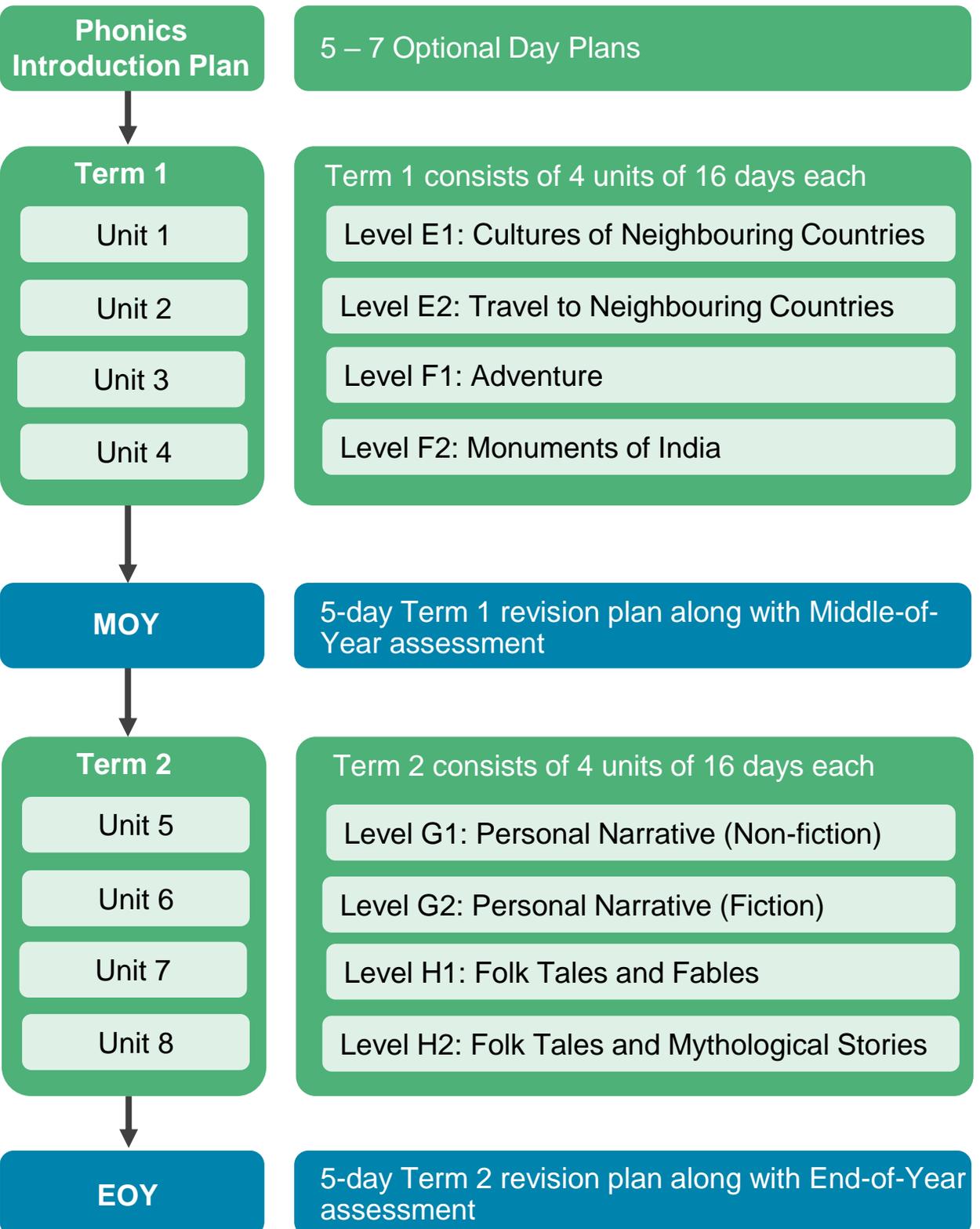


Learning Journey for the Year

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



Detailed Syllabus for the Year

The units covered in each term during the academic year is listed below. Term 2 units will be visible on the tab after the completion of MOY.

