
URDU LANGUAGE AND CULTURE

9 YEAR PROGRAM

This Urdu Language and Culture Nine-year course series is intended for students who begin their study of Urdu language and culture in Kindergarten or Grade 1 and continue this study into Middle school. This collaboratively developed course series provides a continuous, articulated Nine-year (9Y) Language and Culture program.

INTRODUCION

Urdu is a major language of South Asia, and it has been gaining in popularity since the independence of the Indian sub-continent (1947). Urdu is an Indo-Aryan language with about 104 million speakers, including those who speak it as a second language. It is closely related to and mutually intelligible with Hindi, though a lot of Urdu vocabulary comes from Persian and Arabic, while Hindi contains more vocabulary from Sanskrit. At an informal spoken level there are few significant differences between Urdu and Hindi and they could be considered varieties a single language. Urdu has been written with a version of the Perso-Arabic script since the 12th century and is normally written in Nastaliq style. The word Urdu is Turkish for 'foreign' or 'horde'.

It is one of the eighteen national languages of the Union of India as well as the declared national language of Pakistan. In Pakistan, Urdu is the official language used in instruction at government schools, at the district level administration, and in the mass media. Although influenced by Arabic and Persian, but quite unlike either, Urdu is an Indo-Aryan language akin to Hindi in the manner of speech. However the basic alphabet and script is right-to-left with 38 letters, which is a modification of the Arabic and Persian alphabet. According to a general estimate, Urdu and Hindi taken together form the third largest speech community in the world today. The Summer Institute for Linguistics (SIL) Ethnologic Survey (1999) lists the number of native Hindi/Urdu speakers at 182,000,000 across the globe. Currently it is estimated that there are around 200,000 native Urdu speakers residing within Canada. According to Statistics Canada (2006), of the 10

largest allophone groups in the country, Urdu showed the highest growth rate from 2001 to 2006, up 80% from 87,000 speakers to 156,000. The Urdu mother tongue population represented 3% of non-official mother tongues and 0.5% of Canada's population. Urdu is also spoken in Afghanistan, Bahrain, Bangladesh, Botswana, Fiji, Germany, Guyana, India, Malawi, Mauritius, Nepal, Norway, Oman, Qatar, Saudi Arabia, South Africa, Thailand, the UAE, the UK and Zambia.

Maintaining Language Skills and Cultural Connections

For those students who already have some knowledge of the Urdu language or a family connection to the culture, the study of Urdu offers the opportunity to learn and enhance their language and cultural heritage.

Personal and Cognitive Benefits

There is significant evidence to suggest that learning another language contributes to the development of first language skills and enhances cognitive functioning. Learning an additional language increases the ability to conceptualize, to think abstractly, and fosters more cognitive flexibility, greater divergent thinking and metalinguistic competence.

Economic Benefits

In today's world, the knowledge of an additional language and culture in general, and Urdu in particular, provides individuals with an economic advantage. Learning another language enables them to communicate and interact effectively in the global community and marketplace.

Global Citizenship

Preparing students to meet the challenges in a world that is increasingly interdependent is one of the more important objectives of language education.

Globalization and our multicultural society have increased the need for knowledge of other languages and cultures for effective communication. Through the study of languages, students learn to recognize, respect and appreciate the cultural diversity of Canadian society and contribute to our global community.

Learning Urdu, just as learning any other language, develops thinking skills and learning strategies that are transferable to other learning situations. The study of Urdu also develops awareness of, and sensitivity to, the cultural and linguistic diversity of our communities.

ASSUMPTIONS

The following statements are assumptions that have guided the development of this program.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Urdu as an additional language leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true for students who come to the class with some background knowledge of Urdu and further develop skills in their language.

THE CONCEPTUAL MODEL

The aim of this program is the development of communicative competence in Urdu.

Four Components

For the purposes of this program, communicative competence is represented by four interrelated and interdependent components.

- ❖ **Application**
- ❖ **Language Competence**
- ❖ **Global Citizenship**
- ❖ **Strategies**

Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

Language Competence addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used.

Global Citizenship aims to develop intercultural competence with a particular focus on cultures associated with the Arabic language.

Strategies help students learn and communicate more effectively and more efficiently.

Each of these components is described more fully at the beginning of the corresponding section of this course series.

Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using such a medium as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to negotiate meaning actively; that is, helping others understand and working to understand others. Interactive communication generally requires quicker processing but less accuracy than the other two modes.

Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve viewing and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer or in situations of one-to-many communication; e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker. Oral and written presentations will sometimes be enhanced by representing the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

LEXICAL FIELDS

Students' language learning should focus on meaningful, functional learning activities that are best structured around topics based on students' experiences and interests.

The following lexical fields are included in this program

URDU LANGUAGE AND CULTURE	
Kindergarten	<ul style="list-style-type: none"> • All about me • My family • Any other lexical fields that meet student needs or interest
Grade 1	<ul style="list-style-type: none"> • Introducing myself • School • Animals • My home • Any other lexical fields that meet student needs or interest
Grade 2	<ul style="list-style-type: none"> • Pets • Food • Weather • Celebrations • Any other lexical fields that meet student needs or interest
Grade 3	<ul style="list-style-type: none"> • Who am I • Family • Animals • Seasons

	<ul style="list-style-type: none"> • Any other lexical fields that meet student needs or interest
Grade 4	<ul style="list-style-type: none"> • Friendship • Community • Daily activities • My school • Any other lexical fields that meet student needs or interest
Grade 5	<ul style="list-style-type: none"> • Vacations • Hobbies • Family tree • Animal habitat • Any other lexical fields that meet student needs or interest
Grade 6	<ul style="list-style-type: none"> • Professions • Shopping • Nutrition • Transport • Any other lexical fields that meet student needs or interest
Grade 7	<ul style="list-style-type: none"> • Family traditions • Family responsibilities • Using time wisely • Any other lexical fields that meet student needs or interest
Grade 8	<ul style="list-style-type: none"> • Contributing to the community • Fitness and healthy living • Sports • Any other lexical fields that meet student needs or interest
Grade 9	<ul style="list-style-type: none"> • Current events • Travel • Geography • Leisure • Any other lexical fields that meet student needs or interest

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications and experience with more vocabulary, text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular lexical fields, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is reinforced, extended and broadened with each successive pass

ORGANIZATION OF THE PROGRAM

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program and are based on the conceptual model outlined on the preceding pages.

