



## BPS ENGLISH LANGUAGE LEARNING

Guided by our mission, BPS is committed to developing creative thinkers, independent life- long learners and responsible global citizens.

Towards these essential keystones, our language programs (which is based on Common Core State Standards and AERO) is a research-based, comprehensive, content-rich and developmentally appropriate programs that honors the creativity, self-expression and readiness level of every learner.

*"Today a reader, tomorrow a leader." Margaret Fuller*

GRADE	CONCEPTS	COMPETENCIES	CHARACTER
N-KG1	<b>Oral Communication: Listening and Speaking</b>  Learners begin to understand that: <ul style="list-style-type: none"> <li>• oral language is used for social interactions</li> </ul>	Learners will able to: <ul style="list-style-type: none"> <li>• communicate their needs, feelings and ideas.</li> <li>• listen to and participate in conversation</li> <li>• tell stories, comment and ask questions</li> <li>• use language for role playing and inventing imaginary stories</li> <li>• use language to compare and contrast and express opinions</li> <li>• follow directions of one or two steps</li> </ul>	Integrity  Resilience  Reflection
	<b>Communicative Literacy: Reading and Writing</b>  Learners begin to understand that: <ul style="list-style-type: none"> <li>• print has organization and basic features</li> </ul>	Learners will able to: <ul style="list-style-type: none"> <li>• to experiment with reading behaviors as they start to practice reconstructing texts.</li> <li>• participate in choral reading experiences through stories, poems and songs</li> <li>• to experiment writing by making marks, scribbles, symbols and random letters to emulate writing</li> <li>• handle books appropriately from front to back</li> </ul>	Empathy  Playfulness



GRADE	CONCEPTS	COMPETENCIES	CHARACTER
Kindergarten2	<p><b>Reading and Listening</b></p> <p>Learners begin to understand that:</p> <ul style="list-style-type: none"> <li>• print has organization and basic features</li> <li>• spoken words are represented in written language by specific sequences of letters</li> <li>• words are separated by spaces in print</li> </ul> <p>• there is a purpose of words, syllables and sounds(phonemes)</p> <p>• the role of word analysis in decoding words</p> <p>• the context and syntactic information assist in accessing meaning</p> <p>• text has a message and readers use strategies to access the meaning</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• recognize and produce rhyming words.</li> <li>• count, pronounce, blend and segment syllables in spoken words</li> <li>• blend and segment onsets and rimes of single-syllable of spoken words</li> <li>• isolate and pronounce the initial, medial vowel, and final sounds(phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words, (This does not include CVCs ending with /l/, /r/, or /x/).</li> <li>• add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words</li> <li>• recognize word patterns</li> <li>• demonstrate basic knowledge of one-to-one-letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</li> <li>• associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>• read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>• distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> <li>• begin to read with sufficient accuracy and fluency to support comprehension.</li> <li>• read emergent-reader texts with purpose and understanding.</li> <li>• stop and attempt to self-correct, if what they read does not make sense</li> <li>• make use of the comprehension strategies: prior knowledge, visualizing and asking questions</li> </ul>	<p>Integrity</p> <p>Resilience</p> <p>Reflection</p> <p>Empathy</p>
	<p><b>WRITING and SPEAKING</b></p> <p>Learners begin to understand:</p> <ul style="list-style-type: none"> <li>• through writing they can communicate their own message</li> <li>• there are different writing</li> </ul>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• use a combination of drawing, dictating, and writing to compose opinion, informative and narrative text</li> <li>• participate in simple writing</li> </ul>	



