

## **Bolī (Language Arts) Standards**

### ***Kindergarten (Ages 4-6)***

Bolī (Language Arts) are essential for promoting students' ties to their cultural heritage and ethnic identity, as well as in giving them the keys to understand Gurbāṇī (ਗੁਰਬਾਣੀ). The primary role of the Kindergarten curriculum is to set the stage for further language development through oral and written means, as well as to give students confidence in their Pañjābī speaking abilities. The Kindergarten curriculum's main focus is the introduction and learning of the Gurmukhī (ਗੁਰਮੁਖੀ) alphabet, a fundamental skill that serves as a basis of all future learning. Students become familiar with Pañjābī instructions and practice their speaking skills through the memorization of folk songs, rhymes, and poetry. Finally, students are able to give simple commands and communicate orally on subjects related to themselves and their experiences.

### **Reading Comprehension**

#### **Standard 1: Differentiating Between Letters, Words, and Sentences**

- Students differentiate between letters, words, and sentences. They apply this knowledge to read simple sentences.
  - *Students recognize and produce the sound of all 35 letters and three vowel symbols (Kannā, Sihārī and Bihārī).*
  - *Students distinguish letters, words, and sentences.*

#### **Standard 2: Predictions**

- Students make predictions in their own language about Pañjābī story content using pictures and context.

#### **Standard 3: Developing Pañjābī Vocabulary**

- Students develop Pañjābī vocabulary pertaining to family, colors, animals, plants, geography, etc... and Sikh terminology.

### **Writing**

#### **Standard 4: Writing, Recognition, and Sounding out the Alphabet**

- Students write, recognize, name, and produce the sound of all 35 letters and vowels.
  - *Students compose simple consonant words based on their sounds.*

#### **Standard 5: Writing Letters**

- Students write the letters of the alphabet independently and in words, attending to the form and proper spacing of the letters.

### **Listening and Speaking**

#### **Standard 6: Oral Directions**

- Students understand and follow one-and two-step oral directions.

**Standard 7: Brief Descriptions**

- Students deliver brief (one or two word) descriptions about familiar experiences or interests.
  - *Students describe people, places, things (size, color, shape), locations, and actions.*
  - *Students recite short poems, songs, and rhymes.*
  - *Students relate an experience or creative story in a logical sequence.*

**Grade 1 (Ages 5-7)**

Grade 1 standards continue building from the foundations of Kindergarten. An understanding of the alphabet is imperative for all further succession. Every grade level will teach the alphabet according to the students' needs. It is in Grade 1 that students will normally begin composing words and sentences. Although construction at this stage is still preliminary, word and sentence formations should become evident. Practice in the combining of consonants and exercises in oral reading are important to continue reading maturity. A greater emphasis is placed on reading comprehension, as students will begin to ask questions as they are keen to do at this age. Simple sentences can be constructed by the students, consisting of a few directive commands. Lists of directions can consist of fundamental paragraphs. Vocabulary and speaking ability continues to develop through the memorization of folk songs, rhymes, and poetry. The Mūl Mantr (ਮੂਲ ਮੰਤ੍ਰ) can be learned and recited by the students. The primary role of the Grade 1 curriculum is to begin the reading process for students, while supplementing this in the other fields of the Bolī (Language Arts).

**Reading Comprehension****Standard 1: Understanding Basic Features of Reading**

- Students understand the basic features of reading and select letter patterns and know how to translate them into spoken language. Application includes both oral and silent reading.
  - *Students match oral words to printed words.*
  - *Students create and state a series of rhyming words.*
  - *Students blend consonants together.*
  - *Students read aloud with fluency in a manner that sounds like natural speech.*

**Standard 2: Reading Appropriate Passages**

- Students read grade-appropriate reading passages and demonstrate comprehension.
  - *Students identify logical order of a passage.*
  - *Students respond to who, what, when, where, and how questions.*
  - *Students identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.*

**Standard 3: Vocabulary Development**

- Students develop vocabulary pertaining to the house, school, gurduārā, calendar, and family.