Applications [A]

- Students will use Urdu in a variety of situations and for a variety of purposes.

Language Competence [LC]

- Students will use Urdu effectively and competently.

Global Citizenship [GC]

- Students will acquire the knowledge, skills and attitudes to be effective global citizens.

Strategies [S]

- Students will know and use various strategies to maximize the effectiveness of learning and communication.

The order in which the general outcomes are presented in the program does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

Specific Outcomes

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each course. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page.

The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular course will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

Applications



Students will use Urdu in a variety of situations and for a variety of purposes.

- A-1 to receive and impart information
- A-2 to express emotions and personal perspectives
- A-3 to get things done
- A-4 to form, maintain and change interpersonal relationships
- A-5 to extend their knowledge of the world
- A-6 for imaginative purposes and personal enjoyment

Language Competence



Students will use Urdu effectively and competently.

- LC-1 attend to form
- LC-2 interpret and produce oral text
- LC-3 interpret and produce oral text
- LC-4 apply knowledge of the socio-cultural context
- LC-5 apply knowledge of how Urdu language is organized, structured and sequenced

<p style="text-align: center;">Global Citizenship</p>  <p>Students will acquire the knowledge, skills and attitudes to be effective global citizens.</p> <p>GC-1 historical and contemporary elements of Urdu culture GC-2 affirming and valuing diversity GC-3 personal and career opportunities</p>	<p style="text-align: center;">Strategies</p>  <p>Students will know and use various strategies to maximize the effectiveness of learning and communication.</p> <p>S-1 language learning S-2 language use and general learning</p>
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APPLICATIONS

The specific outcomes under the heading Applications deal with **what** the students will be able to do with Urdu; that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate. The functions are grouped under six cluster headings. Under each of these headings there are one or more strands, which show the developmental flow of learning from grade to grade. Each strand, identified by a strand heading at the left end of arrow, deals with a specific language function; e.g., share factual information. Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways. As students gain more knowledge and experience, they will broaden the range of subjects they can deal with, they will learn to share information in writing as well as orally, and they will be able to handle formal and informal situations. Different models of communicative competence have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled “manage group actions” has been included to ensure that students acquire the Urdu language skills necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The strands under the cluster heading

<p>General Outcome for Applications</p>
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“to
their

<p>Students will use Urdu in a variety of situations and purposes</p>

extend

knowledge of the world” will accommodate a content-based approach to language learning where students learn content from another subject area as they learn Urdu. The level of linguistic, sociolinguistic and discourse competence that students will exhibit when carrying out the functions is defined in the specific outcomes for Language Competence for each grade. To know how well students will be able to perform the specific function, the Applications outcomes must be read in conjunction with the Language Competence outcomes.

Applications – the situations and purposes for communication – drive this program, providing contexts for students’ language and cultural learning.

A-1 to receive and impart information

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
A-1.1 share factual information	Share basic information	Identify concrete people, places and things	Ask for and provide information; <i>e.g. time, dates, locations, respond to simple questions</i>	Describe people, places and things	Ask for and provide information on a variety of familiar topics; <i>e.g. family and home</i>

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
A-1.1 share factual information	Describe people, places, things and series or sequences of events or actions	Provide information on several aspects of a topic <i>e.g. give a sample report</i>	Understand and use definitions, comparisons and examples	Share facts about events that took place in the past or may take place in the future	Share detailed information about a specific topic

A-2 to express emotions and personal perspectives

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
A-2.1 share ideas, thoughts, opinions and preferences	Express simple preferences	Express personal response <i>e.g. to a song or story</i>	Identify people, favorite places and/or things	Express personal response to a variety of situations <i>e.g. I like cricket. I like coming to school.</i>	Ask for and provide information on a variety of familiar topics; <i>e.g. family and home</i>

A-2.2 share emotions and feelings	Express basic emotions and feelings <i>e.g. pleasure or happiness</i>	Respond to and express emotions and feelings <i>e.g. in stories and song</i>	Identify emotions and feelings <i>e.g. portrayed in text</i>	Express and respond to a variety of emotions and feelings <i>e.g. love, sadness, surprise, fear</i>	Inquire about and express emotions and feelings <i>e.g. in stories and personal experiences and through role-play</i>
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	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
A-2.1 share ideas, thoughts, opinions and preferences	Record and share thoughts and ideas with others <i>e.g. keep a journal</i>	Inquire about and express agreement or disagreement, approval or disapproval	Inquire about and express interest or lack of interest, satisfaction or dissatisfaction	Inquire about, express and explain preferences	Express and support personal opinions

A-2.2 share emotions and feelings	Record and share personal experiences involving an emotion or feeling <i>e.g. anger, disappointment, happiness</i>	Inquire about and express emotions in a variety of contexts	Compare the expression of emotions in a variety of informal situations	Express emotions in formal situations	Compare the expression of emotions in formal and informal situations
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A-3 to get things done

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
A-3.1 guide actions of others	Indicate basic needs and wants <i>e.g. using gestures</i>	Give and respond to basic oral instruction <i>e.g. ask for permission</i>	Suggest a course of action and respond to a suggestion	Make and respond to a variety of simple requests <i>e.g. seek, grant or politely withhold permission</i>	Relay simple messages and encourage or discourage others from a course of action

A-3.2 state personal actions	Respond to simple offers, invitations or instructions	Ask or offer to do something <i>e.g. classroom tasks</i>	Indicate choice from among several options	Express a wish or desire to do something	State personal actions in the past, present and future
A-3.3 manage group actions	Share and manage turn taking	Encourage other group members to act appropriately	Ask for help or clarification of what is being said or done in the group	Suggest, initiate or direct action in group activities	Check for agreement and understanding Express disagreement in an appropriate way

