. Learner A: Where is your pen? Learner B: It is <u>on</u> the table.</li> <li>• Write some of learners' answers on the chalkboard and guide them to identify the prepositions.</li> </ul> <p><b>Note:</b> Ensure that the following prepositions are used:</p> <ul style="list-style-type: none"> <li>- Direction= <u>towards</u> the mountain</li> <li>- Time = <u>at</u> six o'clock</li> <li>- Purpose = <u>for</u>, in order to</li> <li>- Possession= <u>for</u>, to</li> <li>- Comparison= <u>than</u></li> <li>- Support or opposition = <u>for</u> you, <u>against</u> me</li> </ul>	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p>

## STRAND 4: WRITING

### Sub-Strand 2: Penmanship and Handwriting

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.4.2.1: Copy and rewrite sentences correctly</b></p>	<p><b>B4.4.2.1.1. Write clearly using joined letters of consistent size</b></p> <ul style="list-style-type: none"> <li>• Stage 1 : Write letters with a flick e.g. a, t, m, n, w, d</li> <li>• Stage 2: Join pairs of letters. e.g. at, am, et, de</li> <li>• Stage 3: Join the letters of a word. e.g. and, kettle, can, catch</li> </ul> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px 0;"> <p><i>kettle, can, catch, and</i></p> </div> <ul style="list-style-type: none"> <li>• Stage 4: Copy sentences and passages</li> </ul> <p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the exercise</li> <li>• Give practice</li> <li>• Give exercise</li> <li>• Provide feedback</li> </ul> <p><b>B4.4.2.1.2. Use simple sentences clearly and correctly</b></p> <ul style="list-style-type: none"> <li>• Begin proper nouns with capital letters in sentences. e.g.               <ol style="list-style-type: none"> <li>i. Accra is the capital of Ghana.</li> <li>ii. Esi went to Mfantsiman School.</li> </ol> </li> <li>• Have learners read out sentences and identify proper nouns.</li> <li>• Let learners note the use of capital letters.</li> <li>• Have them copy the sentences into their exercise books.</li> <li>• Present and give practice on the named marks of punctuation similarly: e.g.               <ol style="list-style-type: none"> <li>i. She is a teacher.</li> <li>ii. How are you?</li> <li>iii. I bought a pencil, ruler and a book.</li> </ol> </li> </ul>	<p>Personal Development</p> <p>Communication and Collaboration</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B4.4.2.1: Copy and rewrite sentences correctly CONT'D</b>	<ul style="list-style-type: none"> <li>• Discuss the importance of these punctuation marks.               <ol style="list-style-type: none"> <li>i. Full stop (.) marks the end of a sentence.</li> <li>ii. Question mark (?) is used to ask questions.</li> <li>iii. Comma (,) is used when listing items.</li> </ol> </li> </ul>	Personal Development  Communication and Collaboration

**Sub-Strand 6: Paragraph Development**

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B4.4.6.1: Develop, organise and express ideas cohesively in writing for a variety of purposes, audience, and contexts</b>	<p><b>B4. 4.6.1.1. Choose appropriate ways and modes of writing for a variety of purposes, audience, and contexts, and organise facts, ideas and/ or points of view in a way appropriate to the mode of delivery, using appropriate text features</b></p> <ul style="list-style-type: none"> <li>• Select sample essay types/ texts showing a variety of modes of writing from learners' readers and/teacher's resource.</li> </ul> <p>e.g.</p> <ol style="list-style-type: none"> <li>i. Expository Writing - how something works.</li> <li>ii. Narrative - how something happened.</li> <li>iii. Description - how something/someone appears.</li> <li>iv. Argument - how an opinion can be stated and supported.</li> </ol>	Communication and Collaboration  Creativity and Innovation  Personal Development and Leadership  Critical Thinking and Problem Solving

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.4.6.1: Develop, organise and express ideas cohesively in writing for a variety of purposes, audience, and contexts</b> <b>CONT'D</b></p>	<ul style="list-style-type: none"> <li>• Put learners into groups of five. For each mode of writing, give a sample text to each group to study and, through appropriate questions, guide them to identify the following:               <ol style="list-style-type: none"> <li>i. the main idea(s)</li> <li>ii. the mode of writing</li> <li>iii. the purpose</li> <li>iv. the audience</li> </ol> </li> </ul> <p><i><b>Note:</b> Present one mode of writing at a time. For each mode of writing, select a paragraph, jumble the sentences and have learners rearrange them into a coherent piece. (Rearrangement of jumbled sentences). You may also use other controlled composition strategies such as matching, completion and blank filling.</i></p>	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>
<p><b>B4.4.6.1: Develop, organise and express ideas cohesively in writing and representing for a variety of purposes, audience, and contexts</b></p>	<p><b>B4. 4.6.1.2. Identify the main idea and minor ideas/supporting details in a paragraph</b></p> <ul style="list-style-type: none"> <li>• Provide sample paragraphs that have main ideas and supporting details.</li> <li>• Discuss one of these and guide learners to identify the main and supporting ideas.</li> <li>• Have learners work in groups of four to read and identify the main idea and supporting ideas. Guide them with the questions:               <ol style="list-style-type: none"> <li>i. What is the paragraph talking about/What is the main idea in the paragraph?</li> <li>ii. Which sentence has the main idea?</li> </ol> </li> </ul> <p>Which sentences say something about the main idea?</p>	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Personal Development</p>

### Sub-Strand 9: Writing as a Process

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4. 4.9.1: Apply the skills and strategies for idea generation, selection, development, organisation and revision in writing</b></p>	<p><b>B4. 4.9.1.1 Select a topic of choice on issues in the immediate environment, brainstorm and organise ideas before writing</b></p> <ul style="list-style-type: none"> <li>• Take learners through the writing process:</li> </ul> <p><u>Prewriting stage</u></p> <ul style="list-style-type: none"> <li>• Put learners in groups of four (4). Each member suggests a topic. Each group discusses it's topics and selects one. Each team presents their topic to the class and writes it on the board.</li> <li>• Have groups plan their composition by identifying and discussing the purpose, audience and the context of the piece.</li> <li>• Invite groups to present their work and have the whole class give feedback.</li> <li>• Use learner strategies such as brainstorming to help learners generate ideas appropriate to the topic.</li> <li>• Have learners use graphic organisers to organise the ideas generated.</li> </ul> <p style="padding-left: 40px;">e. g.</p> <p><u>Brainstorming</u></p> <ul style="list-style-type: none"> <li>• Brainstorming involves expressing one's own views and ideas to contribute to resolve a problem.</li> <li>• The activity can be done as a whole class, in small groups or in pairs. The high ability learners may take leading roles.</li> </ul> <p><i><b>Note:</b> Do not evaluate learners' ideas but accept and record each idea on the board. Assure them that they are not required to justify or explain the ideas they generate.</i></p>	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Personal Development and Leadership Skills</p> <p>Creativity and Innovation</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.4.9.2: Develop and express ideas coherently and cohesively in writing</b></p> <p><b>B4.4.9.3: Apply strategies for improving drafts for publishing</b></p>	<p><b>B4.4.9.2.1. Develop ideas into a one-paragraph draft using appropriate nouns or pronouns within and across sentences to aid cohesion and avoid ambiguity</b>  <u>Writing stage</u></p> <ul style="list-style-type: none"> <li>• Have learners work independently to write a first draft. Advise learners to: <ul style="list-style-type: none"> <li>i. Concentrate on getting ideas on paper, not to produce a perfect piece of writing.</li> <li>ii. Use the ideas generated but feel free to add new ideas that occur to them as they write.</li> </ul> </li> <li>• Be sure their writing has a beginning, middle and an ending.</li> </ul> <p><b>B4.4.9.3.1. Review and revise the one-paragraph draft taking out irrelevant details</b></p> <ul style="list-style-type: none"> <li>• Have pupils revise their first draft. Ask them to set aside their first draft for a while and return to it to read over slowly and critically, and reread it several times.</li> <li>• Have learners use these questions as a revision guide: <ul style="list-style-type: none"> <li>i. Is my topic interesting?</li> <li>ii. Does the beginning catch the reader’s attention?</li> <li>iii. Are the ideas easy to understand?</li> <li>iv. Do all the sentences say something about the topic?</li> </ul> </li> <li>• Encourage learners to make as many changes as necessary to improve their work.</li> </ul>	<p>Personal Development and Leadership  Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Communication and Collaboration  Personal Development and Leadership  Critical Thinking and Problem Solving  Creativity and Innovation</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.4.9.3: Apply strategies for improving drafts for publishing</b> <b>CONT'D</b></p>	<p><b>B4.4.9.3.2. Proofread draft, checking capitalisation, usage, punctuation and spelling</b></p> <ul style="list-style-type: none"> <li>• Have learners proofread the revised draft of their writing with focus on the conventions of punctuation, capitalisation, spellings, etc.</li> <li>• Let them do peer editing. Learners check their partners' writing for errors (punctuations, spelling, etc.)</li> <li>• Have learners write a neat final copy and read it once again to check for errors.</li> </ul> <p><b>B4.4.9.3.3. Display writing piece for other peers to read</b></p> <ul style="list-style-type: none"> <li>• Have learners publish their work by preparing and showing it to others in small groups or in pairs. Allow them to post their work on the notice board or walk to show it to all other learners in the class one after the other.</li> </ul> <p>Encourage learners to share their work with their family members. Have them keep their work in their portfolios. They may type their work and publish it in the class magazine.</p>	<p>Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving Creativity and Innovation</p>

**Sub-Strand 10: Narrative Writing**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.4.10.1: Narrate situations, express feelings and convey point of view about the world/ or fictional world</b></p>	<p><b>B4.4.10.1.1. Write about real or imagined experiences or events following story structure (beginning, middle and ending), using appropriate noun or pronoun within and across sentences to aid cohesion.</b></p> <ul style="list-style-type: none"> <li><b>i. Describing the setting and developing the plot (events in the story)</b></li> <li><b>ii. Describing characters with elaboration</b></li> <li><b>iii. Using first and third persons</b></li> </ul> <ul style="list-style-type: none"> <li>• Guide learners to narrate an event they participated in e.g. My first day at the national theatre. Learners tell the story sequentially: beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed by all. Let them build a mind map to guide their writing.)</li> <li>• Let learners use adjectives and adverbs in describing the physical appearance and state of their characters.</li> <li>• Guide them with examples to write from the first person point of view to start with and later change the same story to read from the third person point of view.</li> <li>• Learners edit their work first in their groups, then across groups. Let learners then publish their stories on the class notice board so each group can read another’s story.</li> </ul>	<p>Personal Development and Leadership</p> <p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p>

**Sub-Strand II: Creative/Free Writing**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.4.11.1: Create texts</b></p>	<p><b>B4.4.11.1.1. Write freely about topics of choice in their immediate environment</b></p> <ul style="list-style-type: none"> <li>• Have learners, in pairs, think-pair-share and choose a topic from their immediate environment they will want to write about.</li> <li>• Guide learners to brainstorm and generate ideas.</li> <li>• Have learners organise their ideas and write their first draft.</li> <li>• They then peer edit their work.</li> <li>• Have them present their work for class discussion and correction.</li> <li>• They then write the final draft and display their work for their peers to read.</li> </ul> <p><b>B4.4.11.1.2. Write poems and imaginative, narrative stories and illustrate them</b></p> <ul style="list-style-type: none"> <li>• Guide learners to read a poem and let them write a parallel one to start as group presentations.</li> <li>• Learners then choose topics and write a four or five line poem and illustrate it.</li> <li>• Guide them to edit each other's work by exchanging with other groups.</li> <li>• Have groups present their work to the class.</li> <li>• Encourage reactions from the class.</li> </ul> <p><b>Imaginative narrative</b></p> <ul style="list-style-type: none"> <li>• Guide learners through relevant questions to write imaginative stories on topics/themes of their choice.</li> </ul>	<p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p>

### Sub-Strand 12: Descriptive Writing

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.4.12.1: Demonstrate knowledge of descriptive words/expressions in writing</b></p>	<p><b>B4.4.12.1.1. Use descriptive words/expressions to describe places, personal experiences and events</b></p> <p><i>Note: The teacher should consider level-appropriate vocabulary and grammar</i></p> <ul style="list-style-type: none"> <li>• Revise adjectives by having learners describe familiar people, objects and places in their environment.</li> <li>• Learners in their groups talk about interesting places they have visited.</li> <li>• Guide them to describe places of their choice using knowledge of adjectives.</li> <li>• Have them do peer editing and share their work with the class.</li> <li>• They repeat the procedure above to describe events, situations and personal experiences.</li> </ul>	<p>Communication and Collaboration Personal Development Creativity and Innovation</p>

### Sub-Strand 13: Argumentative/Persuasive Writing

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.4.13.1: Support an opinion in writing</b></p>	<p><b>B4.4.13.1.1. Support opinions with simple sentences</b></p> <ul style="list-style-type: none"> <li>• Present a motion to learners. e. g. A doctor is more important than a farmer.</li> <li>• Discuss the meaning and implication of the motion with pupils and invite them to take a stand either for or against the motion.</li> <li>• Put learners into two groups: for the motion and against the motion and write down what they think about it.</li> <li>• Groups read out their opinions to the class for discussions.</li> </ul>	<p>Communication and Collaboration  Creativity and Innovation</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.4.13.2: Write arguments to support claims with clear reasons and relevant evidence</b></p>	<p><b>B4.4.13.2.1. Introduce claim(s) and support them with clear reasons and relevant evidence</b></p> <ul style="list-style-type: none"> <li>• Working in groups (as in B4.7.1.1), learners provide reasons for the opinions they hold on a topic.</li> <li>• Guide groups to provide evidence for the opinions they hold.</li> <li>• Have groups present their work for discussions.</li> </ul> <p><b>B4.4.13.2.2. Use words, phrases, and clauses to clarify the relationships between claim(s) and reasons</b></p> <ul style="list-style-type: none"> <li>• Lead learners to discuss appropriate language for arguments e. g. use of adjectives in their various forms.</li> <li>• You may read out model argumentative essays to guide learners as they listen carefully to identify useful phrases, clauses and expressions.</li> </ul> <p><b>B4.4.13.2.3. Establish and maintain a formal style</b></p> <ul style="list-style-type: none"> <li>• Using models, discuss the basic structure of an argumentative piece: <ul style="list-style-type: none"> <li>- Introduction.</li> <li>- Reasons for the stand taken.</li> <li>- Conclusion.</li> </ul> </li> <li>• Have groups present full compositions using this structure for class discussions.</li> </ul> <p><b>B4.4.13.2.4. Provide a concluding statement that follows from argument presented</b></p> <ul style="list-style-type: none"> <li>• Have learners listen to a debate on a familiar topic.</li> <li>• learners in groups discuss the debate.</li> <li>• Teach the features of a debate.</li> </ul> <p>Guide learners to select a debatable topic. Divide the class into two to go through the writing process to prepare to debate on the topic.</p>	<p>Communication and Collaboration</p> <p>Personal Development</p> <p>Critical Thinking and Problem Solving</p>

### Sub-Strand 14: Expository/Informative Writing

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B4.4.14.1: Write informative essays</b>	<p><b>B4.4.14.1.1. Write words giving information about family</b></p> <ul style="list-style-type: none"> <li>• Guide learners with a model to talk about themselves. This is a whole class discussion with individual learners saying things about themselves.</li> <li>• Let learners write about themselves. In pairs learners edit each other's work and identify words and sentences that give information about the partner which they did not know previously.</li> <li>• In groups learners research about their school and write a short history about it.</li> </ul>	Creativity and Innovation
<b>B4.4.14.2: Write an event of the day</b>	<p><b>B4.4.14.2.1. Write picture events about personal experiences and make radio/TV presentations</b></p> <ul style="list-style-type: none"> <li>• Let learners watch TV news at home and write their own news from the pictures they see.</li> <li>• Put learners into groups. Let them brainstorm and write activities of the day.</li> <li>• Let each group choose an interesting event and write the news to broadcast to the class.</li> <li>• Let each group choose one person to present the news.</li> <li>• Help learners to organise a radio or TV talk show.</li> </ul>	Creativity and Innovation

### Sub-Strand 15: Letter Writing

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B4.4.15.1: Write informal letters on given topics</b>	<b>B4.4.15.1.1. Write to friends about personal experiences using appropriate letter formats</b> <ul style="list-style-type: none"> <li>• Present samples of friendly letters to learners.</li> <li>• Let learners read samples in groups and identify important features of friendly letters.</li> <li>• Discuss these features with learners.</li> <li>• Each group writes a friendly letter (about their personal experiences) showing the important features.</li> </ul>	Communication and Collaboration  Critical Thinking and Problem Solving

## STRAND 5: USING WRITING CONVENTIONS/ GRAMMAR USAGE

### Sub-Strand 2: Using Punctuation

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B4.5.2.1: Show understanding of how punctuations are used appropriately in writing</b>	<b>B4.5.2.1.1. Use the comma:</b> <ul style="list-style-type: none"> <li>– before and after "Yes" and "No" in sentences</li> <li>– after addressing a person, e.g. Kofi, can you help me?</li> <li>• Provide learners with sample texts for them to identify the target punctuation marks. e.g. Yes, please. No, thank you. Kofi, can you help me?</li> <li>• Give them practice in using the punctuation marks. They may copy and punctuate unpunctuated sentences and short paragraphs.</li> <li>• Have them write sentences to demonstrate understanding of the use of the comma before and after "Yes" and "No" in sentences; - after addressing a person.</li> </ul>	Critical Thinking and Problem Solving.  Communication and collaboration

**Sub-Strand 3: Naming words/ Nouns**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.5.3.1: Apply knowledge of different types of nouns in communication</b></p>	<p><b>B4.5.3.1.1. Identify and use nouns in phrase in sentences to identify people, animals, events and objects</b></p> <ul style="list-style-type: none"> <li>• Have learners read simple sentences with names of people, animals, events and objects on the board.</li> <li>• Put learners in groups to identify the names of people, animals, events and objects as nouns.</li> <li>• Have learners form sentences with names of people, animals, events and objects and underline these names/nouns in the sentences.</li> <li>• Have them note that common nouns start with small letters.</li> <li>• Have learners identify common nouns from paragraphs/passages.</li> </ul> <p><b>B4.5.3.1.2. Identify and use:</b></p> <ul style="list-style-type: none"> <li>– <b>Proper nouns- refer to cities and countries</b></li> <li>– <b>Common nouns</b></li> <li>–</li> </ul> <p><b>Proper nouns</b></p> <ul style="list-style-type: none"> <li>• Have learners read simple sentences with names of cities and countries from the board.</li> <li>• Put learners into groups to identify the names of cities and countries.</li> <li>• Have learners identify proper nouns from paragraphs/passages.</li> <li>• Have learners form sentences with names of other cities and countries.</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p>

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.5.3.1: Apply knowledge of different types of nouns in communication</b> <b>CONT'D</b></p>	<p><b>Common nouns</b></p> <ul style="list-style-type: none"> <li>• Introduce common nouns in context.</li> <li>• Have learners read simple sentences with common nouns from the board.</li> <li>• Put learners into groups to identify the common nouns.</li> <li>• Have learners identify common nouns from paragraphs/passages.</li> </ul> <p>Have learners form sentences with the common nouns identified</p> <p><b>B4.5.3.1.3. Identify and use collective nouns to refer to a group of objects and people</b></p> <ul style="list-style-type: none"> <li>• Have learners read sentences containing collective nouns e.g. team, class, a swarm of bees, a troop of monkeys, a flock of sheep, a bunch of keys.</li> <li>• Explain to learners that collective nouns behave like singular nouns. Therefore, they are used with singular verbs.</li> <li>• Provide collective nouns and their groups for learners to identify. Let them form sentences using the collective nouns.</li> </ul> <p><b>B4.5.3.1.4. Identify and use abstract nouns to refer to concepts and ideas</b></p> <ul style="list-style-type: none"> <li>• Revise common and proper nouns.</li> <li>• Write sentences containing abstract nouns on the board.</li> <li>• Have learners take turns to read them and identify the nouns.</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p>

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<b>B4.5.3.1: Apply knowledge of different types of nouns in communication CONT'D</b>	<ul style="list-style-type: none"> <li>• Explain abstract nouns as names of things that cannot be seen, felt, nor touched. e.g. air, beauty, peace</li> <li>• Have learners give examples of abstract nouns and write them on the board.</li> <li>• Have learners identify concrete and abstract nouns from paragraphs/passages.</li> <li>• Let them use these abstract nouns in their own sentences.</li> </ul>	Communication and Collaboration Personal Development and Leadership

**Sub-Strand 4: Using Action Words**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.5.4.1: Demonstrate understanding of verbs in everyday language</b></p>	<p><b>B4.5.4.1.1. Use the singular and plural subjects and the verb form that go with them</b></p> <ul style="list-style-type: none"> <li>• Revise the simple present form of verbs and their use to agree with the subject they follow.</li> <li>• Have learners do an activity: e. g. Write a letter to your friend telling him/her what you and your siblings do after school. Learners read their friendly letters in pairs.</li> <li>• Guide learners to correct the wrong use of subjects and their appropriate verb forms that go with them if any. e.g. we eats – we eat</li> <li>• Have learners do peer editing to identify and correct errors.</li> </ul> <p><b>B4.5.4.1.2. Demonstrate the use of simple past form in speech and in writing to express past conditions</b></p> <ul style="list-style-type: none"> <li>• Revise the simple past tense (both regular and irregular verbs).</li> <li>• Assign learners to do an activity e.g. let learners, in small groups, re-write the letters they wrote previously in the simple past tense (Refer to B4.5.4.1.1).</li> <li>• Let pairs of learners exchange their work and peer edit.</li> </ul> <p><b>B4.5.4.1.3. Use the present perfect form of verbs to relate past events to the present</b></p> <ul style="list-style-type: none"> <li>• Learners in pairs plan what they will do during the next weekend.</li> <li>• They put their plan into writing using modal auxiliaries.</li> <li>• Let two pairs come together to form bigger groups to edit their work one after the other.</li> <li>• Pairs of learners read their work to the class for discussion.</li> </ul>	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Personal Development</p>

**Sub-Strand 5: Using Qualifying Words – Adjectives**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.5.5.1: Demonstrate understanding of adjectives in speech and in writing</b></p>	<p><b>B4.5.5.1.1. Use adjectives to make comparisons</b>  <b>e.g.</b></p> <ul style="list-style-type: none"> <li>– <b>fast /slow</b></li> <li>– <b>good/bad</b></li> <li>– <b>fast/faster</b></li> <li>– <b>slow/slower</b></li> <li>–</li> </ul> <ul style="list-style-type: none"> <li>• Guide learners with several examples and situations to identify the comparative forms of adjectives in sentences, e.g. Ama is fast but Kofi is slow.</li> <li>• Have learners identify adjectives in a given passage.</li> <li>• Let learners write sentences using comparative and superlative forms of adjectives.</li> </ul> <p><b>B4.5.5.1.2. Differentiate between how the comparative and superlative adjective forms are used in sentences</b></p> <ul style="list-style-type: none"> <li>• Guide learners with examples to talk about their siblings using adjectives.</li> <li>• In pairs, learners write two to three sentences to describe their classmates using the three forms of adjectives.</li> <li>• Two pairs put their work together and do a comparison. Let them share their work with other groups.</li> </ul>	<p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Personal Development</p>

### Sub-Strand 6: Using Adverbs

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B4.5.6.1: Understand and use adverbs correctly in speech and in writing</b>	<b>B4.5.6.1.1. Use adverbs to talk about when and where the action of a verb took place</b> <ul style="list-style-type: none"> <li>• Guided with examples, let learners narrate events using adverbs to describe the place and time of occurrence.</li> <li>• Introduce drills to provide oral practice.</li> <li>• Learners in group go on a field trip/excursion to e.g. a tourist centre.</li> <li>• Let them write and present their stories to demonstrate their knowledge of adverbs of place and time.</li> </ul>	Critical Thinking and Problem Solving Communication and Collaboration