## Writing

### Standard 4: Writing Pañjābī Letters and Words

- Students write Pañjābī letters and words that are legible.
  - *Students can compose simple consonant words based on their sounds.*

### Standard 5: Constructing Sentences

- Students construct sentences.
  - *Students are introduced to the writing process (prewriting, drafting, revising, and editing successive versions).*
  - *Students print legibly and space letters, words, and sentences appropriately.*

## Listening and Speaking

### Standard 6: Listening Comprehension

- Students demonstrate listening comprehension.
  - *Students ask questions for clarification and understanding.*
  - *Students give, restate, and follow simple two-step directions.*

### Standard 7: Recitation of *Mūl Mantr*

- Students recite *Mūl Mantr*.

### Standard 8: Brief Descriptions

- Students deliver brief descriptions, including familiar experiences and interests.
  - *Students describe people, places, things (size, color, shape), locations, and actions and tell stories with a logical sequence – emphasize transition words (e.g. first, after, before, then, etc...)*
  - *Students recite short poems, songs, and rhymes.*
  - *Students retell and relate stories paying attention to the sequence of events by answering who, what, when, where, why and how questions.*

## Grade 2 (Ages 6-8)

The Grade 2 standards further develop the students' language skills. Their reading comprehension becomes more advanced as they are now able to begin to look at cause-and-effect relationships, ask general questions about reading passages, and use sequential logic to order their thoughts. The student's writing skills advance so that simple paragraphs based on a central idea can be written. Simple grammar is also introduced, such as male and female singulars and plurals. Their oral skills continue to develop through the usage of folk songs, rhymes, and poetry. In the second grade, the memorization and recitation of *Sohilā* (ਸੋਹਿਲਾ) adds the Gurmat dimension. Listening skills are also emphasized as a religious and meta-cognition component are added. The purpose of Grade 2 standards is the further development in the reading process, including cause-effect relationships, the writing of paragraphs and introduction to grammar, and the ability to recite *Sohilā*.

**Reading Comprehension****Standard 1: Repetition and Clarification of Text**

- Students repeat and clarify text that is being read. Application includes both oral and silent reading.
  - *Students ask clarifying questions about essential textual elements of exposition. (e.g., why, what if, how)*
  - *Students state the purpose in reading. (i.e., tell what information is sought)*
  - *Students restate facts and details in the text to clarify and organize ideas.*
  - *Students understand and explain common antonyms and synonyms.*
  - *Students read aloud fluently and accurately and with appropriate intonation and expression.*

**Standard 2: Comprehension of Appropriate Passages**

- Students comprehend grade-appropriate reading passages and summarize the materials.
  - *Students identify logical order of a passage.*
  - *Students respond to who, what, when, where, and how questions.*
  - *Students recognize cause-and-effect relationships in a text.*
  - *Students identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.*

**Standard 3: Vocabulary Development**

- Students develop vocabulary pertaining to weather, geography and the formation of questions.

**Writing****Standard 4: Writing Sentences and Paragraphs**

- Students being to write coherent sentences and paragraphs.
  - *Students go through the writing process (prewriting, drafting, revising, and editing successive versions).*
  - *Students print legibly and space letters, words, and sentences appropriately.*

**Standard 5: Writing Narratives**

- Students write brief narratives based on their experiences.
  - *Students' writing moves through a logical sequence of events.*
  - *Students describe the setting, characters, objects, and events using adjectives (descriptive words).*

**Standard 6: Identification of Nouns**

- Students identify nouns and can demonstrate grammar related to the conversion of plurals (male and female).
  - *Students recognize nouns.*
  - *Students identify and correctly convert singular and plural nouns.*

## Listening and Speaking

### Standard 7: Listening and Responding Orally

- Students listen critically and respond appropriately to oral communication.
  - *Students determine the purpose or purposes of listening (e.g. to obtain information, to solve problems, for enjoyment). Should be related to Gurbāṇī and Gurū Nānak's message on 'Suṁiai'.*
  - *Students paraphrase information that has been shared orally by others.*
  - *Students give and follow three-and four-step oral directions.*

### Standard 8: Recitation of *Sohilā*

- Students recite *Sohilā*.