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
A-3.1 guide actions of others	Give and follow a simple sequence of instructions <i>e.g. steps to playing a game</i>	Make and respond to suggestions in a variety of situations	Give and respond to advice and warnings	Make and respond to suggestions or requests in formal situations e.g. in a library, post office, travel agency	Lodge a formal complaint

A-3.2 share personal actions	Inquire about and express the ability or inability to do something	State personal actions in the past present or future	Make a promise and express wishes in a variety of situations	Accept or decline an offer or invitation with explanations	Express responsibility in relation to their own actions
A-3.3 manage group actions	Negotiate in a simple way with peers in small group tasks	Check for agreement and understanding Express disagreement in an appropriate manner	Express appreciation, enthusiasm, support and respect for contribution of others	Paraphrase, elaborate on and clarify another members' contribution	Take on a leadership role in small group projects

A-4 to form, maintain and change interpersonal relationships

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
A-4.1 manage personal relationships	Exchange greetings and farewells Address a new acquaintance and introduce self	Exchange some basic personal information <i>e.g. name and age</i>	Initiate relationship <i>e.g. invite others to play</i>	Apologize and refuse politely	Talk about themselves and respond to conversation by showing attention and interest

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
A-4.1 manage personal relationships	Accept or decline participation in social activities	Initiate and participate in casual conversations with classmates	Use routine means of interpersonal conversations	Compliment and respond to compliments	Offer and respond to congratulations

A-5 to extend their knowledge of the world

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
A-5.1 discover and explore	Investigate the immediate environment	Investigate the immediate environment e.g. use kinesthetic, special and musical ability	Investigate the immediate environment e.g. use of all the senses	Make and talk about personal observation	Ask questions to gain knowledge and clarify understanding
A-5.2 gather and organize information	Gather simple information	Organize items in different ways	Sequence items in different ways e.g. put elements of a story in order	Record and share personal knowledge on a familiar topic	Gather information from a variety of resources and record observations
A-5.3 solve problems	Experience problem solving situations in the classroom e.g. in stories	Experience problem solving situations in the classroom e.g. in stories	Choose between an alternative solution e.g. in stories	Identify a problem and search for solutions	Describe and analyze a problem, propose a solution
A-5.4 explore opinions and values	Respect others by listening attentively to their opinions	Respond sensitively to the ideas and products of others	Make connections between behavior and values e.g. in text and role play	Recognize differences of opinion	Explore how values influence behavior e.g. describe characters and their motivations in a story

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
A-5.1 discover and explore	Begin to explore classification systems and criteria for categories	Ask questions to gain knowledge and clarify understanding	Explore meaning in a variety of ways e.g. through drawing, rephrasing, making a model	Explore and express the meaning of what they are doing	Explore and express the meaning of what they are doing

A-5.2 gather and organize information	Ask questions to conduct simple research Identify sources of information	Gather information from a variety of resources	Organize and manipulate information <i>e.g. transform information from text into visuals, story maps, flow charts</i>	Gather information using a prepared format <i>e.g. interviews, reports, letters</i>	Identify key ideas and be able to summarize
A-5.3 solve problems	Understand and use the steps in the problem solving process	Describe and analyze a problem and propose solutions	Generate alternative solutions to problems	Use information collected from various sources to solve a problem	Use information collected from various sources to solve a problem
A-5.4 explore opinions and values	Gather opinions on a topic within their direct experience <i>e.g. conduct an opinion poll</i>	Explore how values influence behavior <i>e.g. describe characters in a story</i>	Provide reasons for position on an issue (debate)	Distinguish fact from opinion <i>e.g. through a review and/or debate</i>	Understand the concept of stereotype and recognize stereotyping in a variety of situations

A-6 for imaginative purposes and personal enjoyment

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
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A-6.1 humor/ fun	Use Urdu for fun <i>e.g. explore words with onomatopoeic qualities</i>	Use Urdu for fun <i>e.g. learn simple riddles</i>	Use Urdu for fun <i>e.g. play games, actions/mimes</i>	Use Urdu for fun <i>e.g. make simple crafts</i>	Use Urdu for fun <i>e.g. stories and amusing text</i>
A-6.2 creative/ aesthetic purposes	Use Urdu creatively; <i>e.g. use movement to respond to songs and poetry</i>	Use Urdu creatively; <i>e.g. participate in activities that play on the sounds and rhythms of the language</i>	Use Urdu creatively <i>e.g. role play</i>	Use Urdu creatively <i>e.g. create a picture story with captions</i>	Use Urdu creatively <i>e.g. use models to create predictable stories</i>
A-6.3 Personal enjoyment	Use Urdu for personal enjoyment; <i>e.g. listen to songs or stories</i>	Use Urdu for personal enjoyment <i>e.g. finger plays and action rhymes</i>	Use Urdu for personal enjoyment <i>e.g. make a personal dictionary of favorite words with illustrations</i>	Use Urdu for personal enjoyment <i>e.g. make a collection of pictures of artifacts related to Urdu culture</i>	Use Urdu for personal enjoyment <i>e.g. play games in groups</i>

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
A-6.1 humor/ fun	Use Urdu for fun and interpret humor <i>e.g. participate on constructional activities</i>	Use Urdu for fun and interpret humor <i>e.g. participate on constructional activities</i>	Use Urdu for fun and interpret and express humor <i>e.g. interpret figures of speech using short skits or illustrations</i>	Use Urdu for fun and interpret and express humor <i>e.g. learn and perform short plays</i>	Use Urdu for fun and interpret and express humor <i>e.g. learn and perform short plays</i>