TERM 1	Unit 1 Level E1	Unit 2 Level E2	Unit 3 Level F1	Unit 4 Level F2
 PHONICS	<ul style="list-style-type: none"> Blend sounds to read 3-letter words. Read words from different word families. 		<ul style="list-style-type: none"> Read and spell words with various blends and digraphs. 	
 WHOLE WORDS	<ul style="list-style-type: none"> Read 50 new high-frequency words 		<ul style="list-style-type: none"> Read and spell 32 new high frequency words. 	
 READING AND LISTENING COMPREHENSION	<ul style="list-style-type: none"> Explain the main idea with details. Make inferences from a story. Make predictions about a story. Draw conclusions based on the events in a text. 		<ul style="list-style-type: none"> Describe characters and setting with evidence. List the events in a story in sequence. Make text-to-self connections. Explain the main idea and key details. Use clues to guess the meanings of new words. 	
 GRAMMAR	<ul style="list-style-type: none"> Use different types of determiners. Construct a variety of sentences. 		<ul style="list-style-type: none"> Identify and convert from singular to plural nouns. Identify and name collective nouns Identify male and female gender in a story. 	
 WRITING AND SPEAKING EXPRESSION	<ul style="list-style-type: none"> Write 2–3 sentences. Use pictures to write the main idea. Comprehend pictures to tell a story. 		<ul style="list-style-type: none"> Write 3–5 sentences. Use describing words to write sentences. Comprehend pictures to tell a story. 	
 GENERAL AWARENESS	<ul style="list-style-type: none"> Learn about the culture, language, and sports of neighbouring countries. 		<ul style="list-style-type: none"> Read stories about adventure. Learn about the monuments of India. 	
 THINKING SKILLS	<ul style="list-style-type: none"> Ask questions showing curiosity about new ideas and experiences. Reflect on their learning. 		<ul style="list-style-type: none"> Develop new ideas around known or new concepts. Reflect on their learning. 	
 COMMUNICATION SKILLS	<ul style="list-style-type: none"> Communicate ideas and thoughts effectively. Present information to an audience. 		<ul style="list-style-type: none"> Present information to an audience. 	
 COLLABORATION SKILLS	<ul style="list-style-type: none"> Work with others to complete a task. 		<ul style="list-style-type: none"> Work with others to complete a task. 	

