

Class 5

Section I
Pedagogical processes suggested by NCERT
The learner may be provided opportunities in pairs/groups/ individually and encouraged to-
Discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs
Participate in activities which involve English language use, such as role play, enactment, dialogue and dramatization of stories read and heard
Look at print-rich environment such as newspapers, signs and directions in public places, pamphlets, and suggested websites for language learning
Prepare speech for morning assembly, group discussions, debates on selected topics, etc.
Infer the meaning of unfamiliar words from the context while reading a variety of texts
Refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms
Understand the use of synonyms, such as 'big/large', 'shut/ close', and antonyms like inside/outside, light/dark from clues in context
Relate ideas, proverbs and expressions in the stories that they have heard, to those in their mother tongue/surroundings/cultural context
Read independently and silently in English/ Braille, adventure stories, travelogues, folk/ fairy tales etc.
Find out different forms of writing (informal letters, lists, stories leave application, notice etc.)
Learn grammar in a context and integrated manner (such as use of nouns, adverbs; differentiates between simple past and simple present verbs.)
Use linkers to indicate connections between words and sentences such as 'Then', 'After that', etc.
Take dictation of sort texts such as lists, paragraphs and dialogues.
Enrich vocabulary through crossword puzzles, word chain etc.
Look at cartoons/ pictures/comic strips with or without words and speak/write a few sentences about them.
Write a 'mini biography' and 'mini autobiography'

Section II	
Learning Outcomes of NCERT	Measuring the LOs
Answers coherently in written or oral form to questions in English based on day-to- day life experiences, unfamiliar story, poem heard or read.	Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read.
Recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members.	Recites and shares English songs, poems, games, riddles, stories, tongue twisters etc., recites and shares with peers and family members.
Acts according to instructions given in English, in games/sports, such as 'hit the ball!' 'throw the ring.' 'run to the finish line!' etc.	Acts according to instructions given in English, in games/sports/activities, such as 'Hit the ball!' 'Throw the ring.' 'Run to the finish line!' etc.
Reads independently in English storybooks, news items/ headlines, advertisements etc. Talks about it, and composes short paragraphs	Reads independently in English storybooks, news items/ headlines, advertisements, quotes, unfamiliar text, etc. talks about it, and composes

	short paragraphs in order to demonstrate communication and critical thinking skills.
Conducts short interviews of people around him e.g. interviewing grandparents, teachers, school librarian, gardener etc.	Conducts short interviews of people around him e.g. interviewing grandparents, teachers, school librarian, gardener etc. in order to demonstrate information gathering skills and effective questioning skills.
Uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions	Uses meaningful sentences to describe and narrate incidents; and for framing questions in order to demonstrate correctness of grammar usage.
Uses synonyms such as 'big/large', 'shut/close', and antonyms like inside/outside, light/dark from clues in context	Uses synonyms such as 'big/large', 'shut/close', and antonyms like inside/outside, light/dark from clues in context in speech and writing.
Reads text with comprehension, locates details and sequence of events	Reads familiar and unfamiliar texts - adventure stories, travelogues, folk/ fairy tales etc. -, locates details and sequence of events in order to demonstrate comprehension skills.
Connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences	Connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences in order demonstrate skills of logical reasoning and to have a meaningful reading experience.
Takes dictation for different purposes, such as lists, paragraphs, dialogues etc.	Takes dictation for different purposes, such as lists, paragraphs, dialogues, informal letters, stories, leave application, notice etc.in order to differentiate between the different forms of writing
Uses the dictionary for reference	Refers to the dictionary for spelling, meaning, and to find out synonyms and antonyms in order to demonstrate research skills.
	Uses crossword puzzles, word chain, scrabble, etc. to demonstrate efforts to enrich vocabulary through them.
Identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs	Uses grammar in context and in an integrated manner, by identifying kinds of nouns, adverbs; differentiating between simple past and simple present verbs
Writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers	Writes paragraphs in English from verbal, visual clues, such as cartoons/ pictures/comic strips with or without words with appropriate punctuation marks and linkers (such as 'Then', 'After that', etc.) in order to demonstrate creative and appropriate use of the language.
Writes a 'mini biography' and 'mini autobiography'	Writes a 'mini biography' and 'mini autobiography' in order to distinguish between the two and demonstrate creative usage of language.
Writes informal letters, messages and e-mails	Writes informal letters, messages and e-mails in order to distinguish between the different formats of correspondence.
Reads print in the surroundings (advertisements, directions, names of places etc), understands and answers queries	Reads print in the surroundings (advertisements, directions, names of places etc), understands, raises