A-6.2 creative/ aesthetic purposes	Use Urdu creatively and for aesthetic purposes e.g. poetry	Use Urdu creatively and for aesthetic purposes e.g. experiment with words and sounds	Use Urdu creatively and for aesthetic purposes e.g. write short stories	Use Urdu creatively and for aesthetic purposes e.g. speak and write from the view point of a character in a specific story	Use Urdu creatively and for aesthetic purposes e.g. write new words to a known melody
A-6.3 Personal enjoyment	Use Urdu for personal enjoyment e.g. listen to favorite Urdu songs	Use Urdu for personal enjoyment e.g. learn a craft or dance from instructions in Urdu	Use Urdu for personal enjoyment e.g. exchange letters with a penpal	Use Urdu for personal enjoyment e.g. use the internet to explore the Urdu language	Use Urdu for personal enjoyment e.g. keep a personal diary/ journal and watching of the Urdu Drama or movie and by using the Internet to explore the Urdu language

LANGUAGE COMPETENCE

Language competence is a broad term that includes linguistic or grammatical competence, discourse competence, sociolinguistic or socio-cultural competence, and what might be called textual competence.

The specific outcomes under Language Competence deal with knowledge of the Urdu language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situations in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes; in other words, in practical applications.

The various components of language competence are grouped under four cluster headings—see the illustration on the preceding page. Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from course to course. Each strand deals with a single aspect of language competence. For

example, under the cluster heading 'attend to form' there is a strand for phonology (pronunciation, stress, and intonation), orthography (spelling, mechanical features), lexicon (vocabulary words and phrases) and grammatical elements (syntax and morphology).

Although the outcomes isolate these individual aspects, language competence should be developed through classroom activities that focus on meaningful uses of the Arabic language and on language in context. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary,

grammar structures, text forms and social conventions necessary to carry out a task will be taught, practised and assessed as students are involved in various aspects of the task itself, not in isolation.

Strategic competence is often closely associated with language competence, since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the Strategies section.

General Outcome for Language Competence

Students will use Urdu effectively and competently

LC-1 attend to form

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
LC-1.1 phonology	Pronounce some common words comprehensibly	Use annotation to express meaning	Distinguish particular sounds of the language e.g. rhyming words, similar letters	Use comprehensible pronunciation, stress and annotation when producing words or phrases	Recognize some critical sound distinctions that are important for meaning

LC1.2 orthography	Be aware of how text is oriented (right to left as opposed to left to right)	Recognize and name some elements of the writing system <i>e.g. letters of the alphabet</i>	Write their name and recognize there is a sound-letter relationship in alphabetic print	Copy familiar words and phrases Relate some letters to the sounds they commonly make	Recognize and use some basic spelling patterns
LC1.3 lexicon	All about me My family Any other lexical fields that meet student needs or interest	Introducing myself School Animals My home Any other lexical fields that meet student needs or interest	Pets Food Weather Celebrations Any other lexical fields that meet student needs or interest	Who am I Family Animals Seasons Any other lexical fields that meet student needs or interest	Friendship Community Daily activities My school Any other lexical fields that meet student needs or interest

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
LC-1.1 phonology	Recognize some of the effects that annotations and stress have in different situations	Identify and produce some critical sound distinctions that are important for meaning	Approximate the pronunciation of unfamiliar words	Use annotation, stress and rhythm inappropriately	Speak clearly and intelligibly in a variety of situations
LC1.2 orthography	Recognize and use some basic mechanical conventions <i>e.g. punctuation</i>	Apply some common spelling rules	Consistently use basic spelling patterns	Use basic mechanical conventions <i>e.g. punctuation</i>	Recognize and correctly spell familiar words

LC1.3 lexicon	Vacations	Professions	Family traditions	Contributing to the community	Current events
	Hobbies	Shopping	Family responsibilities	Fitness and healthy living	Travel
	Family tree	Nutrition	Using time wisely	Sports	Geography
	Animal habitat	Transport	Any other lexical fields that meet student needs or interest	Any other lexical fields that meet student needs or interest	Leisure
	Any other lexical fields that meet student needs or interest	Any other lexical fields that meet student needs or interest			Any other lexical fields that meet student needs or interest

LC-2 interpret and produce oral text

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
LC-2.1 aural interpretation	Understand simple words and phrases in guided situations	Understand simple sentences in guided situations	Understand a series of simple sentences in guided situations	Understand short simple texts in guided situations	Understand a variety of short and simple texts in guided situations
LC-2.2 oral production	Produce simple words in guided situations	Produce simple words and phrases in guided situations	Produce simple words and phrases in guided situations	Produce simple sentences in guided situations	Produce a series of simple sentences in guided situations
LC-2.3 interactive fluency	Engage in simple interactions, using isolated words	Engage in simple interactions using common phrases	Engage in simple interactions using common phrases	Engage in simple interactions using simple sentences	Engage in simple structured interactions

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
LC-2.1 aural interpretation	Understand short and simple texts in guided and unguided situations	Understand short and simple text, including media and drama, in guided situations	Understand short text, including media and drama in guided situations	Understand short text, including media and drama on unfamiliar topics in guided situations	Understand the main point and supporting details of text, media and drama
LC-2.2 oral production	Produce short and simple texts in guided situations	Produce a variety of short and simple texts in guided situations	Produce a variety of short and simple texts in guided situations	Produce a variety of short and simple texts and plays in guided and unguided situations	Produce short texts and plays on unfamiliar topics in guided situations
LC-2.3 interactive fluency	Engage in simple interactions	Engage in short spontaneous exchanges, with pauses for planning and repair	Manage short interactions with ease, with pauses for planning and repair	Manage simple routine interactions	Manage simple routine interactions without difficulty

LC-3 interpret and produce written text

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
LC-3.1 written interpretation	Understand simple words in guided situations	Understand simple phrases in guided situations	Understand simple sentences and common phrases in guided situations	Understand a series of simple sentences in guided situations	Understand short simple texts in guided situations
LC-3.2 written production	Produce simple words in guided situations	Produce simple words and phrases in guided situations	Produce simple words and phrases in guided situations	Produce simple sentences in guided situations	Produce a series of simple sentences in guided situations