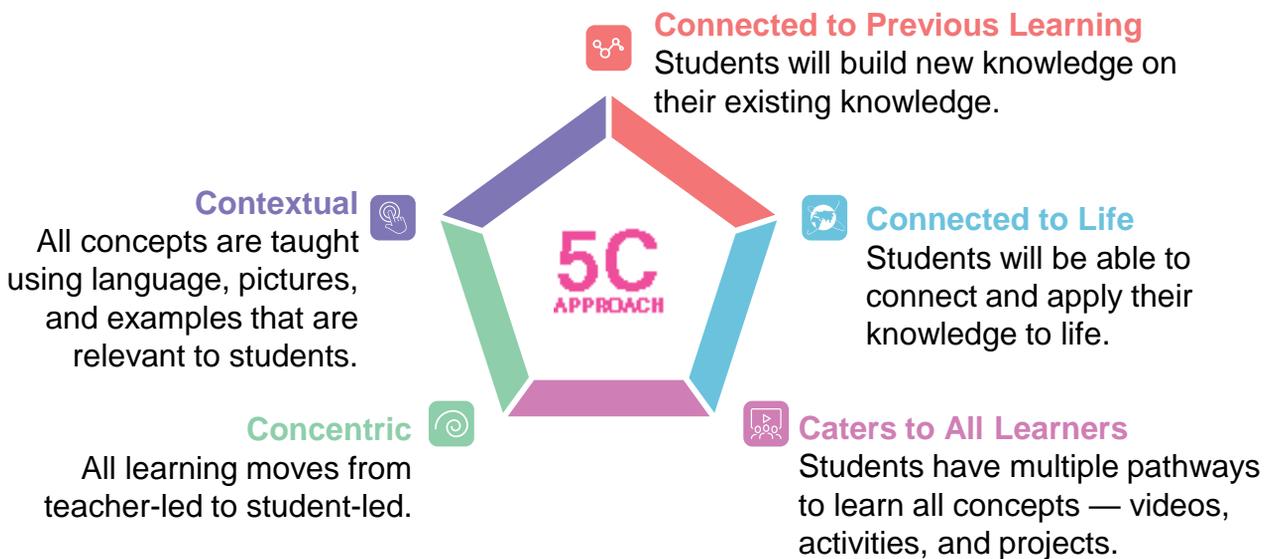
Detailed Syllabus for the Year

TERM 2	Unit 5 Level G1	Unit 6 Level G2	Unit 7 Level H1	Unit 8 Level H2
 PHONICS	<ul style="list-style-type: none"> Read and spell words with vowel digraphs and magic 'e'. 		<ul style="list-style-type: none"> Read and spell words with vowel digraphs. 	
 WHOLE WORDS	<ul style="list-style-type: none"> Read, spell, and use 36 new high-frequency words. 		<ul style="list-style-type: none"> Read, spell, and use 31 new high frequency words. 	
 READING AND LISTENING COMPREHENSION	<ul style="list-style-type: none"> Describe how a character affects the events in a story. Describe the main problem and solution in a story. Identify the similarities between a character and self. Use clues to guess the meanings of new words. 		<ul style="list-style-type: none"> Make predictions providing evidence from the story. Draw conclusions based on the events in a story. Understand the meanings of new words, order them, and find related words. Sequence a story as beginning, middle, and end. 	
 GRAMMAR	<ul style="list-style-type: none"> Use correct subject-verb agreement. Identify the main verb and the helping verb in a sentence. Identify and use adverbs to describe actions. Differentiate between adverbs and adjectives. 		<ul style="list-style-type: none"> Use prepositions in sentences. Use connectors such as 'and', 'or', and 'but'. Use simple quantifiers in a sentence. Identify and use personal pronouns as subjects. 	
 WRITING AND SPEAKING EXPRESSION	<ul style="list-style-type: none"> Write 3–5 sentences. Use adjectives and adverbs to write sentences. Narrate a personal experience. 		<ul style="list-style-type: none"> Write 5–8 sentences. Use prepositions, connectors, and pronouns to write sentences. Narrate an imaginary story. 	
 GENERAL AWARENESS	<ul style="list-style-type: none"> Learn about significant people from India through their personal stories. 		<ul style="list-style-type: none"> Learn about cultures of different countries through folk tales and fables. 	
 THINKING SKILLS	<ul style="list-style-type: none"> Attempt to find multiple ways to solve a problem. Reflect on their learning. 		<ul style="list-style-type: none"> Understand and attempt to solve real-world problems. Reflect on their learning. Develop new ideas around known or new concepts. 	
 COMMUNICATION SKILLS	<ul style="list-style-type: none"> Communicate ideas and thoughts effectively. Present information to an audience. 		<ul style="list-style-type: none"> Communicate ideas and thoughts effectively. Present information to an audience. 	
 COLLABORATION SKILLS	<ul style="list-style-type: none"> Work with others to complete a task. 		<ul style="list-style-type: none"> Work with others to complete a task. 	