### Sub-Strand 7: Using Simple Prepositions

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B4.5.7.1: Apply the knowledge of prepositions in oral and written communication</b>	<b>B4.5.7.1.1. Use prepositions to convey a variety of meanings:</b> <ul style="list-style-type: none"> <li>- Direction, e.g. up</li> <li>- Period of Time, e.g. for</li> <li>- Purpose, e.g. to</li> <li>- Possession, of</li> <li>- Comparison e.g. taller than</li> <li>• Have learners describe the positions of classroom objects using such sentences.</li> </ul>	Communication and Collaboration

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.5.7.1: Apply the knowledge of prepositions in oral and written communication</b> <b>CONT'D</b></p>	<ul style="list-style-type: none"> <li>• Write sentences that are missing propositions on the board e.g. <ul style="list-style-type: none"> <li>i. The boy is walking the road.</li> <li>ii. My auntie has stayed with us one week.</li> <li>iii. I am happy see you.</li> <li>iv. Show me a picture your pet.</li> <li>v. Kwaku is taller Ama.</li> </ul> </li> <li>• Have learners tell what is wrong with the sentences. (<i>They don't make sense. There are missing words, etc.</i>) Write examples of the target prepositions on the board: up, for, to, of, than. Put learners into groups and have them re-write the sentences correctly, using the given prepositions. Groups write their answers on the board and underline the words</li> <li>• Guide learners to discover the functions of these prepositions.</li> <li>• Have learners work in pairs to use the prepositions in sentences. <ul style="list-style-type: none"> <li>– <i>Direction= towards the mountain.</i></li> <li>– <i>Time = at six o'clock.</i></li> <li>– <i>Purpose = for, in order to.</i></li> <li>– <i>Possession= for, to</i></li> <li>– <i>Comparison= than.</i></li> <li><i>Support or opposition = for you, against me.</i></li> </ul> </li> </ul>	<p>Communication and Collaboration</p>

**Sub-Strand 8: Conjunctions**

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B4.5.8.1: Apply the knowledge of conjunctions in speech and in writing</b></p>	<p><b>B4.5.8.1.1. Identify and use conjunctions - <i>and, but, or, nor</i> - to link:</b></p> <ul style="list-style-type: none"> <li>- similar ideas</li> <li>- contrasting ideas</li> <li>- express alternatives</li> <li>-</li> </ul> <p><b>Note:</b> Learners are to consolidate the knowledge of conjunctions acquired in Strand 3: Grammar Usage at Word and Phrase Levels.</p> <ul style="list-style-type: none"> <li>• Guide learners to give examples of sentences demonstrating their knowledge of conjunctions. e.g.               <ul style="list-style-type: none"> <li>i. Musa <b>and</b> Kuma are good friends.</li> <li>ii. Kwame is hard working but Abena is lazy.</li> </ul> </li> <li>• Guide learners in groups to join sentences using coordinating conjunctions on a topic. e. g. A visit to an interesting tourist site</li> <li>• Guide them to edit each other’s work by exchanging with other groups.</li> <li>• Let learners talk about the differences in their stories.</li> </ul>	<p>Communication and Collaboration</p>

**Sub-Strand 9: Using Simple, Compound and Complex Sentences**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.5.9.1: Apply knowledge of grammatical rules to form words, phrases and sentences</b></p>	<p><b>B4.5.9.1.1. Identify subjects and verbs in simple sentences</b></p> <ul style="list-style-type: none"> <li>• Give learners an extract from a comprehension passage.</li> <li>• Guide them to identify the simple sentences. Let them identify subjects and verbs in each sentence.</li> <li>• Let learners write an event they have participated in.</li> <li>• Learners edit their work to demonstrate their knowledge of subject and predicate.</li> </ul> <p><b>B4.5.9.1.2. Construct simple sentences correctly</b></p> <ul style="list-style-type: none"> <li>• Learners construct simple sentences.</li> <li>• Write some of the sentences on the board to guide the discussions on subjects and verbs.</li> <li>• Show a large poster of people doing various activities.</li> <li>• Assign learners to build a paragraph on the picture paying attention to subject and predicate. They use a line to divide each sentence into the subject and predicate.</li> <li>• The groups edit and publish the work. Each member keeps a copy.</li> </ul>	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p>

**Sub-Strand 10: Spelling**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.5.10.1: Spell words accurately</b></p>	<p><b>B4.5.10.1.1. Use invented spelling to increase fluency and free writing</b></p> <ul style="list-style-type: none"> <li>• Let learners spell given words with invented spellings. Each group tries to write the correct spelling. The group to get the highest number of words spelt correctly is regarded as the Spelling Champion for the work.</li> <li>• Give learners the meanings of words to identify and spell the words.</li> <li>• Learners use the words they have spelt in sentences of their own.</li> <li>• Select registers of various subjects/topics (shopping, transportation, agriculture).</li> <li>• Guide learners to spell the appropriate vocabulary used in that context.</li> <li>• Let learners use the words in writing a short paragraph describing or narrating that activity (shopping, travelling by bus, making a farm, catching fish).</li> </ul>	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p>

**STRAND 6: EXTENSIVE READING**  
**Sub-Strand 1: Building the Love and Culture of Reading**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B4.6.1.1: Read widely for pleasure, personal development, and demonstrate independent reading and learning in the literary content areas</b></p>	<p><b>B4.6.1.1.1. Read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</b></p> <ul style="list-style-type: none"> <li>• Guide learners to choose and read independently books of their choice during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> </ul>	<p>Reading skills            Personal Development and Leadership             Communication and Collaboration</p>

# **BASIC 5**

**BASIC 5**  
**STRAND I: ORAL LANGUAGE**  
**Sub-Strand I: Songs**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.1.1.1:</b>  <b>Demonstrate understanding of a variety of songs</b></p>	<p><b>B5.1.1.1.1. Explain the central messages in songs</b></p> <ul style="list-style-type: none"> <li>• Have learners sing some familiar patriotic songs.</li> <li>• Have learners listen to you sing a selected song.</li> <li>• Guide learners to sing lines of the song with appropriate stress and rhythm.</li> <li>• Let them sing individually and in groups.</li> <li>• Using questions discuss the central message of the target song: who composed this song? What is the song telling us?</li> <li>• Invite individuals to explain the central message(s) of the song.</li> </ul> <p><b>B5.1.1.1.2. Relate values in songs to real life experiences</b></p> <ul style="list-style-type: none"> <li>• Have learners sing familiar songs as in the previous lesson.</li> <li>• Lead learners to discuss the song and have them bring out the meaning.</li> <li>• In groups, learners discuss the values in the song, e.g. truthfulness, patience, etc. and relate the values to real life situations.</li> <li>• Have groups share their ideas with the class in the form of presentations.</li> <li>• Write salient responses on chalkboard.</li> </ul>	<p>Communication and Collaboration</p> <p>Creativity and Innovation/</p> <p>Cultural Identity and Global Citizenship</p>

### Sub-Strand 3: Poems

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.1.3.1: Appreciate poems and other pieces of literary materials</b></p>	<p><b>B5.1.3.1.1. Respond to poems by discussing their central messages and expressing own opinion</b></p> <ul style="list-style-type: none"> <li>• Ask learners to recite a poem of their choice with actions.</li> <li>• Choose a poem appropriate for the grade level.</li> <li>• Recite and act on the poem as learners listen attentively to you and observe.</li> <li>• Allow some individual learners to recite as others listen.</li> <li>• Lead learners to recite lines of the poem with correct stress, clapping and tapping out the rhythm.</li> </ul> <p><b>B5.1.3.1.2. Relate values in poems to day-to-day life</b></p> <ul style="list-style-type: none"> <li>• Ask learners to recite some poems already learnt. Write out the new poem on the board. Teach the meaning and pronunciation of the key words in context.</li> <li>• Lead learners to read the poem line by line and discuss with them the meaning of the whole poem.</li> <li>• Recite the poem with pupils line by line, clapping and tapping out the rhythm.</li> <li>• Together with learners identify and discuss some values in the poem, e.g. patience, love, patriotism etc.</li> <li>• Have learners relate the values to real life situations and experiences.</li> </ul>	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Cultural Identity and Global Citizenship</p> <p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Cultural Identity and Global Citizenship</p>

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<b>B5.1.3.1: Appreciate poems and other pieces of literary materials CONT'D</b>	<b>B5.1.3.1.3. Compose six-line poems.</b> <ul style="list-style-type: none"> <li>• Have learners recite a poem of their choice individually and in groups.</li> <li>• Put learners into groups and ask them to write out some lines of recited poems.</li> <li>• Assign learners to create or write some meaningful lines similar to those in the poem of their choice.</li> <li>• Guide learners to arrange their formulated lines together to compose a poem of six lines.</li> <li>• Have each group recite their poem while others listen.</li> <li>• Ask the class to identify the values in the poems as they listen to recitations.</li> </ul>	Communication and Collaboration  Creativity and Innovation  Cultural Identity and Global Citizenship

**SUB –STRAND 4: STORY TELLING**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>												
<p><b>B5.1.4.1: Respond to stories</b></p>	<p><b>B5.1.4.1.1. Demonstrate understanding of lessons in stories by making relevant comments</b></p> <ul style="list-style-type: none"> <li>• Tell a story using the appropriate procedure or stages. With examples, guide learners to identify the beginning, middle and ending.</li> <li>• Invite learners to retell story sequentially</li> </ul> <table border="1" data-bbox="741 616 1496 967"> <tr> <td>Story Element:</td> <td>What are the key details about this story?</td> </tr> <tr> <td>Who is the main character?</td> <td></td> </tr> <tr> <td>What is the setting?</td> <td></td> </tr> <tr> <td>What event(s) happened at the beginning of the story?</td> <td></td> </tr> <tr> <td>What event(s) happened at the middle of the story?</td> <td></td> </tr> <tr> <td>What event(s) happened at the end of the story?</td> <td></td> </tr> </table> <ul style="list-style-type: none"> <li>• Have learners take turns to comment on the story.</li> </ul> <p><b>B5.1.4.1.2. Tell stories which are parallel to stories heard or read</b></p> <ul style="list-style-type: none"> <li>• Use an example to explain a parallel poem or story.</li> <li>• Lead the class to write a story parallel to a familiar story.</li> <li>• Present another short story on the board.</li> <li>• Elicit and discuss areas that can be changed or replaced to create a parallel story. Assign groups to write and present stories parallel to that on the board.</li> </ul>	Story Element:	What are the key details about this story?	Who is the main character?		What is the setting?		What event(s) happened at the beginning of the story?		What event(s) happened at the middle of the story?		What event(s) happened at the end of the story?		<p>Personal Development and Leadership Communication and Collaboration Critical Thinking and Problem Solving Creativity and Innovation</p>
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What event(s) happened at the end of the story?														

**Sub-Strand 5: Dramatization and Role Play**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.1.5.1: Appreciate pieces of literary materials through dramatisation</b></p>	<p><b>B5.1.5.1.1. Use costume to dramatize or role-play parts/whole of stories</b></p> <ul style="list-style-type: none"> <li>• Lead learners to select a familiar story for dramatisation.</li> <li>• Ask questions to review the story.</li> <li>• Assign groups to prepare (share roles, select costume and rehearse) and dramatise/role-play the story using improvised lines.</li> <li>• Invite groups to perform for the class to critique their performances.</li> </ul>	<p>Creativity and Innovation Personal Development and Leadership</p>
<p><b>B5.1.5.2: Appreciate key issues in stories/sketches</b></p>	<p><b>B5.1.5.2.1. Interpret moral values in plays/stories</b></p> <ul style="list-style-type: none"> <li>• Select stories or plays recently watched or read by learners.</li> <li>• Use questions to guide learners to identify the moral values (e. g. truthfulness, perseverance, etc.) in the story/play.</li> <li>• Put learners in groups to interpret the moral values identified and share their interpretation with the class.</li> <li>• Have learners discuss how to apply those values to day-to-day living.</li> </ul> <p><b>B5.1.5.2.2. Develop sketches from stories read or heard</b></p> <ul style="list-style-type: none"> <li>• Through discussion, guide learners to identify the parts in stories read.</li> <li>• Invite some learners to retell parts of a story read or heard.</li> <li>• Discuss the story with learners.</li> <li>• Use the activity to guide learners in groups to develop a sketch from the story.</li> <li>• Have learners read out their sketches to the class for comments.</li> </ul>	<p>Creativity and Innovation Communication and Collaboration Critical thinking and Problem Solving  Personal Development and Leadership Creativity and Innovation</p>

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<b>B5.1.5.2: Appreciate key issues in stories/sketches</b> <b>CONT'D</b>	<b>B5.1.5.2.3. Analyse the actions of characters in sketches</b> <ul style="list-style-type: none"> <li>• Sing songs that accompany story telling with learners.</li> <li>• Choose familiar stories from learners' background.</li> <li>• Put learners into groups. Revise the previous activity on writing short sketches. Learners sketch a story told.</li> <li>• Through questions guide learners to identify and analyse characters and their actions in their sketches.</li> </ul>	Personal Development and Leadership  Critical Thinking and Problem Solving

**Sub-Strand 6: Conversation - Talking about Oneself, Family, People, Customs,  
Social/Cultural Values and Manners**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<b>B5.1.6.1: Use certain culturally acceptable language for communication</b>	<p><b>B5.1.6.1.1. Describe/talk about names of regions/places in the country as well as personalities in the community, expressing ideas and feelings clearly</b></p> <p><i>Note: Items in this indicator should be treated in separate lessons. The procedure below may be useful.</i></p> <ul style="list-style-type: none"> <li>• Discuss some important personalities in the community,</li> <li>• Ask pupils to mention the regions in the country.</li> <li>• In groups, have learners talk about important places in in each region.</li> <li>• Have groups read their findings to the class.</li> <li>• Encourage the class to ask questions for clarification of ideas</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development</p>
<b>B5.1.6.2: Demonstrate positive listening and viewing attitudes and behaviour by showing attentiveness and understanding</b>	<p><b>B5.1.6.2.1. Maintain appropriate posture and facial expression</b></p> <ul style="list-style-type: none"> <li>• Discuss with learners the importance of appropriate posture and facial expression in conversation.</li> <li>• Learners in groups choose a theme and engage in conversation maintaining appropriate posture and facial expressions. Learners listen and observe the speaker’s use of these skills and later critique to help them acquire or improve them.</li> </ul>	<p>Creativity and Innovation</p> <p>Communication and Collaboration Personal Development and Leadership</p>

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.1.6.2: Demonstrate positive listening and viewing attitudes and behaviour by showing attentiveness and understanding</b></p>	<p><b>B5.1.6.2.2. Listen and view for the entire duration of text, speech, presentation, video etc.</b></p> <ul style="list-style-type: none"> <li>• Play an audio video on your phone or laptop and let learners listen carefully. Set a task to guide them to focus on the activity.</li> <li>• Discuss what they saw and heard. Learners in their groups describe what they saw and heard and do a presentation.</li> <li>• Select a real life scenario e.g. head teacher addressing the school after winning the sports competition. Learners in groups organise their speech; elect a representative to read while others listen.</li> </ul> <p><b>B5.1.6.3.1. Engage in collaborative conversation on topics such as social issues, values and manners with adults</b></p> <ul style="list-style-type: none"> <li>• Show the video of a talk show or introduce a talk show by drawing on learners background knowledge of such activities on TV.</li> <li>• Identify an interesting topic e.g. “Children should not WhatsApp”. Initiate a conversation using questions. Learners take turns to contribute to the conversation.</li> <li>• Put learners in groups and let them choose a topic for conversation. Go round to ensure learners take turns, use facial expressions appropriately and maintain eye contact when in conversation.</li> <li>• Put learners in groups to identify and discuss social values (e. g. honesty), what they are and behaviours that portray these values.</li> </ul>	<p>Digital Literacy</p> <p>Communication and Collaboration</p>



<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<b>B5.1.6.3: Use knowledge of language and communicative skills to participate in conversation</b> <b>CONT'D</b>	<b>B5.1.6.3.3. Respond to questions to give further clarification of an opinion</b> <ul style="list-style-type: none"> <li>• Revise the activity on the talk show. Learners give examples of some vocabulary learnt.</li> <li>• Together with learners, choose a topic and initiate a conversation. Encourage learners to ask questions for clarification, and use appropriate expressions.</li> <li>• Put pupils into groups. Have each group choose a theme and initiate a conversation on their theme. Have the others listen and ask questions.</li> <li>• Have the group respond to the questions to give further clarifications</li> </ul>	Communication and Collaboration  Personal Development and Leadership

**Sub-Strand 7: Listening Comprehension**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.1.7.1: Use appropriate skills and strategies to process meaning from texts</b></p>	<p><b>B5.1.7.1.1. Employ the Think-Aloud strategy to convey meaning from level- appropriate texts.</b></p> <ul style="list-style-type: none"> <li>• Have learners listen to an audio text or a teacher-read text.</li> <li>• Model Think-Aloud strategy to make meaning from the text.</li> <li>• Have learners practise the Think-Aloud strategy to construct meaning.</li> </ul> <p><b>B5.1.7.1.2. Make connections with events in drama</b></p> <ul style="list-style-type: none"> <li>• Have learners listen to an audio drama or watch a video.</li> <li>• Guide learners to identify the sequence of events in the story, i.e. events at the beginning, middle and ending.</li> <li>• Ask relevant questions to guide learners to relate the events in the drama to their lives.</li> <li>•</li> </ul> <p><b>B5.1.7.1.3. Relate to lessons in stories</b></p> <ul style="list-style-type: none"> <li>• Assist learners to revise the sequence of a story familiar to them.</li> <li>• Have learners identify the characters in the story and the roles the characters played in the story or text.</li> <li>• Learners again identify the setting of the story.</li> <li>• Learners identify the moral lessons from the story.</li> <li>• Help them discuss and relate the moral lessons to their lives using an example to illustrate that.</li> <li>• Read a short story to learners and in groups, have them relate to the lessons in the story by repeating the above activities.</li> </ul>	<p>Cultural Identity and Global Citizenship</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.1.7.1: Use appropriate skills and strategies to process meaning from texts</b> <b>CONT'D</b></p>	<p><b>B5.1.7.1.4. Use background knowledge to understand and build new knowledge while listening to drama</b></p> <ul style="list-style-type: none"> <li>• Have learners listen to a drama.</li> <li>• Learners in groups identify, discuss and relate the plot of the drama to a familiar text.</li> <li>• Have learners listen to the drama a second time.</li> <li>• In groups, learners share what they have learnt in the text.</li> </ul> <p><b>B5.1.7.1.5. Ask relevant questions to expand comprehension of details of texts</b></p> <ul style="list-style-type: none"> <li>• Through discussion, learners identify some interesting stories or texts they have heard or read.</li> <li>• Assist learners to talk about the content of the stories/texts after re-telling the story.</li> </ul> <p>Encourage learners to ask relevant questions to expand their comprehension of the details of the text.</p> <p><b>B5.1.7.1.6. Distinguish between causes and effects of events in a story</b></p> <ul style="list-style-type: none"> <li>• Select an appropriate story to be read in class.</li> <li>• Have learners read the story and re-tell it to the class.</li> <li>• Work together with learners to identify the events in the story and link them sequentially by identifying cause and effect.</li> <li>• Learners in their groups choose stories and identify the causes and effects of events. Let learners present their work as the rest listen to them.</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking</p> <p>Cultural Identity and Global Citizenship</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking Communication and Collaboration</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.1.7.1: Use appropriate skills and strategies to process meaning from texts</b> <b>CONT'D</b></p>	<p><b>B5.1.7.1.7. Draw conclusions from main ideas, key details and specific examples from texts</b></p> <ul style="list-style-type: none"> <li>• Revise the lessons on identification of cause and effect using <b>Think-Pair-Share</b>.</li> <li>• Select an interesting story to guide the learners do this exercise.</li> <li>• Build on this activity by working together with learners to identify specific examples to help bring out main ideas and the key details. With this example, guide learners to draw conclusions.</li> </ul>	<p>Cultural Identity and Global Citizenship</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking Communication and Collaboration</p>



**Sub-Strand 9: Giving and Following Commands/ Instructions/Directions  
and Making and Responding to Requests**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.1.9.1: Use verbs in commands, instructions, requests and directions appropriately in speech</b> <b>CONT'D</b></p>	<p><b>B5.1.9.1.1. Give and respond to commands, instructions; give and follow directions with clear landmarks</b></p> <ul style="list-style-type: none"> <li>• Revise the concept of giving commands and making requests</li> <li>• In pairs, have learners role-play giving and obeying or following commands/instructions.</li> <li>• Model giving simple directions to places in the school and important places in the community or environment.</li> <li>• Provide situations for learners to practise giving directions. E.g.</li> </ul> <p><b>Showing direction</b> e.g. "A stranger meets you at the school gate. Direct him or her to the chief's palace, Central Mosque etc.</p> <ul style="list-style-type: none"> <li>• Learners work in groups to give directions.</li> </ul> <p><b>B5.1.9.1.2. Make and respond to polite requests for help from familiar adults</b></p> <ul style="list-style-type: none"> <li>• Revise how to make requests by giving examples.</li> <li>• In a discussion, help learners to identify the need to use 'please' when making simple requests. Through demonstration, guide learners to make polite requests in the classroom.</li> </ul> <p>e.g.</p> <ol style="list-style-type: none"> <li>i. Please sir/madam, may I go out?</li> <li>ii. Yes, you may.</li> </ol> <ul style="list-style-type: none"> <li>• Invite learners to the front in pairs to dramatise/role-play situations/scenes where they make requests and respond to them. Provide and teach vocabulary and expressions to guide them make requests and respond to them.</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking</p> <p>Cultural Identity and Global Citizenship</p>