LC-3.3 viewing	Derive meaning from visuals and other forms of nonverbal communication in guided situations	Derive meaning from visuals and other forms of nonverbal communication in guided situations	Derive meaning from visuals and other forms of nonverbal communication in guided situations	Derive meaning from visuals and other forms of nonverbal communication in guided situations	Derive meaning from visuals and other forms of nonverbal communication in guided situations
LC-3.4 representing	Use visuals and other forms of nonverbal communication to express meaning in guided situations	Use visuals and other forms of nonverbal communication to express meaning in guided situations	Use visuals and other forms of nonverbal communication to express meaning in guided situations	Use visuals and other forms of nonverbal communication to express meaning in guided situations	Use visuals and other forms of nonverbal communication to express meaning in guided situations

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
LC-3.1 written interpretation	Understand a variety of short, simple texts in guided situations	Understand a variety of short, simple texts in guided and unguided situations	Understand short texts on unfamiliar topics in guided situations	Understand short texts on unfamiliar topics in guided situations	Understand the main point and supporting details of text
LC-3.2 written production	Produce a series of simple texts in guided situations	Produce a variety of simple texts in guided situations	Produce short simple texts in guided and unguided situations	Produce a variety of short simple texts in guided and unguided situations e.g. reviews, reports and personal opinion	Produce short simple texts on unfamiliar topics in unguided situations

LC-3.3 viewing	Derive meaning from the visual elements of a variety of media in guided and unguided situations	Derive meaning from the visual elements of a variety of media in guided and unguided situations e.g. movies, drama, television	Derive meaning from multiple visual elements of a variety of media in guided e.g. movies, drama, television	Derive meaning from multiple visual elements of a variety of media in guided and unguided situations e.g. movies, drama, television	Propose several interpretations of the visual elements of a variety of media in guided situations e.g. movies, drama, television
LC-3.4 representing	Express meaning through the use of visual elements in a variety of media in guided and unguided situations	Express meaning through the use of visual elements in a variety of media in guided and unguided situations	Express meaning through the use of multiple visual elements in a variety of media in guided and unguided situations	Express meaning through the use of visual elements in a variety of media in unguided situations	Explore a variety of ways that meaning can be expressed through the visual elements of a variety of media in guided situations

LC-4 apply knowledge of the sociocultural context

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
LC-4.1 register	Speak at a volume appropriate to classroom situations	Respond to tone of voice	Distinguish between formal and informal situations	Recognize that some topics and words are inappropriate in certain contexts	Experiment with formal and informal
LC-4.2 idiomatic expressions	Imitate age appropriate idiomatic expressions	Imitate age appropriate idiomatic expressions	Imitate age appropriate idiomatic expressions	Imitate age appropriate idiomatic expressions	Imitate age appropriate idiomatic expressions
LC-4.3 variations in language	Experience a variety of voices	Experience a variety of voices	Acknowledge individual differences in speech	Accept individual differences in speech	Experience a variety of accents and variations in speech

LC-4.4 social conventions	Imitate simple routine social interactions	Use basic social expressions appropriate to the classroom	Use basic politeness conventions	Use appropriate forms of address for people frequently encountered e.g. sir, madam, uncle, aunt	Recognize verbal behaviors that are considered impolite
LC-4.5 non-verbal communication	Imitate some common nonverbal behaviors	Understand the meaning of and imitate some common nonverbal behaviors	Experiment with using some simple nonverbal means of communication	Recognize that some nonverbal behaviors may be inappropriate in certain contexts	Recognize appropriate nonverbal behaviors for people frequently encountered e.g. personal space, physical contact, greetings
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
LC-4.1 register	Use informal and formal language in familiar situations	Identify socially appropriate language in specific situations	explore formal and informal uses of language in a variety of context	Use simple formal language in a variety of context	Explore differences in register between spoken and written texts
LC-4.2 idiomatic expressions	Use learned idiomatic expressions to enhance communication	Use idiomatic expressions in new context	Use idiomatic expressions in new context	Use idiomatic expressions in a variety of context	Identify regional influences on idiomatic expressions
LC-4.3 variations in language	Experience a variety of regional variations in language	Recognize some common regional variations in language	Recognize influences in regional variations in language	Recognize influences in regional variations in language	Recognize influences in regional variations in language

LC-4.4 social conventions	Recognize simple social conventions in informal conversation	Recognize important social conventions in everyday interaction e.g. greetings	Interpret the use of social conventions encountered in oral and written text	Interpret and use important social conventions in interactions	Interpret, use and dissect important social conventions in interactions
LC-4.5 non-verbal communication	Use appropriate nonverbal behaviors in a variety of familiar context e.g. eye contact	Use appropriate nonverbal behaviors in a variety of familiar context	Recognize and avoid nonverbal behaviors that are considered inappropriate	Recognize and avoid nonverbal behaviors that are considered inappropriate	Recognize a variety of nonverbal communication techniques

LC-5 apply knowledge of how discourse is organized, structured and sequenced

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
LC-5.1 coherence	Follow speech that uses simple link words .g. because, then	Imitate speech that uses simple link words	Imitate speech that uses simple link words and sequence elements of a simple story	Link words in simple ways e.g. lie, then, because	Link words and groups of words in simple ways
LC-5.2 text forms	Experience a variety of oral text forms	Recognize some simple oral text forms	Recognize some simple oral text forms	Recognize some simple oral text forms	Recognize a variety of simple oral text forms
LC-5.3 patterns of social interaction	Respond using some very simple social interaction patterns e.g. greetings	Respond using some very simple social interaction patterns e.g. questions and answers	Initiate simple social interaction patterns	Initiate and respond using simple social interaction patterns	Initiate and respond using simple social interaction patterns

