

## Summer School Curriculum Objectives Maps – Reading

### Purpose

The purpose of this document is to **map the learning objectives** of grades 6, 7, and 8 of the English language curricula and **analyze and identify gaps**.

### Horizontal Alignment (same grade levels):

Horizontal alignment of the curriculum involves aligning the learning objectives of the same grade level in order to ensure a cognitive hierarchical progression of objectives, from less cognitive complexity to more cognitive complexity. It also helps in identifying any gaps that could hinder proper acquisition of instructional goals.

### Step One: Mapping of Grade 6 to Grade 8 objectives (National Curriculum)

In this mapping, we relied on the **1997 general objectives** and detailed objectives **No. 26 and No. 33**. In addition, shaded in **yellow** are the learning objectives enclosed in e-copy of the curriculum map **2-23/2024 on CRDP website**.

Important to note that the abridged curriculum copy of the **13 weeks** was **NOT found on CRDP website**.

It is also important to note that the objectives mapped under **grade 6** were selected as they align with the ones in grades 7 and 8 and serve as **prerequisites** to them. And it was extracted from the 2023-2024 version of the curriculum posted on CRDP's website.

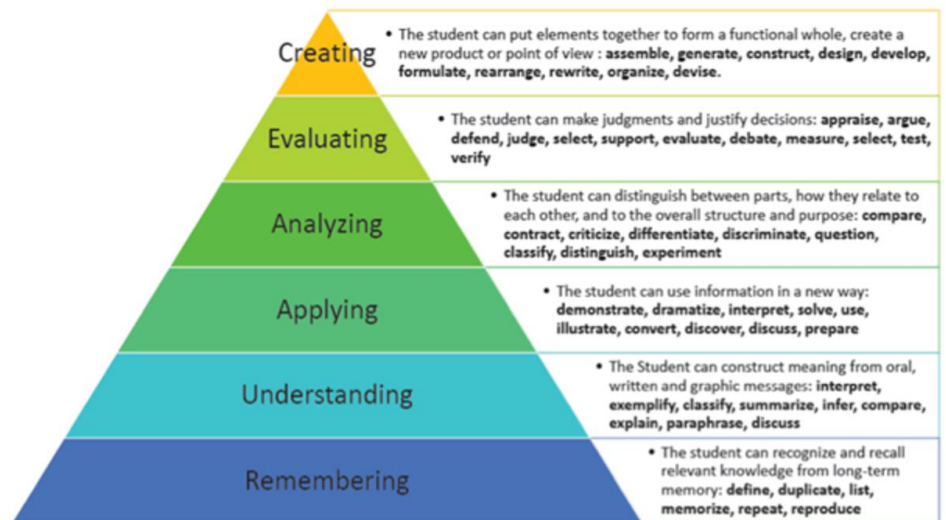
### Color code used for analyzing national curriculum:

- **Green** is used for objectives that were moved for better cognitive progressive alignment.
- **Red** is used to indicate discontinuity and / or highlight disconnected objectives.

### Step Two: Bloom's Taxonomy analysis of the mapped objectives (National Curriculum)

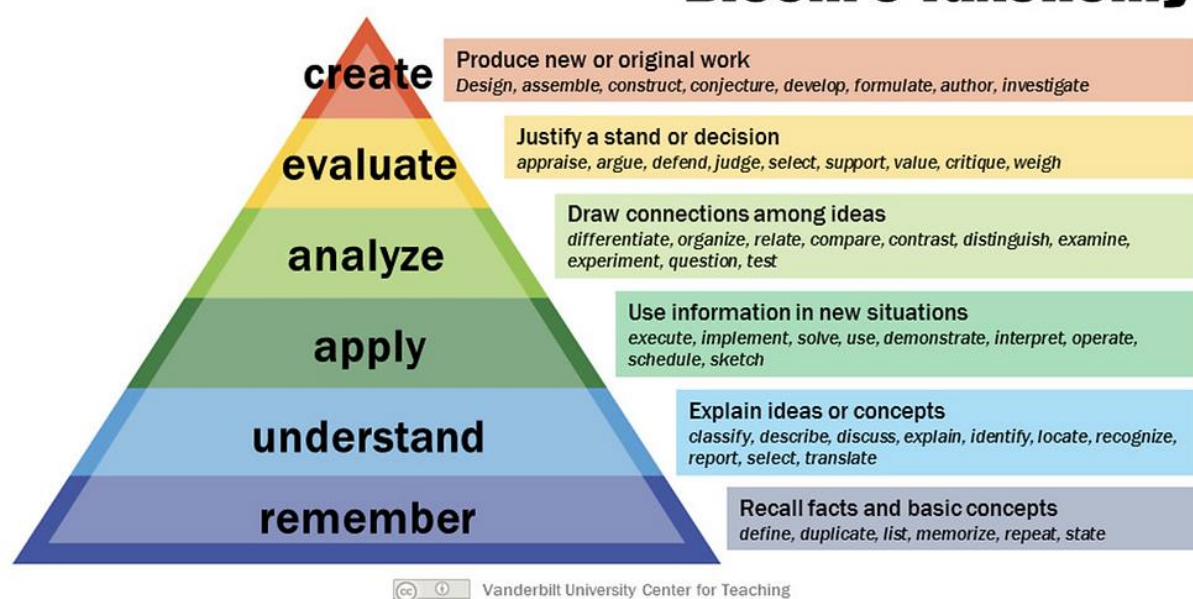
In step two, a horizontal analysis of the mapped objectives was done based on the revised Bloom's taxonomy (Krathwohl, 2002), adopted by CRDP with the related action verbs. This was done by rearranging the order of the objectives to reflect a proper cognitive progression. The comments section was used to note the rational or gaps.

