Strengthening Teachers in Classroom Assessment Processes in Lower Secondary Education

LOWER SECONDARY EDUCATION YEAR 6

ENGLISH

CLASSROOM ASSESSMENT ACTIVITIES GUIDEBOOK

GENERAL DIRECTORATE OF MEASUREMENT,
EVALUATION AND EXAMINATION SERVICES

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Processes in Lower Secondary Education

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Foreword

English language education enables learners to understand and express meaning in a foreign language; communicate accurately, appropriately, and confidently in school, personal, and social contexts; and engage with different cultures while maintaining awareness of their own cultural identity. Within the Century of Türkiye Education Model, the English Language Curriculum is based on four field language skills-listening/watching-comprehension, reading-comprehension, speaking-expression, and writing-expression-and three supportive language skills-grammaring: selection and use, vocabulary: selection and use, and pronunciation: selection and use. These skills are integrated with conceptual skills, social-emotional learning skills, literacy skills, dispositions, and values. Through action-oriented, communicative, and socio-cultural approaches, learners use English in meaningful and authentic contexts.

For Year 6, the curriculum is set at A2.2, an adaptation of CEFR level A2, and organised around eight basic themes: School Life; Classroom Life; Personal Life; Family Life; Life in the Neighbourhood & City; Life in the World & Culture; Life in Nature & Global Problems; Life in the Universe & Future. The Year 6 curriculum adopts a semi-holistic/semi-inductive approach. Learners are expected to make meaning from spoken, audio-visual, and written input; select and use target vocabulary, grammatical language chunks, and pronunciation features appropriately; and construct meaningful oral and written content in age-appropriate communicative contexts. In this process, attention is given not only to the resulting response or product but also to evidence showing how learners understand content; classify, compare, and infer; organise and express meaning; make language choices; and review and improve their own work.

Within this framework, assessment and evaluation are treated as integral, ongoing processes that support and enhance learning. The activities bring together various forms of learning evidence, including listening/watching and reading responses, classifications, comparisons, inferences, oral and written production, the use of target vocabulary and language chunks, pronunciation, performance tasks, and self- and peer-reflection. This evidence helps teachers identify learners' strengths and areas for development, plan the next instructional step, and provide clear, evidence-based feedback. Learners use feedback to improve a listening or reading response, an oral or written production, a language choice, or another product; the relevant performance is then briefly reassessed to complete the formative assessment cycle.

As part of the Strengthening Teachers in Classroom Assessment Processes in Lower Secondary Education Project jointly implemented by the Ministry of National Education and UNICEF Türkiye, guidebooks have been prepared to support teachers' classroom-based assessment and evaluation practices and translate the curriculum's holistic, skill-based, and formative assessment approach into classroom practice. The Year 6 English Classroom Assessment Activities Guidebook prepared within this framework, provides English teachers with examples of classroom activities and assessment and evaluation tools.

The 16 activities in the book are based on selected learning outcomes and process components from the Year 6 section of the English Language Curriculum within the Century of Türkiye Education Model. The activities are designed to make learners' processes of comprehension, classification, comparison, inference, oral and written production, the selection and use of vocabulary and grammatical language chunks, pronunciation, interaction, and reflection observable. Assessment therefore considers both the product and the thinking, communication, and language-use processes through which the learner produces it. For the book to be used effectively and purposefully, the following points should be considered:

- Activities should be implemented within the theme in which the relevant learning outcomes and process components are addressed. Assessment should consider not only accuracy and task completion but also how the learner makes meaning from listening/watching or reading; uses details and clues; classifies, compares, and infers; selects and uses target vocabulary, language chunks, and pronunciation features; constructs oral or written content; communicates meaning; and explains or revises a response. These processes should also be treated as learning evidence.
- During implementation, learners' readiness levels, learning pace, interests, needs, and learning profiles, as well as classroom and school conditions, should be taken into account. When necessary, the way the activity is presented, the materials used, the support provided, and the implementation arrangements may be adapted while preserving the targeted learning outcome and process components. Supporting and Expansion activities may be planned on the basis of the learning evidence obtained.
- Implementation time may vary according to learners' readiness levels and learning pace, the scope and cognitive and linguistic demands of the task, and classroom conditions. Tasks and instructions should be clear, comprehensible, and appropriate to learners' language level. Where the activity requires them, listening/watching materials, reading texts, visuals, word and phrase banks, audio and video content, real-life materials, and digital technologies should be used to support implementation.
- Worksheets, answer keys and/or acceptance criteria, analytic scoring rubrics, observation forms or checklists, performance tasks, self-assessment and peer-feedback forms, and other assessment and evaluation tools should be selected and used together as appropriate to the

purpose of the activity. In addition to scores and correct-answer information, assessment should consider learners' comprehension; use of details and clues; classifications, comparisons, and inferences; oral and written content; use of target vocabulary and language chunks; pronunciation and intelligibility; interaction; justification; and review of their own work. The findings should inform feedback and the planning of the next instructional step.

- The feedback examples in the book should be used as a framework to guide teachers. Feedback should be based on concrete learning evidence produced by the learner and should clearly identify a strength, an area for improvement, and one next step that can be applied immediately. Learners should be given an opportunity to use the feedback to revise a listening or reading response, an oral or written production, a language choice, or another product and demonstrate their progress; the relevant performance should then be reassessed briefly.
- The results obtained from the activities should be used to identify learners' strengths, learning needs, language development, use of English, and communication skills. Based on this evidence, instruction can be adjusted, appropriate Supporting or Expansion activities can be planned, and learners' development can be monitored in subsequent activities.

We hope that this book will serve as a practical resource to support English teachers in planning classroom-based assessment and evaluation and help learners develop their ability to make meaning, communicate, use English accurately and appropriately, respond to feedback, and improve their own learning.

Explanations of the Subheadings Used in the Activities

Theme and Learning Area: Indicates the language-skill learning area and theme in which the activity is situated within the curriculum. The theme integrates related communicative content, sub-themes, target vocabulary, grammatical language chunks, pronunciation, social language content, and language skills. Within this framework, the theme determines the context of the activity, the learning evidence to be elicited, and the field and supportive skills to be observed.

Learning Outcomes and Process Components: Explain the performance learners are expected to demonstrate by applying their English knowledge and skills within the theme. The learning outcomes and process components are reproduced as stated in the curriculum. Tasks, learning evidence, and assessment criteria are aligned to make both the expected performance and the observable steps in the skill process visible.

Activity Name: Gives a brief, clear name that reflects the activity's main English-language task, content, or real-life communicative context. It helps learners recognise the focus of the activity at a glance.

Materials: Lists the materials and resources learners use to complete the task, including listening/watching or reading texts, visuals, audio or video resources, word and phrase banks, cue cards, worksheets, real-life materials, and digital content. Tools used to record, score, or evaluate performance against criteria are listed under Assessment and Evaluation Tools.

Assessment and Evaluation Tools: Lists the tools used to elicit evidence of the learner's performance in relation to the learning outcomes and process components, record that evidence, and evaluate it against criteria. These may include worksheets, answer keys and/or acceptance criteria, observation forms or checklists, analytic scoring rubrics, performance tasks, self-assessment forms, peer-feedback forms, and similar tools.

Activity Implementation Guidelines and Stages: Explain how the activity is implemented and the sequence of classroom procedures. The process is organised in a sequence appropriate to the activity and may include sharing the activity's purpose and assessment criteria, implementing the task, collecting learning evidence, enabling learners to review their work, providing feedback, making necessary revisions, and reassessing progress.

Feedback and Guidance

Refers to the process of guiding learners to improve their English performance on the basis of concrete learning evidence, such as a listening or reading response, vocabulary or language-chunk use, pronunciation, oral or written production, classification, comparison, inference,

interaction, or justification. Feedback identifies an evidence-based strength, an area for improvement, and one clear next step that the learner can apply immediately. The learner is then given an opportunity to use this guidance to revise or retry the work and demonstrate progress.

Level: Indicates the quality of the learner's observed performance against a specific criterion in an analytic scoring rubric. The following levels are used in the activities: Proficient, Developing, Beginning, and Performance Not Observed.

Differentiation: Refers to adapting the teaching and assessment process to learners' readiness levels, learning pace, interests, needs, and learning profiles while preserving the targeted learning outcome and the core assessment focus. Adaptations are organised under Supporting and Expansion.

Supporting: Includes learning-teaching practices adapted in terms of environment, content, process, or product for learners who need more time, repetition, or other assistance to access the same learning outcome. Such support may include visual or contextual aids, reduced input, word or phrase banks, models, cue cards, sentence starters, replay or rereading, guiding questions, structured steps, peer support, or brief opportunities to retry. Alternative representations, additional examples, digital technologies, and short, focused practice may also be used according to learners' needs.

Expansion: Includes practices that provide learners who demonstrate the expected performance with expanded and in-depth learning opportunities. These practices enable learners to apply their English knowledge and skills in deeper, more complex, or different communicative contexts and may include adding relevant details, working with new prompts, comparing content, transferring target vocabulary or language chunks to new contexts, responding to follow-up questions, creating additional oral or written content, making interdisciplinary connections, and producing original or digital products.

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ACTIVITIES

ACTIVITY 1

ENGLISH / YEAR 6

Theme and Learning Area	Theme 1 - School Life
Learning Outcomes and Process Components	ENG.6.1.L3. Students can make meaning of/derive meaning from the current content on "school life with roles, and responsibilities at school; school routines; national days and celebrations" through significant details by listening/watching it carefully. *b) Students make important and necessary classifications in the current content that help them to understand it better with details.* *c) Students make important and necessary comparisons in the current content that help them to understand it better with details.* ENG.6.1.S4. Students can construct a new verbal content on "school life with roles, and responsibilities at school; school routines; national days and celebrations" by speaking accurately, efficiently, and authentically. *c) Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*

Activity Name: Listen, Plan, Perform: Emma's School Life

Materials	Assessment and Evaluation Tools
Theme 1 listening audio.mp3; school-life visual prompts; Smart Board/ audio player; pencils.	Student Listening Worksheet and Answer Key (Appendices 1 and 4); Peer-Feedback and Revision Card (Appendix 2); Analytic Scoring Rubric (Appendix 3).

Activity Implementation Guidelines and Stages

Preparation and Success Criteria

The teacher...

- shares the purpose of the activity and the success criteria in Appendix 3 before the activity begins and explains what the performance levels mean.
- shows school-life visuals and asks students to predict Emma's routines, role, responsibilities, and a possible national-day celebration.
- distributes the Student Listening Worksheet in Appendix 1 and asks students to complete the listening tasks individually before answers are discussed.

Activity A - Listening for the Main Idea

The teacher...

- plays the audio once without pausing and asks students to identify the main idea in Activity A.
- checks the class response only after students have recorded their individual answers.

Activity B - Listening for Significant Details

The teacher...

- plays the audio a second time and asks students to complete the significant-detail items in Activity B.
- records the initial evidence before replaying any section for students who need a focused second check.

Activity C - Classifying Details

The teacher...

- asks students to classify each detail as a Routine, Role/Responsibility, or Celebration and to use the information heard in the audio as evidence.
- briefly checks the classifications and asks students to correct any category that is not supported by the audio.

Activity D - Comparing Details

The teacher...

- asks students to compare Emma's library routine with her basketball routine by identifying the frequency words in the audio.

- asks students to decide which activity happens more often and to record the two frequency words that support the comparison.

Activity E - Quick Speaking Notes

The teacher...

- uses Emma's talk as the model and draws attention to the simple organisation of a school-life talk without teaching grammar rules explicitly.
- asks students to prepare keywords only for a short talk about their own school life; full sentences or a full script are not written before the first performance.
- reminds students to include a school routine, a role or responsibility, a national day or celebration at school, and at least two frequency adverbs.

Activity F - Performance 1 and Peer Feedback

The teacher...

- organises students in pairs. One student speaks from keywords while the listener completes the Peer-Feedback and Revision Card in Appendix 2; then the roles are changed.
- moves among pairs and gives brief, evidence-based feedback by using the same success criteria that were shared at the beginning.
- asks each student to identify one clear next-step target from the peer and teacher feedback.

Activity G - Revision and Performance 2

The teacher...

- allows students to revise only their keywords and rehearse briefly in response to the selected next-step target.
- organises a second performance with a new partner or small group and asks students to apply the selected feedback.
- uses the Analytic Scoring Rubric in Appendix 3 for the final speaking judgement. When scoring every student live is not practical, the teacher uses rotating assessment turns or a brief audio recording under the same task conditions, if classroom conditions permit.
- provides focused support and another opportunity to respond when the evidence shows that a student has not yet demonstrated the targeted performance.

Feedback and Guidance

Feedback is not used as a set of ready-made sentences for every student. It is adapted to evidence from the student's listening responses and spoken performance. Whenever possible, all criteria are considered; otherwise, at least two critical criteria are addressed. Each message includes a strength with evidence, a development need linked to a criterion, and one clear next step. Students then revise and perform again.

Level	Task-Specific Feedback Example
Proficient	Your talk covered the three school-life areas and used "usually" and "often" accurately. You could keep this clarity while answering one short follow-up about your responsibility.
Developing	Your school-life content was understandable, but one frequency phrase was unclear. You could revise that sentence with the model word order and repeat it in Performance 2.
Beginning	You gave a clear routine but needed prompts for the responsibility or celebration. You could add one keyword for each missing part and try the talk again.
Performance Not Observed	No assessable speaking evidence was produced. The teacher checks access needs, provides visual or keyword support, and offers a new response opportunity; this is not treated as low-quality performance.

Guidance for missing or incorrect learning evidence

- For inaccurate classification or comparison, the teacher replays the relevant segment after the initial response, uses a Routine / Role-Responsibility / Celebration organiser, and asks students to identify "often" and "sometimes".
- For incomplete spoken content, the teacher provides a three-part cue card for routine, role/responsibility, and national day/celebration.
- When target language makes meaning unclear, the teacher points to one model chunk and asks the student to revise one sentence before trying again.
- When pronunciation or fluency blocks understanding, the teacher models or backchains one short phrase, allows brief rehearsal, and provides another attempt.

Differentiation

Supporting

The teacher can...

- provide a three-column visual organiser (Routine / Role-Responsibility / Celebration) and a small frequency-adverb word bank.
- replay one relevant audio segment after the initial response has been recorded, keeping the same listening outcome.
- provide a three-part keyword cue card, a supportive peer, and feedback on one manageable criterion before the second speaking attempt.

Expansion

The teacher can...

- ask students to compare one of their own school routines with Emma's routine by using frequency information.
- ask one unprepared follow-up question about the student's school role/responsibility or a national-day celebration.
- limit Performance 2 to three keyword prompts and ask for one relevant added detail using the same target vocabulary and frequency language.

APPENDIX 1

Student Listening Worksheet

Emma's School Days

A. Listen and find out what Emma talks about.

☐ a weekend trip with her classmates.

☐ her school routines, responsibilities, and a national-day celebration.

☐ the rules of a basketball competition.

B. Listen again and fill in the blanks in the sentences.

1. Emma usually arrives at school at _____.
2. She has _____ lessons every weekday.
3. She often studies in the _____ after school.
4. She sometimes plays basketball on _____ and _____.
5. Her school role is _____.
6. Before Republic Day, she decorates _____.