**Strand I: Oral Language**  
**Sub-Strand I0: Presentation**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.1.10.1: Demonstrate knowledge of spoken grammar and register</b></p>	<p><b>B5.1.10.1.1. Demonstrate awareness of the features of spoken language, e.g. use of discourse markers- well, also, finally</b></p> <ul style="list-style-type: none"> <li>• Revise important features of spoken language such as use of contractions and ellipsis.</li> <li>• Help learners to use contractions and ellipsis in speech. e.g.               <ol style="list-style-type: none"> <li>1. Contraction:                   <ol style="list-style-type: none"> <li>i. Kofi cannot come today.</li> <li>ii. Kofi can't come today.</li> </ol> </li> <li>2. Ellipsis:                   <p>A: When will you come? B: Tomorrow</p> </li> </ol> </li> </ul> <p><b>B5.1.10.1.2. Demonstrate awareness of the differences between spoken and written forms of language, e.g. formal and informal register</b></p> <ul style="list-style-type: none"> <li>• Revise some differences between spoken and written forms of language, e.g. simplicity in spoken sentences and complexity of written sentences. e.g. written: I have not gone there. spoken: I haven't gone there.</li> <li>• Demonstrate simplicity of spoken language by giving short and simple speeches on a topic. e.g. introduction of a chairman.</li> <li>• Encourage learners to give short and simple speeches on chosen topics, e.g. My Favourite Meal</li> </ul>	<p>Commitment and Collaboration</p> <p>Personal Development</p> <p>Commitment and Collaboration</p> <p>Personal Development</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.1.10.1: Demonstrate knowledge of spoken grammar and register</b></p>	<p><b>B5.1.10.1.3. Demonstrate awareness of how meaning is conveyed through appropriate pace, stress, tone – through reciting poems.</b></p> <ul style="list-style-type: none"> <li>• Perform a familiar poem as learners listen and observe.</li> <li>• Have learners discuss the recital with focus on intonation, stress and rhythm.</li> <li>• Perform it again and have the class or groups do same.</li> <li>• Individuals, pairs and groups now choose and perform their favourite poems.</li> <li>• Have the class critique each effort.</li> </ul>	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Personal Development and Leadership</p> <p>Critical Thinking</p>
<p><b>B5.1.10.2: Demonstrate the ability to communicate with accurate pronunciation and appropriate intonation</b></p>	<p><b>B5.1.10.2.1. Speak audibly and coherently, using the appropriate voice qualities (pace, tone etc.)</b></p> <ul style="list-style-type: none"> <li>• Have learners listen to a conversation or speech in which the speaker speaks fluently and clearly and another audio where the speech is neither clear nor fluent.</li> <li>• Discuss the differences and ask learners to tell the importance of clear speech.</li> <li>• Create situations for learners to engage in dialogue (a pair at a time) or speech delivery.</li> <li>• Encourage them to maintain a good pace and tone.</li> <li>• Invite comments from the class after each delivery.</li> </ul>	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.1.10.2:</b>  <b>Demonstrate the ability to communicate with accurate pronunciation and appropriate intonation (cont.)</b></p>	<p><b>B5.1.10.2.2. Read aloud clearly, at a good pace and with expression</b></p> <ul style="list-style-type: none"> <li>• Have learners listen to audio recordings of speeches or listen to news read in English.</li> <li>• Learners listen to the speech in meaningful bits to guide them identify appropriate expressions as well as identify what a good pace is.</li> <li>• Use further samples to show that good speeches are presented with the appropriate expression and at a good pace.</li> <li>• In groups learners pick topics for their speeches. They prepare and deliver in turns. Let them deliver the speeches in about five (5) minutes each.</li> <li>• Have the class discuss the pace and use of appropriate expressions.</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking</p>
<p><b>B5.1.10.3: Plan and present information and ideas for a variety of purposes</b></p>	<p><b>B5.1.10.3.1. Present information about personal experiences</b></p> <ul style="list-style-type: none"> <li>• Model presenting a speech on a topic or have them listen to a recording of someone's personal experience. Use the example to guide learners to identify the purpose and audience of speech.</li> <li>• Discuss the importance of purpose and audience in speech.</li> <li>• Put learners in groups to plan a parallel speech and present to the class. Each group should select a purpose and an audience for their speech.</li> </ul>	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Cultural identity and Global citizenship</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.1.10.3: Plan and present information and ideas for a variety of purposes</b></p>	<p><b>B5.1.10.3.2. Draw on prior knowledge to identify organisational structure of speech</b></p> <ul style="list-style-type: none"> <li>• Have learners listen to a speech and give the written text to them to read taking note of the features.</li> <li>• Discuss the structure of a model speech with learners: <ul style="list-style-type: none"> <li>e.g. <ul style="list-style-type: none"> <li>i. Heading</li> <li>ii. Vocative Address</li> <li>iii. Introduction</li> <li>iv. Body</li> </ul> </li> </ul> </li> <li>• In groups have pupils write and present a parallel speech. Have the class to critique each group's work based on the discussed structures.</li> </ul> <p><b>B5.1.10.3.3. Gather and select facts and ideas from one or multiple print and/ non-print sources, appropriate to the purpose, audience, context and culture</b></p> <ul style="list-style-type: none"> <li>• Review the organizational structure of speech with pupils by giving a short speech and asking them to identify the various structures</li> <li>• Provide sample speeches for discussion to help learners generate ideas for their speeches.</li> <li>• Use the internet to guide the learners to download important speeches.</li> <li>• Together with learners discuss the organizational structure of the speeches.</li> <li>• Have learners choose and write speeches.</li> </ul>	<p>Communication and Collaboration Creativity and Innovations</p> <p>Personal Development and Leadership</p> <p>Critical Thinking</p> <p>Digital literacy</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.1.10.3: Plan and present information and ideas for a variety of purposes</b></p>	<p><b>B5.1.10.3.4. Support ideas and points of view by integrating selected visual and/ audio resources, verbal and non-verbal cues (e.g. gestures, facial expressions)</b></p> <ul style="list-style-type: none"> <li>• Through discussion, guide learners to select facts and ideas from one or more sources such as print sources and non-print sources (e.g. resource person) appropriate to the purpose, audience, context and culture.</li> <li>• Encourage learners to ask questions for clarity</li> </ul> <p><b>B5.1.10.3.5. Use discourse markers to signpost stages in a presentation (e.g. “For the next part”, “For example”, “In summary”)</b></p> <ul style="list-style-type: none"> <li>• Select a sample written speech and through discussion help learners to identify discourse markers to signpost stages in a presentation. e.g. “Let us look at,” Also, “ To sum up,” “Finally”</li> <li>• Learners write and use the appropriate words in both formal and informal situations.</li> </ul> <p><b>B5.1.10.3.6 Elaborate on points using concrete examples</b></p> <ul style="list-style-type: none"> <li>• Through model discussion help learners to elaborate on their points and substantiate them through the use of details, concrete examples, experiences and feelings</li> <li>• Have learners present their works to the hearing of others.</li> <li>• Encourage the class to make input in one another’s work.</li> </ul>	<p>Cultural Identity and Global citizenship</p> <p>Communication and Collaboration</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.1.10.3: Plan and present information and ideas for a variety of purposes</b></p> <p><b>CONT'D</b></p>	<p><b>B5.1.10.3.7 Speak with confidence before different audiences and maintain appropriate posture</b></p> <ul style="list-style-type: none"> <li>• Through role play and frequent practice in presentation, build confidence in learners to enable them stand before different audiences.</li> <li>• Let them demonstrate various postures, maintain eye contact and use verbal and non-verbal signs to convey meaning. <b>Let them practice these in pairs and groups.</b></li> </ul>	

**STRAND 2: READING**

**Sub-Strand 2: Phonics**

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write</b></p>	<p><b>B5.2.2.1.1. Apply common phonic generalisations (e.g. hard and soft 'c' and 'g') when reading continuous texts.</b></p> <p>e.g. 'c' as in country and cell 'g' as in gain and age</p> <ul style="list-style-type: none"> <li>• Review the hard form of the sound, e.g. 'c' as in cut; 'g' as in get</li> <li>• Introduce the soft form using lots of examples, e.g. 'c' as in centre, cent, circle; 'g' as in gent, gin, etc.</li> <li>• In groups, encourage learners to come out with words in which the sounds occur.</li> <li>• Have each group read their words to the class and then publish it on the walls of the classroom for learners to go round to read.</li> </ul>	<p>Communication and Collaboration</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write</b> <b>CONT'D</b></p>	<p><b>B5.2.2.1.2. Read two syllable words with suffixes and "r" controlled words (or, er, ar , ur) when reading continuous texts.</b></p> <ul style="list-style-type: none"> <li>• Introduce learners to the “r” controlled words. e.g. <b>or</b> as in lord, ford <b>er</b> as in her, fern, term, herb <b>ar</b> as in arm, car, park <b>ur</b> as in burn, turn, purse</li> <li>• Invite learners to give their examples.</li> <li>• Put learners into groups and assign each group sounds. Using dictionary and the internet, have members of each group search for words that contain the sound.</li> <li>• Have each group read their words to the class.</li> </ul> <p>Get learners to read two syllable words that contain suffixes and ‘r’ controlled words (e.g. return) in sentences.</p>	

**Sub-Strand 3: Word Families: Minimal Pairs and Common Digraphs**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.2.3.1: Identify minimal pairs and common digraphs</b></p>	<p><b>B5.2.3.1.1. Use common minimal pairs to decode words. e.g. – sash, wash</b></p> <ul style="list-style-type: none"> <li>• Give examples of minimal pairs, e.g. watch, catch</li> <li>• In groups let learners come up with more examples</li> <li>• Select two paragraphs from the reading passage and let learners identify specific spelling patterns e.g. <b>sh-</b> fish, dish, <b>sash</b>, <b>wash</b> <b>th – both, tooth</b></li> <li>• Drill pronunciation of words</li> <li>• Learners read the words containing minimal pairs, e.g. church, search, perch, fetch</li> <li>• Work together with learners to write simple sentences with the minimal pairs.</li> <li>• Learners in pairs identify more words from reading passages and make a list on a chart. Let each pair read the words.</li> </ul> <p><b>B5.2.3.1.2. Use words with digraphs to make meaningful sentences</b></p> <ul style="list-style-type: none"> <li>• Revise the activity in B5.2.3.1.1 and show the chart containing words. Let learners think-pair-share and select a paragraph with words containing digraphs e.g. <b>wh, th</b>, both at initial and end positions e.g. that, those, these, with, sixth, teeth.</li> <li>• Put learners into groups. Let them identify and read words containing digraphs and use them in sentences.</li> <li>• The group that produces ten words and uses them in sentences correctly is the winner.</li> </ul>	<p>Communication and Collaboration</p>

**Sub-strand 4: Diphthongs**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.2.4.1: Identify and use diphthongs to decode</b></p>	<p><b>B5.2.4.1.1. Use closing diphthongs, e.g. /aʊ, /eɪ to make meaningful sentences</b></p> <ul style="list-style-type: none"> <li>• Revise the activity on minimal pairs words. Let learners pick partners, think-pair-share. Learners use their rhyming words in meaningful sentences.</li> <li>• Introduce words that contain the target diphthongs, one at a time, by writing examples on the board e.g.  <i>/eɪ</i> - go, no, boat, load etc.  <i>/aʊ</i> - how, fowl etc.</li> </ul> <p><b>Note:</b> <i>Do not write the symbols of the sounds</i></p> <ul style="list-style-type: none"> <li>• Learners read and identify the common sound in the words. In groups learners make a list of words containing diphthongs and use some in sentences e.g. she says today is pay day.</li> </ul>	<p>Communication and Collaboration</p> <p>Reading and writing</p>

### Sub-Strand 5: Blends and Consonant Clusters

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.2.5.1: Identify and use consonant blends and clusters in reading</b></p>	<p><b>B5.2.5.1.1.Orally produce two-syllable words by blending sounds (phonemes), including consonant blends</b></p> <ul style="list-style-type: none"> <li>• Learners individually make meaningful sentences with words containing diphthongs. Every correct sentence is recorded for the group the individual belongs to.</li> <li>• Introduce two syllable words with consonant blends.</li> <li>• Model the pronunciation and have learners say it after you.</li> <li>• Teacher and learners select a reading text to guide the class to identify words containing consonant blends.</li> <li>• List words on the board and drill learners in their pronunciation</li> <li>• Learners read sentences and pick out the two-syllable words with consonant blends. e.g. <b>dr</b>-hundred, <b>dr</b>-drumstick, <b>bl</b>-problem, <b>nd</b>-handcuff</li> </ul> <p><b>B5.2.5.1.2.Use the spelling-sound correspondences for common consonant digraphs.</b></p> <ul style="list-style-type: none"> <li>• Revise digraphs. Have a simple presentation of digraphs by writing examples of words that begin or end with them on the board.</li> <li>• Have learners read the words and identify the letters at the beginning and the end. e.g. <u>taught</u> , <u>watch</u>, <u>splash</u>, <u>photographs</u>.</li> <li>• Together with learners use the internet to identify words containing specific digraphs.</li> <li>• Learners write examples of words, find their meanings and use them in sentences. E.g. <b>lt</b>- belt, <b>fr</b>- fresh, <b>pl</b>- play</li> </ul>	<p>Creativity and Innovation</p> <p>Communication and Collaboration Reading</p> <p>Digital literacy Reading and Writing</p>

**Sub-strand 6: Vocabulary**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.2.6.1: Understand word meanings and usages</b></p>	<p><b>B5.2.6.1.1. Use level-appropriate content words (nouns, verbs, adjectives and adverbs), and function words (e.g. prepositions) appropriately in spoken and written communication</b></p> <ul style="list-style-type: none"> <li>• Explain to learners that function words glue pieces of sentences together into long patterns. In other words they express a grammatical or structural relationship with other words in a sentence.</li> <li>• Examples of function words are determiners, conjunctions, prepositions, auxiliary verbs, modals etc.</li> <li>• Content words are words with specific meanings such as nouns, adjectives, adverbs and main verb. e.g. The <u>sly brown fox jumped</u> over the <u>lazy dog</u>.</li> <li>• In groups learners identify and work out the meanings of content words in texts read.</li> <li>• Have them use these words in sentences.</li> </ul> <p><b>B5.2.6.1.2. Use the following terms: synonym, antonym, pre-fix, suffix, phrasal verb etc. in spoken and written expressions.</b></p> <ul style="list-style-type: none"> <li>• Choose a text to guide learners identify synonyms, antonyms, idioms or phrasal verbs etc.</li> <li>• Create a scenario where learners can use idioms, antonyms, prefixes, suffixes and phrasal verbs, synonyms, etc. in meaningful sentences in written and spoken languages.</li> </ul>	<p>Communication and Collaboration</p> <p>Listening and Speaking</p>



CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.2.6.4: Use words appropriately for purpose, audience, context and culture</b></p>	<p><b>B5.2.6.4.1. Recognise how words are formed through acronyms (WHO) and clipping (telephone-phone).</b></p> <ul style="list-style-type: none"> <li>• Have learners revise building vocabulary through affixes. e.g. micro -microscope in - insert con- connect re- return</li> <li>• Learners should find meaning to these affixes and write more examples of affixes. Play a game where learners identify affixes in words. The group with the highest number of words is declared the winner.</li> <li>• Introduce acronyms and clipping. e.g.: <b>acronyms - WHO</b> = World Health Organisation <b>clipping - telephone</b> = phone</li> <li>• Put learners into groups and have them research on acronyms and clipping, using dictionaries or online resources, to build more vocabulary</li> </ul> <p><b>B5.2.6.4.2. Recognise the playful use of words in spoken and written language (jokes, riddles, puns etc.)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the playful use of words (jokes, riddles etc.) e.g. Riddle, riddle. I am something. I have four legs and a top. People write or eat on me. What am I?</li> <li>• Have learners use appropriate language in jokes, riddles etc.</li> <li>• Make them understand that these are ways in which language could also be used.</li> </ul>	<p>Cultural Identity and Global Citizenship.</p> <p>Digital Literacy Reading and Writing</p> <p>Cultural Identity and Global Citizenship</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.2.6.4: Use words appropriately for purpose, audience, context and culture</b> <b>CONT'D</b></p>	<p><b>B5.2.6.4.3. Use words suitable for purpose, audience, context and culture in relation to: type of texts (expository/explanatory, persuasive language, argumentative), medium (spoken/written), register (formal/informal) etc.</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the use of the key elements in writing. E.g. purpose, audience, setting, characters etc.</li> <li>• Have learners to role-play a simple story to bring out the importance of these elements and their usage.</li> </ul>	<p>Cultural Identity and Global Citizenship</p>

**Strand 2: Reading**  
**Sub-Strand 7: Comprehension**

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.2.7.1: Process and comprehend level appropriate texts</b></p>	<p><b>B5.2.7.1.1. Construct meaning from text read</b></p> <ul style="list-style-type: none"> <li>• Choose different texts for learners to make meaning from using the different strategies they are familiar with: <ul style="list-style-type: none"> <li>– Use of prior knowledge/experience.</li> <li>– Making predictions</li> <li>– Contextual meaning of vocabulary to connect with the other words to make meaning.</li> <li>–</li> </ul> </li> </ul> <p><b>B5.2.7.1.2. Note and recall main ideas in a sequence</b></p> <ul style="list-style-type: none"> <li>• Using SQ3R guide learners to present facts and ideas in a sequential order.</li> </ul>	<p>Cultural Identity and Global Citizenship</p>



CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.2.7.2: Apply critical reading, implied meaning, higher order thinking, judgment and evaluation</b></p> <p><b>B5.2.7.3: Demonstrate an understanding of the use of words and phrases as used in a text.</b></p>	<p><b>B5.2.7.2.2. Relate two or more ideas in a text</b></p> <ul style="list-style-type: none"> <li>Through relevant questions, have learners make personal connections with a text read. e.g. Does the message in this passage remind you of something? Answer: This story reminds me of a holiday I spent with my grandfather.</li> <li>Have learners relate two or more ideas within the text or from different texts.</li> </ul> <p><b>B5.2.7.2.3. Demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion)</b></p> <ul style="list-style-type: none"> <li>Guide learners with questions to identify the main parts of a story. e.g. introduction, body and conclusion.</li> <li>Have learners use connectives to summarise each part of the text and use these to make a full summary.</li> </ul> <p><b>B5.2.7.3.1. Use knowledge of prefixes and suffixes to read and interpret unfamiliar words.</b> e.g. mis – <b>mis</b>understanding</p> <ul style="list-style-type: none"> <li>Revise affixes briefly and have learners identify them in words.</li> <li>Have learners use words in their own sentences</li> </ul>	<p>Communication and Collaboration</p> <p>Reading and Writing Critical Thinking Listening and Speaking</p> <p>Listening and Speaking Reading and Writing</p> <p>Reading and Writing Personal Development</p>

**Sub-Strand 8: Silent Reading**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.2.8.1: Construct meaning from texts read</b></p>	<p><b>B5.2.8.1.1. Infer meaning from level-appropriate texts</b></p> <ul style="list-style-type: none"> <li>• Have learners read silently. Let them stop and think about something different from the text. This is to make them know what to do when meaning is disrupted.</li> <li>• Have them read silently for the meaning from the text.</li> </ul> <p><b>B5.2.8.1.2. Find the meaning of words as used in context</b></p> <ul style="list-style-type: none"> <li>• Use examples to show that words have different meanings.</li> <li>• Have a vocabulary lesson to help learners find meaning of words in a text.</li> <li>• Have learners use Think-Pair-Share to discuss their meaning together.</li> </ul> <p><b>B5.2.8.1.3. Answer questions based on the passage read</b></p> <ul style="list-style-type: none"> <li>• Learners pose and answer questions that clarify meaning and promote deeper understanding of a text.</li> <li>• Questions can be generated by the learner, a peer or an adult.               <ul style="list-style-type: none"> <li>e.g.</li> <li>i. Why did the character do nothing?</li> <li>ii. How did it make them feel?</li> </ul> </li> </ul>	<p>Communication and collaboration</p> <p>Personal Development</p> <p>Communication and collaboration</p> <p>Personal Development</p>

**Sub-Strand 9: Fluency**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.2.9.1: Read fluently to enhance comprehension</b></p>	<p><b>B5.2.9.1.1. Read grade- level texts with good speed and accuracy</b></p> <ul style="list-style-type: none"> <li>• Use the three stage approach to a comprehension lesson and have learners prepare and read the text with purpose and understanding.</li> <li>• Use different strategies to assist learners to come up with meaning of a text ,e.g. The Herring Bone, KWL etc.</li> </ul> <p><b>B5.2.9.1.2. Use context to confirm or self-correction strategies to confirm understanding of level appropriate texts</b></p> <ul style="list-style-type: none"> <li>• Have learners read the grade appropriate texts paying attention to punctuation marks, words, sentences and paragraphs.</li> <li>• Provide questions that will guide learners in understanding the passage e.g. What word connects paragraphs one and two?</li> <li>• Learners use correction strategy to help them make meaning from the text as they read.</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development</p> <p>Communication and Collaboration</p> <p>Personal Development</p>

**Sub-Strand 10: Summarising**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.2.10.1: Read and summarise passages read</b></p>	<p><b>B5.2.10.1.1. Summarise level-appropriate texts/passages orally</b></p> <ul style="list-style-type: none"> <li>• Learners identify the most important ideas in texts/passages read and restate them in their own words.               <ul style="list-style-type: none"> <li>e.g.                   <ul style="list-style-type: none"> <li>i. Can you retell the story?</li> <li>ii. Who are the main characters?</li> <li>iii. What is the setting?</li> <li>iv. What are the main events? (use herringbone or story map as strategies)</li> </ul> </li> </ul> </li> </ul> <p><b>B5.2.10.1.2. Write a short summary of a level-appropriate text/passage read</b></p> <ul style="list-style-type: none"> <li>• Have learners work in groups to write a summary of a text/passage read taking note of the main ideas.</li> <li>• Let learners present their write-up for discussion and feedback from the class and teacher.</li> </ul>	<p>Communication and collaboration</p> <p>Personal Development</p> <p>Reading, Listening and Speaking</p> <p>Communication and collaboration Reading and Speaking</p> <p>Personal Development</p>

**Strand 3: Grammar and Usage at Word and Phrase Levels**  
**Sub-Strand 1: Nouns**

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.3.1.1: Apply knowledge of different types of nouns in communication</b></p>	<p><b>B5.3.1.1.1. Identify and use nouns or noun phrases to refer to quantities or units.</b></p> <ul style="list-style-type: none"> <li>• Revise nouns briefly.</li> <li>• Introduce quantities and units in context. e.g.: <ul style="list-style-type: none"> <li>– Please, give me <u>a piece of paper</u>.</li> <li>– I have <u>a pair of trousers</u>.</li> </ul> </li> <li>• Have learners identify more examples of these in text and use them in sentences.</li> <li>• Learners make up their own noun phrases and use them in sentences.</li> </ul> <p><b>B5.3.1.1.2. Identify and use:</b></p> <ul style="list-style-type: none"> <li>- <b>proper nouns - refer to festivals;</b></li> <li>- <b>Count/non-count</b></li> <li>- <b>Singular</b></li> <li>- <b>Plural (regular, irregular)</b></li> <li>- <b>plural without plural marker</b></li> <li>-</li> </ul> <p><b>Proper nouns</b></p> <ul style="list-style-type: none"> <li>• Introduce the concept in context. e.g. <u>Christmas</u> is coming. The people of Ga celebrate <u>Homowo</u>.</li> <li>- In pairs have learners give more examples of festivals and write them as proper nouns.</li> </ul>	<p>Communication and collaboration</p> <p>Personal Development</p> <p>Listening and Speaking</p> <p>Communication and collaboration</p> <p>Personal Development</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.3.1.1: Apply knowledge of different types of nouns in communication</b></p>	<p><b>Count and non-count nouns.</b></p> <ul style="list-style-type: none"> <li>• Revise the concept of proper nouns and common nouns. (Proper nouns refer to particular nouns such as names of people, places, mountains, etc.)</li> <li>• Elicit examples from learners.</li> <li>• Briefly discuss what common nouns are giving and eliciting several examples.</li> <li>• Use several examples to explain and exemplify count and non-count nouns and provide activities for practice.</li> </ul> <p><b>Singular and Plural (regular, irregular) nouns</b></p> <ul style="list-style-type: none"> <li>• Introduce singular and plural nouns in context. e.g. I need a <u>table</u>. Can you give me one of these <u>tables</u>? This <u>child</u> looks sick, but those <u>children</u> look healthy.</li> <li>• Have learners read the sentences and observe the underlined words.</li> <li>• Show pictures of objects/people to help learners to identify regular and irregular nouns e.g. picture of a child, and a picture of children.</li> </ul>	<p>Communication and collaboration</p> <p>Personal Development</p> <p>Communication and collaboration</p> <p>Personal Development</p> <p>Personal Development</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.3.1.1: Apply knowledge of different types of nouns in communication</b> <b>CONT'D</b></p> <p><b>B5.3.1.1: Apply knowledge of different types of nouns in communication</b></p>	<ul style="list-style-type: none"> <li>• Guide learners to discover the difference between regular and irregular plural forms: <ul style="list-style-type: none"> <li>- Regular count nouns take <b>s</b> or <b>es</b> to form their plural. e.g. table – tables, chair – chairs</li> <li>- Irregular count nouns are nouns that do not take <b>s</b> or <b>es</b> to form their plural. e.g. child – children; ox – oxen; man – men; goose – geese</li> </ul> </li> </ul> <p><b>Plural nouns without plural markers</b></p> <ul style="list-style-type: none"> <li>• Have learners discover the plural nouns without plural marker in context. e.g. The sheep are grazing outside. I met a lot of people at the party.</li> </ul> <p><b>B5.3.1.1.3 Identify and use collective nouns to refer to a group of objects and people</b></p> <ul style="list-style-type: none"> <li>• Teach collective nouns in context.</li> <li>• Introduce a text that contains examples of collective nouns e.g. such as audience, congregation, a flock of sheep, a troop of monkeys</li> <li>• Have learners discuss the meaning of these words in context.</li> <li>• Put them into groups to provide more examples of collective nouns and use these nouns in sentences.</li> <li>• Let the groups present their work to the class for feedback.</li> </ul>	<p>Communication and collaboration</p> <p>Personal Development</p> <p>Communication and collaboration</p> <p>Personal Development</p> <p>Personal Development</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.3.1.1: Apply knowledge of different types of nouns in communication</b> <b>CONT'D</b></p>	<p><b>B5.3.1.1.4. Identify and use abstract nouns to refer to concepts and ideas</b></p> <ul style="list-style-type: none"> <li>• Revise concrete nouns.</li> <li>• Introduce abstract nouns as nouns that cannot be touched, seen or felt. They include ghost, beauty, holiness, air, etc.</li> <li>• Provide a passage with concrete and abstract nouns and let learners identify each category.</li> <li>• Have learners use given concrete and abstract nouns in sentences.</li> </ul>	<p>Communication and collaboration</p> <p>Personal Development</p> <p>Writing</p> <p>Communication and collaboration</p> <p>Personal Development Reading and Writing</p>