	questions and answers queries in order to demonstrate critical reading skills.
Attempts to write creatively (stories, poems, posters, etc)	Attempts to write stories, poems, posters, letters, dialogues, etc. in order to demonstrate creativity and individualised articulation.
Writes and speaks on peace, equality etc suggesting personal views	Writes and speaks on peace, equality etc. in order to suggest personal views
Appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to day life, in storybooks/ heard in narratives/ seen in videos, films etc.	Appreciates verbally and in writing, the variety in food, dress, customs and festivals as read/heard in his/her day-to day life, in storybooks/ heard in narratives/ seen in videos, films etc.

Section III**MAPPING OF GRADE 5 ENGLISH TOPICS WITH LEARNING OUTCOMES ADAPTED BY CBSE**

Note: Overall Learning Outcome for the course: Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read

Unit-1	Topic	Learning Objectives	Learning Outcomes
Marigold UNIT-1	Ice-cream Man	recite the poem with proper rhythm and intonation	Recites and shares English songs, poems, games, riddles, stories, tongue twisters etc., recites and shares with peers and family members.
		identify the rhyming words	
		name the different flavours and variety of ice-creams	
		write a report on ice creams available in their area or on food.	
	Wonderful Waste	read the passage with proper intonation, stress and pronunciation	Appreciates verbally and in writing, the variety in food, dress, customs and festivals as read/heard in his/her day-to day life, in storybooks/ heard in narratives/ seen in videos, films etc..
		discuss about the food in the different regions of india	
language - learn to use different words and phrases in different contexts and enhance vocabulary through them			

UNIT-2	Topic	Learning Objectives	Learning Outcomes
	Team Work	learn to recite the poem with proper intonation and correct pronunciation.	Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read
		read the second stanza of the poem and relate to the main idea of the poem	
		describe about the unity and team work in their own words	

Marigold UNIT-2			Uses meaningful sentences to describe and narrate incidents; and for framing questions in order to demonstrate correctness of grammar usage.
	Flying Together	demonstrate an appreciation of the story through group discussion and written analysis.	Takes dictation for different purposes, such as lists, paragraphs, dialogues, informal letters, stories, leave application, notice etc.in order to differentiate between the different forms of writing
		speaking - make a speech on importance of team work	
comprehend the text and answers questions based on comprehension and inference. frame and write the answers on their own in the notebooks based on the discussion			

UNIT-3	Topic	Learning Objectives	Learning Outcomes
Marigold UNIT-3	My Shadow	practice reading aloud with pause, rhythm and intonation	Uses meaningful sentences to describe and narrate incidents; and for framing questions in order to demonstrate correctness of grammar usage
		learn about the shadow and discuss about the other shadows like shadow of the trees and school building	
	Robinson Crusoe Discover a footprint	learn to use different words and phrases in different contexts and enhance vocabulary through the exercise given in the text.	Uses synonyms such as 'big/large',shut/close',and antonyms like inside/outside,light/dark from clues in context in speech and writing.
		Write a story on Strange Footprint	
	comprehend the text and answers questions based on comprehension and inference. Frame and write the answers on their own in the notebooks based on the discussion	Reads familiar and unfamiliar texts - adventure stories, travelogues, folk/ fairy tales etc. -, locates details and sequence of events in order to demonstrate comprehension skills.	