C. Write R (Routine), RR (Role/Responsibility), or C (Celebration).

1. Emma greets her teachers before the first lesson. _____
2. Emma is a class volunteer and helps her classmates. _____
3. Emma decorates the school hall before Republic Day. _____
4. Emma finishes her homework in the evening. _____

D. Listen again and compare these two details.

Emma studies with her friends in the library after school. **Frequency word:** _____

Emma plays basketball on Tuesdays and Thursdays. **Frequency word**: _____

Which happens more often? ☐ studying in the library ☐ playing basketball

The two words that helped me decide are _____ and _____.

E. Quick Speaking Notes

Use keywords only, not a full script. Prepare a short talk about your school life. Include at least two frequency adverbs.

My school / opening	_____ _____
One school routine + frequency	_____ _____
My role or responsibility	_____ _____
A national day / celebration at school	_____ _____
Why I like my school / closing	_____ _____

APPENDIX 2

Peer-Feedback and Revision Card

Listen to your partner's first performance. Mark Yes or Not yet and write a short piece of evidence you heard.

Success criterion	Yes	Not yet	Evidence I heard
The talk includes a school routine, a role/ responsibility, and a national day/celebration.	☐	☐	
The speaker uses relevant school-life vocabulary and frequency adverbs.	☐	☐	
The ideas are clear and easy to follow.	☐	☐	
The speech is understandable and is delivered from keywords rather than a full script.	☐	☐	

One strength + evidence:

_____

One clear next step:

_____

My next-step target for Performance 2:

_____

Revised keywords:

_____

_____

_____

_____

APPENDIX 3 - CRITERIA AND ANALYTIC SCORING RUBRIC

Success Criteria

- I can classify significant listening details as Routine, Role/Responsibility, or Celebration.
- I can compare two listening details by using evidence from frequency words.
- I can give a short school-life talk from keywords, including a routine, a role/responsibility, and a national day/celebration.
- I can use relevant school-life vocabulary, Present Simple, and frequency adverbs so my meaning is clear.
- I can speak clearly enough to be understood without reading a full script.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
1. Content coverage and relevance	Includes a school routine, a role/responsibility, and a national day/celebration with relevant details; stays on topic.	Includes all three required areas, but one is given only as a label/short phrase or without a relevant detail.	Mentions one or two required areas and needs a prompt to add missing school-life information.	No assessable spoken evidence is produced for this criterion.
2. Target language use	Uses relevant school-life vocabulary, Present Simple, and at least two frequency adverbs accurately enough that meaning stays clear throughout.	Uses target vocabulary and frequency adverbs; errors in target forms occur, but the intended meaning remains clear without clarification.	Uses familiar words or chunks; errors in target forms require a prompt or reformulation for the message to be understood.	No assessable spoken evidence is produced for this criterion.
3. Organisation and coherence	Presents the opening and main points in a logical sequence similar to the model; ideas connect clearly.	Main points are generally ordered, but one idea is out of sequence or disconnected.	Gives isolated or loosely ordered ideas and needs a prompt to continue or organise them.	No assessable spoken evidence is produced for this criterion.

Total Score	..... / 9
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested Score Ranges	7-9 Proficient | 4-6 Developing | 1-3 Beginning | 0 Performance Not Observed (only when no assessable evidence exists for all criteria).
Use Note	The total score provides a general view. Feedback, supporting/expansion decisions, and follow-up are based on the student's criterion profile rather than the total score alone.

APPENDIX 4

Answer Key and Audio Script

Answer Key

A. Her school routines, responsibilities, and a national-day celebration.

B. 1) 8:30 2) six 3) library 4) Tuesdays and Thursdays 5) class volunteer 6) the school hall

C. 1) R 2) RR 3) C (also accept RR) 4) R

D. often; sometimes; studying in the library; the evidence words are "often" and "sometimes".

Audio Script

Hello! My name is Emma, and I study at Green School. I usually arrive at school at eight thirty. We have six lessons every weekday. I always greet my teachers before the first lesson. English is my favourite subject because our teacher makes the lessons fun. I often study with my friends in the library after school. On Tuesdays and Thursdays, we sometimes play basketball during the lunch break. I am also a class volunteer. I help my classmates and prepare the classroom for special days. Before Republic Day, I decorate the school hall with my friends. I always finish my homework in the evening. I like my school because everyone is kind and helpful.

ACTIVITY 2

ENGLISH / **YEAR 6**

Theme and Learning Area	Theme 1 - School Life
Learning Outcomes and Process Components	ENG.6.1.P1. Students can select and use the target phonological elements of the current content about "school life with roles, and responsibilities at school; school routines; national days and celebrations" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. *e) Students use the target theme-specific phonological elements of the current content appropriately, spontaneously, and effectively when communicating with others.*

Activity Name: Find the Stress and Follow the Intonation

Materials

Theme 1 listening audio(1).mp3 (contextual audio); Student Pronunciation Worksheet; target School Life word cards; stress and intonation cue cards; board/Smart Board; audio player; pencils.

Assessment and Evaluation Tools

Student Pronunciation Worksheet and Answer Key (Appendices 1 and 4); Peer-Feedback and Revision Card (Appendix 2); Analytic Scoring Rubric (Appendix 3).

Activity Implementation Guidelines and Stages

Preparation and Success Criteria

The teacher...

- shares the purpose of the activity and the success criteria in Appendix 3 before the activity begins and explains what the performance levels mean.
- briefly reminds students that the target phonological element for Theme 1 is the intonation of positive statements; word stress is practised as supporting pronunciation awareness.

- distributes the Student Pronunciation Worksheet in Appendix 1 and prepares the target school-life word cards.

Activity A - Listen, Repeat, and Clap

The teacher...

- models the ten target school-life words and asks students to repeat them first as a class and then in pairs.
- asks students to clap or tap once on the stressed syllable and to notice the stress-marked model without explaining a word-stress rule.
- uses the uploaded Theme 1 listening audio as contextual input for school-life statements, but does not rely on it as the pronunciation model for all ten isolated target words.

Activity B - Mark the Word Stress

The teacher...

- asks students to complete the word-stress table individually by dividing the words into syllables and marking the stressed syllable.
- checks the answers after individual evidence has been recorded and gives a brief re-model only for words that need another attempt.

Activity C - Notice the Intonation of Positive Statements

The teacher...

- plays or models short positive statements about school life and uses a downward hand movement or arrow to make the end contour noticeable.
- asks students to mark the intonation arrow at the end of each statement and repeat the statements with the target contour.
- keeps the focus on meaning and sound in context; no explicit phonological rule or technical terminology is taught.

Activity D - Pair Practice and Peer Feedback

The teacher...

- asks each student to select two target word cards and produce a positive statement about school life for each card without writing a full script.
- organises pair practice. The listener completes the Peer-Feedback and Revision Card in Appendix 2 by recording evidence for intonation, target-word pronunciation, and intelligibility.

- gives brief evidence-based oral feedback and asks each student to choose one clear next-step target.

Activity E - Revise and Perform Again

The teacher...

- allows students to rehearse the selected statement briefly after marking a stress cue or intonation arrow only if needed.
- asks students to say the revised statement again and then respond to one new target word card so that the phonological feature is used in a new school-life context.
- uses the Analytic Scoring Rubric in Appendix 3 for the final judgement; in a crowded class, final oral evidence can be collected through rotating assessment turns under the same task conditions.
- provides another supported response opportunity when no assessable oral evidence is produced; absence of evidence is not interpreted as Beginning performance.

Feedback and Guidance

Feedback is not used as a set of ready-made sentences for every student. It is adapted to the oral evidence heard in the student's statement. Whenever possible, all rubric criteria are considered; otherwise, at least two critical criteria are addressed. Each message identifies a strength with evidence, a development need linked to a criterion, and one clear next step. The student then repeats or transfers the improvement to a new statement.

Level	Task-specific feedback example
Proficient	Your statement ended with a clear falling contour, and the target word was easy to understand. You could transfer the same sound pattern to a new school-life word card without using a marked model.
Developing	Your target word was understandable, but the statement ended with a rise. You could mark a downward arrow, listen to one model, and repeat the same statement before trying a new card.
Beginning	You produced the statement after a model, but the target stress and end contour were not yet clear together. You could practise one short statement with a stress mark and a downward arrow, then say it again from the word card.

Performance Not Observed

No-evidence note

If no assessable oral response is produced, Beginning is not assigned. Access needs are checked, support is provided, and another response opportunity is offered before an overall judgement is made.

Guidance for missing or incorrect learning evidence

- For unclear word stress, the teacher uses syllable boxes, a single stress dot, clapping/tapping, and one brief model before the student tries again.
- For unclear positive-statement intonation, the teacher contrasts a target model with a non-target contour, adds a downward arrow, and asks the student to imitate the whole short statement.
- When a target word is difficult to pronounce, the teacher backchains the word or short phrase and then returns it to the full statement.
- When spontaneous production is difficult, the teacher provides one sentence starter and one word card, then removes the starter for the second attempt.

Differentiation

Supporting

The teacher can...

- provide a smaller set of target word cards, stress-marked syllables, and a downward intonation arrow while keeping the same oral outcome.
- allow one additional listen-and-repeat cycle after the student's initial response has been recorded.
- provide one short positive-statement starter and pair the student with a supportive classmate before the second attempt.

Expansion

The teacher can...

- ask students to select three unmarked target word cards and create connected positive statements about school life while maintaining the target intonation.
- remove the visual intonation arrow and ask students to transfer the same phonological pattern to a new school-life statement.
- ask students to respond to one new word card immediately and explain which pronunciation feature they adjusted after the feedback.

APPENDIX 1

Student Pronunciation Worksheet

Find the Stress and Follow the Intonation

A. Listen to the model. Repeat each word. Clap once on the stressed syllable.

B. Divide each word into syllables and circle or CAPITALISE the stressed syllable. Then show the pattern with a filled dot (●) for the stressed syllable and an empty dot (○) for an unstressed syllable.

Example: LEAD-er ● ○

Word	Syllables	Stress pattern
leader		
guide		
celebrate		
festival		
assembly		
volunteer		
helpful		
successful		
parade		
flag		

C. Listen to or follow the teacher's model. Draw a line (for falling \, for rising /) at the end of each positive statement, then repeat it.

1. Our class leader helps the team. _____
2. We celebrate Republic Day at school. _____
3. The school assembly starts in the morning. _____
4. I volunteer for school projects. _____

D. Pair performance. Select two target word cards. Say one positive School Life statement for each word. Do not write a full script.

My first word: _____ My second word: _____

One statement I will improve after feedback: _____

My next-step target: _____

E. Perform again. Say the revised statement, then respond to one new word card using the same target intonation.

APPENDIX 2

Peer-Feedback and Revision Card

Listen to your partner's short School Life statements. Mark what you hear and write a brief piece of evidence.

Success criterion	Yes	Not yet	Evidence I heard
The positive statement ends with the target falling intonation.	☐	☐	
The target School Life word is pronounced clearly with the modelled stress.	☐	☐	
The statement is understandable and fits the School Life context.	☐	☐	

One strength I heard:

_____

One next step:

_____

My revised cue (stress mark or falling-line cue only):

_____

APPENDIX 3 - ANALYTIC SCORING RUBRIC

Success criteria to share before the activity

- I can use the target intonation at the end of a positive School Life statement.
- I can pronounce the target School Life word clearly with the modelled stress.
- I can use the pronunciation pattern in a short new School Life statement without reading a full script.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
1. Intonation of positive statements	Ends the positive School Life statements with a clear falling contour without a model; the contour supports the intended statement meaning.	Uses a falling contour after a brief cue; one statement may end flat or rise, but the intended message remains clear.	Produces the statement after modelling, but the end contour remains flat or rising and another model is needed for the target pattern.	No assessable spoken evidence is produced for this criterion.
2. Target-word pronunciation and stress	Pronounces the selected target School Life word clearly and places the modelled stress so the word is immediately recognisable in the statement.	The target word is understandable, but a stress shift or unclear sound requires one brief correction before the second attempt.	Produces the target word with syllable or stress-mark support; without that support, the word needs modelling before it is understandable in the statement.	No assessable spoken evidence is produced for this criterion.
3. Spontaneous contextual use and intelligibility	Selects a word card and produces an appropriate positive School Life statement independently; the whole statement is understandable without repetition.	Produces an appropriate statement after a brief content cue; a short repetition may be needed, but communication continues.	Uses a sentence starter or model to complete the statement and needs prompting to transfer the pronunciation pattern to a new word card.	No assessable spoken evidence is produced for this criterion.

Total Score	..... / 9
Overall Level	☐ Proficient ☐ Developing ☐ Beginning
Suggested Score Ranges	8-9 Proficient | 5-7 Developing | 3-4 Beginning. | 0-Performance Not Observed
No-evidence rule	If a criterion cannot be observed, record NE (No Evidence) and obtain another oral response before assigning an overall level. NE is not a performance level and is not interpreted as Beginning.
Use Note	The total score provides a general view. Feedback, supporting/expansion decisions, and follow-up are based on the criterion profile rather than the total score alone.

APPENDIX 4

Answer Key and Teacher Pronunciation Models

Answer Key for Word Stress

Word	Syllables	Stress pattern
leader	LEAD-er	● ○
guide	GUIDE	●
celebrate	CEL-e-brate	● ○ ○
festival	FES-ti-val	● ○ ○
assembly	as-SEM-bly	○ ● ○
volunteer	vol-un-TEER	○ ○ ●
helpful	HELP-ful	● ○
successful	suc-CESS-ful	○ ● ○
parade	pa-RADE	○ ●
flag	FLAG	●

Teacher Models for Positive-Statement Intonation

Our class leader helps the team. (falling contour)

We celebrate Republic Day at school. (falling contour)

The school assembly starts in the morning. (falling contour)

I volunteer for school projects. (falling contour)

Audio-use note

The uploaded Theme 1 audio is used as contextual School Life input and contains affirmative statements from the theme. It is not treated as a complete isolated-word pronunciation recording for all ten target words; the teacher models the target words directly or uses a separate teacher-prepared pronunciation model.

ACTIVITY 3

ENGLISH / **YEAR 6**

Theme and Learning Area	Theme 2 - Classroom Life
Learning Outcomes and Process Components	ENG.6.2.L3. Students can make meaning of/derive meaning from the current content on "classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50" through significant details by listening/watching it carefully. *b) Students make important and necessary classifications in the current content that help them to understand it better with details.* ENG.6.2.S4. Students can construct a new verbal content on "classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50" by speaking accurately, efficiently, and authentically. *c) Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*

Activity Name: Classroom Chronicles: Numbers with Meaning

Materials

Theme 2 listening.mp3; classroom picture set; Smart Board/audio player; Student Worksheet; pencils.

Assessment and Evaluation Tools

Student Worksheet and Answer Key (Appendices 1 and 3); Analytic Scoring Rubric (Appendix 2).

Activity Implementation Guidelines and Stages

Preparation and Success Criteria

The teacher...

- shares the purpose of the activity and the success criteria in Appendix 2 before the activity begins and explains what the performance levels mean.
- shows the classroom picture set and asks students what kinds of people, objects, lesson-order words, and numbers they might hear in a description of classroom life.
- distributes the Student Worksheet in Appendix 1 and reminds students that the first listening response is recorded before any focused replay or support is given.

Activity A1 - Listening and Classifying Significant Details

The teacher...

- plays the audio once without pausing and asks students to listen for significant details about Mrs Brown's classroom.
- asks students to classify what they hear under People, Objects, Cardinal Numbers 100-500, and Ordinal Numbers 1-50.
- checks the classifications after individual responses are recorded; details outside the target number ranges may be discussed as revisional language rather than scored target evidence.