### Sub-Strand 2: Determiners

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.3.2.1: Apply knowledge of different types of determiners in communication</b></p>	<p><b>B5.3.2.1.1. Identify and use indefinite and definite articles ‘a’ and ‘an’ to refer to a person, animal, event, time or objects in general</b>  <b>Note:</b> Teacher should use level-appropriate vocabulary to teach the articles.</p> <ul style="list-style-type: none"> <li>• Provide an appropriate text containing abstract, concrete nouns.</li> <li>• Revise the lesson on nouns. Use the same text to introduce definite, indefinites and zero articles. Guide learners with examples to list the articles in the passage.</li> <li>• Help learners to form sentences using the articles.</li> </ul> <p><b>B5.3.2.1.2. Identify and use quantifiers to show qualities:</b></p> <ul style="list-style-type: none"> <li>– ordinal first, second etc.)</li> <li>– a few/a little etc.</li> <li>– both each/every</li> <li>– Another, other</li> <li>– Fewer, less, etc.</li> </ul> <ul style="list-style-type: none"> <li>• Introduce other types of determiners like each, both, and all.</li> <li>• Let learners read the sentences containing these determiners and explain the sentences.</li> <li>• Provide a text and let learners identify the determiners in a group activity.</li> <li>• Provide a context containing quantifiers. With examples help learners to identify them. e.g.               <ol style="list-style-type: none"> <li>i. Numerals (cardinals –one, two, three)</li> <li>ii. Ordinals (first, second, third...)</li> <li>iii. Some few/little etc.</li> <li>iv. No/both, all, each/every.</li> </ol> </li> <li>• Help learners to use the quantifiers in sentences.</li> </ul>	<p>Communication and collaboration</p> <p>Personal Development</p> <p>Communication and collaboration</p> <p>Personal Development</p> <p>Communication and collaboration</p> <p>Personal Development</p> <p>Reading</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.3.2.1: Apply knowledge of different types of determiners in communication (cont.)</b></p>	<p><b>B5.3.2.1.3. Identify and use possessive pronouns to show possession</b></p> <ul style="list-style-type: none"> <li>• Provide an interesting story abundant in possessives, e.g. mine, yours, his e.g. This is mine.</li> <li>• Let learners use possessives like mine, yours, his, hers, theirs in sentences e.g. This story is mine.</li> </ul> <p><b>B5.3.2.1.4. Identify and use demonstratives: -this/that, these/those people</b></p> <ul style="list-style-type: none"> <li>• Have learners identify demonstrations like this/that, these/those in context.</li> <li>• Guide learners with examples to write down the demonstratives.</li> <li>• Have learners use them in sentences. e.g. <ul style="list-style-type: none"> <li>i. This is for John.</li> <li>ii. That is his plan.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• <b>B5.3.2.1.5. Identify and use interrogative determiners e.g. which, whose -to find out which person something belongs to.</b></li> <li>• Choose a text that illustrates interrogatives. With an example from the text, guide learners to identify the other interrogatives in the passage.</li> <li>• Create a scenario for them to use the demonstratives appropriately in sentences.</li> </ul>	<p>Communication and collaboration</p> <p>Personal Development</p> <p>Communication and collaboration</p> <p>Personal Development</p> <p>Writing</p>

### Sub-Strand 3: Pronouns

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B5.3.3.1: Apply knowledge of different types of pronouns in communication</b>	<b>B5.3.3.1.1. Identify and use indefinite pronouns e.g. someone, anyone, everything etc.</b> <b>Possessive pronouns to show possession, e.g. mine, ours etc.</b> <ul style="list-style-type: none"> <li>• Introduce indefinite pronouns with examples in sentences.</li> <li>• Discuss the indefinite pronouns with learners.</li> <li>• Provide a passage and group learners to identify indefinite pronouns, and use the pronouns identified in sentences.</li> <li>• Repeat the procedure to teach possessive pronouns.</li> </ul>	Communication and collaboration  Personal Development  Listening Speaking and Reading

### Sub- Strand 4: Adjectives

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES				
<b>B5.3.4.1: Apply the knowledge of adjectives in communication</b>	<b>B5.3.4.1.1. Use comparatives forms of regular and irregular adjectives to make comparisons:</b> <ul style="list-style-type: none"> <li>– <b>Regular e.g. shorter</b></li> <li>– <b>Irregular: better</b></li> </ul> <p><i>Note: The teacher should use level-appropriate vocabulary to introduce these concepts.</i></p> <ul style="list-style-type: none"> <li>• Revise the formation of the comparative adjective using <b>er</b> and the superlative using <b>est</b> .e.g. fat, fatter, fattest</li> <li>• Introduce learners to formation of comparison for irregular adjectives</li> <li>• Let them form the comparative forms for irregular adjectives. e.g.</li> </ul> <div style="text-align: center; margin: 10px 0;"> <table style="border: none; margin: auto;"> <tr> <td style="padding: 0 10px;">good</td> <td style="padding: 0 10px;">better</td> </tr> <tr> <td style="padding: 0 10px;">Bad</td> <td style="padding: 0 10px;">worse</td> </tr> </table> </div> <ul style="list-style-type: none"> <li>• Introduce drills to give learners practice in their usage.</li> </ul>	good	better	Bad	worse	Communication and collaboration  Personal Development Reading and Writing
good	better					
Bad	worse					

### Sub-Strand 5: Verbs

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.3.5.1: Apply the knowledge of verbs in communication</b></p>	<p><b>B5.3.5.1.1. Use different types of verbs in sentences:</b></p> <ul style="list-style-type: none"> <li>– <b>Main verb</b></li> <li>– <b>Helping verb (primary auxiliary and modal auxiliary)</b></li> </ul> <ul style="list-style-type: none"> <li>• Revise verbs using context.</li> <li>• Let learners identify main verbs in sentences. e.g. The boy has <u>bought</u> a new football.</li> <li>• Provide a text and guide learners to identify auxiliary (Primary and Modal) verbs. e.g. is, was, have, has, had, etc.</li> <li>• Create situations and introduce drills for learners to have practice using them.</li> </ul> <p><b>B5.3.5.1.2. Use appropriate subject-verb agreement:</b></p> <ul style="list-style-type: none"> <li>• Review subjects and verbs in simple sentences.</li> <li>• Use examples to introduce and explain subject-verb agreement.</li> <li>• Present sentences with missing subjects and others without verbs for learners to complete.</li> <li>• Introduce drills e.g. a completion drill to give further practice.</li> </ul>	<p>Communication and collaboration</p> <p>Personal Development</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.3.5.1: Apply the knowledge of verbs in communication</b> <b>CONT'D</b></p>	<p><b>B5.3.5.1.3. Use the simple present form of verbs to express:</b>  <b>-Needs/preferences,</b>  <b>-Thoughts and ideas</b></p> <ul style="list-style-type: none"> <li>• Revise the simple present form of verbs: <ul style="list-style-type: none"> <li>– For habitual actions</li> <li>– For timeless and universal statements</li> <li>– For facts which may change or hold true indefinitely</li> <li>– For instantaneous present</li> <li>– For scheduled future actions</li> </ul> </li> </ul> <p>Introduce the simple present form of verbs in sentences to express needs/preferences, and thoughts/ideas</p> <p><b>express needs/preferences</b></p> <ul style="list-style-type: none"> <li>- I <u>need</u> new clothes.</li> <li>- I <u>like</u> playing football more than volleyball.</li> </ul> <p><b>thoughts/ideas</b></p> <ul style="list-style-type: none"> <li>- I <u>think</u> you are right. <ul style="list-style-type: none"> <li>– Introduce these appropriately, one at a time and give practice.</li> </ul> </li> </ul>	<p>Communication and collaboration</p> <p>Personal Development</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.3.5.1: Apply the knowledge of verbs in communication</b> <b>CONT'D</b></p>	<p><b>B5.3.5.1.4. Use the simple past form of verbs to express past needs, interest and feeling:</b></p> <ul style="list-style-type: none"> <li>• Review the simple present form of verbs by asking learners to use them in sentences to express needs/preferences, and thoughts/ideas.</li> <li>• Review the simple past form of verbs by using them to indicate: <ul style="list-style-type: none"> <li>– Completed actions or events</li> <li>– Regular actions in the past</li> </ul> </li> <li>• Introduce the use of the simple past form of verbs in sentences to express needs, interest and feelings e.g. Yesterday, I needed some money. .I felt his absence badly. I was interested in winning the competition last year.</li> <li>• Introduce these in turns and provide activities for practice.</li> </ul> <p><b>B5.3.5.1.5. Use irregular form of the simple past tense of verbs, e.g.</b></p> <p><b>Irregular – build-built</b></p> <ul style="list-style-type: none"> <li>• Revise regular verbs in simple past forms</li> <li>• Introduce the simple past forms of irregular verb in context.</li> <li>• In groups, have learners come out with more simple past forms of irregular verbs.</li> <li>• Let groups read their verbs to the class.</li> </ul> <p>Have learners use the verbs (past forms) in sentences</p>	<p>Communication and collaboration</p> <p>Personal Development Listening and Speaking</p> <p>Communication and collaboration</p> <p>Personal Development</p> <p>Communication and collaboration</p> <p>Personal Development Listening and Speaking</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.3.5.1: Apply the knowledge of verbs in communication (cont.)</b></p>	<p><b>B5.3.5.1.6. Use the past continuous form of verbs to talk about actions/events that were going on when a second action/event took place.</b></p> <ul style="list-style-type: none"> <li>• Introduce the concept by reviewing the present continuous form of verbs.</li> <li>• Use the concept in context and have learners identify the time of the actions.</li> <li>• Have learners construct similar sentences</li> <li>• Explain that the past continuous form of verbs is used to talk about actions/events that were going on when a second action/event took place.</li> <li>• In pairs let learners write sentences using the past continuous form of verbs.</li> </ul> <p><b>B5.3.5.1.7. Use the imperative forms of verbs to give instructions and directions</b></p> <p>e.g. <u>Switch</u> on the light.  <u>Turn</u> right.</p> <ul style="list-style-type: none"> <li>• Revise commands and requests.</li> <li>• Invite pairs of learners to demonstrate giving instructions and directions</li> <li>• Create situations for learners to have practice.</li> </ul>	<p>Communication and collaboration</p> <p>Personal Development  <b>Reading and Writing</b></p>

### Sub-Strand 6: Adverbs

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B5.3.6.1: Apply the knowledge of different types of adverbs in communication</b>	<b>B5.3.6.1.1. Use adverbs to express manner</b> <ul style="list-style-type: none"> <li>• Revise verbs and adverbs of place and time.</li> <li>• Provide a passage with adverbs of manner.</li> <li>• Have learners identify the adverbs and their functions – modifying verbs. e.g. Mercy ate <u>slowly</u>.</li> <li>• Pair up learners to write short paragraphs using adverbs of manner.</li> <li>• Have pairs present their work to the class for feedback.</li> </ul>	Communication and collaboration  Personal Development Listening, Speaking and Reading

### Sub-Strand 7: Idiomatic Expressions

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B5.3.7.1: Understand and use idiomatic expressions appropriately in speech and in writing</b>	<b>B5.3.7.1.1. Identify, explain and use idiomatic expressions correctly</b> <ul style="list-style-type: none"> <li>• Revise idiomatic expressions such as:               <ol style="list-style-type: none"> <li>i. Take after (to resemble)</li> <li>ii. To pull down(to destroy the reputation of someone)</li> </ol> </li> <li>• Provide a number of idiomatic expressions and discuss their meaning (in context) with learners.</li> <li>• Help learners to interpret given idiomatic expressions in contexts. E.g.               <ol style="list-style-type: none"> <li>i. Kofi takes after his father.</li> <li>ii. They pulled down the old school building.</li> </ol> </li> <li>• Have learners use idiomatic expressions in their own sentences.</li> </ul>	Communication and collaboration  Personal Development

### Sub-Strand 8: Conjunctions

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.3.8.1: Apply the knowledge of conjunctions in speech and in writing</b></p>	<p><b>B5.3.8.1.1. Identify and use simple conjunctions-because, since, so, although –to</b></p> <ul style="list-style-type: none"> <li>-give reasons,</li> <li>-link contrasting ideas</li> <li>-show results</li> </ul> <ul style="list-style-type: none"> <li>• Revise simple conjunctions. Provide simple sentences and let learners join them using <u>and</u>, <u>or/nor</u>, <u>but</u>.</li> <li>• Introduce <b>because, since, so, although</b> in context. e.g.: I'm late <u>because</u> I missed the bus. <u>Although</u> Afi is has eye problems, she doesn't wear glasses. He eats well, <u>so</u> he is healthy.</li> <li>• Guide learners to discover the functions of these conjunctions.</li> <li>• Have them practise using these conjunctions in their own sentences.</li> <li>• Provide a passage and have learners identify the conjunctions in the passage.</li> <li>• Let learners form pairs of simple sentences and join them with the conjunctions identified.</li> </ul>	<p>Communication and collaboration</p> <p>Personal Development Reading and Writing</p>

### Sub-Strand 9: Modals

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.3.9.1: Apply the knowledge of modals in speech and in writing</b></p>	<p><b>B5.3.9.1.1. Use modals to express a variety of meanings:</b></p> <ul style="list-style-type: none"> <li>– Can: conveys ability- I can drive</li> <li>– May: asks for permission, expresses politeness, possibility- May I go out?</li> <li>– Must: obligation or compulsion, necessity</li> <li>– Shall/will: prediction, intention, determination etc.</li> <li>– Could: tentativeness, politeness</li> <li>– Would: politeness</li> <li>– Might: possibility</li> <li>– Should: obligation</li> <li>– Used to: for past activity/event</li> <li>– Have to/ought to/need to: for obligation</li> </ul> <ul style="list-style-type: none"> <li>• Introduce these (one or two at a time) in context.</li> <li>• Use situations and drills to give learners ample practice.</li> </ul>	<p>Communication and collaboration</p> <p>Personal Development</p> <p>Listening and Speaking</p>

**Sub-Strand 10: Prepositions**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.3.10.1: Apply the knowledge of prepositions in oral and written communication</b></p>	<p><b>B5.3.10.1.1. Use prepositions to convey a variety of meanings:</b></p> <ul style="list-style-type: none"> <li>– Position, e.g. by</li> <li>– Direction, e.g. towards</li> <li>– Time, e.g. at</li> <li>– Purpose, e.g. for</li> <li>– Possession, e.g. for</li> <li>– Comparison, e.g. taller than</li> <li>– Support or opposition, e.g. for you, against you</li> <li>• Provide a text and guide learners with examples to identify prepositions used to show different meanings.</li> <li>• Let learners construct sentences to convey the following meanings using appropriate prepositions.               <ol style="list-style-type: none"> <li>i. Position – she is standing by the car.</li> <li>ii. Direction – They went towards the East.</li> <li>iii. Time – He left <u>at</u> dawn.</li> <li>iv. Purpose – I bought this hoe for weeding my garden.</li> <li>v. Possession – The shirt is for Kofi.</li> <li>vi. Comparison – She is taller than her brother.</li> <li>vii. Support or opposition – My views are against his plans.</li> </ol> </li> </ul>	<p>Communication and collaboration</p> <p>Personal Development</p> <p>Reading and Writing</p>

**Strand 4: Writing**  
**Sub-Strand 2: Penmanship and Handwriting**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.4.2.1: Copy and rewrite sentences correctly</b></p>	<p><b>B5.4.2.1.1. Copy sentences clearly in joint script maintaining legible handwriting</b></p> <ul style="list-style-type: none"> <li>Select sentences from texts learners have read and write them on the board, using joint script. e.g.</li> </ul> <div data-bbox="692 694 1541 1200" data-label="Image"> </div> <ul style="list-style-type: none"> <li>Have learners read out the sentence. (in pairs, small groups, large groups)</li> <li>Have learners copy the sentences into their exercise book.</li> <li>Go round to support struggling pupils.</li> </ul>	<p>Communication and collaboration</p> <p>Personal Development</p>

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<b>B5.4.2.1: Copy and rewrite simple sentences correctly</b>	<p><b>B5.4.2.1.2. Write compound sentences clearly and correctly</b></p> <ul style="list-style-type: none"> <li>• Review simple sentences by asking learners to construct them using given verbs</li> <li>• Construct compound sentences and discuss their structure with learners (they are sentences that have at least two subject and predicates joined by a coordinating conjunction).</li> <li>• Give out texts to small groups of learners to search for compound sentences</li> <li>• Have the groups write them into their exercise books.</li> <li>• Have individual learners write parallel simple sentences (They should follow the structure of the sentences identified by the groups).</li> </ul>	<p>Communication and collaboration</p> <p>Personal Development Reading and Writing Communication and collaboration</p> <p>Personal Development</p> <p>Reading and Writing</p>

### Sub-Strand 3: Paragraph Development

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.4.3.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience and context</b></p>	<p><b>B5.4.3.1.1. Choose appropriate ways and modes of writing for a variety of purposes, audience and contexts and organise facts, ideas and/or points of view in a way appropriate to the mode of delivery, using appropriate text features</b></p> <ul style="list-style-type: none"> <li>• Work with learners to select sample texts from a variety of models of writing from learners’ readers and Teacher’s resources e.g. newspapers, magazines etc. You may take learners to the library for this exercise.</li> </ul> <p>Examples of modes of writing.</p> <ol style="list-style-type: none"> <li>i. Process</li> <li>ii. Narration</li> <li>iii. Description</li> <li>iv. Comparison</li> <li>v. Problem solution</li> <li>vi. Classification</li> <li>vii. Argument</li> </ol> <p><b>Note:</b> Refer to B4 Strand 4, Sub strand 2, Indicators 1 – 3 for explanation of the modes of writing.</p> <ul style="list-style-type: none"> <li>• Put learners into small groups and assign each group a mode of writing.</li> </ul> <p><b>Note:</b> Present one mode of writing at a time and in different lessons.</p> <ul style="list-style-type: none"> <li>• Have learners study the sample text.</li> <li>• Guide them through appropriate questions to identify the:               <ol style="list-style-type: none"> <li>i. Mode of writing/types of essay</li> <li>ii. Purpose</li> <li>iii. Audience</li> </ol> </li> </ul>	<p>Collaboration and Communication</p> <p>Personal Development and Leadership Skills Reading and Writing</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.4.3.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience and context</b> CONT'D</p>	<p>Jumble the paragraphs and have learners re-arrange the paragraphs into a coherent piece in groups.</p> <ul style="list-style-type: none"> <li>• Encourage learners to use <i>search engines</i> to search for the different modes of writing they have studied.</li> <li>• Discuss the various modes of writing with learners. Have learners read a text to identify the structure of each mode.</li> </ul> <p><b>B5.4.3.1.2. Identify the main idea and minor ideas/supporting details in a paragraph</b></p> <ul style="list-style-type: none"> <li>• Display a Model Paragraph, e.g. <i>The children of Boti go to great lengths to seek the power of education and reading. For example, they build their own school at the beginning of the year! To do this, they use mud to make bricks to build the walls and desks. They use grass and saplings and make a roof. Also, the children of Boti work very hard studying during the school year. Every day they learn something new. Finally, at the end of the year, their minds become fat with knowledge. This is how the children of Boti work hard to seek the power of education and reading.</i></li> <li>• Have learners read it (or read it to them). Have them do Think-Pair-Share and answer the questions: <ul style="list-style-type: none"> <li>i. What is this paragraph about?</li> <li>ii. How do you know?</li> </ul> </li> <li>• Guide learners towards the idea that the main idea of the paragraph is revealed in the first sentence. Underline the first sentence of the paragraph and write “Topic Sentence” in the margin next to it.</li> </ul>	<p>Collaboration and Communication</p> <p>Critical Thinking</p> <p>Personal Development and Leadership Skills Reading and Writing Writing and Reading Digital Literacy</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.4.3.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience and context</b> CONT'D</p>	<ul style="list-style-type: none"> <li>• Guide learners to identify the details of the paragraph and the sentences that contain these details.</li> <li>• Repeat the same process for other sentences.</li> <li>• Have learners write their own paragraphs (Guide them to select a topic). Move round to support them.</li> </ul> <p><b>B5.4.3.1.3. Elaborate on, explain and or justify the main ideas of a paragraph by providing explanation and examples</b></p> <ul style="list-style-type: none"> <li>• Display a model paragraph preferably the one above (Refer to B5. 4.3.1.2)</li> <li>• By way of revision, have learners identify the main idea and supporting ideas.  <b>Think-Pair-Share:</b> Have pairs of learners discuss why a main idea in a paragraph needs elaboration/explanation/examples, and share their views with peers and the whole class.</li> <li>• Give learners a topic sentence for them to elaborate on by providing details (explanation/examples).</li> </ul> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Topic sentence: Kofi is a boy.  Details .....</p> </div>	<p>Collaboration and Communication</p> <p>Critical Thinking</p> <p>Personal Development and Leadership Skills</p>

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.4.6.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience and context</b> <b>CONT'D</b></p>	<p><b>B5.4.3.1.4. Use cohesive devices –pronouns, repetition of vocabulary or grammatical structures to link ideas in a paragraph, e.g. use connectors to link similar ideas, give reasons and add information.</b></p> <ul style="list-style-type: none"> <li>• Display a sample paragraph.</li> <li>• Underline the cohesive devices/transitional words.</li> <li>• Have learners read the paragraph and discuss with their peers what the underlined words are doing in the paragraph.</li> <li>• Lead them in a general discussion on what the underlined words are and their role in the paragraph.</li> <li>• Provide a paragraph and leave out the cohesive devices. Have learners complete the paragraph with appropriate transitional words.</li> </ul>	<p>Collaboration and Communication</p> <p>Critical Thinking</p> <p>Personal Development and Leadership Skills</p>



CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.4.9.3: Apply strategies for improving drafts for publishing</b></p>	<p><b>B5.4.9.3.1. Review, and revise the draft by proposing grammar for improvement</b> Have learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled.</p> <ul style="list-style-type: none"> <li>• Guide learners with the questions below:               <ol style="list-style-type: none"> <li>i. Are your ideas in order and easy to understand?</li> <li>ii. Are all the sentences talking about the main idea of the paragraph?</li> <li>iii. Are all the paragraphs talking about the topic?</li> </ol> </li> <li>• Have learners read their partners' draft and offer suggestions.</li> <li>• Encourage learners to feel free to make as many changes as possible to improve their drafts.</li> <li>• Have learners make a clean draft for publishing.</li> </ul> <p><b>B4.4.9.3.2. Edit/proofread draft, checking capitalization, usage of punctuation and spelling</b></p> <ul style="list-style-type: none"> <li>• Have learners pick up their clean draft (Refer to B5 4.9.3.1) and check for conventions. E.g. errors in capitalization, punctuation and spelling.</li> </ul> <p><u>Tips for learners</u></p> <ol style="list-style-type: none"> <li>i. Do my sentences have proper punctuation? E.g. full stop, question mark, exclamation mark.</li> <li>ii. Have I used commas correctly?</li> <li>iii. Do my sentences start with capital letters?</li> <li>iv. Have I capitalized proper nouns?</li> </ol> <ul style="list-style-type: none"> <li>• Have learners do peer editing.</li> <li>• Have them prepare neat final copies.</li> <li>• Guide them to proofread the final copies before publishing.</li> </ul>	<p>Collaboration and Communication</p> <p>Critical Thinking</p> <p>Writing</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B5.4.9.3: Apply strategies for improving drafts for publishing</b> <b>CONT'D</b>	<b>B5.4.9.3.3. Display writing piece for peers to read and publish it in the class magazine</b> <ul style="list-style-type: none"> <li>• Have learners share their writing with their peers classmates and families.</li> </ul> Encourage learners to copy neatly their writing and submit them for publication in the class magazine, school magazine or notice board, The Junior Graphic	Collaboration and Communication  Critical Thinking Writing