### Standard 9: Brief Recitations and Oral Presentations

- Students deliver brief recitations and oral presentations on their family as well as other familiar experiences and interests.
  - *Students speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).*
  - *Students describe people, places, things (size, color, shape), locations, and actions.*
  - *Students recite short poems, songs, and rhymes.*
  - *Students retell and relate stories paying attention to the sequence of events by answering who, what, when, where, why and how questions.*

## Grade 3 (Ages 7-9)

The Grade 3 standards continue the student's progress towards Pañjābī and Gurbāṇī language attainment. Reading comprehension introduces strategies for students to decipher unfamiliar words. Writing skills become more developed as students become familiar with the proper usage and conjugation of verbs into their past, present, and future tenses. Oral communication skills are further practiced and additional emphasis is placed on form and structure. In Grade 3, the Gurbāṇī emphasis is placed on learning the first fifteen pauṛīs (ਪਉੜੀ) of Japujī Sāhib (ਜਪੁਜੀ ਸਾਹਿਬ). The purpose of Grade 3 standards is further development of reading skills and reading comprehension, the proper conjugation of verbs and their structures, as well as the ability to recite the beginning of Japujī Sāhib.

## Reading Comprehension

### Standard 1: Oral and Silent Reading

- Students achieve fluent oral and silent reading, through understanding of basic features of reading, including letter patterns and their translation into spoken language.
  - *Students decode regular multi-syllabic words, including knowledge of prefixes and suffixes.*
  - *Students use knowledge of antonyms, synonyms, homophones, and homographs to determine the meaning of words.*
  - *Students use sentence and word context to find the meaning of unknown words.*
  - *Students use dictionary to learn the meaning and features of unknown words.*

- *Students understand and explain common antonyms and synonyms.*
- *Students read aloud fluently and accurately and with appropriate intonation and expression.*

## **Standard 2: Comprehension of Appropriate Passages**

- Students comprehend grade-appropriate reading passages and summarize the materials.
  - *Students ask questions and support answers by connecting prior knowledge with literal information.*
  - *Students demonstrate comprehension by identifying answers in the text.*
  - *Students recall major points in the text and make and modify predictions about forthcoming information.*
  - *Students follow simple multi-step written instructions (e.g. how to assemble a product).*

## **Writing**

### **Standard 3: Reference Materials**

- Students understand the purposes of various reference materials.
  - *Students understand the purpose of the English-Pañjābī Dictionary.*

### **Standard 4: Writing Coherent Sentences and Paragraphs**

- Students write coherent sentences and paragraphs that develop a central idea.
  - *Students can create a single paragraph, including a developed topic sentence, and simple supporting facts and details.*
  - *Students go through the writing process (prewriting, drafting, revising, and editing successive versions).*
  - *Students learn the formats to write personal and formal letters, thank-you notes, and invitations.*

### **Standard 5: Writing Narratives**

- Students write brief narratives and stories.
  - *Students' writing should move through a logical sequence of events.*
  - *Students describe the setting, characters, objects, and events using adjectives and appropriate vocabulary.*

### **Standard 6: Grammar: Tenses**

- Students demonstrate grammar related to present, past, and future tense conjugation.
  - *Students recognize a verb and noun in sentences.*
  - *Students identify and correctly use singular and plural verbs and common/irregular conjugations.*

## **Listening and Speaking**

### **Standard 7: Listening and Responding to Oral Communications**

- Students listen critically and respond appropriately to oral communication.
  - *Students retell, paraphrase, and explain oral descriptions.*

- *Students connect and relate prior experiences, insights, and ideas to those of a speaker.*
- *Students identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).*
- *Give and follow three-and four-step oral directions.*

#### **Standard 8: Recitation of the First 15 *Pauṛīs* of *Japujī Sāhib***

- Students recite the first 15 *pauṛīs* of *Japujī Sāhib*.