Activity A2 - Timetable and Number Details

The teacher...

- plays the audio again and asks students to complete the timetable using the lesson-order information and subjects they hear.
- asks students to answer the three classroom-detail questions about students, books, and pictures.
- uses a focused replay only after the initial evidence has been recorded when students need to check a specific detail.

Activity A3 - Identifying the Classroom from Evidence

The teacher...

- asks students to choose the classroom picture that matches Mrs Brown's description.
- asks students to write two details from the audio that support their choice before the class answer is confirmed.

Activity B1 - Model: Classroom Numbers with Meaning

The teacher...

- writes four classroom-life numbers on the board: two cardinal numbers between 100 and 500 and two ordinal numbers between 1st and 50th.
- models how each number can be connected to a classroom, daily/study routine, or learning-activity detail in one clear spoken sentence.
- asks short model questions such as "What does 325 mean?" and "What does 12th mean?" and answers without presenting a full written script.

Activity B2 - Preparing Number Prompts

The teacher...

- asks each student to choose four number prompts related to classroom or school life: at least two cardinal numbers from 100-500 and two ordinal numbers from 1st-50th.
- asks students to write only the number and a few keywords for its meaning; full sentences or a full speech are not written.
- allows students to use factual or plausible school-life information so that the language task remains accessible and meaningful.

Activity B3 - Performance 1 and Formative Feedback

The teacher...

- asks a partner or the teacher to point to the four number prompts in an unpredictable order; the student explains each meaning orally and answers one short follow-up question.
- observes the performance using the success criteria and gives brief evidence-based feedback on a strength, a development need, and one clear next step.
- asks the student to revise one keyword prompt or language choice in response to the feedback.

Activity B4 - Performance 2 and Final Judgement

The teacher...

- asks the student to give the number explanations again in a different order and to apply the selected feedback without reading a full script.
- uses the Analytic Scoring Rubric in Appendix 2 for the final speaking judgement; in crowded classes, final oral evidence can be collected through rotating assessment turns under the same task conditions.

Feedback and Guidance

Feedback is not used as a fixed sentence for every student. It is adapted to evidence from the listening worksheet and the student's spoken number explanations. Whenever possible, all criteria are considered; otherwise, at least two critical criteria are addressed. Each feedback message identifies a strength with evidence, a development need, and one clear next step. The student then revises one prompt or language choice and performs again.

Level	Task-specific feedback example
Proficient	You explained 325 and 12th clearly and linked each number to a classroom detail without reading a script. You could keep the same clarity when answering the follow-up question in a different order.
Developing	Your meaning for 142 was clear, but "twelfth" needed a correction. You could rehearse that ordinal once and then repeat the same number-meaning pair in Performance 2.
Beginning	You explained one classroom number, but you needed a prompt to include an ordinal number. You could add one keyword such as "12th - project day" and try that part again.
Performance Not Observed	No assessable speaking evidence was produced. The teacher checks access needs, provides a number/keyword prompt or a short model, and offers a new response opportunity; this is not treated as low-quality performance.

Guidance for missing or incorrect learning evidence

- For inaccurate listening classifications, the teacher replays only the relevant segment after the initial response, uses the four-category organiser, and asks the student to identify which detail belongs in which category.
- For difficulty with cardinal or ordinal number forms, the teacher provides a small number-word bank and models one target example before the student tries the item again.
- For incomplete speaking explanations, the teacher provides the frame "_____ means _____ in my classroom/school life" or one equivalent model and then removes the frame gradually.
- When pauses or pronunciation make the explanation difficult to understand, the teacher models one short number phrase, allows brief rehearsal, and provides another attempt under the same task conditions.

Differentiation

Supporting

The teacher can...

- provide the four-category listening organiser with one example already placed and replay one relevant segment after the initial response has been recorded.
- provide a compact cardinal/ordinal word bank and number-to-word examples from the audio, such as 142 / one hundred and forty-two and 12th / twelfth.
- allow the student to work with three speaking prompts first, provided that both a target cardinal and a target ordinal number are included, and then add the fourth prompt for the second attempt.
- provide one sentence frame and a supportive rehearsal partner before Performance 2 while keeping the same speaking outcome.

Expansion

The teacher can...

- ask students to add one more target-range number and connect it to a study routine or learning activity using the same classroom-life content.
- ask one unprepared follow-up question that requires the student to clarify why a selected number is important in classroom or school life.
- ask students to present the number prompts in a new order with only the numbers visible and no keywords, deepening independence without changing the learning outcome.

APPENDIX 1

Student Worksheet

Classroom Chronicles: Numbers with Meaning

Activity A - Classroom Chronicles

A1. Listen once. Classify the significant details you hear.

People	Objects	Cardinal Numbers	Ordinal Numbers

A2. Listen again. Complete the timetable and answer the detail questions.

Lesson Order	Subject
First Lesson	
Second Lesson	
Third Lesson	
Fifth Lesson	
Seventh Lesson	

1. How many students are there in the classroom? _____
2. How many books are there on the shelves? _____
3. How many pictures are there on the wall? _____

A3. Which classroom matches Mrs Brown's description?



1



2



3

My answer: Picture _____

Two details from the audio that support my choice:

1. _____

2. _____

Activity B. Prepare four prompts. Write only the number and a few keywords - not a full sentence or script. Use at least two cardinal numbers from 100-500 and two ordinal numbers from 1st-50th.

#	Number	Keywords for its meaning
1		
2		
3		
4		

After Performance 1, revise one prompt or language choice:

My revised keyword(s): _____

The change I will apply in Performance 2: _____

APPENDIX 2 - ANALYTIC SCORING RUBRIC

Success Criteria

- I can use classroom-life information with target cardinal numbers from 100-500 and ordinal numbers from 1st-50th.
- I can explain what my numbers mean clearly and accurately.
- I can organise my explanations so the listener can follow them.
- I can speak from number/keyword prompts without reading a full script and remain understandable.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
1. Classroom-life content and target number range	Explains four number prompts: at least two cardinals from 100-500 and two ordinals from 1st-50th; each is connected to a relevant classroom, routine, or learning-activity detail.	Explains four prompts and includes both target number types; one prompt has an unclear school-life connection or one target-range form is used incorrectly once.	Explains one or two prompts meaningfully and needs a prompt to include both target number types or connect the numbers to classroom life.	No assessable spoken evidence is produced for this criterion.
2. Accuracy of number expressions and meaning	Says the target cardinal/ordinal forms and their meanings accurately enough that the listener understands each number-meaning pair without correction.	One number form or sentence needs self-correction or brief clarification, but the intended meaning remains understandable.	Needs a model or prompt for a target number form or sentence before the intended meaning can be understood.	No assessable spoken evidence is produced for this criterion.
3. Classroom language and organisation	Uses relevant classroom-life vocabulary and presents the number-meaning pairs in a clear sequence; each explanation is complete and on topic.	Uses relevant classroom-life language; one explanation is fragmentary or the sequence briefly becomes unclear, but the listener can still follow the message.	Uses isolated words/chunks and needs a prompt to turn a number into a complete classroom-life explanation.	No assessable spoken evidence is produced for this criterion.
4. Fluency, intelligibility, and independence	Speaks from numbers/keywords at a steady pace, answers the short follow-up, and remains understandable without reading a full script.	Pauses between prompts or repeats a short phrase, but continues independently and remains understandable without relying on a full script.	Needs a prompt, model, or written sentence to continue; parts of the explanation require repetition to be understood.	No assessable spoken evidence is produced for this criterion.

Total Score	..... / 12
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested Score Ranges	10-12 Proficient | 6-9 Developing | 1-5 Beginning | 0 Performance Not Observed (only when no assessable evidence exists for all criteria).
Use Note	The total score provides a general view. Feedback, supporting/expansion decisions, and follow-up are based on the student's criterion profile rather than the total score alone.

APPENDIX 3

Answer Key and Audio Script

Answer Key

A1. People: Mrs Brown, students. Objects: books, pictures. Cardinal numbers 100-500: 325, 142, 250. Ordinal numbers 1-50: first, second, third, fifth, seventh, 12th.

A2. First Lesson - Math; **Second Lesson** - Science; **Third Lesson** - English; **Fifth Lesson** - Social Studies; **Seventh Lesson** - Music.

1. 28 students

2. 142 books

3. 250 pictures

A3. Picture 3. Supporting details may include the large number of books on the shelves and the many colourful pictures on the wall.

Audio Script

Hello everyone! My name is Mrs Brown. Welcome to our classroom, room number 325. We have a busy life here. Our first lesson starts at 8:30 and it is Math. Our second lesson is Science. Our third lesson is English. At 10:15, we have a break. After the break, we have our fifth lesson, which is Social Studies. There are 28 students in our classroom. At the end of the day, our seventh lesson is Music. School finishes at 3:20. In our classroom, there are 142 (one hundred and forty-two) books on the shelves. Today is a special day because it is our 12th (twelfth) day of the project. Look at the wall! There are 250 (two hundred and fifty) colourful pictures. We love learning together!

Teacher Model for Activity B - Numbers with Meaning

Model: The teacher uses two cardinal numbers (100-500) and two ordinal numbers (1st-50th) and explains what they mean in classroom or school life.

Number	Model meaning
325	Our classroom is room 325.
142	There are 142 books on the shelves.
12th	Today is the 12th day of our project.
5th	Our 5th lesson is Social Studies.

ACTIVITY 4

ENGLISH / YEAR 6

Theme and Learning Area	Theme 2 - Classroom Life
Learning Outcomes and Process Components	ENG.6.2.R3. Students can make meaning of / derive meaning from the current content about "classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50" by reading it carefully. *a) Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.* ENG.6.2.W4. Students can individually construct/form content for the assigned writing task on the current content "classroom life with daily and study routines; learning activities in the classroom; cardinal numbers 100-500; ordinal numbers 1-50". *c) Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*

Activity Name: My Classroom, My Dream Classroom

Materials

Student Worksheet; pencils; coloured pencils (optional); board/Smart Board.

Assessment and Evaluation Tools

Student Worksheet and Answer Key (Appendices 1 and 3); Peer-Feedback Form (Appendix 1); Analytic Scoring Rubric (Appendix 2).

Activity Implementation Guidelines and Stages

Preparation and Success Criteria

The teacher...

- shares the purpose of the activity and the success criteria in Appendix 2 before the activity begins and explains what the performance levels mean.
- distributes the Student Worksheet in Appendix 1 and reminds students that the reading text is first used to check predictions and then as a model for the writing task.
- draws attention to the Theme 2 context - classroom life, routines, learning activities, cardinal numbers 100-500, and ordinal numbers 1-50 - without teaching grammar rules explicitly.

Activity A1 - Making and Checking Predictions

The teacher...

- asks students to look only at the title and the clue box before reading and write two brief predictions about Emre's classroom life.
- asks students to read the text silently and then returns to each prediction.
- asks students to mark each prediction as Confirmed or Needs Revision and copy one short piece of evidence from the text that justifies the decision.

Activity A2 - Target Numbers and Timetable

The teacher...

- asks students to locate two cardinal numbers between 100 and 500 and two ordinal numbers between 1st and 50th in the text and record what each number means in context.
- asks students to complete Emre's timetable from the first to the fifth lesson.
- checks answers after students have first completed the task individually and compared one answer with a partner.

Activity A3 - Reading for Meaning

The teacher...

- asks students to answer the short comprehension questions in full sentences and refer directly to the reading text when needed.
- uses the routine sentence and the action-happening-now sentence in the text as contextual models for the later writing task without explaining grammatical formulas.

Activity B1 - Planning the Dream Classroom

The teacher...

- asks students to think about their current classroom and plan a dream classroom using the planning grid.
- asks students to select classroom-life content, at least two cardinal numbers from 100-500, two ordinal numbers from 1st-50th, target vocabulary for routines/learning activities, and two lesson or timetable details.
- asks students to draw a simple design if the drawing helps them organise their ideas; the drawing is used as planning support and is not scored separately.

Activity B2 - First Draft

The teacher...

- asks students to write a 6-8 sentence description using the reading text as a model rather than copying it.
- asks students to include one sentence about a regular routine and one sentence about an action happening now, using the target language chunks in context.
- reminds students to use selected target words and number forms naturally in a classroom-life message rather than listing language items.

Activity B3 - Peer Feedback and Revision

The teacher...

- pairs students and asks the reader to use the Peer-Feedback Form in Appendix 1 to identify evidence for the success criteria, one strength, and one clear next step.
- asks the writer to revise at least one sentence or language choice based on the feedback and record the change before producing the final version.
- gives brief teacher feedback when a student needs clarification about target vocabulary, number form, or a language chunk before revising.

Activity B4 - Final Writing and Assessment

The teacher...

- asks students to write the revised final version independently.
- assesses the final writing with the Analytic Scoring Rubric in Appendix 2 and uses the criterion profile to decide feedback and any further supporting or expansion activity.

Feedback and Guidance

Feedback is not used as a fixed sentence for every student. It is adapted to evidence from the prediction check, the reading responses, the first draft, and the final writing. Whenever possible, all criteria are considered; otherwise, at least two critical criteria are addressed. Each feedback message identifies a strength with evidence, a development need, and one clear next step. The student revises the relevant sentence or language choice and then produces the final version.

Level	Task-specific feedback example
Proficient	Your final paragraph links the target numbers to clear classroom details, and the sentences "We normally work in pairs" and "Today we are working in groups" show that you selected the language chunks appropriately. You could make one lesson detail more specific, so the reader sees how the dream classroom supports learning.
Developing	Your routine sentence and target vocabulary are clear, but one ordinal number does not yet show what it refers to. You could revise that sentence so the ordinal is linked directly to a lesson, project day, or timetable position.
Beginning	You have one meaningful classroom sentence and one target word, but you needed a frame to connect the number and the learning activity. You could use the planning grid to complete one target-number sentence, and one routine sentence before rewriting that part.
Performance Not Observed	No assessable final writing evidence was produced. The teacher checks access needs, provides a short model or planning prompt, and offers a new writing opportunity; this level is not treated as low-quality writing.

Guidance for missing or incorrect learning evidence

- When a prediction is confirmed or revised without evidence, the teacher asks the student to return to the relevant sentence and copy only the phrase that supports the decision.
- When students select numbers outside the target ranges, the teacher uses a small number card bank and asks them to replace the item with a cardinal number from 100-500 or an ordinal number from 1st-50th that fits the same classroom meaning.
- When target vocabulary is missing, the teacher highlights two or three useful words/chunks from the reading model, asks the student to choose one that matches the intended meaning, and then removes the prompt for the next sentence.

- When a routine and an action happening now are confused, the teacher models two short contextual examples from the reading and asks the student to adapt one example to the dream classroom without explaining a grammar rule.
- When the writing load is difficult, the teacher uses the planning grid to build four core sentences first and then asks the student to expand the final version to the required length after feedback.

Differentiation

Supporting

The teacher can...

- provide two prediction starters and highlight the clue box so students can make a manageable initial prediction before reading independently.
- provide a compact word bank with target learning-activity vocabulary, cardinal/ordinal number examples, and two contextual sentence starters for the first draft.
- use colour or symbols to distinguish a regular routine sentence from an action-happening-now sentence and ask students to adapt the models to their own classroom ideas.
- allow students to build four core sentences from the planning grid first; after feedback, the remaining details can be added to the final 6-8 sentence version.
- let students check one target number and one language chunk with a supportive peer before completing the final revision independently.

Expansion

The teacher can...