**Sub-Strand 10: Narrative Writing**

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B5.4.10.1: Narrate situations, express feelings and convey point of view about the world/ or fictional world</b>	<b>B5.4.10.1.1. Create settings, characters and at least one plot in a narrative text, using appropriate linking words within and across paragraphs to aid cohesion, and using simple literary devices, e.g. direct speech</b> <ul style="list-style-type: none"> <li>• Revise the stages of the writing process with learners. e. g. prewriting, writing, revising, editing and publishing.</li> <li>• Guide learners through the process to write about real or imagined experiences or events. e. g. personal narrative</li> <li>• Discuss personal narrative with learners:</li> </ul> <b>Note:</b> A personal narrative is a true story told from the writer's point of view. It is the retelling of an event or experience that has affected the writer's life. The story should be told naturally to allow readers to experience the event(s) for themselves.	Communication and Collaboration  Personal Development Reading and Writing

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES												
<p><b>B5.4.10.1: Narrate situations, express feelings and convey point of view about the world/ or fictional world</b> <b>CONT'D</b></p>	<p><b>Prewriting</b></p> <ul style="list-style-type: none"> <li>Put learners into groups of five (5) and have them select a topic, purpose and audience for their narrative writing. e.g. Topic: How I spent my Christmas holidays.</li> </ul> <p><b>Purpose:</b> to share an important experience.</p> <p><b>Audience:</b> Classmates</p> <ul style="list-style-type: none"> <li>Guide learners to individually use appropriate graphic organizers to generate, gather and organize ideas and details for writing. E. g. Time Line, 5 Ws Chart.</li> </ul> <p><b>Time Line Organiser</b></p> <ul style="list-style-type: none"> <li>Use Time Line for personal narratives to list actions or events in the order in which they occurred. e.g. Topic.....</li> </ul> <p><b>Events in Chronological Order</b></p> <table border="0"> <tr> <td>1.</td> <td>+</td> <td>Event</td> <td>1</td> </tr> <tr> <td>2.</td> <td>+</td> <td>Event</td> <td>2</td> </tr> <tr> <td>3.</td> <td>+</td> <td>Event</td> <td>3</td> </tr> </table> <p><b>5 W's Chart</b></p> <ul style="list-style-type: none"> <li>Use 5 W's Chart to collect the "who? what? when? where? and why?" details for personal narratives and news stories. How could be added to the list.</li> </ul>	1.	+	Event	1	2.	+	Event	2	3.	+	Event	3	<p>Communication and Collaboration</p> <p>Personal Development</p>
1.	+	Event	1											
2.	+	Event	2											
3.	+	Event	3											

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES										
<p><b>B5.4.10.1: Narrate situations, express feelings and convey point of view about the world/ or fictional world</b> <b>CONT'D</b></p>	<p>e.g. Topic _____</p> <table border="1" data-bbox="831 384 1487 544"> <thead> <tr> <th data-bbox="831 384 972 424">Who?</th> <th data-bbox="972 384 1113 424">What?</th> <th data-bbox="1113 384 1254 424">When?</th> <th data-bbox="1254 384 1395 424">Where?</th> <th data-bbox="1395 384 1487 424">Why?</th> </tr> </thead> <tbody> <tr> <td data-bbox="831 424 972 544"> </td> <td data-bbox="972 424 1113 544"> </td> <td data-bbox="1113 424 1254 544"> </td> <td data-bbox="1254 424 1395 544"> </td> <td data-bbox="1395 424 1487 544"> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Guide learners to organize their details into writing plant (beginning, middle and ending).</li> </ul> <p><b>Writing stage</b></p> <ul style="list-style-type: none"> <li>• Learners then revise their first draft by ensuring the writing has a beginning, middle and ending.</li> <li>• Learners should ensure they have used descriptive words. They have written about what they saw, heard, smelled, tasted and touched.</li> </ul> <p><b>Revising: checklist for narrative writing</b></p> <ol style="list-style-type: none"> <li>Does my essay have beginning, middle and ending?</li> <li>Have I used descriptive words?</li> <li>Are my ideas/events arranged in the order in which they occurred?</li> <li>Does my narrative sound natural?</li> <li>Do I express how I feel about what happened?</li> </ol> <p><b>Editing</b></p> <ul style="list-style-type: none"> <li>• Have learners use the checklist above to edit their first draft for the conventions of punctuation, capitalization, spelling and grammar.</li> </ul> <p><b>Publish</b></p> <ul style="list-style-type: none"> <li>• Have learners share their work with peers.</li> </ul>	Who?	What?	When?	Where?	Why?						<p>Communication and Collaboration</p> <p>Personal Development</p> <p>Reading and Writing</p>
Who?	What?	When?	Where?	Why?								

### Sub-Strand 11: Creative/ Free Writing

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.4.11.1: Create texts</b></p>	<p><b>B5.4.11.1.1. Write freely on topics of choice on issues in the community</b></p> <ul style="list-style-type: none"> <li>• Revise the stages of the writing process</li> <li>• Have learners follow the writing process to create their own pieces on a given topic.</li> <li>• Learners present their work for editing.</li> <li>• Have pupils publish their works on the notice board.</li> </ul> <p><b>B5.4.11.1.2. Write poems and imaginative narrative stories using knowledge of features of poems and imaginative texts</b></p> <ul style="list-style-type: none"> <li>• Discuss elements of narrative stories with learners.               <ul style="list-style-type: none"> <li>- Title</li> <li>- Characters</li> <li>- Setting</li> <li>- Plot/story line</li> <li>- Conflict dialogue etc.</li> <li>-</li> </ul> </li> </ul> <p><b>Note:</b> <i>Stories have people (characters) who face a problem (conflict) in a particular place and time (setting). They show what people do (action) and say (dialogue) to resolve the problem.</i></p> <ul style="list-style-type: none"> <li>• Guide learners through the writing process to write their stories.</li> <li>• Put pupils into small groups to plan their writing.               <ul style="list-style-type: none"> <li>- Create characters</li> <li>- Create conflict</li> <li>- Establish a setting</li> <li>- Plan action and dialogue</li> </ul> </li> </ul>	<p>Collaboration Communication</p> <p>Critical Thinking Reading and Writing Creativity and Innovation</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B5.4.11.1: Create texts CONT'D</b>	<ul style="list-style-type: none"> <li>• Have learners write the first draft, revise, edit and publish their writing.</li> <li>• Refer to Strand 4, Sub-strand for the details of the stages of the writing process.</li> </ul> <p><u>Poems and Plays:</u></p> <ul style="list-style-type: none"> <li>• Discuss sentences of poems and plays.</li> </ul> <p>Guide learners through the writing process to write poems and plays.</p>	

### Sub-Strand 12: Descriptive Writing

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.4.12.1: Demonstrate knowledge of descriptive words/expressions in writing</b></p>	<p><b>B5.4.12.1.1. Use descriptive words/expressions/sound devices/ figurative language to describe places, personal experiences and events.</b></p> <ul style="list-style-type: none"> <li>• Revise descriptive writing with learners.</li> <li>• Talk about sensory details that allow a reader to visualize a person, a place, a thing or an idea.</li> <li>• Guide learners through the stages of writing.</li> <li>• Write to describe events/situations/places of their choice and personal experiences. Focus on the use of:               <ul style="list-style-type: none"> <li>- Descriptive (adjectives)</li> <li>- Figurative language e.g. simile – metaphor</li> <li>- Sensory details (sensory details that are experience through the senses: sight, smell, touch, taste)</li> </ul> </li> </ul>	<p>Collaboration Communication</p> <p>Critical Thinking</p>



CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.4.13.2: Write arguments to support claims with clear reasons and relevant evidence</b> <b>CONT'D</b></p>	<p><b>B5.4.13.2.3. Establish and maintain a formal style</b></p> <ul style="list-style-type: none"> <li>• Using models, discuss the basic structure of an argumentative piece: <ul style="list-style-type: none"> <li>- Introduction.</li> <li>- Reasons for the stand taken.</li> <li>- Conclusion.</li> </ul> </li> <li>• Have groups present full compositions using this structure for class discussions and feedback.</li> </ul> <p><b>B5.4.13.2.4. Provide a concluding statement that follows from the arguments presented</b></p> <ul style="list-style-type: none"> <li>• Revise persuasive writing.</li> <li>• Have them go through the writing process to present/state an opinion, explain and justify it so as to persuade the reader to accept their opinion or point of view.</li> <li>• Teach the features of a debate.</li> <li>• Guide learners to select a controversial or debatable topic. Divide the class into two to prepare using the writing process as a guide, and debate on the topic.</li> </ul>	<p>Collaboration Communication</p> <p>Listening and Speaking</p>



**Sub-Strand 15: Letter Writing**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.4.15.1: Write informal letters on given topics</b></p>	<p><b>B5.4.15.1.1. Write to friends about events using appropriate letter formats</b></p> <ul style="list-style-type: none"> <li>• In groups learners are given samples of friendly letters.</li> <li>• Let them brainstorm and write the important features of the letter and other special things they identify in the letters.</li> <li>• Learners present their information to the whole class to guide the class to learn about such letters.</li> <li>• Guide learners in their groups to choose an imaginary friend they want to write to.</li> <li>• Learners brainstorm and write down ideas on what they would want to include in their letters.</li> <li>• Guide them to write their letters and let them edit their work.</li> <li>• Learners exchange their product with other groups to edit.</li> <li>• Learners read their letters to others.</li> </ul>	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p>

**STRAND 5: USING WRITING CONVENTIONS/GRAMMAR USAGE**

**Sub-Strand 1: Using Capitalisation**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.5.1.1: Use capital letters to start the first words in a direct speech</b></p>	<p><b>B5.5.1.1.1. Follow appropriate mechanical convention</b></p> <ul style="list-style-type: none"> <li>• Ask individual learners to write a formal letter each on a given topic paying attention to correct use of capital letters, the full stop, comma, question mark, exclamation mark, quotation mark, apostrophe, hyphen etc.</li> </ul> <p><b>B5.5.1.1.2. Writing of lower case and capital letters.</b></p> <ul style="list-style-type: none"> <li>• Guide learners to write about their friends by reading a sample essay on the topic to them.</li> <li>• Guide learners to write one paragraph about their friends after listening to the teacher read a sample essay on the topic to them.</li> <li>• Learners in pairs plan their writing.</li> <li>• Let individuals write about their friends. Learners exchange their work with their partners and guide them to edit.</li> <li>• Ask learners to begin their editing by looking at capital letters e.g. Words that need to start with capital letters such as proper names and letters beginning sentences.</li> <li>• Learners go round to help colleagues who have challenges.</li> <li>• Let learners read some of the finished work in class.</li> </ul>	<p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration Listening, Speaking, Reading and Writing</p>

### Sub-Strand 2: Using Punctuation

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.5.2.1: Show understanding of how punctuations are used appropriately in writing</b></p>	<p><b>B5.5.2.1.1. Use punctuations:</b></p> <ul style="list-style-type: none"> <li>- (the comma) to write an address;</li> <li>- (the apostrophe) in contraction</li> </ul> <ul style="list-style-type: none"> <li>• Revise the use of the comma before and after "Yes" and "No" in sentences; after addressing a person, e.g. Kofi, can you help me?</li> <li>• Introduce the use of the comma to write an address, and the apostrophe in contraction in context. Provide sample sentences/texts for learners to identify the target punctuations. <i>Introduce one punctuation at a time</i> e.g. I live at Adu Street, Adukrom. They can't do the work.</li> <li>• Have learners practise using the comma to write an address, and the apostrophe in contraction. Give pairs of learners unpunctuated sentences/texts to punctuate.</li> </ul>	<p>Creativity and Innovation</p> <p>Communication and Collaboration Writing</p>

**Sub-Strand 3: Naming Words/Nouns**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.5.3.1: Apply knowledge of different types of nouns in communication</b></p>	<p><b>B5.5.3.1.1. Identify and use nouns or noun phrases to refer to quantities or units.</b></p> <ul style="list-style-type: none"> <li>• Introduce quantities and units in context. e.g. - Please, give me <u>a piece of paper</u>. I have <u>a pair of trousers</u></li> </ul> <p><b>B5.5.3.1.2. Identify and use proper nouns to refer to festivals; common nouns:</b></p> <ul style="list-style-type: none"> <li>- <b>Count/non-count</b></li> <li>- <b>Singular</b></li> <li>- <b>Plural (regular, irregular)</b></li> <li>- <b>plural without plural marker</b></li> </ul> <p><b>Proper nouns</b></p> <ul style="list-style-type: none"> <li>• Introduce the concept in context. e.g. <u>Christmas</u> is coming. The people of Ga celebrate <u>Homowo</u>.</li> </ul> <p><b>Count and non-count nouns.</b></p> <ul style="list-style-type: none"> <li>• Revise the concept of proper nouns and common nouns giving and eliciting several examples. (Proper nouns refer to particular nouns such as names of people, places, mountains, etc.)</li> <li>• Provide a text and let learners identify count and non-count nouns.</li> <li>• Have groups use the nouns identified in simple sentences.</li> <li>• Invite groups to present their work.</li> </ul>	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.5.3.1: Apply knowledge of different types of nouns in communication</b></p>	<p><b>Singular and Plural (regular, irregular) nouns</b></p> <ul style="list-style-type: none"> <li>• Introduce singular and plural nouns in context. e. g. I need a <u>table</u>. Can you give me one of these <u>tables</u>? This <u>child</u> looks sick, but those <u>children</u> look healthy.</li> <li>• Have learners read the sentences and observe the underlined words.</li> <li>• Show pictures of objects/people to help learners identify regular and irregular nouns. e. g. picture of a child and a picture of children.</li> <li>• Guide learners to discover the difference between regular and irregular plural forms: <ul style="list-style-type: none"> <li>- Regular count nouns take <b>s</b> or <b>es</b> to form their plural. e.g. table – tables, chair – chairs</li> <li>- Irregular count nouns are nouns that do not take <b>s</b> or <b>es</b> to form their plural. e.g. child – children; ox – oxen; man – men; goose – geese</li> </ul> </li> </ul> <p>Put learners into groups</p> <ul style="list-style-type: none"> <li>• Have groups construct sentences with given singular and plural nouns and share their work with the class.</li> </ul> <p><b>Plural nouns without plural markers</b></p> <ul style="list-style-type: none"> <li>• Have learners discover the plural nouns without plural marker in context.</li> </ul>	<p>Communication and Collaboration</p> <p>Communication and Collaboration Reading and Writing</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.5.3.1: Apply knowledge of different types of nouns in communication</b></p>	<p><b>B5.5.3.1.3. Identify and use collective nouns to refer to a group of objects and people</b></p> <ul style="list-style-type: none"> <li>• Teach collective nouns in context.</li> <li>• Introduce a text that contains examples of collective nouns e.g. such as audience, congregation, a flock of sheep, a troop of monkeys,</li> <li>• Have learners discuss the meaning of these words in context.</li> <li>• Put them into groups to provide more examples of collective nouns and use these nouns in sentences.</li> <li>• Let the groups present their work to the class for feedback.</li> </ul> <p><b>B5.5.3.1.4. Identify and use abstract nouns to refer to concepts and ideas</b></p> <ul style="list-style-type: none"> <li>• Revise concrete nouns. Introduce abstract nouns as nouns or names of things that cannot be touched, seen or felt. They include ghost, beauty, holiness, mercy, etc.</li> <li>• Provide a passage with concrete and abstract nouns and let learners identify each category.</li> <li>• Have learners use given concrete and abstract nouns in sentences.</li> </ul>	<p>Communication and Collaboration Reading and Writing</p> <p>Communication and Collaboration Reading and Writing</p>

**Sub-Strand 4: Using action Words**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.5.4.1: Demonstrate understanding of verbs in everyday language</b></p>	<p><b>B5.5.4.1.1. Differentiate between how the simple past and the present perfect tense forms are used in speech and in writing</b></p> <ul style="list-style-type: none"> <li>• Distribute a sample story and let learners identify the simple past verbs to observe how they are used in sentences.</li> <li>• Working in pairs, learners write their own story using the simple past.</li> <li>• Guide learners to do their own editing paying attention to the correct use of the simple past.</li> <li>• Follow the same procedure to guide learners to identify uses of the present perfect tense.</li> <li>• Have learners compare how the two tenses are different.</li> </ul> <p><b>B5.5.4.1.2. Use the simple past verb form to express past needs, feelings and interest</b></p> <ul style="list-style-type: none"> <li>• Let learners write on a story. e. g. What happened after school on Monday?</li> <li>• Discuss the essay topic with learners and use the webbing strategy to help them write on the chosen topic. Learners write individually.</li> <li>• Learners exchange their work and edit as teacher guides by focusing on the past verb form and past participle form..</li> <li>• Guide learners to rewrite the essay incorporating the corrections.</li> <li>• Let learners write on another topic individually using the past verb form.</li> </ul>	<p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration Reading and Writing</p> <p>Creativity and Innovation Reading and Writing</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.5.4.1: Demonstrate understanding of verbs in everyday language</b></p>	<p><b>B5.5.4.1.3. Use past perfect in speech and in writing</b></p> <ul style="list-style-type: none"> <li>• Narrate an event in the past.</li> <li>• Discuss the narration and have learners identify sentences that are in the simple past and those in the past perfect.</li> <li>• Put learners in groups to write their own narratives on a given topic making use of both simple past and past perfect sentences.</li> <li>• Have groups share their work with the class.</li> </ul> <p><b>B5.5.4.1.4. Use singular and plural subjects and the verb forms that go with them.</b></p> <p><i>Note: Let learners use the various tenses (simple, present perfect and past perfect)</i></p> <ul style="list-style-type: none"> <li>• Revise work done on subject-verb agreement and give additional practice.</li> <li>• Review the listed tenses.</li> <li>• Demonstrate that more than one of these may be used in an essay e.g. the simple present and the simple past as well as simple past and the past perfect.</li> <li>• Show samples of texts from their reader and elsewhere.</li> <li>• Provide topics for learners to practise with their groups.</li> </ul>	<p>Reading and Writing</p> <p>Communication and Collaboration</p> <p>Creativity and Innovation</p>

**Sub-Strand 5: Using Qualifying Words-Adjectives**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.5.5.1: Demonstrate understanding of adjectives in speech and in writing</b></p>	<p><b>B5.5.5.1.1. Use comparative forms of regular and irregular adjectives to make comparisons</b></p> <ul style="list-style-type: none"> <li>• Show a picture of a family and guide the learners to talk about the people using the positive comparative and superlative forms of adjectives.</li> <li>• In groups, learners write a description of the members in each group. Let them edit their work focusing on the use of forms of adjectives appropriately.</li> <li>• Learners can add the group picture to their presentation and publish in their class magazine.</li> <li>• Learners now write individually by describing the members of their nuclear families demonstrating their knowledge of the positive, comparative and superlative forms.</li> </ul>	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Reading and Writing</p>

**Sub-Strand 6: Using Adverbs**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.5.6.1: Demonstrate understanding of the use of adverbs in speech and in writing</b></p>	<p><b>B5.5.6.1.1. Use adverbs to express manner</b></p> <ul style="list-style-type: none"> <li>• Revise verbs and adverbs of place, time and manner.</li> <li>• Provide a passage with adverbs of manner.</li> <li>• Have learners identify the adverbs and their functions – modifying verbs. E.g. Mercy ate <u>slowly</u>.</li> <li>• Pair up learners to write short paragraphs using adverbs of manner.</li> <li>• Have pairs present their work to the class for feedback.</li> </ul>	<p>Reading and Writing Communication and Collaboration</p>

### Sub-Strand 7: Using Simple Prepositions

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.5.7.1: Apply the knowledge of prepositions in oral and written communication</b></p>	<p><b>B5.5.7.1.1. Use prepositions to convey a variety of meanings</b></p> <ul style="list-style-type: none"> <li>• Use prepositions in sentences to convey the following meanings:               <ul style="list-style-type: none"> <li>– Position e.g. on</li> <li>– Direction e.g. to</li> <li>– Time e.g. at</li> <li>– Purpose e.g. for</li> <li>– Possession e.g. for</li> <li>– Comparison e.g. taller than</li> <li>– Support or opposition e.g. for you, against you</li> </ul> </li> <li>• Provide a text and guide learners with examples to identify positions used to show the following meanings.</li> <li>• Let learners construct sentences to convey the following uses of prepositions, to show:               <ol style="list-style-type: none"> <li>i. Position – she is standing by the car.</li> <li>ii. Direction – They went towards the East.</li> <li>iii. Time – He left <u>at</u> dawn.</li> <li>iv. Purpose – I bought this hoe for weeding my garden.</li> <li>v. Possession – The shirt is for Kofi</li> <li>vi. Comparison</li> <li>vii. Support or opposition – My views are against his plans.</li> </ol> </li> <li>• Have learners with a short paragraph containing examples of the prepositions discussed.</li> </ul>	<p>Communication and collaboration</p> <p>Writing</p>

### Sub-Strand 8: Using Conjunctions

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B5.5.8.1: Apply the knowledge of conjunctions in speech and in writing</b></p>	<p><b>B5.5.8.1.1. Identify and use conjunctions- because, since, so, although – to</b>  <b>-give reasons</b>  <b>-link contrasting ideas</b>  <b>-show results</b></p> <ul style="list-style-type: none"> <li>• Revise simple conjunctions. Provide simple sentences and let learners join them using <u>and</u>, <u>or/nor</u>, <u>but</u>.</li> <li>• Introduce <b>because, since, so, although</b>, in context.            e.g.            I'm late <u>because</u> I missed the bus.  <u>Although</u> Afi is has eye problems, she doesn't wear glasses.            He eats well, <u>so</u> he is healthy.</li> <li>• Guide learners to discover the functions of these conjunctions.</li> <li>• Have them practise using these conjunctions in their own sentences.</li> <li>• Provide a passage and have learners identify the conjunctions in the passage.</li> <li>• Let learners form sentences and join them with the conjunctions identified.</li> </ul>	<p>Creativity and Innovation            Writing</p>

**Sub-Strand 9: Using Simple, Compound and Complex Sentences**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B5.5.9.1: Apply knowledge of grammatical rules to form words, phrases and sentences</b></p>	<p><b>B5.5.9.1.1. Identify subjects and predicates in compound sentences</b></p> <ul style="list-style-type: none"> <li>• Give learners an extract from a comprehension passage.</li> <li>• Guide them to identify the simple and compound sentences.</li> <li>• Let them identify the subjects and verbs in each compound sentence.</li> <li>• Let learners write about an event they had participated in, demonstrating their understanding of subject and predicate sentences.</li> <li>• Learners edit to demonstrate their knowledge of subject and predicate.</li> </ul> <p><b>B5.5.9.1.2. Construct compound sentences correctly</b></p> <ul style="list-style-type: none"> <li>• Review the use of coordinators in sentences.</li> <li>• Learners write examples of sentences containing coordinates. Let them write sentences demonstrating their knowledge in subject and predicate.</li> <li>• Learners in groups write a narrative exhibiting their knowledge of subject and predicate in compound sentences.</li> <li>• Guide them to edit their work and encourage them to share the final products with the class.</li> </ul>	<p>Communication and Collaboration</p> <p>Reading and Writing</p>

**Sub-Strand 10: Spelling**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<b>B5.5.10.1: Spell words correctly</b>	<p><b>B5.5.10.1.1. Use phonics knowledge to spell words</b></p> <ul style="list-style-type: none"> <li>• In groups, learners plan a spelling activity. Each selects a number of words. Learners create a context e.g.               <ul style="list-style-type: none"> <li>i. It is eaten on Christmas.</li> <li>ii. It is made of flour, eggs, sugar etc.</li> <li>iii. It is baked.</li> </ul> </li> <li>• Learners identify the word, say it, spell and use it in a sentence. This is a writing activity that can be done among two groups.</li> <li>• The scores are recorded and the champions rewarded.</li> </ul>	<p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p>

**STRAND 6: EXTENSIVE READING**

**Sub-Strand 1: Building the Love and Culture of Reading**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<b>B5.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas</b>	<p><b>B5.6.1.1.1. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</b></p> <ul style="list-style-type: none"> <li>• Have learners read independently books of their choice during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-three paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> </ul>	<p>Personal Development and Leadership</p>