The LEAD Method

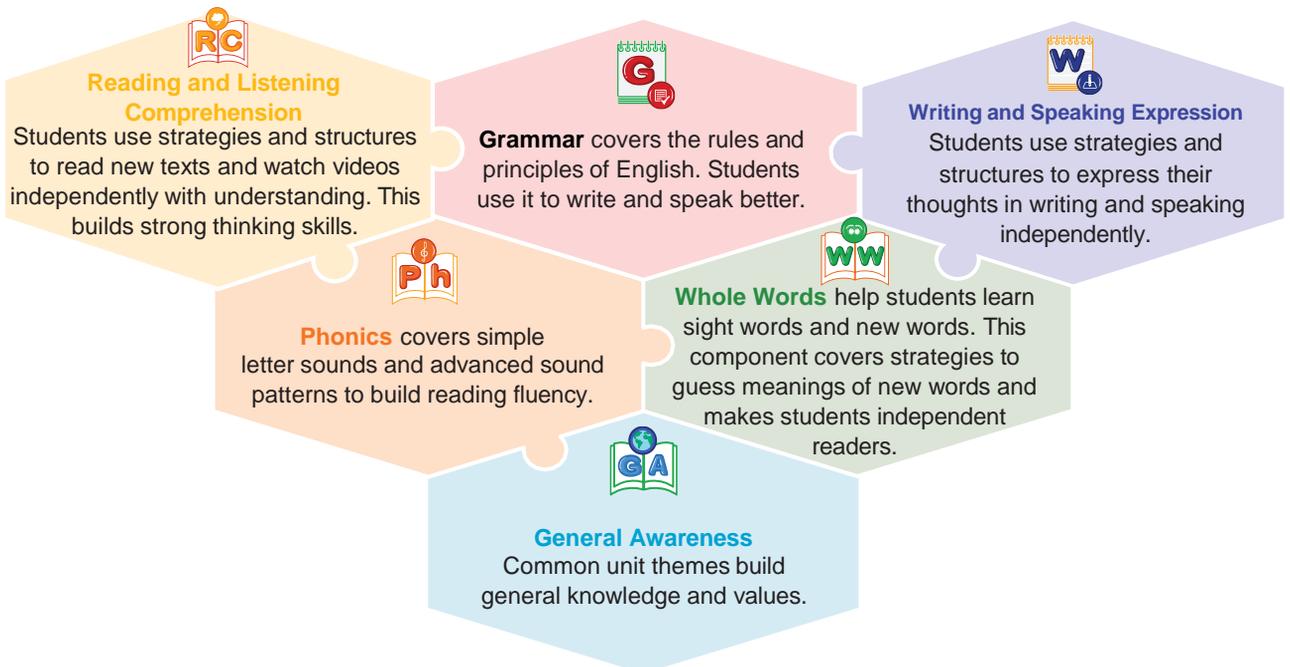
The details below show the LEAD Method that you will be following with your students.

1. 5Cs Approach: Every concept is taught through the 5Cs approach.



2. Component-Based Approach

The 5 deeply connected components of ELGA® together build strong English language skills.



3. Accelerated Learning

Our advanced technology system helps identify students' current skill level and groups them in the ELGA® class best for them. All ELGA® classes provide opportunity for accelerated learning, where students can build skills of more than one year within one school year.

Important Icons

Icons and Features of the Books.

1. Component Icons

Provides information about the components covered in a unit



Phonics



Whole Words



Reading and
Listening
Comprehension



Grammar



Writing and
Speaking
Expression



This icon in the WS indicates higher order thinking skill questions.

2. Life Skills Icons

Provides information about focused activities and tasks meant to develop important 21st Century Life Skills.



Think

Indicates questions that make students think in different ways



Communicate

Indicates activities and opportunities to build communication skills to help students express themselves well