#### **Standard 9: Brief Recitations**

- Students deliver brief recitations and oral presentations.
  - *Students speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.*
  - *Provide a beginning, middle, and end, including concrete details that develop a central idea.*
  - *Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).*
  - *Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.*
  - *Recite short poems, songs, and rhymes.*
  - *Retell and relate stories paying attention to the sequence of events by answering who, what, when, where, why and how questions.*

#### **Grade 4 (Ages 8-10)**

The Grade 4 standards aim to develop the students' understanding in Pañjābī and Gurbāñī language attainment. Reading comprehension progresses as students read passages with more complexity and begin the processes of textual analysis, including identifying structural patterns and formulating hypotheses. As understanding of language progresses, students are introduced to figurative language that will lay the foundation for them to understand the importance of this in Gurbāñī as well as in understanding colloquial Pañjābī. Writing skills are developed so that students are now able to write multi-paragraph compositions and grammar skills are further expounded. Students are also given the opportunity to gain familiarity with typing using Gurmukhī script. Oral communication skills emphasize fluidity and content development. In the fourth grade, the Gurbāñī emphasis is placed on learning the final 23 *pauṛīs* of *Japujī Sāhib*. The highlights of the Grade 4 standards are the development of reading comprehension, understanding of figurative language, the writing of multi-paragraph compositions, and the ability to recite *Japujī Sāhib*.

#### **Reading and Reading Comprehension**

##### **Standard 1: Oral and Silent Reading**

- Students achieve fluent oral and silent reading, through understanding of basic features of reading, including letter patterns and their translation into spoken language.

- *Students decode regular multi-syllabic words, including knowledge of prefixes and suffixes. (be-, re-, etc...)*
- *Students distinguish and interpret words with multiple meanings.*
- *Students use sentence and word context to find the meaning of unfamiliar words.*
- *Students use a dictionary to learn the meaning and features of unfamiliar words.*
- *Students understand and explain common antonyms and synonyms.*
- *Students read aloud fluently and accurately and with appropriate intonation and expression.*

## **Standard 2: Comprehension of Appropriate Passages**

- *Students comprehend grade-appropriate reading passages begin analysis of text.*
  - *Students ask questions that are not merely found verbatim in the text, but demonstrate analysis and predictions.*
  - *Students ask questions and support answers by connecting prior knowledge with literal information.*
  - *Students identify structural patterns found in informational text (compare & contrast, cause & contrast, sequential & chronological order) to strengthen comprehension.*
  - *Students evaluate new information and hypotheses by testing them against known information and ideas.*
  - *Students define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.*
  - *Students follow simple multi-step written instructions (e.g. how to assemble a product).*

## **Writing**

### **Standard 3: Reference Materials**

- *Students understand the purposes of various reference materials.*
  - *Students understand the purpose of the Mahān Kosh.*

### **Standard 4: Writing Sentences and Paragraphs with a Central Idea**

- *Students write coherent sentences and multi-paragraph compositions that develop a central idea.*
  - *Students can create multi-paragraph compositions, including a developed topic sentence, and simple supporting facts and details.*
  - *Students learn the formats to write personal and formal letters, thank-you notes, and invitations.*
  - *Students describe the setting, characters, objects, and events using adjectives and appropriate vocabulary.*

### **Standard 5: Grammar: Verb Conjugation**

- *Students learn grammar related to regular and irregular verb conjugation. Further parts of speech are also introduced (adverbs, prepositions, and coordinating conjunctions).*
  - *Students should recognize a verb and noun in sentences.*

- *Students identify and correctly use singular and plural verbs and common/irregular conjugations.*
- *Students identify and demonstrate usage of adverbs, prepositions, and coordinating conjunctions.*

#### **Standard 6: Basic Keyboard Skills Using a *Gurbāṇī Lipī* font**

- Students demonstrate basic keyboarding skills using a *Gurbāṇī Lipī* font.
  - *Students become familiar with typing on a computer using *Gurbāṇī Lipī* and basic computer terminology.*

### **Listening and Speaking**

#### **Standard 7: Listening and Responding to Oral Communication**

- Students listen critically and respond appropriately to oral communication.
  - *Students retell, paraphrase, and explain what has been heard orally.*
  - *Students connect and relate prior experiences, insights, and ideas to those of a speaker.*
  - *Students identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).*
  - *Students give and follow five to six-step oral directions.*

#### **Standard 8: Recitation of the Last 23 *Pauṛīs* of *Japujī Sāhib***

- Students recite the last 23 *pauṛīs* of *Japujī Sāhib*.