# **BASIC 6**









<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B6.1.5.2: Appreciate key issues in stories/sketches CONT'D</b></p>	<p><b>B6.1.5.2.2. Write plays out of a story and perform them</b></p> <ul style="list-style-type: none"> <li>• Learners read out a story from textbooks or readers.</li> <li>• Through discussion, guide learners to tell the plot of the story.</li> <li>• Show a sample, and guide learners to write a play with the story told.</li> <li>• Have learners produce the written play around the identified themes and values.</li> </ul> <p><b>B6.1.5.2.3. Justify the central messages in sketches performed</b></p> <ul style="list-style-type: none"> <li>• Have learner discuss a sketch observed.</li> <li>• Learners say what to look for to identify key issues in a sketch.</li> <li>• Learners talk about lessons in the sketch.</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p>



CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.1.6.2: Demonstrate positive listening and viewing attitudes and behaviour by showing attentiveness and understanding</b></p> <p><b>B6.1.6.3: Use knowledge of language and communicative skills to participate in conversation</b></p>	<p><b>B6.1.6.2.2. Listen and view for the entire duration of text/speech/presentation/video etc.</b></p> <ul style="list-style-type: none"> <li>• Together with learners choose an already read text from their readers.</li> <li>• Discuss the text e.g. title, characters, simple literary terms</li> <li>• Guide learners to discuss the character traits of some characters and role-play them.</li> </ul> <p>Pause to ask learners questions in the process e. g. Do you think the characters said that?</p> <p><b>B6.1.6.3.1. Engage in collaborative conversation with unfamiliar audience</b></p> <p>Sample topics: social issues, social values and manners</p> <ul style="list-style-type: none"> <li>• Show a video of a talk show or introduce a talk show by drawing on learners' background knowledge of such activities on TV.</li> <li>• Identify an interesting topic e.g. "Children should not do WhatsApp". Initiate a conversation using questions. Learners take turns to contribute to the conversation.</li> <li>• Put learners in groups and let them choose topics for conversation. Go round to ensure learners take turns, use facial expressions appropriately and maintain eye contact when in conversation.</li> </ul>	<p>Communication and Collaboration</p>          <p>Communication and Collaboration</p>



### Sub-Strand 7: Listening Comprehension

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.1.7.1: Use appropriate skills and strategies to process meaning from texts</b></p>	<p><b>B6.1.7.1.1. Employ Think Aloud and visualisation strategies to make meaning from level- appropriate texts</b></p> <ul style="list-style-type: none"> <li>• Have learners listen to teacher-read texts or video/audio recording on familiar topics.</li> <li>• Model the visualisation strategy to make meaning from texts heard.</li> <li>• Encourage learners to practise constructing meaning from the texts or play.</li> </ul> <p><b>B6.1.7.1.2. Relate the sequence of events (E.g. beginning, middle and end)stories/drama/texts</b></p> <ul style="list-style-type: none"> <li>• Referring to a recently read story, assist learners to identify the sequence of events in the story. e.g. The beginning, middle, and ending.</li> <li>• Groups choose a story read or heard and identify the plot structure and list events at the beginning, middle and at the end.</li> </ul> <p><b>B6.1.7.1.3. Ask relevant questions to improve on understanding of moral lesson in text.</b></p> <ul style="list-style-type: none"> <li>• Revise the sequence of events in a familiar story/drama/text with learners.</li> <li>• Together with learners, identify the characters/the settings and moral lessons in the story/drama/text read.</li> <li>• Discuss the roles of characters, setting and the moral values in the text.</li> <li>• Ask relevant questions to improve understanding of elements in the texts.</li> <li>• Encourage learners to also ask question.</li> </ul>	<p>Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.1.7.1: Use appropriate skills and strategies to process meaning from texts</b></p>	<p><b>B6.1.7.1.4. Use background knowledge to understand and build new knowledge while listening to informational text</b></p> <ul style="list-style-type: none"> <li>• Present an informational text on a given topic.</li> <li>• Use the <b>K</b> and <b>W</b> of <b>KWL strategy</b> to activate learners' background knowledge.</li> <li>• Have learners listen to the text</li> <li>• In groups, they identify and discuss the main ideas of the text.</li> <li>• Have learners listen to the text a second time.</li> <li>• In groups, learners share what they have learnt in the text.</li> </ul> <p><b>B6.1.7.1.5. Express own opinions about the details of texts</b></p> <ul style="list-style-type: none"> <li>• In pairs/groups, learners share the knowledge acquired from details of a story/drama/text heard.</li> <li>• Put learners into groups to express personal opinions about details of texts.</li> </ul> <p><b>B6.1.7.1.6. Identify the problems and solutions in texts</b></p> <ul style="list-style-type: none"> <li>• Ask questions for learners to recall the events and values in stories read.</li> <li>• Guide them to analyse these into cause(s) effect(s) and solution(s).</li> </ul> <p><b>B6.1.7.1.7. Make simple generalizations based on the main ideas and key details of a text</b></p> <ul style="list-style-type: none"> <li>• Have learners listen to a story and identify the main ideas and key details.</li> <li>• Use questions to guide learners to make generalizations based on the main ideas and key details.</li> </ul>	<p>Creativity and Innovation  Communication and Collaboration  Personal Development and Leadership  Critical Thinking and Problem Solving</p>

### Sub-Strand 8: Asking and Answering Questions

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.1.8.1: Demonstrate understanding in asking and answering questions correctly</b></p>	<p><b>B6.1.8.1.1. Answer ‘Yes’ or ‘No’ questions correctly using the expressions that show the future</b></p> <ul style="list-style-type: none"> <li>• Through discussion, let learners identify an activity they will perform at a future time, e.g. tomorrow, next month etc.</li> <li>• Ask questions to elicit “Yes” or “No” answers e.g. Will you come to school tomorrow? Yes/No; Yes, I will/No, I won’t</li> <li>• Introduce drills e.g. Questions and Answers Drill, for learners to practise asking and answering ‘Yes’ or ‘No’ Questions.</li> </ul>	<p>Communication and Collaboration</p>
<p><b>B6.1.8.2: Identify and use question tags correctly in speech</b></p>	<p><b>B6.1.8.2.1. Use positive tags, negative tags and auxiliaries in speech</b></p> <ul style="list-style-type: none"> <li>• Put learners in pairs to ask and answer simple questions in turns.</li> <li>• Discuss positive tags (e.g. It is cold, isn’t it?) and negative tags e.g. It isn’t cold, is it?</li> <li>• Demonstrate with learners the usage of positive tags, negative tags and auxiliaries in speech.</li> <li>• Pair learners to take turns to practise positive tags, negative tags and auxiliaries in speech.</li> </ul>	<p>Communication and Collaboration</p>

**Sub-Strand 9: Giving and Following Commands/ Instructions/Directions  
and Making and Responding to Requests**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B6.1.9.1: Explore the use of verbs in commands, instructions, requests and directions appropriately in speech.</b></p>	<p><b>B6.1.9.1.1. Create and present simple instructions or a manual on how to play a game</b></p> <ul style="list-style-type: none"> <li>• Give sample instructions on how to play a game</li> <li>• Put learners into convenient groups to study and discuss the instructions.</li> <li>• Have each group choose a game and create instructions on how to play it.</li> <li>• Have learners present their work to the class for feedback.</li> <li>• Learners role-play</li> </ul> <p><b>B6.1.9.1.2. Make and respond to polite requests for help from unfamiliar people</b></p> <ul style="list-style-type: none"> <li>• Discuss requests e.g. as an act of asking politely or formally for something.</li> <li>• Demonstrate making polite requests with two or three learners.</li> <li>• Let learners role-play making and responding to polite requests.</li> <li>• Guide learners with given situations for them to role-play making and responding to polite requests for help from unfamiliar people.</li> </ul>	<p>Communication and Collaboration</p> <p>Creativity and Innovation</p> <p>Personal Development and Leadership</p>

**Sub-Strand I0: Presentation**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B6.1.10.1: Demonstrate knowledge of spoken grammar and register</b></p>	<p><b>B6.1.10.1.1. Demonstrate awareness of the features of spoken language e.g. the use of modal expressions to convey tentativeness e.g. probably, not too sure etc.</b></p> <ul style="list-style-type: none"> <li>• Revise important features of spoken language such as contractions and ellipsis (contractions, ellipsis e.g. A: What's your name? B: Esi</li> <li>• Let learners identify these features in their readers, story books, etc.</li> <li>• Let them engage in pairs and group dialogue on given topics.</li> </ul> <p><b>B6.1.10.1.2. Demonstrate awareness of the differences between spoken and written forms of language (simplicity/complexity of sentence structures, formal/informal)</b></p> <ul style="list-style-type: none"> <li>• Lead learners to discover differences between spoken and written forms of language. E.g. Formal and informal language: "I can't " vs "I cannot"</li> <li>• Create situations for learners to practise both formal and informal forms.</li> </ul> <p><b>B6.1.10.1.3. Demonstrate awareness of how meaning is conveyed through appropriate pace, stress, tone – through news reporting</b></p> <ul style="list-style-type: none"> <li>• Revise how meaning is conveyed through appropriate pace, stress and tone.</li> <li>• Model presenting news or have learners watch news presentation.</li> <li>• Put learners into groups to discuss pace, stress and tone of news presented. Guide learners to prepare and present news on given topics.</li> </ul>	<p>Collaboration and Communication</p> <p>Digital Literacy</p> <p>Cultural Identity and Global Citizenship</p>



CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.1.10.1: Demonstrate knowledge of spoken grammar and register</b></p>	<p><b>B6.1.10.1.1. Demonstrate awareness of the features of spoken language e.g. the use of modal expressions to convey tentativeness e.g. probably, not too sure etc.</b></p> <ul style="list-style-type: none"> <li>• Revise important features of spoken language such as contractions and ellipsis (contractions, ellipsis e.g. A: What's your name? B: Esi</li> <li>• Let learners identify these features in their readers, story books, etc.</li> <li>• Let them engage in pairs and group dialogue on given topics.</li> </ul> <p><b>B6.1.10.1.2. Demonstrate awareness of the differences between spoken and written forms of language (simplicity/complexity of sentence structures, formal/informal)</b></p> <ul style="list-style-type: none"> <li>• Lead learners to discover differences between spoken and written forms of language. E.g. Formal and informal language: "I can't " vs "I cannot"</li> <li>• Create situations for learners to practise both formal and informal forms.</li> </ul> <p><b>B6.1.10.1.3. Demonstrate awareness of how meaning is conveyed through appropriate pace, stress, tone – through news reporting</b></p> <ul style="list-style-type: none"> <li>• Revise how meaning is conveyed through appropriate pace, stress and tone.</li> <li>• Model presenting news or have learners watch news presentation.</li> <li>• Put learners into groups to discuss pace, stress and tone of news presented. Guide learners to prepare and present news on given topics.</li> </ul>	<p>Collaboration and Communication</p> <p>Digital Literacy</p> <p>Cultural Identity and Global Citizenship</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.1.10.3: Plan and present information and ideas for a variety of purposes</b> <b>CONT'D</b></p>	<p><b>B6.1.10.3.2. Draw on prior knowledge to identify subject matter and organizational structure of speech</b></p> <ul style="list-style-type: none"> <li>• Help learners to draw on their prior knowledge about speech making. For instance, ensure that learners know the roles of participants, facilitators, advisors and time-keepers in the group.</li> <li>• Learners must be conversant with subject matter and the (organizational) structure of their speech.</li> <li>• Guide learners to choose their own topics for speech.</li> </ul> <p><b>B6.1.10.3.3. Gather and select facts and ideas from one or multiple print and/ or non-print sources, appropriate to the purpose, audience, context and culture</b></p> <ul style="list-style-type: none"> <li>• Through discussion, let learners generate ideas and details appropriate to the purpose, audience, context and culture on given topics.</li> <li>• Provide model speeches (e.g. downloaded from the internet) for discussion. These will help learners to generate ideas for their speeches.</li> <li>• Guide the learners to download important speeches from the internet. Discuss the organizational structure of the speeches with them.</li> </ul>	<p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p>

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B6.1.10.3: Plan and present information and ideas for a variety of purposes</b> <b>CONT'D</b></p>	<p><b>B6.1.10.3.4. Support ideas and points of view with concrete examples to convey meaning appropriate to purpose and context.</b> Provide sample speech topics</p> <ul style="list-style-type: none"> <li>• Through discussion, guide learners to select facts and ideas from one or more sources such as print sources and non-print sources appropriate to the purpose, audience context and culture.</li> </ul> <p><b>B6.1.10.3.5. Identify and use the appropriate register for formal and informal contexts</b></p> <ul style="list-style-type: none"> <li>• Present sample speeches to groups to study.</li> <li>• Provide topics and guide learners to identify related key vocabulary.</li> </ul> <p><b>B6.1.10.3.6. Elaborate on points using experiences and feelings</b></p> <ul style="list-style-type: none"> <li>• Provide topics and lead class discussions to: <ul style="list-style-type: none"> <li>– generate ideas.</li> <li>– expand the points with such details such as facts, examples, explanations and personal experiences.</li> </ul> </li> <li>• Learners repeat the activity in pairs and in groups.</li> </ul> <p><b>B6.1.10.3.7. Speak with confidence before different audiences using appropriate verbal and non-verbal cues to convey meaning</b></p> <ul style="list-style-type: none"> <li>• Through discussion, explain the need to be able to speak with confidence before an audience.</li> <li>• Show video clips of well-known persons delivering speeches for learners to observe and comment on.</li> </ul> <p>Let learners practise these in pairs and groups.</p>	<p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p>

**Strand 2: Reading**  
**Sub-Strand 2: Phonics**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B6.2.2.1: Connect sounds to letters; and blend letters/syllables in order to read and write</b></p>	<p><b>B6.2.2.1.1. Read words with ending sounds like "sure" as in <i>measure</i>; "ture" as in <i>creature</i> and "tch" as in <i>Stretch</i></b></p> <ul style="list-style-type: none"> <li>• Use word games to introduce words with ending sounds like "sure" as in <i>measure</i>; "ture" as in <i>creature</i> and "tch" as in <i>Stretch</i>.</li> <li>• Guide learners to play the <i>Pick and Read</i> game to practise reading the target words.</li> <li>• Have groups write sentences with the target words and read out the sentences to the class.</li> </ul> <p><b>B6.2.2.1.2. Read ccvcc, cccvc words and multisyllabic words when reading continuous texts.</b></p> <ul style="list-style-type: none"> <li>• Provide texts having multisyllabic words for regular practise by learners</li> <li>• Model the production of the ccvcc and the cccvc words</li> <li>• Ask learners to repeat the ccvcc and the cccvc words after you while you check in correct discrepancies in the pronunciation of the words.</li> </ul> <p><b>e.g. :</b> ccvcc words - trust, striped etc. ccvc words - scrap, sprite etc. Multisyllabic words - communication, immediate etc.</p>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p>



**Sub-Strand 4: Diphthongs**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B6.2.4.1: Identify and use diphthongs to decode texts</b></p>	<p><b>B6.2.3.1.1. Use words with centering diphthongs ( e.g. / iə, eə, ʊə ) to make meaningful sentences</b></p> <ul style="list-style-type: none"> <li>• In a discussion have learners talk about diphthongs.</li> <li>• Give several examples and elicit examples from them.                /iə/ - fear, ear, near, clear                /eə/ - prepare, there, stairs                /ʊə/ - pure, secure</li> <li>• Have learners use words with diphthongs in meaningful sentences.</li> </ul>	<p>Creativity and Innovation            Communication and Collaboration            Personal Development and Leadership            Critical Thinking and Problem Solving</p>

**Sub-Strand 5: Blends and Consonant Clusters**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B6.2.5.1: Identify and use consonant blends and clusters in reading</b></p>	<p><b>B6.2.5.1.1.Orally produce three-syllable words by blending sounds (phonemes), including consonant blends</b></p> <ul style="list-style-type: none"> <li>• Revise consonant blends and clusters using several spelling patterns e.g. <b>bl, br, cl, cr, gl, gr, spr, scr, str, chr</b></li> <li>• Drill their pronunciation in isolation and in words</li> <li>• Learners work in groups to identify and list words having the blends and clusters.</li> <li>• Have learners read the words in isolation and in context</li> </ul> <p><b>B6.2.5.1.2. Use the spelling-sound correspondences for common consonant digraphs</b></p> <ul style="list-style-type: none"> <li>• In a discussion talk about digraphs as a whole class, group and in pairs.</li> <li>• Have learners try to establish some rules in forming and spelling words having digraphs. e.g. <b>ch</b> as in church <b>sh</b> as in shirt <b>gh</b> as in tough</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p>



CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.2.6.3: Demonstrate a rich vocabulary that supports the development of listening, reading, speaking, writing and presentation skills</b></p>	<p><b>B6.2.6.3.1. Deduce meaning of words from how they relate to one another</b>  e.g. <b>Hyponyms – fruits – apple</b>  <b>Meronyms – hand – finger</b></p> <p><b>Meaning from context</b></p> <ul style="list-style-type: none"> <li>Explain and demonstrate that the meaning of words can be deduced from other words in its environment.</li> </ul> <p>E.g. Philip is <u>glad</u>.  He is really <u>happy</u>.  Aku is <u>tall</u> but her brother is short.</p> <ul style="list-style-type: none"> <li>Put learners in groups. Let them read a text and I give the contextual meaning of selected words from the text.</li> <li>Engage learners in activities such as: <ul style="list-style-type: none"> <li>Matching words with their meanings/synonyms/antonyms.</li> <li>Reading a text and finding replacements for certain words in the text.</li> </ul> </li> <li>Using other strategies such as the synonym or antonym tree or synonym or antonym ‘bingo’, have learners build a portfolio of antonyms and synonyms.</li> </ul> <p><b>Meaning from word relationships</b>  hyponyms: fruit - apple  meronyms: hand - finger</p> <ul style="list-style-type: none"> <li>Have learners use the vocabulary tree and mother to child to build words using hyponyms and meronyms.</li> </ul>	<p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.2.6.4: Use words appropriately for purpose, audience, context and culture</b></p>	<p><b>B6.2.6.4.1. Recognise how words are formed through compounding</b></p> <p>Have learners refresh their knowledge on affixes – prefixes and suffixes - , acronyms and blending using examples.</p> <ul style="list-style-type: none"> <li>• Learners choose words with given affixes and use them appropriately in sentences.</li> <li>• Introduce compound words in context and have learner identify their components. E.g. breakfast = break, fast; classroom = class, room.</li> <li>• Put learners into groups to build more compound words.</li> </ul> <p><b>B6.2.6.4.2. Recognise the playful use of words in spoken and written language (jokes, riddles, puns)</b></p> <ul style="list-style-type: none"> <li>• Introduce these one at a time.</li> <li>• Provide and discuss examples.</li> <li>• Learners play games with the activity in pairs/groups.</li> </ul> <p><b>B6.2. 6.4.3. Use words suitable for purpose, audience, context and culture in relation to: type of texts (exposition/explanation, persuasive language, argumentative), medium (spoken/written), register (formal/informal) etc.</b></p> <ul style="list-style-type: none"> <li>• Choose appropriate texts to guide learners identify the key elements in writing. E.g. purpose, audience, setting, characters, etc.</li> </ul> <p>Have them role play a simple story to bring out the importance of these elements and their usage.</p>	<p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p>

**Sub-Strand 7: Comprehension**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B6.2.7.1: Process and comprehend level appropriate texts</b></p>	<p><b>B6.2.7.1.1. Construct meaning from texts</b></p> <ul style="list-style-type: none"> <li>• Select level-appropriate texts for learners.</li> <li>• Based on background knowledge and other factors, have learners predict what a text will be about and actively adjust comprehension while reading/viewing or listening.</li> <li>• Learners connect their background knowledge to help them make meaning of the text as they read.</li> <li>• Assist learners with a variety of questions to make meaning during and after reading the text.</li> <li>• Lay emphasis on the need to use the environment of a word to get its meaning.</li> </ul> <p><b>B6.2.7.1.2. Note and recall main ideas in sequence</b></p> <ul style="list-style-type: none"> <li>• Guide learners to present facts and ideas in a sequential order. You could also adopt other strategies like the SQ3R.</li> </ul> <p><b>SQ3R strategy</b> Have learners:  <b>S – Survey</b> the text- (learners skim by going through the chapter, note heading/sub-heading and other features.  <b>Q – Question</b> – generate questions about the content of the text.</p> <p><b>3R</b>  <b>Read</b> – read for more information.  <b>Recite</b> – retrieve information from text.  <b>Review</b> – go over the main ideas in the text to consolidate understanding</p>	<p>Communication and Collaboration</p> <p>Reading</p>



CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.2.7.2: Apply critical reading, implied meaning, higher order thinking, judgment and evaluation</b> <b>CONT'D</b></p> <p><b>B6.2.7.3: Demonstrate understanding of the use of words and phrases as used in the text</b></p> <p><b>B6.2.8.1: construct meaning from text read</b></p>	<p><b>B6.2.7.2.2. Compare and contrast two or more events in a text</b></p> <ul style="list-style-type: none"> <li>• Put learners into groups to identify, compare and contrast two or more events within a text or in different texts read or heard.</li> <li>• They may also compare and contrast other elements like characters and setting.</li> </ul> <p><b>B6.2.7.2.3. Demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion)</b></p> <ul style="list-style-type: none"> <li>• Guide learners systematically using given narrative texts to identify the introduction body and conclusion in it. <ul style="list-style-type: none"> <li>• Have learners summarize each of these parts and make a summary of the whole text using their part summaries.</li> </ul> </li> </ul> <p><b>B6.2.7.3.1. Determine the contextual meaning of words and phrases.</b></p> <ul style="list-style-type: none"> <li>• Select a text for reading. Identify words and phrases and systematically, guide learners to work out their meanings in context.</li> <li>• Put learners into groups and give each group a set of words and phrases to find their meanings. Each group presents its work.</li> </ul> <p><b>B6.2.8.1.1. Read silently and reasonably for meaning from a level-appropriate text</b></p> <ul style="list-style-type: none"> <li>• Have learners stop and think about the text and know what to do when meaning is not clear. By setting a target in the text for them.</li> <li>• Have them read silently and at a reasonable pace for the meaning from the text.</li> <li>• Direct learners' reading with "While Reading" questions.</li> </ul>	<p>Communication and Collaboration</p> <p>Reading</p>

**Sub-Strand 8: Silent Reading**

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.2.8.1: construct meaning from text read</b> <b>CONT'D</b></p>	<p><b>B6.2.8.1.2. Find meaning of words as used in context</b></p> <ul style="list-style-type: none"> <li>• Have learners play vocabulary games that involve meaning and usage of words. E.g. Lucky Dip, Fishing.</li> </ul> <p><b>B6.2.8.1.3. Ask and answer questions based on a passage read</b></p> <ul style="list-style-type: none"> <li>• Prepare learners adequately before reading activities. E.g. Discussion of background knowledge, title and accompanying pictures of the reading text, prediction.</li> <li>• Provide “While-reading” questions.</li> <li>• Have learners read the text silently.</li> </ul> <p>Assign learners to answer a variety of questions based on the text e.g. factual, inferential and applicative questions.</p>	<p>Communication and Collaboration</p> <p>Critical Thinking</p>

**Sub-Strand 9: Fluency**

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.2.9.1: Read fluently to enhance comprehension</b></p>	<p><b>B6.2.9.1.1. Read grade- level text with meaning</b> Use the three-stage approach (Before Reading, While Reading, and After Reading) for learners to prepare adequately and read texts and provide adequate follow-up activities.</p> <ul style="list-style-type: none"> <li>• Use <b>who, what, where, when, why and how</b> of an event organizer to guide learners to adequately discuss the text and respond to questions on it.</li> </ul> <p><b>B6.2.9.1.2. read aloud with expressions that reflect the author’s purpose and meaning.</b></p> <ul style="list-style-type: none"> <li>• Have learners read texts independently paying attention to punctuation marks, words, sentences and paragraphs. Learners use self-correction, word recognition and re-reading strategies to confirm comprehension.</li> </ul>	<p>Communication and Collaboration</p> <p>Communication and Collaboration</p>