Collaborate

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

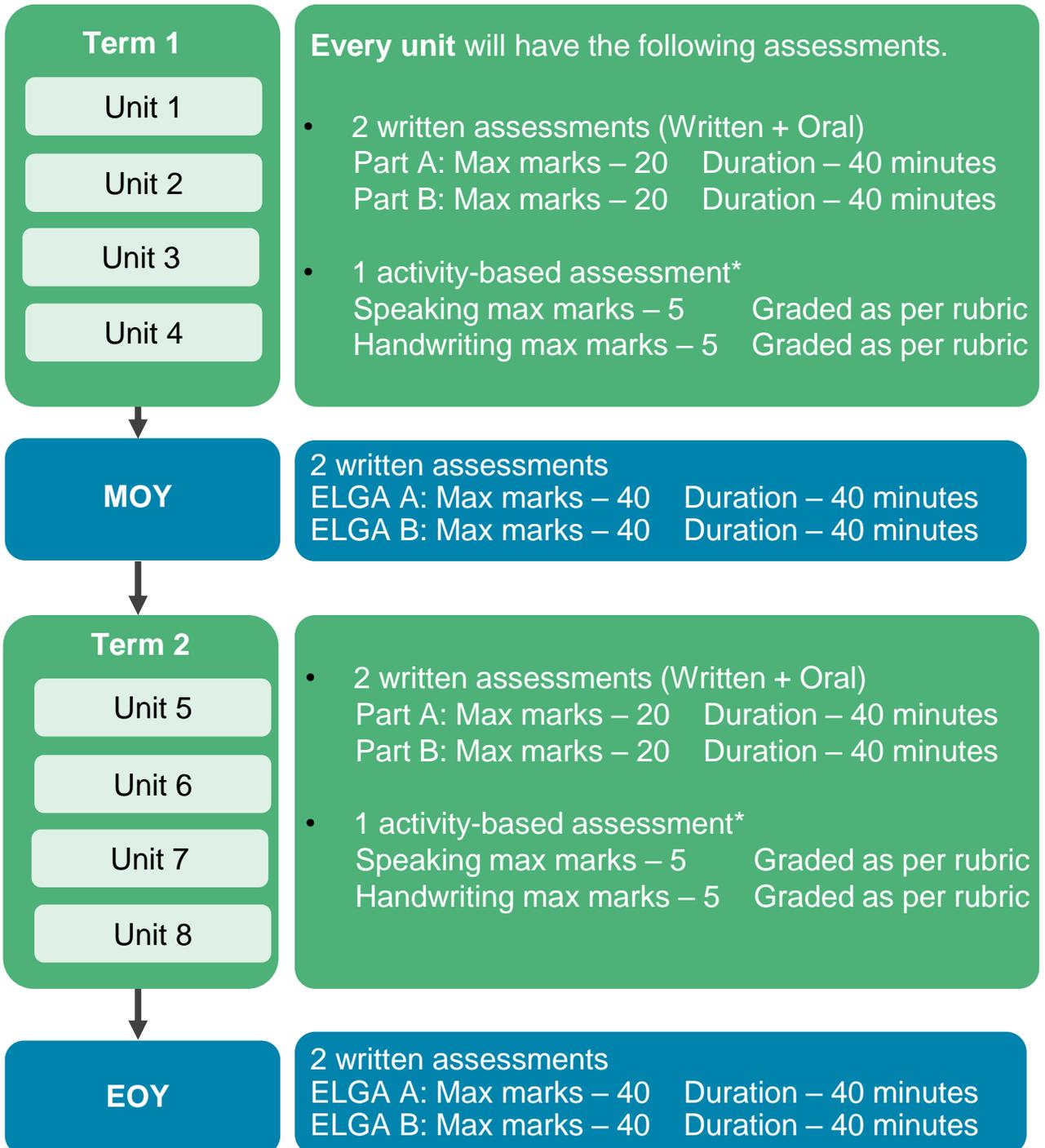
3. QR Codes

Students can access important videos at home by scanning these codes using the LEAD Student App



Assessment Structure for the year

The objective of assessments is to check if all students have understood the concept and can apply their learning. Based on assessment data, it is very important to do strong remedials using LEAD remedial recommendation before progressing forward. LEAD prescribes the following assessments:



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

Assessment Framework

Unit Assessments

The written assessments have the following structure.