#### **Standard 9: Recitations**

- Students deliver recitations and oral presentations.
  - *Students speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.*
  - *Students provide a beginning, middle, and end, including concrete details that develop a central idea.*
  - *Students clarify and enhance oral presentations through the use of appropriate props. (e.g., objects, pictures, charts)*
  - *Students read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.*
  - *Students recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.*
  - *Students re-tell and relate stories paying attention to the sequence of events by answering who, what, when, where, why and how questions.*

### **Grade 5 (Ages 9-11)**

The Grade 5 standards continue to further elaborate the students' understanding of *Pañjābī* and *Gurbāṇī* language. Reading comprehension continues to focus on the understanding of figurative and metaphorical language and how this ties into language use in *Gurbāṇī*. Students will be introduced to the concept of themes and how to understand these in the *Gurbāṇī* context. Building from the previous year, the Grade 5 curriculum seeks to further

develop writing skills where students are able to write their own opinion pieces. Further, practice in writing and oral communication progresses students to better language attainment. In the fifth grade, the Gurbānī emphasis is on understanding the meaning and recitation of Rahirās (ਰਹਿਰਾਸ). The emphasis on the Grade 5 standards is on the development of reading comprehension, understanding of figurative language, the writing of multi-paragraph compositions with proper transitions, and the ability to recite Rahirās.

## **Reading and Reading Comprehension**

### **Standard 1: Oral and Silent Reading**

- Students achieve fluent oral and silent reading, through understanding of basic features of reading, including letter patterns and their translation into spoken language.
  - *Students distinguish and interpret words with multiple meanings.*
  - *Students use sentence and word context to find the meaning of unknown words.*
  - *Students read aloud fluently and accurately and with appropriate intonation and expression.*

### **Standard 2: Comprehension of Appropriate Passages**

- Students comprehend grade-appropriate reading passages and summarize the materials.
  - *Students discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.*
  - *Students draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.*
  - *Students understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or implicit) in sample works.*
  - *Students understand, explain, and describe the function and effect of figurative and metaphorical use of words in context.*

## **Writing**

### **Standard 3: Writing Composition with a Central Idea**

- Students write clear and coherent compositions that develop a central idea.
  - *Students can create multi-paragraph compositions, including a developed topic sentence, and simple supporting facts and details. Paragraphs should include transitional expression that link one paragraph to another in a clean line of thought. Summary should be found in the conclusion.*
  - *Students learn the formats to write persuasive letters or compositions.*
  - *Students describe the setting, characters, objects, and events using adjectives and appropriate vocabulary.*

### **Standard 4: Grammar: Verb Conjugation**

- Students learn grammar related to regular and irregular verb conjugation. Further parts of speech are also introduced (adverbs, prepositions, and coordinating conjunctions).
  - *Students should recognize a verb and noun in sentences.*

- *Students identify and correctly use singular and plural verbs and common/irregular conjugations.*
- *Students identify and demonstrate usage of adverbs, prepositions, and coordinating conjunctions.*

## **Listening and Speaking**

### **Standard 5: Listening and Responding**

- Students listen critically and respond appropriately to oral communication.
  - *Students retell, paraphrase, and can expound on what has been said by a speaker.*
  - *Students connect and relate prior experiences, insights, and ideas to those of a speaker.*

### **Standard 6: Recitations of *Rahirās***

- Students recite the *Rahirās*.

### **Standard 7: Recitations**

- Students deliver recitations and oral presentations.
  - *Students speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.*
  - *Students understand, interpret, and use non-verbal messages.*
  - *Students provide a beginning, middle, and end, including concrete details that develop a central idea.*
  - *Students clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).*
  - *Students read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.*
  - *Students recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.*