- ask students to add one concise comparison between their current classroom and dream classroom while keeping the same Theme 2 vocabulary and number content.
- ask students to include one additional target grammatical chunk from the Theme 2 content frame, such as a possessive adjective or a naturally used question tag, without turning the activity into a new grammar lesson.
- ask students to add one imaginative classroom feature only if they explain how it supports a learning activity by using the same target vocabulary and writing outcome.
- ask students to revise one sentence for greater precision by replacing a general classroom verb with a more specific target word such as review, practise, share, or work in groups.

APPENDIX 1

Student Worksheet

My Classroom, My Dream Classroom

Activity A - My Classroom

A1. Before you read, look at the title and the clue box. Write two predictions. After reading, check each prediction and add evidence from the text.

Clues: first lesson | work in pairs | 240 | eighth		
My prediction	**After reading**	**Evidence from the text**
	☐ Confirmed ☐ Needs Revision	
	☐ Confirmed ☐ Needs Revision	

Read the text silently.

Hi! I'm Emre, and I'm ten years old. Welcome to my school! Our classroom is always active, noisy, and full of fun. We are in room 204.

There are 35 students in our class - 18 girls and 17 boys. On the teacher's list, I am the eighth student, and my best friend, Can, is the fifteenth. In our room, we have 35 blue desks and 35 comfortable chairs. We also have a colourful reading corner with 240 storybooks and 120 activity cards.

Every day, we follow a busy routine. In the first lesson, we usually read short stories in Turkish together. In the second lesson, we solve maths problems on the board. In the third lesson, we do science experiments. The fourth lesson is my favourite because I love drawing animals and painting landscapes. In the fifth lesson, we learn English. We normally work in pairs and share our answers. Today, we are working in groups on a classroom project, and our teacher is marking our first task.

During break time, we talk about our day and share snacks. We enjoy learning together and helping each other every day!

A2. Find two target cardinal numbers (100-500) and two target ordinal numbers (1st-50th). Write what each number means in the text.

Type	Number	Meaning in the text
Cardinal number		
Cardinal number		
Ordinal number		
Ordinal number		

A3. Read again and complete Emre's timetable.

Lesson Order	Subject
First Lesson	
Second Lesson	
Third Lesson	
Fourth Lesson	
Fifth Lesson	

A4. Answer the questions in full sentences.

1. How many storybooks are there in the reading corner? _____

2. What do the students normally do in pairs? _____

3. What are the students doing today? _____

4. Why is the fourth lesson Emre's favourite? _____

5. Write one detail from the text that shows Emre enjoys classroom life. _____

Activity B - My Dream Classroom

B1. Plan your writing. Use keywords, not full sentences.

Target cardinal number 1 (100-500)	
Target cardinal number 2 (100-500)	
Target ordinal number 1 (1st-50th)	
Target ordinal number 2 (1st-50th)	
Target learning-activity words/chunks	
Regular routine idea	
Action happening now	
Two lesson/timetable details	

Target word/chunk bank: review, practise, work in pairs, work in groups, share, task, peer, activity, normally, together.

Contextual model chunks: "We normally work in pairs." "Today, we are working in groups." "Our first lesson is ..." "There are 120 ..."

B2. Draw a simple plan of your dream classroom if it helps you organise your ideas.

B3. Write your first draft in 6-8 sentences. Use the model as a guide, not as a script.

- Use at least two cardinal numbers from 100-500 and two ordinal numbers from 1st-50th in meaningful classroom/timetable details.
- Use at least three Theme 2 target words/chunks for routines or learning activities.
- Include one sentence about a regular routine and one sentence about an action happening now.
- Include at least two lesson or timetable details.

_____

_____

_____

_____

_____

_____

B4. Peer-Feedback Form

Check the draft	Yes	Evidence / note
The numbers are in the target ranges and have clear classroom meanings.	☐	
Target learning-activity vocabulary is used in sentences.	☐	
There is a regular-routine sentence and an action-happening-now sentence.	☐	
The classroom/timetable ideas are clear enough for the reader to follow.	☐	

One strength with evidence: _____

One clear next step: _____

B5. Revision

The sentence/language choice I will revise: _____

My revision: _____

_____

_____

_____

_____

Write the final 6-8 sentence version below.

APPENDIX 2 - ANALYTIC SCORING RUBRIC

Success Criteria

- I can check my reading predictions and support my decision with evidence from the text.
- I can use target cardinal numbers (100-500), ordinal numbers (1st-50th), and classroom-life information meaningfully.
- I can select and use Theme 2 target vocabulary and grammatical language chunks in my writing.
- I can organise a clear 6-8 sentence description and improve it after feedback.

Reading prediction evidence is checked with the Student Worksheet and Answer Key. The rubric below is used for the final writing product.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
1. Classroom-life content and target numbers	Uses two target-range cardinal numbers and two target-range ordinal numbers, and each number is linked to a clear classroom, timetable, routine, or learning-activity detail.	Uses both target number types in the required ranges; one number has an unclear classroom connection or needs a small correction while the overall meaning remains clear.	Produces one or two meaningful target-number details with support but needs a prompt to include both number types or keep them in the target ranges.	No assessable final writing evidence is produced for this criterion.
2. Target vocabulary selection and use	Selects Theme 2 words/chunks for routines and learning activities and uses them naturally to express the intended classroom meaning.	Uses relevant target words/chunks in sentences; one use is awkward or repetitive, but the intended classroom meaning remains understandable.	Uses isolated target words or copies a model with prompting and shows limited independent selection for the intended meaning.	No assessable final writing evidence is produced for this criterion.
3. Target grammatical language chunks	Uses a regular-routine chunk and an action-happening-now chunk accurately and appropriately; sentence meanings are clear and fit the classroom context.	Uses both target chunk types; one form or word-order error requires a small correction but does not obscure the intended meaning.	Uses one target chunk meaningfully and needs a frame or model to construct the other; errors require clarification before the reader can follow the message.	No assessable final writing evidence is produced for this criterion.
4. Organisation, clarity, and revision	Presents 6-8 connected sentences in a logical classroom/timetable sequence and applies peer/teacher feedback in at least one meaningful revision.	The paragraph is understandable and ordered; one sentence connection is unclear or the recorded revision changes wording without clearly improving the message.	Produces a few related sentences with support; the sequence is difficult to follow or a revision is not yet evident.	No assessable final writing evidence is produced for this criterion.

Total Score	..... / 12
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested Score Ranges	10-12 Proficient | 6-9 Developing | 1-5 Beginning | 0 Performance Not Observed (only when no assessable evidence exists for all criteria).
Use Note	The total score provides a general view. Feedback, supporting/expansion decisions, and follow-up are based on the student's criterion profile rather than the total score alone.

APPENDIX 3

Answer Key and Model Evidence

Activity A - Answer Key

A1. Predictions: Answers vary. A prediction is accepted when the student correctly marks it Confirmed/Needs Revision after reading and provides matching evidence from the text.

A2. Target cardinals may include 204, 240, and 120. Target ordinals may include eighth, fifteenth, first, second, third, fourth, and fifth. The meaning must match the text.

A3. First Lesson - Turkish; **Second Lesson** - Maths; **Third Lesson** - Science; **Fourth Lesson** - Art; **Fifth Lesson** - English.

A4. 1) There are 240 storybooks. 2) They normally work in pairs and share their answers. 3) They are working in groups on a classroom project. 4) Because Emre loves drawing animals and painting landscapes. 5) Accept any text-based answer, e.g. "We enjoy learning together" or "Our classroom is ... full of fun."

Activity B - Model Evidence for Teacher Reference

Example only - not a script for students: "In my dream classroom, there are 120 books and 200 activity cards. Our first lesson is English, and our fifth lesson is Art. We normally work in pairs and share our answers. Today, we are working in groups on a creative task. My peer and I practise new words together. The classroom is comfortable because we can learn and work together easily."

The final writing is assessed with Appendix 2. The drawing is planning support and is not scored separately.

ACTIVITY 5

ENGLISH / **YEAR 6**

Theme and Learning Area	Theme 3 - Personal Life
Learning Outcomes and Process Components	ENG.6.3.L3. Students can make meaning of/derive meaning from the current content on "personal life with body parts, physical appearance and clothes; personality and character" through significant details by listening/watching it carefully. *c) Students make important and necessary comparisons in the current content that help them to understand it better with details.* ENG.6.3.G1. Students can select and use the target grammatical elements of the current content about "personal life with body parts, physical appearance and clothes; personality and character" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. *e) Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.* ENG.6.3.W4. Students can individually construct/form content for the assigned writing task on the current content "personal life with body parts, physical appearance and clothes; personality and character". *c) Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*

Activity Name: Detective Ears; Who Is Who?; Mistake Hunt; Compare Them

Materials

E6.3 listening audio.mp3; audio player/Smart Board; source character visuals; Student Worksheet; pencils.

Assessment and Evaluation Tools

Answer Key for Activities A and B (Appendix 3); Peer-Feedback and Revision Card (Appendix 1); Analytic Scoring Rubric for final writing (Appendix 2).

Activity Implementation Guidelines and Stages

Preparation and Success Criteria

The teacher...

- shares the purpose of the activity and the success criteria in Appendix 2 before the activity begins and explains what the performance levels mean.
- shows the source character visual and activates Theme 3 vocabulary for physical appearance, clothes/possessions, personality, and character without teaching grammar rules explicitly.
- sets a respectful comparison rule: students use neutral, source-supported descriptions of the fictional/source characters and do not rank or comment on classmates' bodies.

Activity A1 - Detective Ears

The teacher...

- plays the audio once without pausing and asks students to choose the picture that matches the description.
- asks students to record their individual answer before any focused replay or class discussion.

Activity A2 - Who Is Who?

The teacher...

- plays the audio again and asks students to write Lily, Mark, and Ece under the correct character in the source visual.
- checks the names only after students have first completed the task individually.

Activity A3 - Compare What You Hear

The teacher...

- plays the relevant audio segments again and asks students to compare Lily and Mark for height, Lily and Ece for hair length, and Mark with the others for organisation/tidiness.
- asks students to record a short audio detail or keyword for each decision so ENG.6.3.L3-c is evidenced through comparison rather than simple matching.
- uses a focused replay after the initial response when a student needs to verify one comparison.

Activity B1 - Notice the Model Sentences

The teacher...

- asks students to read the model sentences containing have/has got, whose, comparative adjectives, and superlative adjectives in Appendix 1.
- asks students to underline or box the target grammatical chunks for language awareness and to notice the form in context without giving a rule formula.

Activity B2 - Mistake Hunt

The teacher...

- asks students to use the model panel to correct six short sentences adapted from the source Mistake Hunt task.
- checks the responses with the Answer Key after students have attempted the corrections independently and briefly discusses only the target chunk that caused the error.

Activity C1 - Compare Them: Plan and First Draft

The teacher...

- asks students to choose Lily, Mark, or Ece and plan with keywords for physical appearance, clothes/possessions, personality/character, two comparisons, and one superlative idea.
- asks students to write a six-sentence first draft using at least three relevant Theme 3 words, one have/has got sentence, two comparative sentences, and one superlative sentence supported by the source picture/audio.

Activity C2 - Peer Feedback and Revision

The teacher...

- pairs students and asks the reader to use the Peer-Feedback and Revision Card in Appendix 1 to identify evidence for the success criteria, one strength, and one clear next step.
- asks the writer to revise at least one sentence or language choice based on the feedback; teacher feedback is added when target vocabulary or a target grammatical chunk needs clarification.

Activity C3 - Final Writing and Assessment

The teacher...

- asks students to write the revised six-sentence version independently.
- assesses the final writing with the Analytic Scoring Rubric in Appendix 2 and uses the criterion profile to decide feedback and any further Supporting or Expansion activity.

Feedback and Guidance

Feedback is not used as a fixed sentence for every student. It is adapted to evidence from the listening comparisons, the grammar-awareness task, the first draft, and the final writing. Whenever possible, all relevant criteria are considered; otherwise, at least two critical criteria are addressed. Each message identifies a strength with evidence, a development need, and one clear next step. The student then revises the relevant sentence or language choice and produces the final version.

Level	Task-specific feedback example
Proficient	Your final paragraph uses "has got" accurately and your comparisons "Lily is taller than Mark" and "Lily has longer hair than Ece" are supported by the source. Your next step is to replace one general adjective with a more precise Theme 3 word.
Developing	Your appearance and personality details are clear, but "more taller" needs one correction. Use one comparative form - "taller than" - and revise that sentence before the final version.
Beginning	You identified the person and wrote one relevant detail, but you needed a frame to make a comparison. Use "___ is ___ than ___" and add one target word from the planning bank before rewriting the sentence.
Performance Not Observed	No assessable final writing evidence was produced. The teacher checks access needs, provides a short model or planning prompt, and offers a new writing opportunity; this level is not treated as low-quality writing.

Guidance for missing or incorrect learning evidence

- When a listening comparison is unsupported, the teacher replays only the relevant segment after the initial response and asks the student to identify the two contrasting details before choosing the answer again.
- When a target grammatical chunk is not recognised, the teacher points to one correct model sentence, highlights the target chunk, and asks the student to compare it with the mistaken sentence without presenting an abstract rule formula.
- When the writing lacks target vocabulary, the teacher offers a compact word bank and asks the student to select only the words that match the chosen character and intended meaning.

- When a comparative or superlative form obscures meaning, the teacher provides one sentence frame, allows one guided correction, and then removes the frame for the revised sentence.
- Descriptions remain respectful and evidence-based; the teacher redirects body-size or appearance comments that could invite ridicule toward neutral features such as height, hair, clothes/possessions, or source-supported character traits.

Differentiation

Supporting

The teacher can...

- provide a three-row listening comparison organiser with the contrast words already shown (tall/short, long/short hair, organised/tidy) and replay one relevant segment after the initial response is recorded.
- provide the model-sentence panel with the target chunks visually boxed and reduce Mistake Hunt to four representative items when reading load is a barrier.
- provide a compact Theme 3 word bank and sentence starters such as "___ has got ___", "___ is ___ than ___", and "___ is the ___ of the three" for the first draft, then remove one prompt during revision.
- allow students to build four core sentences first and add the remaining two after brief teacher feedback while keeping the same final writing criteria.

Expansion

The teacher can...

- ask students to add one further listening comparison supported by two details from the audio without changing the selected listening outcome.
- ask students to create one new correct example for each target pattern in the model panel using an imaginary or fictional person rather than comparing classmates.
- ask students to compare the selected character with a simple imaginary character by adding one accurate comparative or superlative sentence while keeping the same Theme 3 vocabulary and writing outcome.

APPENDIX 1

Student Worksheet

Detective Ears; Who Is Who?; Mistake Hunt; Compare Them

Activity A1 - Detective Ears

Listen once and choose the picture that matches the description. Record your answer before the audio is replayed.



My answer: Picture _____

Activity A2 - Who Is Who?

Listen again. Write Lily, Mark, and Ece under the correct person.



Left	Centre	Right
Name: _____	Name: _____	Name: _____

Activity A3 - Compare What You Hear

Listen to the relevant parts again. Compare the details and write a keyword or short audio detail that supports each answer.

Question	My answer	People compared	Audio evidence / keywords
Who is taller?		Lily / Mark	
Who has longer hair?		Lily / Ece	
Who is more organised and tidier?		Mark / Ece	

One comparison I can state from the evidence: _____

Activity B - Mistake Hunt

B1. Notice the model sentences. Underline or box the target grammatical chunks.

have/has got	Lily has got long curly brown hair.
have/has got	Ece has got a lovely necklace.
whose	Whose wallet is this?
comparative	Lily is taller than Mark.
comparative	Mark is more organised than Lily and Ece.
superlative	Lily is the tallest of the three.