	<p>genres: narrative, informative and argumentative and that each has different characteristics</p> <ul style="list-style-type: none"><li>• there are techniques to develop their thoughts under different genres depending on the purpose of their writing and their audience</li><li>• body language, choice of words and voice affect how well others receive the message</li></ul>	<p>activities to develop awareness of direction and pattern in orthography</p> <ul style="list-style-type: none"><li>• practice handwriting pattern for fine motor skills, directionality and basic shape formation</li><li>• participate in collaborative conversations with diverse partners about age appropriate topics and texts with peers and adults in small and large groups</li></ul>	Playfulness
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GRADE	CONCEPTS	COMPETENCIES	CHARACTER
Grade 1	<p>Reading and Listening</p> <p>Learners begin to understand that:</p> <ul style="list-style-type: none"> <li>• print is what we read</li> <li>• there is a difference between letters, words, punctuation and directionality.</li> <li>• letters and words convey a message</li> <li>• print can be decoded to foster reading comprehension and vocabulary growth</li> <li>• the oral language can be written and then read</li> <li>• illustrations in a book match the print</li> </ul> <p>• reading entails identification and manipulation of oral language (words, syllables, and onsets and rhymes) and phonic analysis.</p>	<p>Learners are able to:</p> <ul style="list-style-type: none"> <li>• to distinguish the features of a sentence (e.g., first word, capitalization, ending punctuation).</li> <li>• recognize a large number of sight words and spelling word patterns</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> <li>• use comprehension strategies: prior knowledge, visualizing, asking question and inferring</li> <li>• begin to read with sufficient accuracy and fluency to support comprehension.</li> <li>• distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>• orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>• isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>• Segment spoken single syllable complete words into their sequence of individual sounds (phonemes)</li> </ul>	<p>Integrity</p> <p>Resilience</p> <p>Reflection</p>
	<p>WRITING and SPEAKING</p> <p>Learners begin to understand that:</p> <ul style="list-style-type: none"> <li>• argumentative communication is based on supporting claims in an analysis of substantive topics or texts using valid reasoning and sufficient evidence.</li> <li>• informative/explanatory writing convey complex idea and information clearly and accurately through effective selection, organization, and analysis of content.</li> <li>• narrative writing is based on developing real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ul> <p>• tone, volume, pace and gesture affect the meaning of an oral message.</p>	<p>Learners are able to:</p> <ul style="list-style-type: none"> <li>• write opinion pieces in which they introduce the topic or name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure</li> <li>• write informative texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</li> <li>• write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure</li> <li>• construct a range of genres orally using familiar topic information</li> <li>• participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</li> </ul>	<p>Empathy</p> <p>Playfulness</p>



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Grade 2	<p><b>Reading and Listening</b></p> <p>Learners begin to understand that:</p> <ul style="list-style-type: none"> <li>the structure of a variation of genres (fiction, non-fiction, literature, biography) help interpreting the meaning of written and oral language.</li> <li>the elements of context influence the meaning of the message</li> <li>tone, volume, pace, intonation and gesture affect meaning</li> </ul>	<p>Learners are able to:</p> <ul style="list-style-type: none"> <li>to read texts of different genres with sufficient accuracy and fluency while reading texts with more complex sentences to support comprehension</li> <li>to read and comprehend more complex content</li> <li>use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> <li>make use of comprehension strategies: using prior knowledge, asking questions, inferring, determining importance, synthesizing.</li> </ul>	<p>Integrity</p> <p>Resilience</p>
	<p><b>WRITING and SPEAKING</b></p> <p>Learners begin to understand that:</p> <ul style="list-style-type: none"> <li>argumentative writing support claims in an analysis of substantive topics or texts using valid reasoning and sufficient evidence.</li> </ul> <ul style="list-style-type: none"> <li>informative/explanatory writing examines and conveys complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.</li> <li>narratives writing develops real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ul> <ul style="list-style-type: none"> <li>genres have structures that assist us to achieve a purpose when writing.</li> <li>tone, volume, pace and gesture affect the meaning of an oral message.</li> </ul>	<p>Learners are able to:</p> <ul style="list-style-type: none"> <li>write opinion pieces in which they introduce the topic or name of the book they are writing about, state an opinion, supply reasons that support the opinion, using linking words (e.g. because, and, also) to connect opinion and provide a concluding statement or section</li> <li>write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide concluding statement or section</li> <li>write narratives in which they recount a well elaborated event, or short sequence of events, include some details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide some sense of closure</li> <li>construct a range of genres orally using familiar topic information</li> <li>participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</li> </ul>	<p>Reflection</p> <p>Empathy</p> <p>Playfulness</p>



