

**Saint Gabriel’s Foundation**

**The Learning Strands, Standards and Indicators**

**Subject: Reading Code**

**Level: Grade 7 Semester 1**

**Strand 1: Language for Communication**

**Sub-strand: Fact or Opinion**

 **Standard F.1.2:** Endowment with language communication skill for exchange of data and information; efficient expression of feelings and opinions

**Indicators:**

 F.1.2.1. differentiate between fact and opinion;

 F.1.2.2. determine if statements are fact or opinion;

 F.1.2.3. identify and list the sentences under fact and opinion categories;

 F.1.2.4. able to identify statements of fact and opinion within a passage.

**Strand 1: Language for Communication**

 **Sub-strand: Understanding Cause and Effect**

 **Standard F.1.3:** Ability to present data, information, concepts and view about various matters through speaking and writing

 **Indicators:**

 F.1.3.1. identify the relationship between cause and effect;

 F.1.3.2. provide answers to questions given after having read the passage about cause and effect;

 F.1.3.3. demonstrate cause and effect and state the reasons;

 F. 1.3.4 describe various ways on how cause and effect are related through examples.

**Strand 1: Language for Communication**

 **Sub-strand: Using Context Clues**

**Standard F.1.3:** Ability to present data, information, concepts and view about various matters through speaking and writing

**Indicators:**

F.1.3.1. pronounce words correctly and identify their meanings;

 F.1.3.2. identify the definition of words from the distracters;

 F.1.3.3. give the synonyms to words after having read the passage;

 F.1.3.4 using the context determine the meaning of words.

**Strand 1: Language for Communication**

 **Sub-strand:** Drawing Conclusions

**Standard F.1.3:** Ability to present data, information, concepts and view about various matters through speaking and writing

**Indicators:**

F.1.3.1 define the term conclusion;

F.1.3.2 identify if the statements are true from the reading passage;

 F.1.3.3 determine if the conclusions are good and supply one if it is not justified;

 F.1.3.4 determine appropriate conclusions to the passages.



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**The Learning Strands, Standards and Indicators**

**Subject: Reading Code**

**Level: Grade 7 Semester 2**

**Strand 1: Language for Communication**

 **Sub-strand:** Predicting Outcomes

**Standard F.1.2:** Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

**Indicators:**

 F.1.2.1 identify the probable outcome of each passage;

 F.1.2.2 create an outcome to a given situation based on prior knowledge;

 F.1.2.3 complete the tasks by supplying the best predictions to the scenarios.

**Strand 1: Language for Communication**

 **Sub-strand:** Skimming

**Standard F.1.2:** Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

**Indicators:**

 F.1.2.1 develop the ability to glance through passages and grasp the content;

 F.1.2.2 identify vocabularies and phrases that will enhance a better understanding of the passages read;

 F.1.2.3 analyze passages and respond to the questions and quizzes relevantly;

**Strand 1: Language for Communication**

 **Sub-strand:** Reading Comprehension

**Standard F.1.1** Understanding of and capacity for interpreting what has been heard and read from various types of media and ability to express opinions with proper reasoning

**Indicators:**

F.1.1.1 identify and recognize vocabularies and pronunciations of unfamiliar words;

F.1.2.2 list names, dates and years with specific geographical and historical event and place from the reading passages.

 F.1.2.3 read and understand the passages;

 F1.2.4. reproduce the information in a quiz from, both verbal and writing.

**Strand 1: Language for Communication**

 **Sub-strand:** Visual Stimulus Comprehension

**Standard F.1.3** Ability to present data, information, concepts and views about various matters through speaking and writing

Indicators:

F.1.3.1 understand symbols, signs, maps, diagrams, story boards and other visuals for a definite purpose;

F.1.3.2 interpret and label symbols, signs, maps, diagrams, story boards and other visuals and derive an intended message;

 F.1.3.3 distinguish colors and their meaning and purpose;

 F.1.3.4 give directions appropriately;

F.1.3.5 interpret the meaning of symbols, signs, maps, diagrams and other visuals in their own words;

 F.1.3.6 create storyboards.

**Basic Standard of Learning:**

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| **Semester** | **Sub-strands** | **Standards** |
| **Semester 1** | Fact or Opinion |  |
| Understanding Cause and Effect |  |
| Using Context Clues |  |
| Drawing Conclusion |  |
| **Semester 2** | Predicting Outcome |  |
| Skimming |  |
| Reading Comprehension |  |
| Visual Stimulus Comprehension |  |

**References:**

Sumitra Siromani (2011). **My World of Science for Primary 2.** 1st Edition, Black Swan Private Limited, India.

Ministry of Education, The Basic Education Core Curriculum (2008).Thailand

Noted by: Approved by:

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