B2. Use the model panel. Find the mistake and write the corrected sentence.

1. My mother have got a lovely necklace.

   Correction: _____

2. Who's wallet is this?

   Correction: _____

3. Mary is socialer than Pelin.

   Correction: _____

4. He is the more hardworking student in the class.

   Correction: _____

5. My father is more younger than my grandpa.

   Correction: _____

6. They has got colourful bracelets.

   Correction: _____

Activity C - Compare Them

C1. Choose Lily, Mark, or Ece. Plan with keywords, not full sentences.

Selected person	
Physical appearance	
Clothes / possessions	
Personality / character	
Two comparison ideas	
One superlative idea	

Word bank: *necklace, wallet, jewellery, attractive, lovely, social, polite, caring, patient, serious, organised, helpful, tidy; tall, short, slim, long/short hair, curly/straight hair.*

C2. Write a six-sentence first draft.

- Use at least three relevant Theme 3 words for physical appearance, clothes/possessions, personality, or character.
- Use at least one have/has got sentence.
- Use two comparative sentences and one superlative sentence supported by the source picture/audio.
- Keep every description respectful and relevant to the fictional/source characters.

_____

_____

_____

_____

_____

_____

C3. Peer-Feedback and Revision Card

Check the first draft	Yes	Evidence / note
The description includes relevant personal-life details and target vocabulary.	[ ]	
A have/has got sentence is used appropriately.	[ ]	
There are two clear comparisons and one supported superlative sentence.	[ ]	
The six sentences are clear and respectful.	[ ]	

One strength with evidence: _____

One clear next step: _____

The sentence/language choice I will revise: _____

My revision: _____

C4. Write the revised final six-sentence version.

_____

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX 2 - ANALYTIC SCORING RUBRIC

Success Criteria

- I can compare significant details from the listening about Lily, Mark, and Ece and support my decisions with audio evidence.
- I can notice target Theme 3 grammatical chunks in model sentences before I use them.
- I can use relevant Theme 3 vocabulary and grammatical language chunks to write a clear six-sentence description and comparison.
- I can improve at least one sentence after feedback.

Listening comparisons and grammar-awareness responses are checked with Appendix 3. The rubric below is used for the final writing product.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
1. Personal-life content and target vocabulary	Describes the selected character with relevant appearance, clothes/ possessions, and personality/ character details and uses at least three appropriate Theme 3 target/ revisional words naturally.	Includes relevant personal-life details and target words; one word is repetitive, imprecise, or needs a small correction while the overall profile remains clear.	Produces a few relevant details or isolated target words with prompting and needs a word bank or model to select vocabulary for the intended meaning.	No assessable final writing evidence is produced for this criterion.
2. Have/has got and sentence construction	Uses have/has got accurately in a complete sentence and constructs the remaining description sentences so the intended meaning is clear.	Uses have/has got and complete sentences with one form or word-order error that needs a small correction but does not block meaning.	Produces one clear sentence with a frame or model but needs support to use have/has got or to build additional complete sentences.	No assessable final writing evidence is produced for this criterion.
3. Comparative and superlative forms	Writes two clear comparative sentences and one appropriate superlative sentence supported by the source picture/audio; the comparison forms are accurate.	Writes the required comparison meanings; one comparative or superlative form needs a small correction while the people/details being compared remain clear.	Writes one supported comparison with a frame or model but the other required comparison evidence is missing or unclear.	No assessable final writing evidence is produced for this criterion.
4. Organisation, clarity, and revision	Presents six connected sentences in a logical profile/comparison sequence and applies peer/teacher feedback in at least one meaningful revision.	The six-sentence text is understandable and ordered; one connection is unclear or the recorded revision changes wording without clearly improving the message.	Produces a few related sentences with support; the sequence is difficult to follow or a meaningful revision is not yet evident.	No assessable final writing evidence is produced for this criterion.

Total Score	..... / 12
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested Score Ranges	10-12 Proficient | 6-9 Developing | 1-5 Beginning | 0 Performance Not Observed (only when no assessable evidence exists for all criteria).
Use Note	The total score provides a general view. Feedback, Supporting/Expansion decisions, and follow-up are based on the student's criterion profile rather than the total score alone.

APPENDIX 3

Answer Key, Audio Script, and Model Evidence

Activity A - Answer Key

A1. Detective Ears: Picture 1.

A2. Who Is Who?: **Left** - Lily; **Centre** - Mark; **Right** - Ece.

A3. 1) Lily is taller: Lily is described as tall; Mark is described as short. **2)** Lily has longer hair: Lily has long curly brown hair; Ece has short blonde hair. **3)** Mark is more organised and tidier: the audio explicitly compares Mark with Lily and Ece. Accept equivalent keyword evidence.

Activity B - Answer Key

1. My mother has got a lovely necklace.
2. Whose wallet is this?
3. Mary is more social than Pelin.
4. He is the most hardworking student in the class.
5. My father is younger than my grandpa.
6. They have got colourful bracelets.

Audio Script - Best Friends (as provided with the source activity)

Hi, I am Lily and these are my best friends, Mark and Ece. I have got long curly brown hair and I am tall. Today, I am wearing a comfortable green T-shirt and black pants. I wear glasses. I am very helpful and patient. Mark is short and fat. He has got short straight hair. He has got a black wallet. He wears a watch. He is more organised and tidier than us. He is always serious. Ece is slim and she loves wearing attractive jewellery, such as a necklace. She has got blonde and short hair. She is a very social and polite girl. We are the happiest friends because we always care for each other.

Teacher note: The supplied audio script is retained as source input. The final comparison task does not ask students to rank body size/weight; it focuses on neutral, source-supported features and character details.

Activity C - Model Evidence for Teacher Reference

Example only - not a script for students: "Lily has got long curly brown hair. She wears glasses and a green T-shirt. She is helpful and patient. Lily is taller than Mark. She has longer hair than Ece. Lily is the tallest of the three."

The final writing is assessed with Appendix 2. Students may produce other accurate, respectful, and source-supported descriptions and comparisons.

ACTIVITY 6

ENGLISH / YEAR 6

Theme and Learning Area	Theme 3 - Personal Life
Learning Outcomes and Process Components	ENG.6.3.R3. Students can make meaning of / derive meaning from the current content about "personal life with body parts, physical appearance and clothes; personality and character" by reading it carefully. *b) Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.* ENG.6.3.S3. Students can organise new verbal content on "personal life with body parts, physical appearance and clothes; personality and character" by speaking accurately, efficiently, and authentically. *d) Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*

Activity Name: Read, Find, and Fill!; Secret Person

Materials

"Best Friends" reading text; Student Worksheet and Secret Person Clue Card; numbered fictional-character picture; Smart Board/board; pencils.

Assessment and Evaluation Tools

Classification Worksheet and Answer Key (Appendices 1 and 3); Analytic Scoring Rubric for the Secret Person Clue Card (Appendix 2).

Activity Implementation Guidelines and Stages

Preparation and Success Criteria

The teacher...

- shares the purpose of the activity and the success criteria in Appendix 2 before the activity begins and explains that Activity A is checked with an answer key while Activity B is assessed with the Analytic Scoring Rubric.
- reviews the three Theme 3 categories - physical appearance, clothes/accessories, and personality/character - with a few familiar words from the source activity.
- establishes a respectful-description rule: students use neutral visible details for appearance and clothes; a personality/character clue in the Secret Person game is treated as an invented fictional detail and is labelled as such.

Activity A1 - Read and Classify

The teacher...

- gives students the "Best Friends" reading text and the classification chart in Appendix 1.
- asks students to read silently and classify details about Lily, Mark, and Ece under Physical Appearance, Clothes and Accessories, and Personality and Character.
- asks students to record at least one detail in each cell and add a second detail when the text provides one.

Activity A2 - Check the Evidence

The teacher...

- asks students to underline three supporting sentences in the text: one for a physical-appearance detail, one for a clothes/accessories detail, and one for a personality/character detail.
- asks students to compare their classifications with a partner before the class check.
- uses the Answer Key in Appendix 3 and asks students to correct any item by returning to the exact sentence that supports the classification.

Activity B1 - Study the Model Clue Card

The teacher...

- displays the numbered Secret Person picture in Appendix 1 and the model clue card in Appendix 3.

- draws attention to how the model organises short written keywords and one small visual cue under clear category headings instead of preparing a full speaking script.
- points out that the model labels the personality/character clue as invented so students do not infer personality from physical appearance.

Activity B2 - Organise Your Secret Person Clue Card

The teacher...

- asks each student to choose one numbered fictional character and keep the character number hidden from classmates.
- asks students to organise a clue card with two appearance keywords, two clothes/accessories keywords, one clearly labelled invented personality/character keyword, and one small visual cue or symbol.
- asks students to use keywords or short chunks only so the card functions as supplementary speaking material rather than a written speech.

Activity B3 - First Guessing Round and Feedback

The teacher...

- places students in pairs or small groups and asks each student to use the clue card for a brief oral description while classmates guess the secret person.
- observes the organisation and usability of the clue cards rather than scoring fluency or pronunciation, because the selected outcome focuses on organising supplementary materials.
- gives one evidence-based strength and one clear next step using the Analytic Scoring Rubric criteria; students revise at least one clue, category label, or visual cue.

Activity B4 - Revised Clue Card and Second Use

The teacher...

- asks students to use the revised clue card in a second brief guessing turn with a different partner or group.
- assesses the final clue card with the Analytic Scoring Rubric in Appendix 2 and records the criterion profile for follow-up Supporting or Expansion work.
- uses rotating observation groups if the class is large; the final score is based on the clue-card evidence and its usefulness as speaking support, not on a separate speaking-performance score.

Feedback and Guidance

Feedback is adapted to the evidence in the student's classification chart and Secret Person clue card. The teacher identifies a strength with evidence, a development need linked to one criterion, and one immediate next step. The student then corrects a classification or revises at least one clue/category/visual cue before the next use of the material.

Level	Task-specific feedback example
Proficient	Your clues are organised under clear categories, the visible details match the picture, and "patient - invented" is clearly labelled. Your next step is to make the visual cue more specific so you can find the key clue faster while speaking.
Developing	Your appearance and clothes clues are relevant, but the personality clue is not marked as invented and one clue is written as a full sentence. Add the "invented" label and shorten that sentence to keywords before the second round.
Beginning	You selected a character and recorded one relevant clue, but two categories are still incomplete. Use the word bank to add one appearance clue and one clothes/accessories clue, then try the card again.
Performance Not Observed	No assessable clue-card evidence was produced. The teacher checks access needs, provides the model card or a reduced template, and offers a new opportunity; this level is not used to describe low-quality work.

Guidance for missing or incorrect learning evidence

- When a reading detail is placed in the wrong category, the teacher asks the student to underline the exact sentence, name the category, and move the detail before confirming the answer.
- When a student copies full sentences onto the clue card, the teacher models how to reduce one sentence to two or three keywords and asks the student to shorten the remaining clues independently.
- When visible details are difficult to identify, the teacher narrows the picture to three or four characters and provides a compact word bank for appearance and clothes/accessories.
- When a personality/character clue is presented as if it were visible in the picture, the teacher asks the student to mark it as "invented" or replace it with a clearly visible clue.
- When the card is difficult to use during the guessing turn, the teacher asks the student to reorder or highlight the clues so the most useful prompts can be found quickly.

Differentiation

Supporting

The teacher can...

- provide a colour- or icon-coded classification chart for Physical Appearance, Clothes/Accessories, and Personality/Character and allow students to underline the matching sentence before copying a keyword into the chart.
- reduce the Secret Person picture to four numbered characters and provide a compact word bank for visible appearance and clothes/accessories clues.
- provide a partially completed clue-card template with the category headings and one model keyword already shown; students complete the remaining prompts without writing a full script.
- allow the student to use the card first with one supportive partner before the second guessing turn while keeping the same R3-b and S3-d success criteria.

Expansion

The teacher can...

- ask students to add one contrast clue that rules out another numbered character (for example, "longer hair than #4") while keeping the clue card concise and organised.
- ask students to redesign the same clue card for a different speaking context, such as a small "mystery profile" badge, without adding a new learning target.
- ask students to create a second clue card for another fictional character and explain which organisation choice makes the second card easier to use as speaking support.

APPENDIX 1

Student Worksheet

Read, Find and Fill: Secret Person

Activity A - Read, Find, and Fill!

Read the text carefully. Classify the details about Lily, Mark, and Ece. Record at least one detail in each cell and add a second detail when the text provides one.

Best Friends

Hi, I am Lily and these are my best friends, Mark and Ece. I have got long curly brown hair and I am tall. Today, I am wearing a comfortable green T-shirt and black pants. I wear glasses. I am very helpful and patient. Mark is short. He has got short straight hair. He has got a black wallet. He wears a watch. He is more organised and tidier than us. He is always serious. Ece loves wearing attractive jewellery, such as a necklace. She has got short blonde hair. She is very social and polite. We are the happiest friends because we always care for each other.

Category	Lily	Mark	Ece
Physical Appearance	1) _____ 2) _____	1) _____ 2) _____	1) _____ 2) _____
Clothes and Accessories	1) _____ 2) _____	1) _____ 2) _____	1) _____ 2) _____
Personality and Character	1) _____ 2) _____	1) _____ 2) _____	1) _____ 2) _____

Evidence check: Underline three sentences in the text - one supporting a Physical Appearance detail, one a Clothes/Accessories detail, and one a Personality/Character detail.

Activity B - Secret Person

Look at the numbered fictional characters. Choose one person, but keep the number secret.



My Secret Person Clue Card

Secret character number	_____ (keep this hidden)
Physical appearance - 2 keywords	_____
Clothes / accessories - 2 keywords	_____
Personality / character - 1 invented key-word	_____ [ ] I labelled this as invented.
Small visual cue or symbol	Draw here: _____
The clue I want to find first while speaking	_____

Do not write a full speech. Your clue card is supplementary material that should help you speak without reading a script.

After feedback, revise at least one part of your card.

What I revised: _____

My revised clue: _____

APPENDIX 2 - ANALYTIC SCORING RUBRIC

Success Criteria

- I can classify reading details about physical appearance, clothes/accessories, and personality/character and show where the information appears in the text.
- I can organise a Secret Person clue card with short written and visual prompts under clear category headings.
- I can use visible picture details for appearance/clothes and clearly label a personality/character clue as an invented fictional detail.
- I can use the clue card as speaking support without writing a full script and improve at least one clue after feedback.