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
LC-5.1 coherence	Link sentences coherently	Use common conventions to structure text e.g. paragraphs, titles	Organize text using common patterns e.g. cause and effect	Use a variety of conventions to structure texts e.g. paragraph writing, letter forms	Interpret texts that use patterns involving time
LC-5.2 text forms	Use some simple text forms in different ways	Use and recognize a variety of text forms	Analyze and identify the organizational structure of some common text forms e.g. comic strips, poetry, letters, articles	Use a variety of familiar text forms in their own productions e.g. recipes, comic strips, letters, radio	Use a variety of familiar text forms in their own productions e.g. advertisements, reports
LC-5.3 patterns of social interaction	Initiate interactions and respond using a variety of social interaction patterns	Initiate interactions and respond using a variety of social interaction patterns	Initiate interactions and respond using a variety of social interaction patterns	Initiate interactions and respond using a variety of social interaction patterns	Initiate interactions and respond using a variety of social interaction patterns

GLOBAL CITIZENSHIP

The learning outcomes for Global Citizenship deal with the development of intercultural competence, encompassing some of the knowledge, skills and attitudes that students need to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of Global Citizenship are grouped under three cluster headings—see the illustration on the preceding page. Under each of these headings are several strands, each of which deals with a single aspect of intercultural competence.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one’s own culture is acquired over a lifetime. Cultures change over time. Rather than simply developing a bank of knowledge about Arabic speaking cultures, it is more important for students to develop skills in accessing and understanding information on culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with these new elements effectively and appropriately.

The “appreciating diversity” heading covers knowledge, skills and attitudes that are developed as a result of bringing other languages and cultures into relationship with one’s own. There is a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates, who may have a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

General Outcome for Global Citizenship

Student will acquire the knowledge, skills and attitudes to be effective global citizens

GC-1 historical and contemporary elements of Urdu culture

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
GC-1.1 analyzing cultural knowledge	Participate in activities and experiences that reflect elements of Urdu culture	Participate in activities and experiences that reflect elements of Urdu culture	Ask questions using their first language about elements of the culture experienced in class	Make observations about the culture e.g. as it is portrayed in the media	Seek out information about the culture from authentic sources e.g. other persons and professionals

GC-1.2 knowledge of the Urdu culture	Participate in activities and experiences that reflect elements of Urdu culture	Participate in activities and experiences that reflect elements of Urdu culture	Participate in activities and experiences that reflect elements of Urdu culture	Participate in activities and experiences that reflect elements of Urdu culture	Participate in activities and experiences that reflect elements of Urdu culture
GC-1.3 applying cultural knowledge	Recognize elements of the culture in the classroom	Recognize elements of the culture in the classroom	Recognize elements of the culture in the school	Recognize elements of the culture in the community	Recognize elements of the culture in the community
GC-1.4 diversity within the Urdu culture	Experience diverse elements of the Urdu culture	Experience diverse elements of the Urdu culture	Experience diverse elements of the Urdu culture	Experience and project diverse elements of the Urdu culture	Experience and project diverse elements of the Urdu culture
GC-1.5 valuing the Urdu culture	Participate in cultural activities and experiences				

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
GC-1.1 analyzing cultural knowledge	Make connections between elements of the Urdu culture and the culture being experienced in their immediate environment	Make connections and compare elements of the Urdu culture and the culture being experienced in their immediate environment	Formulate questions about the elements of the culture e.g. patterns in behavior and interaction	Use basic research skills to advance their knowledge on the Urdu culture	Organize and represent information about the culture in a variety of ways

GC-1.2 knowledge of the Urdu culture	Identify some things they have in common with people their own age experiencing Urdu culture	Explore different elements of the culture e.g. how geography and weather influence way of life	Explore and identify some key elements of the culture e.g. cultural history	Explore and identify some key elements of the culture e.g. major current events	Explore and identify some key elements of the culture e.g. cultural values, attitudes and interests
GC-1.3 applying cultural knowledge	Identify and interpret similarities and differences among Urdu culture and the culture being experienced in their immediate environment	Apply knowledge about the elements of Urdu culture to interpret similarities and differences among Urdu culture and others	Apply knowledge of the culture in interactions with people and texts	Identify different perspectives on the culture and speculate about their origins	Apply knowledge of the culture, derived from resources, to interpret text and behaviors
GC-1.4 diversity within the Urdu culture	Identify commonalities and differences among diverse groups within the culture	Identify commonalities and differences among diverse groups within the culture	Identify commonalities and differences among diverse groups within the culture	Identify commonalities and differences among diverse groups within the culture	Identify commonalities and differences among diverse groups within the culture
GC-1.5 valuing the Urdu culture	Identify similarities between themselves and people experiencing the Urdu culture	Express interest in finding out about people who speak the Urdu language	Express empathy for those whose cultural behavior is different than theirs	Examine personal perception of the language and culture, including stereotypes	Use opportunities to get into contact with members of the culture e.g. penpals and letter writing

GC-2 affirming and valuing diversity

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
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GC-2.1 awareness of language	Distinguish between their first language and the language being learned	Distinguish between their first language and the language being learned	Identify similarities and differences between their first language and the language being learned	Identify similarities and differences between their first language and the language being learned	Identify similarities and differences between their first language and the language being learned
GC-2.2 general knowledge	Explore the variety of languages spoken by their friends, school mates and community	Identify similarities between words from different languages within their personal experience	Identify similarities and differences among writing systems from different languages within their personal experience	Describe ways in which the language can be taught and learned e.g. at home, in the community	Recognize that language can be used in personal ways owing to gender, age group and geographical location
GC-2.3 awareness of culture	Explore similarities between their own culture and other cultures	Explore similarities between their own culture and other cultures	Recognize similarities between their own culture and other cultures	Make connections between their own culture and other cultures	Make connections between their own culture and other cultures
GC-2.4 cultural knowledge	Participate in cultural activities and experiences	Participate in cultural activities and experiences	Participate in cultural activities and experiences	Recognize that culture is expressed through a variety of forms e.g. arts, drama, poetry	Recognize that speakers of the same language may come from different backgrounds
GC-2.5 valuing diversity	Work and play with others who are different	Work and play with others who are different	Work and play with others who are different	Engage in activities that reflect other ways of thinking and different perspectives	Demonstrate curiosity about other languages and cultures