UNIT-4	Topic	Learning Objectives	Learning Outcomes	
Marigold UNIT-4	Crying	recite the poem with proper rhythm and intonation	Attempts to write stories, poems, posters, letters, dialogues, etc. in order to demonstrate creativity and individualised articulation	
		demonstrate an appreciation of the rhyme , rhythm and style of the poem		
		language - learn to use different action words and phrases in different contexts and enhance vocabulary through the exercise given in the text.		
	My Elder Brother	writing: recognise and produce the format of letter writing		Writes informal letters, messages and e-mails in order to distinguish between the different formats of correspondence.
		speaking -read aloud the parts of story that show the qualities of munna’s brother		
		evaluate literary works using appropriate vocabulary		
develop the habit of reading books				

UNIT-5	Topic	Learning Objectives	Learning Outcomes
Marigold UNIT-5	The Lazy Frog	recite the poem with proper intonation and correct pronunciation.	Refers to the dictionary for spelling, meaning, and to find out synonyms and antonyms in order to demonstrate research skills.
		recognise the value of time	
		use the dictionary on their own	
		read the second stanza of the poem and relate to the main idea of the poem.	
	Rip Van Winkle	write a notice about a missing person	Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read
		comprehend the text and answers questions based on comprehension and inference. frame and write the answers on their own in the notebooks based on the discussion.	

UNIT-6	Topic	Learning Objectives	Learning Outcomes
Marigold UNIT-6	Class Discussion	use new words and phrases in their own language and express themselves in grammatically correct language	Uses grammar in context and in an integrated manner, by identifying kinds of nouns, adverbs; differentiating between simple past and simple present verbs
		identify that a prefix is a group of letters that comes before a root or base word.	
		narrate events in simple past tense	
	The Talkative Barber	write one story of bravery about a child.	Use meaningful sentences to describe and narrate incidents; and for framing questions in order to demonstrate correctness of grammar usage
learn word-meanings with the help of the exercises given in the text.			

UNIT-7	Topic	Learning Objectives	Learning Outcomes
Marigold UNIT-7	Topsy-turvy Land	learn to recite the poem with proper intonation and correct pronunciation.	Attempts to write stories, poems, posters, letters, dialogues, etc. in order to demonstrate creativity and individualised articulation.
		relate to the thought and imagination contained in poem.	
		develop the students' power of imagination.	
	Gulliver's Travels	writing - write a paragraph on land of dwarfs	Writes paragraphs in English from verbal, visual clues, such as cartoons/ pictures/comic strips with or without words with appropriate punctuation marks and linkers (such as 'Then', 'After that', etc.) in order to demonstrate creative and appropriate use of the language.
language - learn to use degrees of comparison and phrases in different contexts and enhance vocabulary through the exercise given in the text.			

UNIT-8	Topic	Learning Objectives	Learning Outcomes	
Marigold UNIT-8	Nobody's Friend	use correct pronunciation to recite poems individually/in groups in order to demonstrate understanding of the words, rhythm, melody and the emotions.	Connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences in order demonstrate skills of logical reasoning and to have a meaningful reading experience	
		use word-meanings given in the text		
		present a speech on the qualities you look for in your friend		
	The Little Bully	read aloud the parts of story that show the qualities of Hari		Uses crossword puzzles, word chain, scrabble, etc. to demonstrate efforts to enrich vocabulary through them.
		use different words and phrases in different contexts and enhance vocabulary through the exercise given in the text.		
		apply word-meanings given in the text.		

UNIT-9	Topic	Learning Objectives	Learning Outcomes
Marigold UNIT-9	Song of people	recite the poem with proper intonation and correct pronunciation	Conducts short interviews of people around him e.g. interviewing grandparents, teachers, school librarian, gardener etc. in order to demonstrate information gathering skills and effective questioning skills.
		develop an understanding of how to take interview	
	Day by day I Float my Paper Boat	demonstrate understanding of the words, rhythm, melody and the emotions.	

UNIT-10	Topic	Learning Objectives	Learning Outcomes
	Malu Bhalu	recite the poem with proper intonation and correct pronunciation	Reads familiar and unfamiliar texts - adventure stories, travelogues, folk/ fairy tales etc. -, locates details and sequence of events in order to demonstrate comprehension skills.
		name the different kinds of bears.	
		write about polar bear	

Marigold UNIT-10	Who will be Ningthou?	develop sensitivity towards the environment	Writes and speaks on peace, equality etc. in order to suggest personal views
		develop the the concept of gender equality	
		write a paragraph on gender equality	