Activity A is checked with the Answer Key in Appendix 3. The rubric below assesses the supplementary material organised for Activity B; it does not score speaking fluency or pronunciation.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
1. Clue selection and category accuracy	Organises relevant clues under all three categories. Visible appearance/clothes clues match the select-ed character, and the personality/character clue is clearly marked as invented.	Uses the three categories and mostly relevant clues; one clue needs a small category, picture-match, or invented-label correction.	Selects one or two relevant clues with a word bank/model but leaves categories incomplete or needs support to distinguish visible and invented information.	No assessable clue-card evidence is produced for this criterion.
2. Organisation of supplementary material	Uses clear headings, concise keywords/ short chunks, and a visual cue in an easy-to-follow ar-rangement that reflects the model and avoids a full written script.	The card is usable and mostly concise; one section is crowded, out of order, or written as a full sentence and needs a small reorganisation.	Produces a partially organised card with support but needs the model/template to place or shorten several clues.	No assessable clue-card evidence is produced for this criterion.
3. Accuracy and appropriateness of written/visual cues	Written cues are understandable and appropriate to the intended meaning; the visual cue supports the same character and the invented personality clue is explicitly signalled.	The intended meaning is clear, but one written or visual cue needs a small wording, spelling, or matching correction.	Provides a few understandable cues with support; several cues need correction or clarification before the material can reliably support the in-tended description.	No assessable clue-card evidence is produced for this criterion.
4. Usefulness for speaking support and revision	Uses the card as a prompt rather than reading a prepared speech, locates the key clues easily during the guessing turn, and makes a meaningful revision after feedback.	Uses the card as speaking support; one clue is difficult to find/use or the revision improves the card only partly.	Uses the card with prompting and can give or locate at least one clue, but needs help to revise the material for easier use.	No assessable clue-card evidence is produced for this criterion.

Total Score	..... / 12
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested Score Ranges	10-12 Proficient | 6-9 Developing | 1-5 Beginning | 0 Performance Not Observed (only when no assessable evidence exists for all criteria).
Use Note	The total score gives an overview. Feedback and Supporting/Expansion decisions are based on the criterion profile. Speaking fluency/pronunciation are not scored because ENG.6.3.S3-d focuses on organising supplementary material.

APPENDIX 3

Answer Key and Model Evidence

Activity A - Answer Key

Category	Lily	Mark	Ece
Physical Appearance	tall; long curly brown hair	short; short straight hair	short blonde hair
Clothes and Accessories	green T-shirt; black pants; glasses	black wallet; watch	jewellery; necklace
Personality and Character	helpful; patient	organised; tidy; serious	social; polite

Accept equivalent wording that is explicitly supported by the reading text and placed in the correct category.

Activity B - Model Evidence and Acceptable Variation

Teacher Model - Secret Person Clue Card

Secret character	#1 - teacher model only
Physical appearance	tall; short dark hair
Clothes / accessories	blue hoodie; grey cargo trousers
Personality / character	patient - invented fictional detail
Small visual cue	draw a simple hoodie symbol

Notice: *The model uses keywords and a visual cue, not a full script. Visible clues come from the picture. The personality clue is fictional and is labelled as invented.*

- The teacher model uses Character #1: appearance - tall, short dark hair; clothes - blue hoodie, grey cargo trousers; personality/character - patient (explicitly labelled invented); visual cue - a simple hoodie symbol.
- Students may choose any numbered fictional character. Visible appearance/clothes clues should match the picture. A personality/character clue is created for the fictional game and must be clearly labelled as invented.

- The clue card should contain keywords or short chunks rather than a complete speech. The small visual cue should support the same selected character.
- The oral guessing turn is used to test whether the organised material is usable. The rubric does not score fluency, pronunciation, or speaking confidence.

Evidence for revision: The student records at least one changed clue, label, order, or visual cue after criterion-based feedback.

ACTIVITY 7

ENGLISH / YEAR 6

Theme and Learning Area	Theme 4 - Family Life
Learning Outcomes and Process Components	ENG.6.4.L3. Students can make meaning of/derive meaning from the current content on "family life with family members' jobs, working places, and job routines; different types of family homes and houses" through significant details by listening/watching it carefully. *b) Students make important and necessary classifications in the current content that help them to understand it better with details.* *c) Students make important and necessary comparisons in the current content that help them to understand it better with details.* *d) Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.* ENG.6.4.S3. Students can organise a new verbal content on "family life with family members' jobs, working places, and job routines; different types of family homes and houses" by speaking accurately, efficiently, and authentically. *d) Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*

Activity Name: A Busy Family Day; Meet the Family: Build and Use a Family Profile Cue Card

Materials	Assessment and Evaluation Tools
Audio recording "A Busy Family Day"; Student Listening Worksheet; Speaking Cards; Family Profile Cue Card template; board/Smart Board; pencils.	Listening Worksheet and Answer Key (Appendices 1 and 4); Analytic Scoring Rubric for the Family Profile Cue Card (Appendix 3).

Activity Implementation Guidelines and Stages

Preparation and Success Criteria

The teacher...

- shares the activity purpose and the success criteria in Appendix 3 before the activity begins and explains that Activity A is checked with an answer key while Activity B is assessed through the Family Profile Cue Card and the Analytic Scoring Rubric.
- previews the Theme 4 information categories used in the activity: family member, job, workplace, usual routine, home type, and family plan/current action.
- explains that the speaking turn is used to test whether the student-organised cue card works as supplementary material; fluency and pronuncia-tion are not scored because the selected speaking process component focuses on organising supplementary material.

Activity A1 - First Listening: A Busy Family Day

The teacher...

- asks students to listen to the audio once for the general situation and identify the two families and the main reason Ada's family is busy.
- does not pause the first listening; after it ends, briefly elicits "Ada's family", "Eren's family", and "moving to a new apartment tomorrow" before moving to detailed listening.

Activity A2 - Listen and Classify

The teacher...

- plays the audio again and asks students to complete the classification table in Appendix 1 with the family member, job, workplace, usual routine, and today/family-plan information they hear.
- asks students to classify the family homes separately as apartment and farmhouse and to keep the information in the correct family column.
- replays only the relevant sentence after students have first attempted a response when a key detail remains unclear.

Activity A3 - Compare and Contrast

The teacher...

- plays the audio for a third focused listening and asks students to compare Eren's family and Ada's family using the comparison table in Appendix 1.

- asks students to compare where the families live, which adults work directly with people, what the families are doing today, and how the two families are connected on the moving day.
- asks students to point to or repeat one keyword or short phrase from the audio that supports each comparison before the class check.

Activity B1 - Study the Model Speaking Card and Cue Card

The teacher...

- displays Speaking Cards in Appendix 2 and selects one card as a model.
- shows how the information can be reorganised into the Family Profile Cue Card using short keywords or chunks under clear headings instead of writing a complete speech.
- models adding one simple Theme 4 home/family-plan prompt in the separate box, for example "apartment" and "moving next weekend", and explains that this added prompt is part of the student's fictional family profile.

Activity B2 - Organise Your Family Profile Cue Card

The teacher...

- asks each student to choose one Speaking Card and organise the information for both family members in the blank Family Profile Cue Card in Appendix 2.
- asks students to include job, workplace, routine, one home-type prompt, one fictional family-plan prompt, and one small visual symbol or cue while keeping the card concise.
- reminds students that the card is supplementary speaking material and should contain keywords or short chunks rather than a full written script.

Activity B3 - First Use, Feedback, and Revision

The teacher...

- asks students to use the cue card for a brief family introduction with a partner or small group so they can test whether the information is easy to locate while speaking.
- observes the organisation and usability of the cue card rather than scoring general speaking fluency, confidence, or pronunciation.
- gives one evidence-based strength and one criterion-linked next step; students revise at least one heading, prompt, order, or visual cue before using the material again.

Activity B4 - Revised Use and Final Evidence

The teacher...

- asks students to use the revised cue card in a second brief speaking turn with a different partner or group.
- assesses the final Family Profile Cue Card with the Analytic Scoring Rubric in Appendix 3 and records the criterion profile for follow-up Supporting or Expansion work.
- uses rotating assessment groups if the class is large; the final score is based on the organised supplementary material and its usability, not on a separate speaking-performance score.

Feedback and Guidance

Feedback is adapted to the evidence in the student's listening worksheet and Family Profile Cue Card. The teacher identifies a strength with evidence, a development need linked to one criterion, and one immediate next step. The student then corrects one listening relationship or revises at least one part of the cue card before the second use.

Level	Task-specific feedback example
Proficient	Your card keeps both family members in a clear order, the job-workplace-routine prompts are easy to find, and the home/family-plan box is separate. Your next step is to shorten one long prompt so you can locate it even faster during the second use.
Developing	Your family details are mostly relevant, but one workplace/routine prompt is in the wrong row and one prompt is a full sentence. Move that detail to the correct row and reduce the sentence to keywords before the second use.
Beginning	You organised one family member with a job and workplace, but the second row and the home/family-plan box are incomplete. Use the model card and word bank to complete those sections, then try the cue card again.
Performance Not Observed	No assessable cue-card evidence was produced. The teacher checks access needs, provides the model or a reduced template, and offers a new opportunity; this level is not used to describe low-quality work.

Guidance for missing or incorrect learning evidence

- When a listening detail is classified incorrectly, the teacher replays the relevant sentence after the student has attempted a response and asks the student to name the correct family/person category before moving the detail.
- When a comparison is unsupported, the teacher asks "What word or short phrase did you hear?" and has the student add the audio clue beside the answer.
- When a relationship chain is incomplete, the teacher points to the completed classification row and asks the student to connect the person, job, workplace, and routine with arrows before confirming the chain.
- When a cue card contains full sentences, the teacher models reducing one sentence to two or three keywords and asks the student to shorten the remaining prompts independently.
- When the cue card is difficult to use, the teacher asks the student to reorder, box, or highlight the prompts so the most important information can be located quickly.

Differentiation

Supporting

The teacher can...

- provide a partially completed listening table and a compact word bank for jobs, workplaces, home types, and routines; replay the relevant sentence only after the student has attempted the item.
- reduce the comparison task to two rows first (home type and today/family plan) and add the remaining rows after the student shows the relationship between the two families.
- provide a Family Profile Cue Card with headings already printed and one model family-member row completed; students organise the remaining prompts without writing a full speech.
- allow the student to test the cue card first with one supportive partner before the second use while keeping the same L3-b/c/d and S3-d success criteria.

Expansion

The teacher can...

- ask students to add one extra relationship chain from the listening, such as Ada's father → engineer → company → designs buildings, and explain which two details made the connection clear.
- ask students to add a second concise future-family-plan prompt to the cue card while keeping the organisation easy to scan and consistent with the Theme 4 context.
- ask students to redesign the same information as a smaller foldable cue card and explain which organisation choice makes the supplementary material easier to use.

APPENDIX 1

Student Listening Worksheet

A Busy Family Day

First listening: Listen for the general situation. Who are the two families? Why is Ada's family busy?

A. Listen and Classify

Listen again. Complete the table with short words or phrases from the audio.

Family Member	Job	Workplace	Usually / Routine	Today / Family Plan
Ada's mother	_____	_____	_____	_____
Ada's father	_____	_____	_____	_____
Eren's mother	_____	_____	_____	_____
Eren's father	_____	_____	_____	_____

Family homes: Ada's family lives in an _____. Eren's family lives in a _____.

B. Compare and Contrast

Listen for the details again. Compare the two families and add one short audio clue for each row.

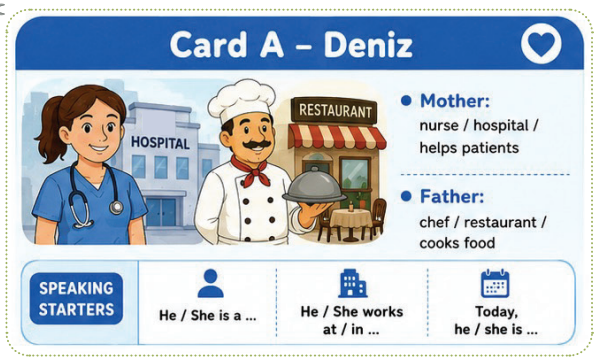
Question	Eren's family	Ada's family	Audio clue
Where do they live?	_____	_____	_____
Who works directly with people?	_____	_____	_____
What are they doing today / what is the family plan?	_____	_____	_____
How are the two families connected today?	_____	_____	_____

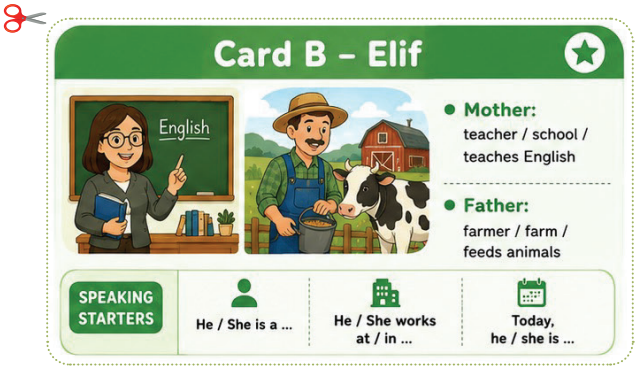
APPENDIX 2

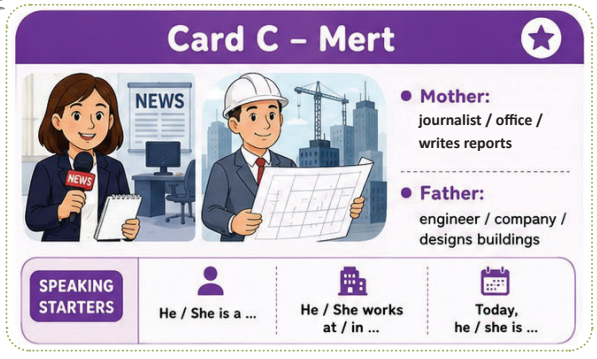
Speaking Cards and Family Profile Cue Card

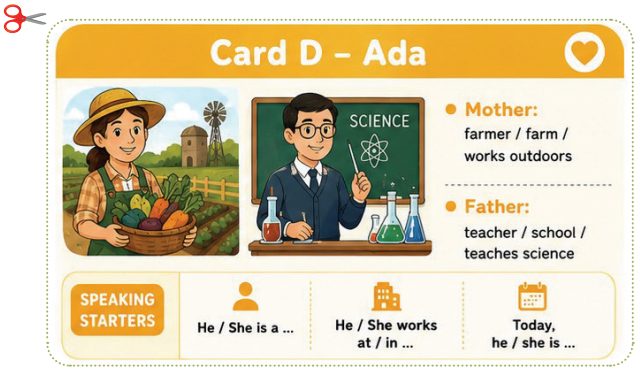
Activity B - Meet the Family

Choose one Speaking Card. Use the information to organise your own Family Profile Cue Card. Do not copy a complete speech.









My Family Profile Cue Card

Section	Family member 1	Family member 2
Person	_____ _____	_____ _____
Job + workplace	_____ _____	_____ _____
Routine	_____ _____	_____ _____
Visual cue	_____ _____	_____ _____

Home type prompt: _____

_

Fictional family-plan prompt (tomorrow / next week / next weekend):

_____

The prompt I want to find first while speaking:

_____

Do not write a full speech. Use keywords, short chunks, and a small visual cue so the card supports speaking.

After feedback, revise at least one part of your cue card.

What I revised:

_____

My revised prompt/order/visual cue:

_____

APPENDIX 3 - SUCCESS CRITERIA AND ANALYTIC SCORING RUBRIC

Success Criteria

- I can classify significant listening details about family members, jobs, workplaces, routines, homes, and family actions/plans.
- I can compare Eren's family and Ada's family and support the comparison with a keyword or short phrase from the audio.
- I can connect related listening details, such as person → job → workplace → routine and family → home → plan/helping action.
- I can organise a Family Profile Cue Card from the model using concise written and visual prompts instead of a full script.
- I can test the cue card as speaking support and improve at least one part after feedback.