GC-2.6 intercultural skills	Adapt to new situations	Adapt to new situations	Listen attentively to opinions of others	Initiate and maintain new relationships with empathy and care	Explore representations of their own culture as seen from the outside e.g. as seen by members of another culture
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	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
GC-2.1 awareness of language	Identify similarities and differences between their first language and the language being learned	Compare oral and written aspects of their first language and Urdu	Identify some words in the Urdu language that have been borrowed	Identify some regional variations in Urdu	Identify aspects of their personal style in both speech and writing
GC-2.2 general knowledge	Recognize that in any language there are different words for the same thing	Recognize that languages can be grouped into families based on common origin	Identify how and why languages borrow from one another	Recognize that languages may have regional variations in pronunciation and structure	Describe ways Urdu evolved over time
GC-2.3 awareness of culture	Identify similarities and differences between their own culture and other cultures	Identify some influences on the development of their personal identity	Identify shared references between all cultures e.g. word wars, current affairs and celebrities	Identify shared references between all cultures e.g. word wars, current affairs and celebrities	Identify ethnocentric elements in documents from the Urdu culture
GC-2.4 cultural knowledge	Recognize some of the factors that affect the culture of a particular region	Recognize that within any culture there are differences in the way people speak and behave	Recognize some of the factors that affect the culture of a particular region	Recognize that different cultures may have different interpretation of text and media	Describe some causes of miscommunication when interacting with persons of another culture

GC-2.5 valuing diversity	Identify the limitations of adopting a single perspective	Demonstrate curiosity about other cultures	Recognize and acknowledge different perspectives	Recognize and acknowledge different perspectives and their value	See out opportunities to interact with and influence the perspectives and stereotypes of persons of another culture
GC-2.6 intercultural skills	Explore how their personal perspective is shaped by a variety of cultural factors	Explore representations of their culture as seen from the outside	Recognize stereotypical thinking	Recognize stereotypical thinking	Use strategies to determine miscommunication when interacting with persons of another culture

GC-3 personal and career opportunities

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
GC-3.1 Urdu language and cultures	Suggest some reasons for learning Urdu	Suggest some reasons for learning Urdu	Suggest some reasons for learning Urdu	Identify some personal uses for learning Urdu	Identify some careers for which knowledge of Urdu will be beneficial
GC-3.2 cultural and linguistic diversity	Suggest some reasons for learning an additional language	Suggest some reasons for participating in activities that reflect Urdu culture	Suggest some reasons for participating in activities that reflect Urdu culture	Identify some personal uses they have made of their knowledge of Urdu	Identify some careers for which knowledge of Urdu will be beneficial
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9

GC-3.1 Urdu language and cultures	Identify some places they could visit where Urdu is spoken	Identify aspects of the history, arts and overall culture that are of personal interest	Identify some careers that use the knowledge of the Urdu language	Explore personal reasons for learning Urdu as an international language	Explore opportunities for further education in the Urdu language
GC-3.2 cultural and linguistic diversity	Identify some countries where there is significant cultural diversity	Identify aspects of the history, arts and overall culture that are of personal interest	Identify some careers that use the knowledge of the Urdu language	Explore personal reasons for learning Urdu as an international language	Explore opportunities for further education in the Urdu language

STRATEGIES

Under the Strategies heading are specific outcomes that will help students learn and communicate more effectively. Strategic competence has long been recognized as an important component of communicative competence. In the early stages of language learning, when proficiency is low, learning outcomes deal with compensation and repair strategies.

The learning outcomes that follow deal not only with compensation and repair strategies, important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broad sense, as well as general learning strategies that help students acquire content.

Although people may use strategies unconsciously, the learning outcomes deal with the conscious use of strategies.

The strategies are grouped under three cluster headings—see the illustration on the preceding page.

Under each of these headings there are several strands that show the development of awareness and skill in using strategies from grade to grade. Each strand, which is identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and

general learning strategies are categorized as cognitive, meta-cognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy at a particular grade level.

Consequently, for younger learners the specific outcomes describe the students' knowledge of and ability to use general types of strategies. Strategies for senior high school students are focused, encouraging student participation and active learning. They are personal, meaningful and relevant for students.

Specific strategies for each general category or type are included as examples. The examples provided are not prescriptive, nor are they exhaustive, but they are provided as an illustration of how the general strategies in the specific outcomes might be developed. More specific strategies for each general category or type are included in the sample list of strategies in Appendix ii.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively.

The teacher's role is to: model, advocate, guide, support and celebrate success. Teachers need to know and be able to demonstrate a broad range of strategies from which students are able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

General Outcome for Strategies

Students will know and use various strategies to maximize the effectiveness of learning and communication

S-1 language learning

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
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S1.1 cognitive	Use simple cognitive strategies with guidance to enhance learning	Use simple cognitive strategies with guidance to enhance learning	Use simple cognitive strategies with guidance to enhance learning	Use simple cognitive strategies with guidance to enhance learning	Use simple cognitive strategies with guidance to enhance learning
S-1.2 meta-cognitive	Use simple meta-cognitive strategies to enhance learning e.g. rehearse, reflect and role-play	Use simple meta-cognitive strategies to enhance learning e.g. rehearse, reflect and role-play	Use simple meta-cognitive strategies to enhance learning e.g. rehearse, reflect and role-play	Use a variety of meta-cognitive strategies to enhance learning e.g. rehearse, reflect and role-play	Use a variety of meta-cognitive strategies to enhance learning e.g. rehearse, reflect and role-play
S-1.3 social/ affective	Use simple social and affective strategies with guidance to enhance learning e.g. maintaining interaction	Use simple social and affective strategies with guidance to enhance learning e.g. maintaining interaction	Use simple social and affective strategies with guidance to enhance learning e.g. maintaining interaction	Use simple social and affective strategies with guidance to enhance learning e.g. cooperative games and group work	Use simple social and affective strategies with guidance to enhance learning e.g. cooperative games and group work