PART A		PART B	
Vocabulary and Writing		Reading Comprehension and Grammar	
Phonics and Whole words	10 marks	Reading Comprehension*	8 marks
Writing	5 marks	Grammar	7 marks
Oral		Oral	
Phonics	5 marks	Whole Words	5 marks
Total	20 marks	Total	20 marks

MOY & EOY Assessments

MOY and EOY assessments will have the following structure.

ELGA A		ELGA B	
Vocabulary and Writing		Reading Comprehension and Grammar	
Phonics and Whole words	24 marks	Reading Comprehension*	20 marks
Writing	16 marks	Grammar	20 marks
Total	40 marks	Total	40 marks

*The text in the reading comprehension section will be an unseen passage covering vocabulary from the units which students have already learnt. This is to ensure that we are testing students on their ability to read and understand independently. Since ELGA is a skill-based program, by design we do not ask questions from the texts in the book.

Assessment Framework

Spiraling in Assessments

- In MOY – 100% questions will be from Term 1 Units.
- In EOY – 75% questions will be from Term 2 Units, and 25% will be from Term 1 Units.
- In Unit Assessments – In units 2, 4, 6 and 8, 90% of the questions will be from the unit and 10% questions will be from the previous unit, that is, unit 1, 3, 5 and 7. This is to help students practise concepts and be better prepared for MOY and EOY.
- Difficulty level of questions in the assessments are based on Board guidelines.

Materials Required

You will need the following materials for the various activities that will be conducted over the two terms of the academic year.

To be taken from the school kit	To be bought locally
Unit 1: Level E1 – Cultures of Neighbouring Countries <ul style="list-style-type: none"> CRP 1 — Articles 	Unit 1: Level E1 – Cultures of Neighbouring Countries
Unit 2: Level E2 – Travel to Neighbouring Countries <ul style="list-style-type: none"> CRP 1 — Capitalisation A globe for the Reading and Listening Comprehension class 	Unit 2: Level E2 – Travel to Neighbouring Countries
Unit 3: Level F1 – Adventures <ul style="list-style-type: none"> CRP 1 — Activities Anchor Chart CRP 2 — Character Traits (Physical Features) Anchor Chart CRP 3 — Finding the Meanings of New Words Chart CRP 4 — Retell the Events in a Story Chart CRP 5 — Describe the Setting Anchor Chart 	Unit 3: Level F1 – Adventures <ul style="list-style-type: none"> 1 chart paper Sellotape 1 ball 1 rose A piece of cloth 1 lemon
Unit 4: Level F2 – Monuments of India <ul style="list-style-type: none"> CRP 1 — Monuments Chart CRP 2 — Collective Nouns Char OTH-3 — (CRP-5-Level F1) — Describe the Setting OTH-4 — (CRP-2-Level F1) — Character Traits OTH-5 — (CRP-4-Level F1) — Sequencing Events OTH-7 — (CRP-3-Level F1) — Finding Meanings of New Words 	Unit 4: Level F1 – Monuments of India <ul style="list-style-type: none"> Sellotape 1 chart paper 3 water bottles 2 or 3 printed posters Coloured A4 sheets
Unit 5: Level G1 – Personal Narrative (Non-fiction)	Unit 5: Level G1 – Personal Narrative (Non-fiction) <ul style="list-style-type: none"> Sellotape 1 chart paper
Unit 6: Level G2 – Personal Narrative (Fiction)	Unit 6: Level G2 – Personal Narrative (Fiction) <ul style="list-style-type: none"> Sellotape 1 chart paper
Unit 7: Level H1 – Folk Tales and Fables <ul style="list-style-type: none"> CRP 1 — Quantity words CRP 2 — Asking questions 	Unit 7: Level H1 – Folk Tales and Fables
Unit 8: Level H2 – Folk Tales and Mythological Stories	Unit 8: Level H2 – Folk Tales and Mythological Stories <ul style="list-style-type: none"> Sellotape 1 chart paper