Activity A is checked with the Answer Key in Appendix 4. The rubric below assesses the supplementary material organised for Activity B; it does not score speaking fluency or pronunciation.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
1. Information selection	Organises both family members with relevant job, workplace, and routine prompts and includes a clear home-type and fictional family-plan prompt that fits the Theme 4 context.	Organises the required sections with mostly relevant prompts; one detail is missing, misplaced, or needs a small context correction.	Organises at least one family member with rele-vant prompts using the model/word bank, but several required sections remain incomplete or need support.	No assessable clue-card evidence is produced for this criterion.
2. Organisation and sequencing	Uses clear headings/rows and a logical, easy-to-scan order that reflects the model and keeps related job-workplace-routine information together.	The card is generally easy to follow, but one section is out of order, crowded, or separated from a related prompt and needs a small reorganisation.	Produces a partially organised card with support but needs the model/template to place several prompts in a usable order.	No assessable clue-card evidence is produced for this criterion.
3. Concise written and visual prompts	Uses understandable keywords/short chunks and useful visual cues; avoids a full written script and keeps the home/family-plan prompt concise.	Prompts are understandable, but one is unneces-sarily long, written as a complete sentence, or has a visual/text match that needs a small revision.	Provides a few usable prompts with support, but several are too long, unclear, or incomplete for reliable use as supplementary material.	No assessable clue-card evidence is produced for this criterion.
4. Usability and revision	Uses the card as a prompt, locates the needed infor-mation easily during the brief speaking turn, and makes a meaningful revision after criterion-based feedback.	Uses the card as speaking support; one prompt is difficult to locate/use or the revision improves the material only partly.	Uses at least one prompt with teacher/peer sup-port and can make a basic revision when directed, but the card still needs support for easy use.	No assessable clue-card evidence is produced for this criterion.

Total Score	..... / 12
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested Score Ranges	10-12 Proficient | 6-9 Developing | 1-5 Beginning | 0 Performance Not Observed (only when no assessable evidence exists for all criteria).
Use Note	The total score gives an overview. Feedback and Supporting/Expansion decisions are based on the criterion profile. General speaking fluency, confidence, and pronunciation are not scored because ENG.6.4.S3-d focuses on organising supplementary material.

APPENDIX 4

Answer Key and Listening Script

Activity A - Listen and Classify Answer Key

Family Member	Job	Workplace	Usually / Routine	Today / Family Plan
Ada's mother	dentist	hospital	checks patients' teeth	packing the kitchen
Ada's father	engineer	company	designs buildings	carrying boxes
Eren's mother	farmer	farm	feeds animals early	visiting / helping Ada's family
Eren's father	teacher	school	teaches science	visiting / helping Ada's family

Family homes: Ada's family - apartment; Eren's family - farmhouse.

Activity B - Compare and Contrast - possible answers

- Where do they live? Eren's family lives in a farmhouse; Ada's family lives in an apartment.
- Who works directly with people? Eren's father (teacher); Ada's mother (dentist). Other audio-supported answers may be accepted if justified.
- What are they doing today / what is the family plan? Eren and his parents are visiting/helping; Ada's family is busy packing/cleaning/carrying boxes and is moving to a new apartment tomorrow.
- How are the two families connected today? Eren's family is visiting Ada's family to help them move.

Listening Script - A Busy Family Day

Hello! I'm Ada. I want to talk about my family and our busy day.

My mother is a dentist. She works at a hospital and usually checks patients' teeth. My father is an engineer. He works in a company and designs buildings with his team. My older sister is a journalist. She works in an office and writes news and reports.

We live in an apartment. Today is different because we are moving to a new apartment tomorrow. Everyone is very busy. My mother is packing the kitchen. My father is carrying boxes. My sister is cleaning her room, and I am helping her.

My cousin Eren lives in a farmhouse with his family. His mother is a farmer. She works on a farm and usually feeds animals early in the morning. His father is a teacher. He works at a school and usually teaches science. Today, Eren and his parents are visiting us because they want to help us move.

At the end of the day, we feel tired but happy because we are working together.

Audio file used with the source activity: "A BUSY FAMILY DAY LISTENING .mp3" (approximately 65 seconds).

Activity B - Model Evidence

Teacher Model - Reorganised Family Profile Cue Card

Section	Family member 1	Family member 2
Person	Mert's mother	Mert's father
Job + workplace	journalist - office	engineer - company
Routine	writes reports	designs buildings
Visual cue	small NEWS symbol	small building symbol

Teacher model extension: Home prompt - apartment. Fictional family-plan prompt - moving next weekend. These two prompts are added for the Theme 4 cue-card task; they are not printed on Card C.

- Students select one of the four source Speaking Cards (Deniz, Elif, Mert, or Ada) and reorganise its family-member information into their own Family Profile Cue Card.
- The teacher model uses Card C - Mert: mother - journalist - office - writes reports; father - engineer - company - designs buildings. The separate home/family-plan prompts are explicitly added as fictional Theme 4 extensions.
- The cue card should use keywords/short chunks and a small visual cue rather than a complete written speech.
- The oral turn is used to test whether the organised material is usable. The rubric does not score general fluency, confidence, or pronunciation.

ACTIVITY 8

ENGLISH / YEAR 6

Theme and Learning Area	Theme 4 - Family Life
Learning Outcomes and Process Components	ENG.6.4.R3. Students can make meaning of / derive meaning from the current content about "family life with family members' jobs, working places, and job routines; different types of family homes and houses" by reading it carefully. *e) Students make meaningful inferences from the information in the current content by examining it carefully.* ENG.6.4.W4. Students can individually construct/form content for the assigned writing task on the current content "family life with family members' jobs, working places, and job routines; different types of family homes and houses". *c) Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*

Activity Name: Family Life Reading Mission: Find the Clues; My Family, My Home

Materials

Student Reading and Writing Worksheet; board/Smart Board; family/job/home word cards or visuals; pencils; coloured pencils (optional).

Assessment and Evaluation Tools

Student Reading and Writing Worksheet and Answer Key (Appendices 1 and 4); Teacher Formative Observation Checklist (Appendix 3); Analytic Scoring Rubric for the final writing (Appendix 2).

Activity Implementation Guidelines and Stages

Preparation and Success Criteria

The teacher...

- shares the activity purpose and the success criteria in Appendix 2 before the activity begins; explains that Activity A focuses on drawing a reasonable inference from text evidence and Activity B focuses on using Theme 4 target words and grammatical language chunks in a short paragraph.
- distributes the Student Reading and Writing Worksheet and reminds students that a real family does not have to be described; an imaginary family may be used.
- previews the Theme 4 content categories used in the task - family member, job, workplace, home, routine/action and planned family event - without turning the activity into an explicit grammar lesson.

Activity A1 - Read for Significant Details

The teacher...

- asks students to look at the title "A Weekend with the Yılmaz Family" and read the text silently for the general situation.
- asks students to answer the four short detail questions in Appendix 1 and underline the sentence or phrase that helped them find each answer.
- checks the answers only after students have first completed the task individually and compared one answer with a partner.

Activity A2 - Find the Clue and Make an Inference

The teacher...

- models the evidence routine with one non-scored example: "The family shares the housework. I can infer that they share responsibility because the text shows that everyone has a job."
- asks students to complete the inference table by writing what each clue suggests and copying or paraphrasing a short supporting clue from the text.
- asks students to explain one inference to a partner using the frame "I can infer ... because the text says/shows ...".
- accepts different inferences when they are logically connected to the text and supported by an appropriate clue; does not accept an unsupported personal opinion as text evidence.

Activity A3 - Check and Refine the Inference

The teacher...

- reviews the acceptable evidence in Appendix 4 and asks students to check whether each inference is supported by the clue they selected.
- asks students to revise one inference or clue when the relationship is weak, incomplete or based only on personal opinion.
- records formative evidence on the Teacher Formative Observation Checklist instead of assigning a score to every reading response.

Activity B1 - Notice the Model

The teacher...

- presents the model paragraph in Appendix 1 and asks students to underline Theme 4 words for jobs, workplaces, homes or home items.
- draws attention to the contextual future-arrangement chunk "Next Sunday, they are visiting ..." and asks students what information it communicates, without presenting a grammar formula.
- shows how the model moves from family/home information to job and workplace details and then to a planned family event.

Activity B2 - Plan My Family, My Home

The teacher...

- asks students to complete the planning table for a real or imaginary family by selecting relevant family, job, workplace, home and routine information.
- asks students to plan one family arrangement using a time expression such as next Sunday, tomorrow or next week and a Present Progressive future-arrangement chunk.
- checks that the plan contains enough target vocabulary and one usable future-arrangement idea before students begin drafting.

Activity B3 - First Draft and Formative Feedback

The teacher...

- asks students to write a 6-8 sentence paragraph about the planned family and home, using at least three appropriate Theme 4 target words and one future-arrangement sentence based on the model.

- monitors the first draft and gives concise criterion-based feedback: one strength supported by evidence and one immediate next step.
- avoids correcting every language error at once; prioritises the target vocabulary/chunk and the clarity of the message.

Activity B4 - Revise and Submit the Final Writing

The teacher...

- asks students to revise at least one sentence or language choice in response to the feedback before writing/submitting the final version.
- assesses the final paragraph with the Analytic Scoring Rubric in Appendix 2 and uses the criterion profile, not only the total score, to decide the next support step.

Feedback and Guidance

Feedback is adapted to the evidence in the student's inference table, first draft and final writing. Whenever possible, all relevant criteria are considered; otherwise, at least two critical criteria are addressed. Each feedback message identifies a strength with evidence, a development need linked to a criterion and one immediate next step. The student then revises the relevant inference, sentence or language choice and tries again.

Level	Task-specific feedback example
Proficient	Your inference that the twins are helpful is supported by two actions from the text, and your future-arrangement sentence is clear. Next, replace one general word with a more precise Theme 4 word from your planner.
Developing	Your clue is relevant, but the inference mostly repeats the text. Explain what the clue suggests, then check the future-arrangement sentence so the planned event is clear
Beginning	You found one useful clue with support. Complete the frame 'I can infer ... because the text shows ...', then use the model to write one clear job-workplace sentence before adding the future plan.
Performance Not Observed	There is not yet enough reading or writing evidence to evaluate this criterion. Check access to the text/task, provide the relevant word bank or model, and give the student another opportunity before making a quality judgement.

Guidance for missing or incorrect learning evidence

- When an inference is unsupported, direct the student to the relevant paragraph and use the frame "The clue is ... so I can infer ..." before asking for a revised answer.
- When job, workplace or home vocabulary is confused, use a compact word/visual bank and ask the student to correct only the relevant planner entry first.
- When the future-arrangement chunk is missing or unclear, return to the model sentence and ask the student to adapt it with their own time expression and family event.
- When sentence conventions reduce readability, identify one recurring issue (for example, a capital letter or full stop) and ask for a focused correction rather than marking every error.
- If no assessable evidence is produced, provide accessible support and a retry opportunity; use the 0 level only when there is still no assessable evidence for the criterion.

Differentiation

Supporting

The teacher can...

- provide the reading in shorter paragraph blocks and a compact family/job/workplace/home word bank while keeping the same inference questions.
- complete one inference row first with "I can infer ... because ...", then add the remaining rows after the clue-inference relationship is understood.
- provide a partially completed planner and one model job-workplace sentence; begin with four core sentences and reduce support as the student expands toward the same final target.

Expansion

The teacher can...

- ask for one additional inference supported by two different clues and explain why both clues support the conclusion.
- ask the student to add one precise Theme 4 home/job word and, where appropriate, one additional target chunk such as a natural when/while sentence.
- ask the student to revise one sentence for greater precision after comparing it with the model and explain which change made the message clearer.

APPENDIX 1

Student Reading and Writing Worksheet

Activity A - Family Life Reading Mission: Find the Clues

A Weekend with the Yılmaz Family

The Yılmaz family lives in an apartment in the city. Mrs Yılmaz is a dentist and works at a hospital. Mr Yılmaz is an engineer and works at a company. Their twins, Mert and Elif, are eleven. On Saturday mornings, everyone has a job at home. The parents clean the kitchen and living room. The twins tidy their rooms and put the rubbish in the bin. Nobody leaves all the work to one person.

On Sundays, the family usually visits the grandparents, who live in a farmhouse in the countryside. The grandparents spend much of the day around the house and garden. Mert and Elif feed the chickens and carry vegetables to the kitchen. When their grandmother cooks, the twins set the table. Their grandfather tells stories about farm life after lunch.

Next Sunday, the family is visiting the grandparents again. They are taking a new bookshelf for the youth room and helping them organise it. Mert says, "We may be tired after the work, but I like our Sundays together."

At the end of each weekend, the family returns to the city tired but cheerful. They say the apartment and the farmhouse are different, but both places feel like home when the family works and spends time together.

A. Read for significant details.

1. Where does the Yılmaz family live?

_____

2. What are Mrs Yılmaz's and Mr Yılmaz's jobs and workplaces?

_____

3. How do Mert and Elif help at the apartment and at the farmhouse?

_____

4. What is the family planning to do next Sunday?

_____

B. Find the clue and make an inference.

Complete each row with a reasonable inference and a short clue from the text. Different answers are acceptable when the clue supports the inference.

Inference question	My inference	Clue from the text
What can you infer about how the Yılmaz family shares responsibility?		
What can you infer about Mert and Elif's attitude to helping their grandparents?		
What can you infer about what makes a place feel like home for this family?		

C. Check and refine.

After the class check, revise one inference or clue if needed.

My revised inference	My stronger clue

Activity B - My Family, My Home

A. Examine the model.

Model Paragraph: This is the Kaya family. They live in an apartment. Mrs Kaya is a dentist and works at a hospital. Mr Kaya is an engineer and works at a company. At the weekend, they help each other at home. **Next Sunday, they are visiting their grandparents.** They are taking a new bookshelf with them. They enjoy spending time together.

Notice: The bold sentence describes a planned future arrangement in context. Use the model as a language example; do not copy the family details.

B. Plan a real or imaginary family.

Family / home type	
Family member 1 - job - workplace	
Family member 1 - usual routine/action	
Family member 2 - job - workplace	
Family member 2 - usual routine/action	
Planned family event + time expression	Next _____, they/we are _____.
Target Theme 4 words I plan to use	1. _____ 2. _____ 3. _____

C. Write the first draft.

Write 6-8 simple sentences. Include family/home information, appropriate Theme 4 words, and one planned future event using the modelled future-arrangement chunk.

_____

_____

_____

_____

_____

_____

_____

_____

D. Use the teacher feedback and revise.

Strength with evidence	
One next step	
Sentence / language choice I revised	

E. Final writing

APPENDIX 2 - SUCCESS CRITERIA AND ANALYTIC SCORING RUBRIC

Success Criteria

- I can make a reasonable inference and support it with a relevant clue from the reading text.
- I can write a clear 6-8 sentence paragraph about a real or imaginary family and home.
- I can select and use appropriate Theme 4 words for jobs, workplaces, homes and routines/actions.
- I can use a Present Progressive future-arrangement chunk meaningfully for a planned family event.
- I can use criterion-based feedback to revise at least one part of my writing before the final version.