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
S1.1 cognitive	Identify and use simple cognitive strategies with guidance to enhance learning	Identify and use simple cognitive strategies with guidance to enhance learning	Identify and use a variety of cognitive strategies with guidance to enhance learning	Identify and use a variety of cognitive strategies with guidance to enhance learning	Identify and use a variety of cognitive strategies with guidance to enhance learning
S-1.2 meta-cognitive	Identify and use simple meta-cognitive strategies to enhance learning	Identify and use simple meta-cognitive strategies to enhance learning	Identify and use a variety of meta-cognitive strategies to enhance learning	Identify and use a variety of meta-cognitive strategies to enhance learning	Identify and use a variety of meta-cognitive strategies to enhance learning

S-1.3 social/ affective	Identify and use simple social and affective strategies with guidance to enhance learning	Identify and use simple social and affective strategies with guidance to enhance learning	Identify and use a variety of social and affective strategies with guidance to enhance learning	Identify and use a variety of social and affective strategies with guidance to enhance learning	Identify and use a variety of social and affective strategies with guidance to enhance learning
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S-2 language use and general learning

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
S-2.1 interactive	Use simple interactive strategies with guidance	Use simple interactive strategies with guidance	Use simple interactive strategies with guidance	Use simple interactive strategies	Use simple interactive strategies
S-2.2 interpretive	Use simple interpretive strategies with guidance	Use simple interpretive strategies with guidance	Use simple interpretive strategies with guidance	Use simple interpretive strategies	Use simple interpretive strategies
S-2.3 productive	Use simple productive strategies with guidance	Use simple productive strategies with guidance	Use simple productive strategies with guidance	Use simple productive strategies	Use simple productive strategies

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
S-2.1 interactive	Use a variety of interactive strategies with guidance	Use a variety of interactive strategies with guidance	Identify and use a variety of interactive strategies	Identify and use a variety of interactive strategies	Select and use a variety of interactive strategies
S-2.2 interpretive	Use a variety of interpretive strategies with guidance	Use a variety of interpretive strategies with guidance	Identify and use a variety of interpretive strategies	Identify and use a variety of interpretive strategies	Select and use a variety of interpretive strategies

S-2.3 productive	Use a variety of productive strategies with guidance	Use a variety of productive strategies with guidance	Identify and use a variety of productive strategies	Identify and use a variety of productive strategies	Select and use a variety of productive strategies
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Examples of interpretive language use strategies:

- note gestures, intonation and visual supports that aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations and prediction strategies to aid reading comprehension
- determine the purpose of listening or reading
- listen or look for key words
- listen selectively or read selectively based on purpose
- use knowledge of the sound-symbol system to aid reading
- use key content words or discourse markers to follow an extended text
- infer probable meanings of unknown words or expressions from contextual clues
- reread several times to understand complex ideas
- use skimming and scanning to locate key information in texts
- summarize information gathered
- assess your information needs before listening, viewing or reading
- make predictions about what you expect to hear or read based on prior knowledge and personal experience
- prepare questions or a guide to note information found in a text

Examples of productive language use strategies:

- use nonverbal means to communicate
- use songs, rhyming schemes, word games, tongue twisters, acronyms and poetry in fun ways

- use familiar repetitive patterns from stories, songs or media
- incorporate newly modeled words/expressions
- use learned lexical items (words and expressions) and structures (grammatical elements and syntax) to create and give effective presentations
- use knowledge of sentence patterns to form new sentences
- use illustrations to provide detail when producing your own texts
- take notes in Urdu when reading or listening to assist in producing your own text
- paraphrase and summarize texts
- use a variety of resources to correct texts
- use resources such as an English-Urdu dictionary or an Urdu dictionary, thesaurus to increase vocabulary
- edit and proofread the final version of a text
- use various techniques to explore ideas at the planning stage, such as brainstorming, word webs, flowcharts, or keeping a notebook or log of ideas
- use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)

Examples of cognitive general learning strategies:

- classify objects and ideas according to their attributes; e.g., sports played/watched, indoor/outdoor activities, types of summer jobs
- connect what you already know to what is being learned
- write down key words and concepts in abbreviated form
- use previously acquired knowledge or skills to assist with a new learning task
- identify patterns, e.g., grammar, sentence patterns, to create your own text (oral, written)

- use graphic organizers to make information easier to understand and remember; e.g., word maps, mind maps, diagrams, charts
- use mental images to remember new information
- experiment with, and concentrate on, one thing at a time
- formulate key questions to guide research
- distinguish between fact and opinion when using a variety of sources of information
- make inferences, and identify and justify the evidence on which these inferences are based
- seek information through a network of sources, including libraries, online resources, individuals and agencies

Examples of meta-cognitive general learning strategies:

- identify your needs and interests
- take responsibility for planning, monitoring and evaluating your learning experiences
- make a plan in advance about how to approach a task
- divide an overall learning task into a number of subtasks
- work with others to monitor your learning
- develop criteria for evaluating your work
- choose from among learning options
- discover how your efforts can affect learning
- reflect on learning tasks
- reflect upon your thinking processes and how you learn
- reflect on time management for effective learning
- manage your physical working environment

Examples of social/affective general learning strategies:

- follow your natural curiosity and intrinsic motivation to learn
- choose learning activities that enhance understanding and enjoyment
- be willing to take risks and to try unfamiliar tasks and approaches
- be encouraged to try, even though you might make mistakes
- monitor your level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., positive self-talk or seeking advice/encouragement
- use positive thinking and/or self-talk as a way to persevere on a difficult task
- participate in cooperative group learning tasks
- use social interaction skills to enhance group learning activities
- seek help from others
- take part in group decision-making processes
- participate in and/or initiate group problem-solving processes
- observe and imitate the successful learning strategies of others
- use support strategies to help peers persevere at learning tasks

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