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Grade 3	<p><b>Reading and Listening</b></p> <p>Learners begin to understand that:</p> <ul style="list-style-type: none"> <li>• the components of reading and the routines and strategies are the basis for being a good reader</li> <li>• the purpose of nonfiction texts is to explain or inform reader about a certain research-based topic</li> <li>• authors present problem in a text that needs to be resolved</li> <li>• the characters contribute to the text</li> </ul>	<p>Learners are able to:</p> <ul style="list-style-type: none"> <li>• to read texts of different genres with sufficient accuracy and fluency to support comprehension</li> <li>• read with sufficient accuracy and fluency to support comprehension</li> <li>• to use reading strategies: questioning, reading for details, searching and selecting, synthesizing and paraphrasing</li> <li>• use predicting, comparing, connecting, creating images to deepen reading comprehension</li> </ul>	<p>Integrity</p> <p>Resilience</p>
	<p><b>WRITING and SPEAKING</b></p> <p>Learners begin to understand that:</p> <ul style="list-style-type: none"> <li>• argumentative writing support claims in an analysis of substantive topics or texts using valid reasoning and sufficient evidence.</li> <li>• informative/explanatory writing examines and conveys complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.</li> <li>• narratives writing develops real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>• genres have structures that assist us to achieve a purpose when writing.</li> <li>• the tone, volume, pace and gesture affect the meaning of an oral message.</li> <li>• the development, the organization, and the style of writing is appropriate to the writing task, the purpose and the audience to produce a clear coherent piece of writing</li> <li>• the research projects are based on focused questions, demonstrating understanding of the subject under investigation</li> <li>• relevant information is found in multiple print and digital sources and requires the assessment of its credibility and accuracy of each source in order to be integrated while avoiding plagiarism</li> </ul>	<p>Learners are able to:</p> <ul style="list-style-type: none"> <li>• write opinion pieces on topics or texts, supporting a point of view with reasons keeping audience in mind</li> <li>• introduce a topic and group related information together, include illustration when useful to aiding comprehension.</li> <li>• establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally</li> <li>• use dialogue and descriptions of actions. Thoughts, and feelings to develop experiences and events or show the response of characters to situations</li> <li>• use temporal words and phrases to signal event order</li> <li>• with guidance and support, to produce writing in which the development and organization are appropriate to task and purpose</li> <li>• conduct short research projects that build knowledge about a topic</li> <li>• recall information from experiences or gather information from print and digital sources</li> <li>• write routinely over extended time frames (time for research, reflection,</li> </ul>	<p>Reflection</p> <p>Empathy</p>