**Sub-Strand 10: Summarizing**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B6.2.10.1: Read and summarize passages read</b></p>	<p><b>B6.2.10.1.1. Summarize level- appropriate passages/text orally</b></p> <ul style="list-style-type: none"> <li>• Learners identify the most important ideas and restate them in their own words.</li> <li>• Begin from sentences and short paragraphs.</li> </ul> <p>E.g. Sentence: This is the boy who killed the snake. Summary: The boy killed the snake.</p> <ul style="list-style-type: none"> <li>• Lead learners with questions to do this.</li> </ul> <p>E.g. What did you learn from this text?</p> <p><b>B6.2.10.1.2. Write short summary of a level appropriate passage/text read</b></p> <ul style="list-style-type: none"> <li>• Have learners read the passage.</li> <li>• Discuss it briefly with learners.</li> <li>• Working in groups, learners write a summary of the passage taking note of the main idea(s).</li> <li>• Let learners present their write up for discussion.</li> </ul> <p>E.g. Select main ideas from the passage without examples/illustrations/words in parenthesis.</p> <ul style="list-style-type: none"> <li>• Learners use the sequence order to write down the events that took place in the correct order.</li> </ul>	<p>Communication and Collaboration</p>

**Strand 3: Grammar Usage at Word and Phrase Levels**  
**Sub-Strand I: Nouns**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B6.3.1.1: Apply knowledge of different types of nouns in communication</b></p>	<p><b>B6.3.1.1.1. Identify and use nouns or noun phrases to describe conditions.</b></p> <p><b>B6.3.1.1.2. Identify and use:</b></p> <ul style="list-style-type: none"> <li>- proper nouns to refer to organisations/events;</li> <li>- <b>Count/non-count</b></li> <li>- <b>Singular</b></li> <li>- <b>Plural (regular, irregular)</b></li> <li>- <b>without plural marker</b></li> </ul> <ul style="list-style-type: none"> <li>• Revise all the types of nouns (refer to B1-B5).</li> <li>• Provide learners with opportunities to further practise using these nouns.</li> </ul> <p>e.g.</p> <p>a. Learners take their reading books and identify and make a list of these nouns, use them in sentences and present their work to the class for feedback class.</p> <p>b. Use a language drill to help learners do practice activities.</p> <p>e.g. Pair Drill for singular/plural nouns</p> <ul style="list-style-type: none"> <li>- Learner “A” gives a noun- mango</li> <li>- Learner “B” gives its plural form “mangoes” and uses it in a sentence- I love mangoes.</li> </ul>	<p>Communication and Collaboration</p> <p>Communication and Collaboration</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.3.1.1: Apply knowledge of different types of nouns in communication</b> <b>CONT'D</b></p>	<p>c. Learners play the “Lucky Dip game” for practice. Learners take turns to dip their hands into a box containing words of collective nouns, pick a card and use the word in a sentence. e.g. a team of horses, a bevy of ladies, a flock of sheep</p> <p>d. Learners can look for types of nouns using the internet and use them in sentences.</p> <p>Provide further practice activities to build on learners' knowledge on nouns.</p> <p><b>B6.3.1.1.3. Use "- ing" nouns and noun phrases to refer to activities</b> E.g. I enjoy <u>singing</u>. I like <u>swimming</u>.</p> <p><b>B6.3.1.1. 4. Identify and use abstract nouns to refer to concepts and ideas</b></p> <ul style="list-style-type: none"> <li>• Revise abstract nouns with learners</li> <li>• Have learners identify abstract nouns in texts and these nouns in sentences e.g. intelligence, knowledge, idea, patience <ul style="list-style-type: none"> <li>i. I admire Ama because of her <u>patience</u>.</li> </ul> </li> </ul> <p>He appears to have a good <u>knowledge</u>.</p>	<p>Communication and Collaboration</p> <p>Communication and Collaboration</p> <p>Communication and Collaboration</p> <p>Communication and Collaboration</p>

**Sub-Strand2: Determiners**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B6. 3.2.1: Apply knowledge of different types of determiners in communication</b></p>	<p><b>B6. 3.2.1.1. Identify and use definite and indefinite articles</b></p> <ul style="list-style-type: none"> <li>• Briefly revise nouns. Learners read/listen to a passage having several nouns.</li> <li>• Have them identify the nouns stating their types.</li> <li>• Learners identify the nouns noting words that precede them e. g. the, an</li> <li>• Select sentences containing nouns and articles and use them to explain the use of the articles “a”, “an” and “the” simply.</li> <li>• In groups, learners write sentences and underline the articles.</li> <li>•</li> </ul> <p><b>B6.3.2. 1.2. Identify and use quantifiers.</b></p> <ul style="list-style-type: none"> <li>– ordinal first, second etc.</li> <li>– Some, few/little etc.</li> <li>– No/both, all each/every</li> <li>– Another, other</li> <li>– Fewer, less, etc.</li> </ul> <ul style="list-style-type: none"> <li>• Revise nouns and articles briefly</li> <li>• Introduce quantifiers in context. Learners listen to or read a text having several quantifiers.</li> <li>• Learners identify the nouns and the words that go with them (quantifiers)</li> <li>• Elicit examples from learners.</li> <li>• In pairs, one says a sentence containing a qualifier/quantifier and the other identifies the quantifiers. Role(s) are reversed.</li> </ul>	<p>Creativity and Innovation</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6. 3.2.1: Apply knowledge of different types of determiners in communication</b> <b>CONT'D</b></p>	<p><b>B6.3.2.1.3. Identify and use possessive pronouns to show possession</b></p> <ul style="list-style-type: none"> <li>• Revise personal pronouns by having learners identify them in sentences and use them in sentences of their own.</li> <li>• Introduce possessive pronouns in context.</li> </ul> <p>E.g.</p> <ol style="list-style-type: none"> <li>i. I gave my book to Mary.</li> <li>ii. She sold her phone.</li> </ol> <ul style="list-style-type: none"> <li>• Learners listen to or read a passage containing several possessives (my, your, his, hers, its).</li> <li>• Ask them to identify words that show or indicate possession.</li> <li>• List words on the board and elicit others.</li> <li>• Have learners play a game e.g. the “Fishing Game” with cards bearing possessive pronouns. They read the word on the card and use it in a sentence.</li> </ul> <p><b>B6.3.2.1.4. Identify and use demonstratives: this/that, these/those -concepts and ideas.</b></p> <ul style="list-style-type: none"> <li>• Briefly revise nouns and articles by having learners identify them in sentences.</li> <li>• Provide a text having the demonstratives with emphasis on the demonstratives (this, that, these, those). Read it out.</li> <li>• List the demonstratives and have learners read out and observe the use of the demonstratives in the sentences.</li> </ul> <p>Working in small groups, each group writes a number of sentences with each of the demonstratives introduced.</p>	<p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical thinking and Problem Solving</p> <p>Creativity and Innovation</p>

### Sub-Strand 3: Pronouns

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.3.3.1: Apply knowledge of different types of pronouns in communication</b></p>	<p><b>B6.3.3.1.1. Identify and use:</b></p> <ul style="list-style-type: none"> <li>- <b>Reflexive pronouns to emphasis that an objects of a verb is the same person as the subject e.g. myself, yourself etc.</b></li> <li>- <b>Relative pronouns to link ideas or add information to a noun or a noun phrase e.g. which, where, whose etc.</b></li> <li>- <b>Reciprocal pronouns e.g. each other, one another</b></li> </ul> <ul style="list-style-type: none"> <li>• Use a text to revise the different pronouns learnt in B1-B5.</li> <li>• Introduce reflexive pronouns with examples in sentences.</li> <li>• Discuss the reflexive pronouns with learners.</li> <li>• Provide a passage and group learners to identify reflexive pronouns, and use the pronouns identified in sentences.</li> <li>• Repeat the procedure to teach relative and reciprocal pronouns.</li> </ul>	<p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>

### Sub-Strand 4: Adjectives

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.3.4.1: Apply the knowledge of adjectives in communication</b></p>	<p><b>B6.3.4.1.1. Use comparatives forms of regular and irregular adjectives to make comparisons</b>  <b>e.g. regular: fastest</b>  <b>irregular: better</b></p> <ul style="list-style-type: none"> <li>• Revise the <b>comparatives with learners.</b></li> <li>• Use practical activities to guide learners to change the positive forms of regular adjectives into comparative forms by adding <b>-er.</b></li> </ul> <p>E.g. Compare the heights of two learners:</p> <ol style="list-style-type: none"> <li>i. Musah is tall. Safianu is short.</li> <li>ii. Musah is taller than Safianu.</li> </ol> <ul style="list-style-type: none"> <li>• Guide learners to form the superlative forms of regular adjectives by adding <b>-est.</b> E.g. Ali is the tallest.</li> <li>• Provide a text containing irregular forms of adjectives. Start with those that have different spelling for comparative and superlative. e.g. good better best</li> <li>• Provide a text for learners to identify the examples. Learners use the irregular forms of adjectives in sentences</li> <li>• Assist learners to use the adjectival forms position, more – and most –  much more most  intelligent more intelligent most intelligent</li> <li>• For each type or form, guide learners with examples to compare classroom objects and things within the vicinity of the school and beyond.</li> </ul>	<p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>

**Sub-Strand 5: Verbs**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B6.3.5.1: Apply the knowledge of verbs in communication</b></p>	<p><b>B6.3.5.1.1. Use different types of verbs</b></p> <ul style="list-style-type: none"> <li>– <b>Main verb and Helping verb (primary auxiliary and modal auxiliary)</b></li> <li>• Revise verbs generally. Have learners identify verbs in sentences and use them in their own sentences.</li> <li>- Helping verb (primary auxiliary and modal auxiliary E.g. can, might, would, ought, is, are, is, are, was, were).</li> <li>• Choose a text (story) and have the learners work in groups to identify the main verbs. Let each group select five of the verbs and use them in sentences.</li> <li>• Introduce auxiliaries (primary and modal) in context one at a time. Learners listen to/read a text having several of them.</li> <li>• Guide learners with examples to identify and distinguish them from the main verbs and use them in sentences.</li> </ul> <p><b>B6.3.5.1.2 Use appropriate subject-verb agreement (indefinite pronouns, Singular/plural and Collective nouns)</b></p> <ul style="list-style-type: none"> <li>• Revise subject-verb agreement concept learners have learnt in B4 and B5 by writing examples of sentences on the board and discussing them with learners.</li> <li>• Have groups of learners discuss and exemplify the following:               <ul style="list-style-type: none"> <li>- A singular subject goes with a singular verb.</li> <li>- A plural subject goes with a plural verb.</li> <li>- A collective subject goes with singular or plural verb.</li> </ul> </li> <li>• Present a text. Put the class into groups to identify sentences showing subject –verb agreement involving Indefinite pronouns as subjects. Each group presents its work.</li> <li>• Conduct suitable drills for learners to have practice. Learners sit in groups to converse on a topic. E.g. “What the people in my family do daily”.</li> </ul>	<p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.3.5.1: Apply the knowledge of verbs in communication</b> <b>CONT'D</b></p>	<p><b>B6.3.5.1.3. Use different forms of verbs:</b></p> <ul style="list-style-type: none"> <li>- <b>Irregular</b></li> <li>- <b>Infinitive to talk about personal activities</b> E.g.: I asked my friend <u>to read</u> the story.</li> </ul> <p><b>B6.3.5.1.4. Use the simple present form of verbs in sentences:</b></p> <ul style="list-style-type: none"> <li>– For scheduled future actions.</li> <li>– for future possibilities or plans</li> <li>• Revise the simple present in context.</li> <li>• Present an on-going situation to learners for them to report on it. E.g. A football game/match.</li> <li>• Present similar situations for learners to describe using the simple present, in groups.</li> <li>• Groups may write and present their work to the class.</li> <li>• Use texts/sentences to introduce the use of the simple present for: <ul style="list-style-type: none"> <li>– scheduled future actions - E.g. The bus leaves early tomorrow.</li> <li>– future possibilities or plans e.g. If he doesn't come early, we shall go without him</li> </ul> </li> </ul> <p><b>B6.3.5.1.4. Use the simple present form of verbs in sentences:</b></p> <ul style="list-style-type: none"> <li>– For scheduled future actions.</li> <li>– for future possibilities or plans</li> <li>• Revise the simple present in context.</li> <li>• Present an on-going situation to learners for them to report on it. E.g. A football game/match.</li> <li>• Present similar situations for learners to describe using the simple present, in groups.</li> <li>• Groups may write and present their work to the class.</li> </ul>	<p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.3.5.1: Apply the knowledge of verbs in communication</b> <b>CONT'D</b></p>	<ul style="list-style-type: none"> <li>• Use texts/sentences to introduce the use of the simple present for: <ul style="list-style-type: none"> <li>– scheduled future actions - E.g. The bus leaves early tomorrow.</li> <li>– future possibilities or plans e.g. If he doesn't come early, we shall go without him</li> </ul> </li> </ul> <p><b>B6.3.5.1.6. Use the past continuous form of verbs to talk about actions/events which were going on when a second one took place</b></p> <p>e.g. We were playing football when the fire broke out.</p> <p><b>B6.3.5.1.7. Use the imperative form of verb to give warning and express prohibitions</b></p> <p>E.g. Break the glass, and you will pay for it.</p>	<p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>

### Sub-Strand 6: Adverbs

CONTENT STANDARDS5	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.3.6.1: Apply the knowledge of different types of adverbs in communication</b></p>	<p><b>B6.3.6.1.1. Use adverbs to express degree and reason</b></p> <ul style="list-style-type: none"> <li>• Revise adverbs of time and manner in context: Have learners listen to/ read several sentences containing adverbs of time and manner.</li> <li>• Use drills and games to provide practice in using adverbs of time. E.g. Game: Lucky Dip Drill: Substitution Table Drill</li> <li>• Learners sit in groups to discuss issues involving use of adverbs of time.</li> <li>• Repeat the procedure to introduce adverbs of degree and reason. e.g.</li> </ul> <p>Degree: The shirt is <u>too</u> small for me. You are making <u>so much</u> noise. Reason: I sing because I like singing.</p>	<p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>

### Sub-Strand 7: Idiomatic Expressions

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.3.7.1: Understand and use idiomatic expressions appropriately in speech and in writing</b></p>	<p><b>B6.3.7.1.1. identify, explain and use idiomatic expressions correctly.</b></p> <ul style="list-style-type: none"> <li>• Revise idiomatic expressions in context to guide learners identify their meanings. E.g.               <ol style="list-style-type: none"> <li>i. Take after (to resemble)</li> <li>ii. To pull down(to destroy the reputation of someone)</li> </ol> </li> <li>• Together with learners, identify and write some familiar/common idiomatic expressions from learners’ culture. Then introduce other idiomatic expressions from the native language. E.g.               <ol style="list-style-type: none"> <li>i. Take after (to resemble)</li> <li>ii. To pull down(to destroy the reputation of someone)</li> </ol> </li> <li>• With examples from the dictionary, help learners write idioms and their explanations.</li> <li>• Provide a few idiomatic expressions and let learners interpret them.</li> <li>• Have groups of learners write idioms and their meanings on manila cards to hang in the classroom for a while.</li> </ul>	<p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p> <p>Cultural Identity and Global Citizenship</p>

**Sub-Strand 8: Conjunctions**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B6.3.8.1: Apply the knowledge of conjunctions in speech and in writing</b></p>	<p><b>B6.3.8.1.1. Identify and use simple conjunctions - so that, when, while, if etc. to:</b></p> <ul style="list-style-type: none"> <li>- show purpose</li> <li>- express time</li> <li>- condition, etc.</li> </ul> <ul style="list-style-type: none"> <li>• Revise the coordinating conjunctions – <i>and, or, nor, but</i> and subordinating conjunctions by having learners use them sentences.</li> <li>• Provide sentences for learners to join them with coordinating and subordinating conjunctions.</li> <li>• Provide passages and let learners identify conjunctions.</li> <li>• Let them do other activities like filling blanks with suitable conjunctions and using conjunction in their own sentences.</li> <li>• Introduce the conjunctions "so that, when, while, if etc" in context. e.g. Take a hot bath <u>so that</u> you can sleep well. I drank the soup <u>while</u> my mother was in the kitchen.</li> <li>• Provide opportunities for learners to use the conjunctions learnt.</li> </ul>	

**Sub-Strand 9: Modals**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B6.3.9.1: Apply the knowledge of modals in speech and in writing</b> <b>CONT'D</b></p>	<p><b>B6.3.9.1.1. Use modals to express a variety of meanings</b></p> <ul style="list-style-type: none"> <li>• Revise modal auxiliaries.               <ul style="list-style-type: none"> <li>- Can: conveys ability</li> <li>- May: asks for permission, expresses politeness, possibility</li> <li>- Must: obligation or compulsion, necessity</li> <li>- Shall/will: prediction, intention, determination etc.</li> <li>- Could: tentativeness, politeness</li> <li>- Would: politeness etc.</li> <li>- Might: possibility</li> <li>- Should: obligation</li> <li>- Used to: for past activity/event</li> <li>- Have to/ought to/need to: for obligation</li> </ul> </li> <li>• Introduce them in context one or two at a time.</li> <li>• With examples, assist learners to use the modals in sentences to convey specific meanings such as politeness.</li> </ul>	<p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>

### Sub-Strand 10: Prepositions

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.3.10.1: Apply the knowledge of prepositions in oral and written communication</b></p>	<p><b>B6.3.10.1.1. Use prepositions to convey a variety of meanings:</b></p> <ul style="list-style-type: none"> <li>– Time</li> <li>– Purpose</li> <li>– Possession</li> <li>– Comparison e.g. taller than</li> <li>– Support or opposition e.g. for you, against you</li> </ul> <ul style="list-style-type: none"> <li>• Revise prepositions such as those that convey meanings of position, time, direction, possession and comparison. Write examples of sentences to illustrate this.</li> <li>• Have learners identify common prepositions (on, in, near, under) in sentences. Let them use these prepositions in sentences.</li> <li>• Introduce prepositions that show support or opposition in context. E.g. for you, against you. Let them identify these prepositions in texts they have read e.g. reading passages, stories, etc.</li> <li>• Learners now write their own sentences with the prepositions.</li> </ul>	<p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>

### Sub-Strand 11: Adjective Phrases

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.3.11.1: show understanding of adjective phrases in oral and written communication.</b></p>	<p><b>B6.3.11.1.1. Form and use adjective phrases correctly e.g. this is a very beautiful flower.</b></p> <ul style="list-style-type: none"> <li>• Revise adjective in context by having learners identify them in sentences and use them in their own sentences.</li> <li>• Introduce the adjective phrase as a grammatical structure with the adjective as head.</li> </ul> <p><b>Note:</b> The adjective phrase can be a single adjective or more. E.g. a <u>beautiful</u> house, a <u>strong African</u> oven.</p> <ul style="list-style-type: none"> <li>• Provide sentences with adjective phrases and let learners identify the adjective phrases.</li> <li>• In groups, learners form adjective phrases and use the phrases in sentences.</li> </ul>	<p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>

### Sub-Strand 12: Adverb Phrases

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.3.12.1: show understanding of adverb phrases in oral and written communication.</b></p>	<p><b>B6.3.12.1.1. Form and use adverb phrases correctly. E.g. He comes to the house everyday</b></p> <ul style="list-style-type: none"> <li>• Revise adverbs of manner, place and time.</li> <li>• Introduce the adverb phrase in context and get learners to understand that an adverb phrase is a grammatical structure that modifies a verb. It is usually a single word or more than a single word.</li> <li>• Provide several examples in context for learners to read out.</li> <li>• Provide short texts for learners to identify the adverb phrases.</li> <li>• Let learners use the adverb phrases in sentences.</li> </ul> <p>E.g. He comes to the house <u>every day</u>.</p>	<p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>

**Sub-Strand 13: Direct and Reported Speech**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B6.3.13.1: show understanding of direct and reported speeches in oral and written communication.</b></p>	<p><b>B6.3.13.1.1. Form and use reported speech appropriately</b></p> <ul style="list-style-type: none"> <li>• Revision: Provide situations for learners to identify and use them in both present and past tenses.</li> <li>• Introduce the direct speech with several examples of sentences. E.g. “We saw an eagle,” said Aba. “Esi is tired,” said Mum. “Joe has become rich,” said Atongo.</li> <li>• Lead learners, with examples, to change direct speech into reported speech by:             <ul style="list-style-type: none"> <li>i. Introducing a reporting clause E.g.                 <ul style="list-style-type: none"> <li>a. Aba said that .....</li> <li>b. Mum said that.....</li> <li>c. Atongo said that.....</li> </ul> </li> <li>ii. Introducing “that” and completing the sentences. E.g.                 <ul style="list-style-type: none"> <li>a. Aba said that they had seen an eagle.</li> </ul> </li> <li>iii. Removing the quotation marks. E.g.                 <ul style="list-style-type: none"> <li>b. Mum said that Esi was tired.</li> </ul> </li> </ul> </li> <li>• Put learners in pairs. Let one produce direct speech and let the other change it into reported speech. Let them change over after some time.</li> </ul>	<p>Creativity and Innovation</p> <p>Communication and Collaboration Personal</p> <p>Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>

**Strand 4: Writing**  
**Sub-Strand 2: Penmanship and Handwriting**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B6.4.2.1: Copy and rewrite sentences correctly</b></p>	<p><b>B6.4.2.1.1 Write with a legible, fluent and personal handwriting style</b></p> <ul style="list-style-type: none"> <li>• Have learners select sentences from their readers.</li> <li>• As learners observe, demonstrate the activity by writing the sentences in joint script on the board.</li> <li>• Have individual learners read out the sentences.</li> <li>• Let learners copy the sentences into their exercise books.</li> <li>• Have pupils share their work with their partners.</li> </ul> <p><b>B6.4.2.1.2. Write complex sentences clearly and correctly</b></p> <ul style="list-style-type: none"> <li>• Revise simple and compound sentences.</li> <li>• Introduce the complex sentence structure by combining pairs of simple sentences. E.g. You will come. We will go. When you come, we will go.</li> <li>• Elicit several such sentences from learners.</li> <li>• Put learners into groups to identify complex sentences from texts they have read.</li> <li>• Have learners copy complex sentences into their exercise books.</li> <li>•</li> </ul>	<p>Critical Thinking</p> <p>Communication Collaboration</p> <p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p>

### Sub-Strand 6: Paragraph Development

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.4.6.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience, and contexts</b> <b>CONT'D</b></p>	<p><b>B6.4.6.1.1. Choose appropriate ways and modes of writing for a variety of purposes, audience, and contexts, and organise facts, ideas and/ or points of view in a way appropriate to the mode of delivery, using appropriate text features</b></p> <ul style="list-style-type: none"> <li>• Work with learners to select sample texts from a variety of models of writing from learners' readers and Teacher's resources e.g. newspapers, magazines etc. You may take learners to the library for this exercise.</li> </ul> <p>Examples of modes of writing.</p> <ol style="list-style-type: none"> <li>(a) Process</li> <li>(b) Narrative</li> <li>(c) Descriptive</li> <li>(d) Persuasive</li> <li>(e) Argumentative</li> <li>(f) Letter</li> </ol> <p><b>Note:</b> Present one mode of writing at a time and at different times (in different lessons).</p> <ul style="list-style-type: none"> <li>• Put learners into small groups and assign each group a mode of writing.</li> <li>• Have learners study the sample text.</li> <li>• Guide them through appropriate questions to identify the:               <ol style="list-style-type: none"> <li>i. Mode of writing/types of essay</li> <li>ii. Purpose</li> <li>iii. Audience</li> </ol> </li> <li>• Jumble the paragraphs and have learners re-arrange the paragraphs into a coherent piece.               <ol style="list-style-type: none"> <li>iv. Encourage learners to use search engines to search for the different modes of writing they have studied.</li> </ol> </li> </ul>	<p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem solving</p> <p>Writing</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.4.6.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience, and contexts</b></p>	<p><b>B6.4.6.1.2 use key words, phrases or clauses to introduce the main idea in the paragraph.</b></p> <ul style="list-style-type: none"> <li>• Display a Model Paragraph.</li> <li>• Put learners into groups to read the paragraph and identify what the passage is about or the main idea.</li> <li>• Have them identify the sentence that contains the main idea.</li> <li>• Let the group identify the supporting ideas and what each sentence says about the main idea.</li> <li>• Ask each group choose a given topic and write five sentences about the topic.</li> </ul> <p><b>B6.4.6.1.3.Elaborate on, explain and/or justify the main ideas of a paragraph by providing relevant details and examples</b></p> <ul style="list-style-type: none"> <li>• Display a model paragraph.</li> <li>• By way of revision, have learners identify the main idea and supporting ideas.</li> <li>• <b>Think-Pair-Share:</b> Have pairs of learners discuss why a main idea in a paragraph needs elaboration, explanation or examples and share their views with peers and the whole class.</li> <li>• Give learners a topic sentence for them to elaborate on by providing details (explanation/examples). E.g. Topic sentence: Kofi is a good child.</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem solving</p> <p>Writing</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.4.6.1: Develop, organize and express ideas cohesively in writing and representing for a variety of purposes, audience, and contexts</b></p>	<p><b>B6.4.6.1.4. Use cohesive devices pronoun references, repeated key terms or grammatical structures to link ideas in a paragraph. E.g. use connectors to link contrasting ideas. Show results and purpose.</b></p> <ul style="list-style-type: none"> <li>• Display a sample paragraph.</li> <li>• Underline the cohesive devices/transitional words.</li> <li>• Have learners read the paragraph and discuss with their peers what the underlined words are doing in the paragraph.</li> <li>• Lead them in a general discussion on what the underlined words are and their roles in the paragraph. E.g. First, second, third, finally, again, also, and, besides, further, in the first place, last, likewise, next, then, too. Provide a paragraph and leave out the cohesive devices. Have learners complete the paragraph with appropriate transitional words.</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem solving</p> <p>Writing</p>



CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.4.9.3: Apply strategies for improving drafts for publishing</b></p>	<p><b>B6.4.9.3.1. Review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement.</b></p> <ul style="list-style-type: none"> <li>• Have learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled.</li> <li>• Guide learners with the questions below:               <ol style="list-style-type: none"> <li>i. Are your ideas in order and easy to understand?</li> <li>ii. Are all the sentences talking about the main idea of the paragraph?</li> <li>iii. Are all the paragraphs talking about the topic?</li> </ol> </li> <li>• Have learners read their partners' draft and offer suggestions.</li> <li>• Encourage learners to make as many changes as are necessary to improve their drafts.</li> <li>• Have learners make a clean draft for publishing.</li> </ul> <p><b>B6.4.9.3.2. Edit/proofread draft, checking capitalization, usage, punctuation and spelling</b></p> <ul style="list-style-type: none"> <li>- Have learners pick up their clean draft (Refer to B5 4.3.1) and check for conventions. E.g. errors in capitalization, punctuation and spelling.</li> </ul> <p>Tips for learners:</p> <ol style="list-style-type: none"> <li>(a) Do my sentences have proper punctuation? E.g. full stop, question mark, exclamation mark.</li> <li>(b) Have I used commas correctly?</li> <li>(c) Do my sentences start with capital letters?</li> <li>(d) Have I capitalized proper nouns?</li> </ol> <ul style="list-style-type: none"> <li>• Have learners do peer editing.</li> <li>• Have them prepare neat final copies.</li> <li>• Guide them to proofread the final copies before publishing.</li> </ul>	<p>Communication and Collaboration</p> <p>Critical Thinking and Problem solving</p> <p>Writing</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.4.9.3: Apply strategies for improving drafts for publishing</b></p> <p><b>CONT'D</b></p>	<p><b>B6.4.9.3.3. Publish writing piece for other peers to read and in the school magazine.</b></p> <ul style="list-style-type: none"> <li>• Revise writing as a process.</li> <li>• Have learners share their writing with their peers classmates and families.</li> </ul> <p>Encourage learners to type/copy neatly their writing and submit them for publication in the class magazine, school magazine/notice board. Other places to publish include “The Junior Graphic” or “The Daily Graphic” and other print media.</p>	

**Sub-Strand 10: Narrative Writing**

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.4.9.3: Apply strategies for improving drafts for publishing</b></p>	<p><b>B6.4.9.3.1. Review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement.</b></p> <ul style="list-style-type: none"> <li>• Have learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled.</li> <li>• Guide learners with the questions below: <ul style="list-style-type: none"> <li>iv. Are your ideas in order and easy to understand?</li> <li>v. Are all the sentences talking about the main idea of the paragraph?</li> <li>vi. Are all the paragraphs talking about the topic?</li> </ul> </li> <li>• Have learners read their partners’ draft and offer suggestions.</li> <li>• Encourage learners to make as many changes as are necessary to improve their drafts.</li> <li>• Have learners make a clean draft for publishing.</li> </ul>	<p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem solving</p> <p>Writing</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES												
<p><b>B6.4.9.3: Apply strategies for improving drafts for publishing</b> <b>CONT'D</b></p> <p><b>B6.4.10.1: Narrate situations, express feelings and convey point of view about the world/ or fictional world</b></p>	<p><b>B6.4.9.3.2. Edit/proofread draft, checking capitalization, usage, punctuation and spelling</b></p> <ul style="list-style-type: none"> <li>- Have learners pick up their clean draft (Refer to B5 4.3.1) and check for conventions. E.g. errors in capitalization, punctuation and spelling.</li> </ul> <p><b><u>Reflective Writing</u></b></p> <p>A reflective writing explores who you are now and who you were before now. It focuses on a change you have experienced and reflects on how that change makes you unique.</p> <ul style="list-style-type: none"> <li>• Take learners through the writing process.</li> </ul> <table border="1" data-bbox="779 751 1413 890"> <thead> <tr> <th colspan="2">Then</th> <th>Now chart</th> </tr> <tr> <th>Then</th> <th>Now</th> <th>Reasons for change</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Use questions to revise: <u>Prewriting – strategy</u></li> </ul> <p>Make a list of how things used to be and how they are now. Tell why they changed. Continue with the rest of the process: Writing, Revising, Editing and Publishing.</p>	Then		Now chart	Then	Now	Reasons for change							<p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>
Then		Now chart												
Then	Now	Reasons for change												

### Sub-Strand 11: Creative/Free Writing

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.4.11.1: Create texts</b></p>	<p><b>B6.4.11.1.1. Write freely about topics of choice on national issues and issues from different learning areas.</b></p> <ul style="list-style-type: none"> <li>• Have learners select a topic of their choice on national issues and issues from different learning areas.</li> <li>• Guide learners to brainstorm and generate ideas.</li> <li>• Have learners organize their ideas to write their first draft.</li> <li>• They revise their first draft.</li> <li>• Learners then, peer edit their work.</li> <li>• Have them present their work for class discussion and correction.</li> <li>• They then write the final draft and display their work for their peers to read.</li> </ul> <p><b>B6.4.11.1.2. Write poems and imaginative narrative stories using ideas from poems and imaginative texts read or viewed</b></p> <ul style="list-style-type: none"> <li>• Select a narrative text or story to revise the elements of narrative:               <ul style="list-style-type: none"> <li>- Title</li> <li>- Characters</li> <li>- Setting</li> <li>- Plot/storyline</li> <li>- Conflict, dialogue</li> </ul> </li> </ul>	<p>Collaboration Communication</p> <p>Creativity and Innovation Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.4.11.1: Create texts</b> <b>CONT'D</b></p>	<p><b>Note:</b> Through discussion and reference to familiar stories, show that:</p> <ul style="list-style-type: none"> <li>• Stories have people (characters) who face a problem (conflict) in a particular place and time (setting). They also show what people do (action) and say (dialogue) to resolve the problem.</li> <li>• Discuss a short text to guide learners to go through the writing process to write their stories.</li> <li>• Put pupils into small groups to plan their writing. <ul style="list-style-type: none"> <li>- Create characters</li> <li>- Create conflict</li> <li>- Establish a setting</li> <li>- Plan action and dialogue</li> </ul> </li> <li>• They write the first draft, revise, edit and publish their writing by following the stages of the writing process.</li> </ul> <p><b>Poems and Plays:</b> Discuss sentences of poems and plays to guide learners through the writing process to define their own poems and plays.</p>	<p>Collaboration Communication</p> <p>Creativity and Innovation Personal</p> <p>Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>

**Sub-strand 12: Descriptive Writing**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B6.4.12.1: Demonstrate knowledge of descriptive words/expressions in writing</b></p>	<p><b>B6.4.12.1.1. Use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events.</b></p> <ul style="list-style-type: none"> <li>• Briefly revise the writing process by having learners name the stages and say what happens at each stage.</li> <li>• Revise descriptive writing with learners</li> <li>• Have learners select a topic e.g. “A Day I will never forget”.</li> <li>• Provide a sample text. Guide learners to identify the descriptive words and expressions:</li> <li>• Discuss the descriptive words and expressions with learners.</li> <li>• Put learners into groups and guide them through the writing process to describe events/situations/places of their choice and personal experiences. Focus on the use of:               <ul style="list-style-type: none"> <li>- Descriptive (adjectives) words.</li> <li>- Figurative language e.g. simile – metaphor, personification, sound devices</li> </ul> </li> </ul> <p><i>Note: Sensory details are experiences through the senses: <b>sight, smell, touch, taste.</b></i></p> <ul style="list-style-type: none"> <li>- Sensory details (Allow a reader to visualize a person, a place, a thing or an idea).</li> </ul>	<p>Collaboration Communication</p> <p>Critical Thinking and Innovation</p> <p>Personal Development and Leadership</p>



CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B6.4.13.2: Write arguments to support claims with clear reasons and relevant evidence</b> <b>CONT'D</b>	<b>B6.4.13.2.4 Provide a concluding statement that follows from argument presented and pose a rhetorical question on the topic.</b> <ul style="list-style-type: none"> <li>• Have them go through the writing process to present/state an opinion, explain and justify it so as to persuade the reader to accept the opinion or point of view.</li> <li>• Teach the features of a debate e.g. vocatives, taking a stand etc. Put learners in groups and have them select a controversial or debatable topic. Divide the class into two to prepare using the writing process as a guide, and to debate on the topic.</li> </ul>	Creativity and Innovation  Communication and Collaboration  Personal Development and Leadership  Critical Thinking and Problem Solving

**Sub-Strand 14: Expository /Informative Writing**

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B6.4.14.2: Write the event of the day</b>	<b>B6.4.14.1.1. Write short paragraphs to describe incidents. E.g. accidents, fire outbreak.</b> <ul style="list-style-type: none"> <li>• Briefly revise the writing process by having learners recall the stages and explain the features and relevance of each stage.</li> <li>• Have learners select a topic and brainstorm to generate ideas.</li> <li>• Put them into groups to organise the points for the development of paragraphs.</li> <li>• Assign learners to individually develop the points into outlines and then into a draft.</li> <li>• Let them do self and peer-editing before finally presenting the final work. Learners present their finished work in groups.</li> </ul> <b>B6.4.14.2.1. Write articles on varied topics</b>	Creativity and Innovation  Communication and Collaboration  Personal Development and Leadership  Critical Thinking and Problem Solving

### Sub-Strand 15: Letter Writing

Content Standards	Indicators and Exemplars	Subject Specific Practices and Core Competencies
<b>B6.4.15.1: Write informal letters on given topics</b>	<p><b>B6.4.15.1.1 Write to friends to express their views on given topics using appropriate letter formats</b></p> <ul style="list-style-type: none"> <li>• Discuss the features of informal letters with learners.</li> <li>• Give examples of formal letters to them and let them talk about the similarities and differences between formal and informal letters.</li> <li>• Brainstorm to guide learners generate topics they would want to write on and let each group choose a topic.</li> <li>• Learners identify purpose and audience and make a mind map to guide the writing.</li> <li>• Each group writes an informal letter and edits it. The letters are passed round the groups for editing.</li> </ul>	<p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>

### Strand 5: Using Writing Conventions/ Grammar Usage

#### Sub-Strand 1: Using Capitalisation

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<b>B6.5.1.1: Use capital letters to start the first word in direct speech.</b>	<p><b>B6.5.1.1.1. Follow appropriate mechanical convention.</b></p> <ul style="list-style-type: none"> <li>• Ask individual learners to write a formal letter each on a given topic, paying attention to correct use of capital letters, the full stop, comma, question mark, exclamation mark, quotation marks, apostrophe, hyphen etc.</li> </ul>	<p>Creativity and Innovation</p>

### Sub-Strand 2: Using Punctuation

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.5.2.1: Show understanding of how punctuations are used appropriately in writing</b></p>	<p><b>B6.5.2.1.1. Use :</b></p> <ul style="list-style-type: none"> <li>- the comma around a phrase for the modifying of the proceeding noun;</li> <li>- quotation marks to indicate direct speech;</li> <li>- apostrophe to show plural possession;</li> </ul> <ul style="list-style-type: none"> <li>• Revise punctuations with learners.               <ul style="list-style-type: none"> <li>– Give out samples of relevant texts to groups of learners to identify the punctuation marks used.</li> </ul> </li> </ul> <p>e.g. 1. Kofi, my friend, will help me do my homework            2. I like football," said Ama.            3. This is girls' work.            4. Mary: Kofi, do you like my pen?            Kofi: Yes, I do.</p> <ul style="list-style-type: none"> <li>• Write a text on the board, leaving out the punctuation marks.</li> <li>• Have the whole class punctuate it.</li> <li>• Have them study unpunctuated texts individually for a few minutes and then re-write the texts using appropriate punctuation marks where they have been omitted.</li> </ul>	<p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>



CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.5.3.1: Apply knowledge of different types of nouns in communication</b></p>	<p><b>B6. 5.3.1.3. Use the "-ing" nouns to refer to activities.</b>            e.g. I enjoy <u>singing</u>.            I like <u>swimming</u>.</p> <p><b>B6.5.3.1.4. Identify and use abstract nouns to refer to concepts and ideas.</b></p> <ul style="list-style-type: none"> <li>• Revise abstract nouns.</li> <li>• Have learners identify abstract nouns in texts and use them in sentences e.g. intelligence, knowledge, idea, patience</li> </ul> <p>ii. I admire Ama because of her <u>patience</u>.            He appears to have a good <u>knowledge</u> of what we are saying</p>	<p>Communication and Collaboration            Communication and Collaboration</p>

**Sub-Strand 4: Using Action Words**

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.5.4.1: Demonstrate understanding of verbs in everyday language</b></p>	<p><b>B6.5.4.1.1. Differentiate between how the simple past and the present perfect tense forms are used in speech and in writing</b></p> <ul style="list-style-type: none"> <li>• Revise the simple present and present perfect tenses by using examples and situations.</li> <li>• Distribute copies of a sample story and let them identify the simple past verbs, how they are used in sentences and identify modals used. Use this as a guide to let learners write a story using the simple past.</li> <li>• Learners in pairs write their own stories making sure they use both tense forms.</li> <li>• Prepare a grid containing all that could be needed to guide the pairs to do their own editing paying attention to the correct use both tense.</li> </ul>	

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.5.4.1: Demonstrate understanding of verbs in everyday language</b> <b>CONT'D</b></p>	<p><b>B6.5.4.1.2 Explore the use of the simple past verb form and participle form</b></p> <ul style="list-style-type: none"> <li>• Let learners write a story. E.g. about what happened after school on Monday.</li> <li>• Discuss the essay topic with learners and use the webbing strategy to help them write on the chosen topic. Learners write individually.</li> <li>• Learners exchange their work for editing as teacher guides by focusing on the past verb form and participle form.</li> <li>• Assist those whose essays are only in the simple past to some in the past participle tense.</li> <li>• Learners rewrite their essays incorporating the corrections.</li> <li>• Have learners write on another topic individually using the simple past verb form as well as the past participle form.</li> </ul> <p><b>B6.5.4.1.3. Use a range of verb forms in speech and in writing.</b></p> <ul style="list-style-type: none"> <li>• Guide learners, with examples, to form sentences in the past perfect tense. Learners narrate a short event using the simple past and past perfect tenses.</li> <li>• Guide learners with examples to construct sentences using the past perfect form of verbs.</li> </ul> <p>E.g. When you came I had already finished the work.</p>	<p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>

CONTENT STANDARDS	INDICATORS AND EXEMPLARS	SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES
<p><b>B6.5.4.1: Demonstrate understanding of verbs in everyday language CONT'D</b></p>	<ul style="list-style-type: none"> <li>• Let learners narrate short events using both tenses.</li> <li>• Let learners write a letter to an elderly relative on something that happened in the past.</li> <li>• Learners in their groups (mixed ability), choose a topic or event they will want to write on using the past perfect and simple past tenses.</li> <li>• Have learners write a mind map to guide their writing. Learners edit their writing at every stage e.g. introduction, body and conclusion.</li> </ul> <p>Encourage them to share their work with other groups.</p> <p><b>B6.5.4.1.4. Apply the use of the singular and plural subject and the verb forms that go with them. E.g. Let children explore the varied usage of the various tenses (simple, present perfect, and past perfect)</b></p> <ul style="list-style-type: none"> <li>• Learners write on a topic using the simple present, present perfect and past perfect tenses.</li> <li>• Discuss the topic with learners contributing with sentences containing the present perfect and past perfect.</li> <li>• Let learners write in bits e.g. First start with introduction and guide them to edit.</li> </ul> <p>Learners then write a whole essay on a chosen topic individually</p>	<p>Creativity and Innovation Communication and Collaboration</p> <p>Personal Development and Leadership Critical Thinking and Problem Solving</p>

**Sub-Strand 5: Using Qualifying Words-Adjectives**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B6.5.5.1: Demonstrate understanding of adjectives in speech and in writing</b> <b>CONT'D</b></p>	<p><b>B6.5.5.1. Use superlative forms of regular and irregular adjectives to make comparison</b></p> <p>Revise adjectives by having learners describe various classroom objects and people.</p> <ul style="list-style-type: none"> <li>• Provide samples of texts demonstrating the use of the comparative and superlative forms of regular/irregular adjectives.</li> <li>• Let learners describe various objects using the comparative and superlative forms of regular and irregular adjectives.</li> </ul> <p>E.g. The green house is big. The blue house is bigger but the yellow one is the biggest.</p> <p>Put learners into groups to write short paragraphs containing the three forms of adjectives.</p>	<p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>

**Sub-Strand 6: Using Qualifying Words- Adverbs**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B6.5.6.1: Understand and use adverbs correctly in speech and in writing</b></p>	<p><b>B6.5.6.1.1. Use adverbs to express degree and reason</b></p> <ul style="list-style-type: none"> <li>• Revise adverbs of time and manner in context: Have learners listen to and read several sentences containing adverbs of time and manner.</li> <li>• Use drills and games to provide practice in using adverbs of time. E.g. Game: Lucky Dip Drill: Substitution Table Drill</li> <li>• Learners sit in groups to discuss issues involving use of adverbs of time.</li> <li>• Repeat the procedure to introduce adverbs of degree and reason. e.g.  Degree: The shirt is <u>too</u> small for me. You are making <u>so much</u> noise. Reason: I sing because I like singing.</li> <li>• Have groups construct short paragraphs using such adverbs.</li> </ul>	<p>Digital Literacy</p> <p>Communication and Collaboration</p>

**Sub-Strand 7: Using Simple Prepositions**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B6.5.7.1: Apply the knowledge of prepositions in oral and written communication</b></p>	<p><b>B6.5.7.1.1. Use prepositions to convey a variety of meanings</b></p> <ul style="list-style-type: none"> <li>– <b>Time</b></li> <li>– <b>Purpose</b></li> <li>– <b>Possession</b></li> <li>– <b>Comparison e.g. taller than</b></li> <li>– <b>Support or opposition for you, against you</b></li> </ul> <ul style="list-style-type: none"> <li>• Revise prepositions such as those that convey meanings of position, time, direction, possession and comparison. Write examples of sentences to illustrate this.</li> <li>• Have learners identify common prepositions (on, in, near, under) in sentences. Let them use these prepositions in sentences.</li> <li>• Introduce prepositions that show support or opposition in context. E.g. for you, against you. Let them identify these prepositions in texts they have read e.g. reading passages, stories, etc.</li> <li>• Learners now write their own sentences with the prepositions.</li> </ul>	<p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal</p> <p>Development and Leadership</p> <p>Critical Thinking and Problem Solving</p>

**Sub-Strand 8: Using Conjunctions**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B6.5.8.1: Apply the knowledge of conjunctions in speech and in writing</b></p>	<p><b>B6.5.8.1.1. Identify and use conjunctions - so that, when, while, if etc. to:</b>  <b>Show purpose -</b>  <b>Express time</b>  <b>Express condition</b></p> <ul style="list-style-type: none"> <li>• Revise the use of conjunctions learners have learnt in B4, B5 and B6 Strand 3, Sub-strand 8 – and, but, or, nor, so that, when, while, if, unless etc. to express purpose, time, condition etc.</li> <li>• Learners write stories on topics of their choice using the conjunctions to link ideas in their sentences.</li> <li>• Have learners peer-edit one another’s work.</li> </ul>	<p>Personal Development  Communication and Collaboration</p>

**Sub-Strand 9: Using Simple, Compound and Compound Sentences**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<p><b>B6.5.9.1: Apply knowledge of grammatical rules to form words, phrases and sentences</b> <b>CONT'D</b></p>	<p><b>B6.5.9.1.1. Identify subjects and verb in complex sentences</b></p> <ul style="list-style-type: none"> <li>• Revise nouns and verbs by having learners identify them and use them in sentences.</li> <li>• Revise simple <u>subjects</u> and <u>predicates</u> in sentences.</li> <li>• Elicit sentences from learners and let them identify the subjects and predicates of their own sentences.</li> <li>• Assign pairs of learners to supply extracts from comprehension passages and identify the subjects and predicates of the sentences.</li> <li>• Let learners describe an event they had participated in using complex sentences. They edit it to demonstrate their knowledge of subject and predicate.</li> </ul> <p><b>B6.5.9.1.2. Construct complex sentences correctly</b></p> <ul style="list-style-type: none"> <li>• Review the use of coordinators in sentences. Learners write examples of sentences containing coordinators.</li> <li>• Let learners join pairs of simple sentences into compound ones.</li> <li>• Introduce complex sentences with several examples</li> <li>• Elicit similar sentences from learners</li> <li>• Have learners change compound sentences into complex ones.</li> <li>• In groups learners study extract of reading passages to identify complex sentences.</li> <li>•</li> </ul>	<p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Personal Development and Leadership</p> <p>Critical Thinking and Problem Solving</p> <p>Personal Development</p> <p>Creativity and Originality</p> <p>Communication and Collaboration</p> <p>Spelling</p>

**Sub-Strand 10: Spelling**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<b>B6.5.10.1: Spell words accurately</b>	<p><b>B6.5.10.1.1. Check pieces of literary work for spelling</b></p> <ul style="list-style-type: none"> <li>• Give learners an extract containing wrongly spelt words. Guide them to correct the spellings.</li> <li>• Have learners read a short story and write a continuation of the story. E.g. Cinderella wore the shoes and she was taken away to marry the prince.</li> <li>• Let their story begin from this end. Use a variety of local stories.</li> <li>• Each effort is followed by editing focused on spelling.</li> <li>• Learners write their stories in groups and as individuals. Guide learners to create additional groups to correct spellings of words.</li> </ul>	Personal Development  Creativity and Originality  Communication and Collaboration  Spelling

**Strand 6: Extensive Reading**

**Sub-Strand 1: Building the Love and Culture of Reading**

<b>CONTENT STANDARDS</b>	<b>INDICATORS AND EXEMPLARS</b>	<b>SUBJECT SPECIFIC PRACTICES AND CORE COMPETENCIES</b>
<b>B6.6.1.1: Read widely for pleasure, and to demonstrate independent reading and learning in the literary/content areas</b>	<p><b>B6.6.1.1.1. Read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</b></p> <ul style="list-style-type: none"> <li>• Lead discussion on the importance of reading widely.</li> <li>• Have learners read books of their choice independently during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> <li>• Encourage them to visit the local library to read and borrow books.</li> <li>• Encourage them to share whatever they read with their mates.</li> </ul>	Personal Development and Leadership

## ENGLISH LANGUAGE SUBJECT PANEL MEMBERS AND REVIEWERS

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15	Felicia Boakye-Yiadom (Mrs)	NaCCA, Outgoing Acting Executive Secretary
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