Revised Blooms Taxonomy (Anderson and Krathwohl's Taxonomy 2001; Krathwohl's, 2002).



Revised Blooms Taxonomy (Anderson and Krathwohl's Taxonomy 2001; Krathwohl's, 2002).

# Bloom's Taxonomy



<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

Bloom's taxonomy action verbs

Remembering		Understanding		Applying		Analyzing		Evaluating		Creating	
To find or recall information		To construct meaning from written material or graphics.		To use information in new situations.		To draw connections among ideas.		To value information or ideas		To produce new or original work.	
Define	Name	Associate	Estimate	Calculate	Modify	Break Down	Experiment	Appraise	Measure	Compose	Formulate
Draw	Outline	Classify	Explain	Change	Organize	Categorize	Illustrate	Argue	Rank	Construct	Generate
Duplicate	Recall	Compare	Identify	Classify	Plot	Combine	Inspect	Assess	Rate	Create	Produce
Identify	Recognize	Comprehend	Indicate	Compile	Practice	Connect	Outline	Conclude	Recom-mend	Criticize	Propose
Label	Select	Demonstrate	Interpret	Compute	Present	Contrast	Predict	Convince	Score	Design	Revise
List	Show	Describe	Relate	Employ	Produce	Debate	Research	Estimate	Select	Develop	Rewrite
Match	State	Differentiate	Restate	Execute	Show	Differentiate	Separate	Evaluate	Support	Direct	
		Discuss	Select	Illustrate	Solve	Distinguish	Simplify	Grade	Test		
		Distinguish	Summarize	Implement	Use	Examine	Subdivide	Investigate			
		Translate		Map	Write			Justify			
				Model							

<https://uoeee.asu.edu/blooms-taxonomy>

Reading Skills			
1997 General Objectives	Grade 6 Detailed Objectives	Grade 7 Detailed Objectives	Grade 8 Detailed Objectives
<b>Grade 6</b> <ul style="list-style-type: none"> <li>- Scan text to locate specific information</li> <li>- Infer ideas, outcomes, attitudes, intentions etc</li> <li>- React to literature through art craft and dramatization</li> <li>- Identify and explain common analogies and proverbs</li> </ul>	Fill in a cloze passage on varied narrative texts	<b>Comprehend Written Discourse Using text related clues</b>  Fill in a cloze passage with appropriate word forms	<b>Comprehend Printed Discourse Using text related clues</b>  Fill in a cloze passage with appropriate chronological connectors / synonyms / paraphrases.
	Infer meaning from specific examples, definitions, or form general context	Identify <b>context clues</b> which help decode unfamiliar lexis	Reinforce the use of <b>context clues</b> which help decode unfamiliar lexis
	Recognize and provide synonyms, antonyms, homographs, and homophones	Match underlined vocabulary words to synonyms / antonyms/ definitions/ phrasal verbs.	Provide synonyms / antonyms / definitions / paraphrase verbs / idiomatic expression for items in the passage
	Interpret basic connotations of high frequency words	-----	Match a given word with its appropriate collocate.
<b>Grade 7</b> <ul style="list-style-type: none"> <li>- Identify context clues to decode unfamiliar lexis</li> <li>- Summarize information in written discourse</li> </ul>		<b>Demonstrate critical understanding of the text</b>	<b>Demonstrate critical understanding of the text</b>

<p><b>Grade 8</b></p> <ul style="list-style-type: none"> <li>- Supply suitable titles for written discourse</li> <li>- Identify main idea and supporting details in text</li> <li>- Use semantic and syntactic cues to infer meaning</li> <li>- Read poems aloud with proper rhythm and intonation</li> <li>- Make appropriate inferences about characters, themes, settings, etc</li> </ul>	-----	Select the appropriate outcome or conclusion	Provide an alternative outcome or conclusion
	Explain cause and effect relationships in narrative and informational texts	Identify cause – effect chains mentioned	Identify cause-effect events
	-----	Identify the author purpose	Discuss the authors purpose
	-----	Determine the author's attitude	Analyze the author's attitude
	-----	Select the context of an extract	Identify context of an extract
	-----	Interpret charts, graphs, tables, etc.	Interpret graphs, charts, tables, etc.
	-----	-----	Draw a suitable inference about a text based on personal experience
	Discuss main ideas and events	<b>Develop basic comprehension of appropriate Literature</b> Identify main characters, setting, and theme	<b>Develop basic comprehension of appropriate Literature</b> Discuss the main characters, setting, theme, and plot
	-----	State the problems faced by the main character(s)	Paraphrase the problem(s) which the main character faces
	-----	Summarize the plot, elements, of a story	Trace the development of character in the story
	-----	Design a poster / ad for a literary work.	Design a jacket / flyer/ ad for a specific literary work





## References

Anderson, L. W. and Krathwohl, D. R., et al (Eds..) (2001) A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Allyn & Bacon. Boston, MA (Pearson Education Group)

\*\*There is a newer (2013), abridged, less expensive version of this work.

Bloom, B.S. and Krathwohl, D. R. (1956) Taxonomy of Educational Objectives: The Classification of Educational Goals, by a committee of college and university examiners. Handbook I: Cognitive Domain. NY, NY: Longmans, Green

Krathwohl, D. R. (2002) A Revision of Bloom's Taxonomy. (PDF) in Theory into Practice. V 41. #4. Autumn, 2002. Ohio State University. Retrieved @ • Wilson's PDF anderson-and-krathwohl-revised-10-2016 • Wilson's PDF Example of using revised taxonomy