	<ul style="list-style-type: none"><li>• writing routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences</li><li>• preparing for and participating effectively in a range of conversations and collaboration with diverse partners enable them to express their own ideas clearly and persuasively</li><li>• finding information appropriate to task, purpose, and audience and presenting information with supporting evidence in a way that enable listeners to follow the line of reasoning and the organization, development and style.</li><li>• adapting speech to variety of contexts and communicative tasks</li></ul>	<p>and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</p> <ul style="list-style-type: none"><li>• engage effectively in a range of collaborative discussions (one-on one, in groups, and teacher led) with diverse partners on grade level topics and tests building on others' ideas and expressing their own ideas clearly</li><li>• report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace</li><li>• speak in complete sentences when appropriate to task and situation in order to provide requested details or clarification.</li></ul>	Playfulness
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	<p>using effective technique, well-chosen details, and well-structured event sequence.</p> <ul style="list-style-type: none"><li>• the development, the organization, and the style of writing is appropriate to the writing task, the purpose and the audience to produce a clear coherent piece of writing</li><li>• the research projects are based on focused questions, demonstrating understanding of the subject under investigation</li><li>• relevant information is found in multiple print and digital sources and requires the assessment of its credibility and accuracy of each source in order to be integrated while avoiding plagiarism</li><li>• writing routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences is a mode to express one's thought</li></ul>	<p>definitions concrete details, quotations, or other information and examples related to the topic.</p> <ul style="list-style-type: none"><li>• Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</li><li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>• Provide a concluding statement or section related to the information or explanation presented.</li><li>• orient the reader by introducing a narrator and/or characters; organize and event sequence that unfolds naturally</li><li>• use dialogue and description to develop experiences and events or show the responses of characters to situations.</li><li>• use a variety of transitional words and phrases to manage the sequence of events.</li><li>• use concrete words and phrases and sensory details to convey experiences and events precisely.</li><li>• provide a conclusion that follows from the narrated experiences or events.</li><li>• produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience</li><li>• practice and learn to use four basic handwriting joins to write in a legible, cursive script, forming and joining letters correctly.</li><li>• with guidance and support from peers and adults, to develop and strengthen writing as needed by planning, revising and editing.</li><li>• conduct short research project that guild knowledge through investigation of different aspects of topic</li><li>• recall relevant information from experiences or print and digital sources; take noted and categorize information, and provide a list of sources</li><li>• apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama. Drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</li><li>• apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and</li></ul>	<p>Playfulness</p>
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	<ul style="list-style-type: none"><li>• preparing for and participating effectively in a range of conversations and collaboration with diverse partners enable them to express their own ideas clearly and persuasively</li><li>• finding information appropriate to task, purpose, and audience and presenting information with supporting evidence in a way that enable listeners to follow the line of reasoning and the organization, development and style.</li><li>• writers integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</li><li>• listeners evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</li><li>• speech can be adapted to variety of contexts and communicative tasks.</li></ul>	<p>evidence to support particular points in a text").</p> <ul style="list-style-type: none"><li>• write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</li><li>• engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly</li><li>• follow agreed-upon rules for discussions and carry out assigned roles</li><li>• pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others</li><li>• review the key ideas expressed and explain their own ideas and understanding in light of the discussion</li><li>• paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally</li><li>• identify the reasons and evidence a speaker provides to support particular points</li><li>• engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade level topics and tests building on others' ideas and expressing their own ideas clearly</li><li>• report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace</li><li>• differentiate between contexts that call for formal English (presenting ideas) and situations where informal discourse is appropriate to task and situation.</li></ul>	
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GRADE	CONCEPTS	COMPETENCIES	CHARACTER
Grade 5	<p>Reading and Listening</p> <p>Learners begin to understand that:</p> <ul style="list-style-type: none"> <li>• reading with sufficient accuracy and fluency will support comprehension.</li> </ul>	<p>Learners are able to:</p> <ul style="list-style-type: none"> <li>• read on level text with purpose and understanding.</li> <li>• read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> <li>• use reading strategies such as inferring, summarizing, and using text evidence to support opinions</li> <li>• summarize text</li> <li>• identify themes, conflicts and character development</li> </ul>	Integrity
	<p>WRITING and SPEAKING</p> <p>Learners begin to understand that:</p> <ul style="list-style-type: none"> <li>• argumentative writing support claims in an analysis of substantive topics or texts using valid reasoning and sufficient evidence.</li> <li>• informative/explanatory writing examines and conveys complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.</li> </ul>	<p>Learners are able to:</p> <ul style="list-style-type: none"> <li>• write opinion pieces on topics or texts, supporting a point of view with reasons and information</li> <li>• introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>• provide logically ordered reasons that are supported by facts and details.</li> <li>• link opinion and reasons using words and phrases and clauses (e.g., consequently, specifically).</li> <li>• provide a concluding statement or section related to the opinion presented.</li> <li>• introduce a topic clearly, provide general observation and focus, and group related information logically; include formatting (e.g., headings) Illustrations, and multimedia when useful to aiding comprehension</li> <li>• develop the topic with facts definitions of concrete details, quotations, or other information and examples related to the topic</li> <li>• link ideas within and across categories of information using words, phrases and clauses (e.g., in contrast, especially)</li> <li>• use precise language and domain-</li> </ul>	Resilience





	<ul style="list-style-type: none"> <li>• writing routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences is a mode to express one's thoughts</li> <li>• preparing for and participating effectively in a range of conversations and collaboration with diverse partners enable them to express their own ideas clearly and persuasively</li> <li>• finding information appropriate to task, purpose, and audience and presenting information with supporting evidence in a way that enable listeners to follow the line of reasoning and the organization, development and style.</li> <li>• writers integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</li> <li>• listeners evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</li> <li>• relevant information is found in multiple print and digital sources and requires the assessment of its credibility and accuracy of each source in order to be integrated while avoiding plagiarism</li> <li>• speech is adapted to variety of contexts and communicative tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</li> <li>• engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly</li> <li>• summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</li> <li>• summarize the points a speaker makes and explain how each claim is supported by reason and evidence</li> <li>• report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace</li> <li>• produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</li> </ul>	<p>Playfulness</p>
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