Analytic Scoring Rubric - Final Writing

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
1.Content and vocabulary selection	Uses the planned Theme 4 family/ home information and target words accurately and appropriately; job, workplace, home and routine details support the paragraph's purpose.	Uses relevant family/home information and target vocabulary; one planned detail or word needs a small correction or clearer contextual use.	Uses some relevant Theme 4 information and at least one usable target word with support, but several planned details or word choices need revision.	No assessable written evidence is produced for Theme 4 content or target vocabulary.
2. Target grammatical language chunk	Uses a Present Progressive future-arrangement sentence accurately and meaningfully to communicate the planned family event.	Communicates the planned future event with the target chunk; a minor form or word-order issue needs correction but the intend-ed meaning remains clear.	Attempts the target future-arrangement chunk with the model or teacher support, but the form or intended future meaning needs substantial revision.	No assessable sentence using or attempt-ing the target grammatical language chunk is produced.
3. Organisation and clarity of message	Organises the paragraph in a logical order so family/home, job/ workplace, routine and future-plan information is easy to follow.	The overall message is understandable and generally ordered; one idea is unclear, mis-placed or needs a clearer connection.	Produces a partially connected short text with support, but the reader needs clarifica-tion to follow several ideas.	No assessable paragraph- level evidence is produced.
4. Revision and writing con-ventions	Produces readable sentences with appropri-ate basic capitalisation/ end punctuation and makes a meaningful revision in response to criterion-based feedback.	The writing is generally readable; one recur-ring convention issue remains and the revi-sion addresses at least one feedback point.	Can revise one sentence with direct sup-port, but several convention issues still reduce readability or the revision is only partly effective.	No assessable final/ revised writing evi-dence is produced.

Scoring	Maximum = 12 points. Suggested overall interpretation: 10-12 Proficient; 6-9 Developing; 1-5 Beginning; 0 Performance Not Observed only when no assessable evidence is available across all criteria.
Use Note	The total score gives an overview. Feedback and support decisions should be based on the student's criterion profile. A 0 does not describe low-quality work; it records the absence of assessable evidence for that criterion.

Teacher Formative Observation Checklist

Use during Activity A and the writing process. Mark only evidence that is actually observed; use the note column for the next support step.

Student	Locates a relevant text clue	Makes a supported inference	Selects Theme 4 words in the plan	Uses the target future chunk	Revises after feedback	Notes
1. _____	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	
2. _____	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	
3. _____	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	
4. _____	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	
5. _____	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	
6. _____	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	
7. _____	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	
8. _____	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	
9. _____	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	
10. _____	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	
11. _____	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	
12. _____	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	
13. _____	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	☐ Observed ☐ Needs support	

APPENDIX 4

Answer Key and Acceptable Evidence

Activity A - Significant Details

1. Where does the Yılmaz family live? They live in an apartment in the city.

2. Jobs and workplaces Mrs Yılmaz is a dentist and works at a hospital. Mr Yılmaz is an engineer and works at a company.

3. How do the twins help? At the apartment, they tidy their rooms and put the rubbish in the bin. At the farmhouse, they feed the chickens, carry vegetables and set the table.

4. What are they planning for next Sunday? They are visiting the grandparents again, taking a new bookshelf and helping them organise it.

Activity A - Acceptable Inferences

Sharing responsibility: Possible inference: The family shares responsibilities and helps one another. Evidence may include "everyone has a job at home", the parents clean shared rooms, and the twins tidy their rooms/put rubbish in the bin.

Twins' attitude to helping: Possible inference: Mert and Elif are willing/helpful family members. Evidence may include feeding chickens, carrying vegetables, setting the table, and Mert saying he likes their Sundays together even when they are tired.

What makes a place feel like home: Possible inference: Being together and helping one another is more important to the family than the type of home. Evidence may include the final sentence that both the apartment and farmhouse feel like home when the family works and spends time together.

Open-response note: Accept other age-appropriate inferences when the student identifies a relevant clue and the inference is logically supported by the text.

ENGLISH / YEAR 6

ACTIVITY 9

Theme and Learning Area	Theme 5 - Life in the Neighbourhood & City
Learning Outcomes and Process Components	ENG.6.5.L3. Students can make meaning of/derive meaning from the current content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" through significant details by listening/watching it carefully. *b) Students make important and necessary classifications in the current content that help them to understand it better with details.* *d) Students recognise significant horizontal/vertical/spiral relationships (if any) within the generally perceived current content with the help of classifications and comparisons made earlier.* ENG.6.5.S3. Students can organise a new verbal content on "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" by speaking accurately, efficiently, and authentically. *d) Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.* ENG.6.5.P1. Students can select and use the target phonological elements of the current content about "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others.

Activity Name: The Orange Blossom Festival; My Dream Neighbourhood: Build an Event & Transport Cue Card; City Sound Practice

Materials

Listening audio "The Orange Blossom Festival"; Student Listening Worksheet; concept map and festival poster; Event & Transport Cue Card template; board/Smart Board; word/visual cards; pencils.

Assessment and Evaluation Tools

Student Listening Worksheet and Answer Key (Appendices 1 and 5); Analytic Scoring Rubric for the Event & Transport Cue Card and Theme 5 target-sound performance (Appendix 4).

Activity Implementation Guidelines and Stages

Preparation and Success Criteria

The teacher...

- shares the activity purpose and the success criteria in Appendix 4 before the activity begins; explains that Activity A focuses on classifying listening details and connecting related details, Activity B focuses on organising a useful written/visual cue card, and Activity C focuses on selected Theme 5 target sounds.
- displays "NEIGHBOURHOOD & CITY" concept map and briefly activates familiar words for places, events, and transportation without pre-teaching every answer.
- reminds students that the Orange Blossom Festival context is used as the listening model and that the later neighbourhood/event idea may be real or imaginary.

Activity A1 - First Listening: The Orange Blossom Festival

The teacher...

- plays the audio once for the general situation and asks students to identify the festival, the city, and the main kinds of information they hear: events, places, activities, and transportation.
- asks students not to complete the detailed table during the first listening; they only note one or two keywords that help them follow the context.

Activity A2 - Listen and Classify

The teacher...

- plays the audio again and asks students to complete the classification table in Appendix 1 by matching each significant event/activity or transportation detail with its place, destination, or access clue.
- asks students to add a short audio clue rather than a full sentence so that each classification can be checked against what was heard.
- briefly replays the relevant segment only after students have made an initial response.

Activity A3 - Connect the Details

The teacher...

- asks students to use their completed classification table to build the relationship chains in Appendix 1, for example music concert → city square and bus/metro → city centre.
- asks students to identify how transportation and place details connect to the festival and to record one short audio clue for each chain.
- checks the chains with the answer key and asks students to correct any link that is not supported by the audio.

Activity B1 - Study the Model and Cue-Card Structure

The teacher...

- uses the festival listening/poster as a model and shows how information can be reduced to compact prompts under event, place/time, activities, transportation, and reason/choice headings.
- models one small visual cue and explains that the supplementary material should support speaking rather than become a full written speech.

Activity B2 - Organise My Event & Transport Cue Card

The teacher...

- asks each student to choose a real or imaginary neighbourhood/city event and organise the Event & Transport Cue Card in Appendix 2 using keywords, short chunks, and one small visual cue.
- asks students to include the event type, location/time, at least one activity, two transportation options, and one brief reason or preference using Theme 5 language where appropriate.

- checks that students have not written a full script and that related prompts are placed together in an easy-to-scan order.

Activity B3 - Test, Receive Feedback, and Revise

The teacher...

- asks students to use their cue cards for a brief oral test turn with a partner, locating each prompt while speaking rather than reading a complete text.
- asks the partner to give one evidence-based positive comment and one next-step suggestion using the compact feedback card in Appendix 2.
- asks students to revise at least one prompt, order, or visual cue before a second brief use of the card; the teacher assesses the organised material with the Analytic Scoring Rubric in Appendix 4.

Activity C1 - Notice and Practise Theme 5 Sounds

The teacher...

- models the selected Theme 5 sound words in Appendix 3, including festival, gas/garden, jazz, hang on, catch, ride, city, and police, without teaching phonetic symbols.
- asks students to listen, repeat, and notice the target sound in each word first as a class, then in pairs, and finally individually with three selected words.

Activity C2 - City Sound Chant and Retry

The teacher...

- models the short City Sound Chant in Appendix 3 and asks students to perform it in pairs at a comfortable pace; speed is not used as a success criterion.
- gives brief criterion-linked feedback on the selected target sounds, asks each student to repeat the word or line that needs attention, and records the target-sound evidence in the final criterion of the Analytic Scoring Rubric.

Feedback and Guidance

Feedback is adapted to the evidence in the student's Listening Worksheet, Event & Transport Cue Card, and target-sound performance. The teacher identifies a strength with evidence, identifies one development need linked to a criterion, and gives one immediate next step followed by revision or retry.

For Activity A, a classification or relationship is checked against a short audio clue before the answer is confirmed.

For Activity B, the teacher comments on the organised supplementary material rather than general confidence or fluency.

For Activity C, the teacher models only the sound/word that needs attention and invites a short retry.

Level	Task-specific feedback example
Proficient	Your card groups the event, place and two transport options clearly, and you found each prompt quickly. Keep the layout and make your reason prompt even shorter.
Developing	Your event and place prompts are clear, but the second transport option is hard to locate. Move it next to the first option, then test the card again.
Beginning	You have a usable event and place prompt. Add one transportation prompt with the word bank, then retry a short test turn.
Performance Not Observed	I do not yet have assessable cue-card or target-sound evidence. We will check access needs, use the reduced template/model, and retry; no low-quality judgment is made from missing evidence.

Differentiation

Supporting

The teacher can...

- provide a partially completed classification table and a compact word bank for event, place, transportation, and access words; replay the relevant audio segment only after the student has attempted the item;
- provide a pre-labelled Event & Transport Cue Card and ask the student to complete three core prompts first (event, place, transportation) before adding time/activity/reason; use sentence starters during planning, then reduce the final card to keywords/short chunks;
- allow the brief cue-card test turn with a supportive peer before the teacher observes the material in use;
- practise three target sounds at a time with teacher modelling, visual word cards, and immediate retry before returning to the complete chant.

Expansion

The teacher can...

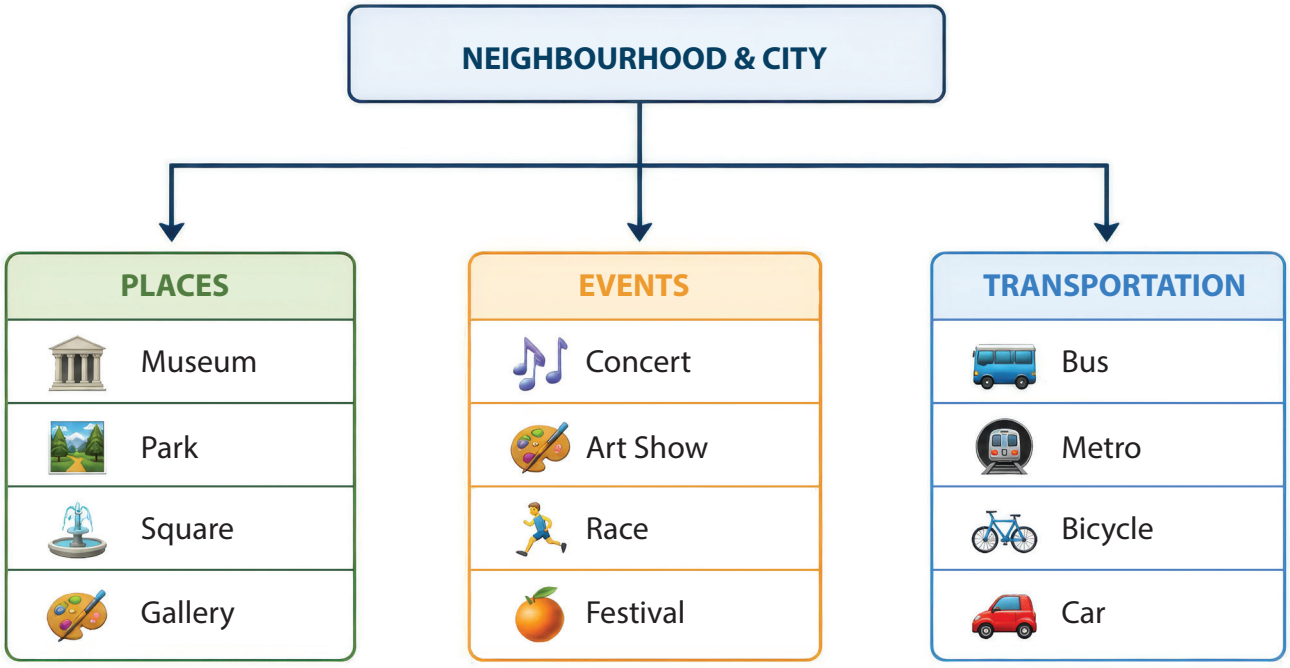
- ask the student to add one additional listening relationship that is supported by an audio clue and explain how the two details connect;
- ask the student to add a new option and indicate which option is better for the event with one concise reason, keeping the same Theme 5 outcome and cue-card format;
- ask the student to redesign the cue card with fewer words while preserving all required information, then test whether the revised visual organisation is easier to use;
- ask the student to create one extra City Sound Chant line using one of the same practised target sounds and a neighbourhood/city word, then perform it without adding a new phonological target.

APPENDIX 1

Student Listening Worksheet

The Orange Blossom Festival

Before listening: Look at the concept map. What kinds of information might you hear about a neighbourhood or city event?



A. Listen and Classify

Listen again. Complete the table with short words or phrases. Add one short audio clue for each row.

Event / Transport Detail	Category	Place / Destination / Access Link	Short Audio Clue
Music concert	_____	_____	_____
Art exhibition	_____	_____	_____
Running race	_____	_____	_____
Orange-flavoured street food	_____	_____	_____
Bus / metro	_____	_____	_____
Bicycle	_____	_____	_____

B. Connect the Details

Use your classification answers. Complete each relationship chain and add the clue that supports the link.

1. Music concert → _____ → clue: _____

2. Art exhibition → _____ → clue: _____

3. Running race → _____ → clue: _____

4. Bus / metro → _____ → clue: _____

5. Bicycle → _____ because _____.

Check: If a link is not supported by the audio, return to the relevant clue and correct the chain.

APPENDIX 2

Event & Transport Cue Card and Peer Feedback

Activity B - My Dream Neighbourhood

Choose a real or imaginary event. Organise the information as keywords, short chunks, and one small visual cue. Do not write a full speech.

Event name / type	_____
Where? / When?	_____
What can people do?	_____
Transportation option 1	_____
Transportation option 2	_____
Which option is better for this event? Why?	_____
One useful visual cue	_____
Prompt I want to find first while speaking	_____

Brief test turn

Use the cue card as a prompt. Speak briefly about the event, place/time, activity, and transportation. Look at the card only when you need a prompt.

Peer feedback

Evidence I noticed	One next step
I could quickly find this useful prompt on the card: _____	Make this prompt/order/visual easier to use: _____
After feedback, I revised: _____	

APPENDIX 3

City Sound Practice

Listen to the teacher model. Repeat the words. Notice the target sound; phonetic symbols are not needed.

Sound focus	Practice words / chunks
f sound	festival
g sound	gas / garden
h sound	hang on
j sound	jazz
k sound	catch / key
i sound examples	city

City Sound Chant

Festival friends ride into the city.

Gas, garden, jazz - hear the city sounds.

Hang on, catch the bus, keep moving!

Ride, city, police - listen and repeat.

Perform at a comfortable pace. Clear target sounds matter more than speed. After feedback, repeat the word or line selected by the teacher.

APPENDIX 4 - SUCCESS CRITERIA AND ANALYTIC SCORING RUBRIC

Success Criteria

- I can classify significant listening details about festival events, places, activities, and transportation.
- I can connect related details from the audio and support each relationship with a short audio clue.
- I can organise an Event & Transport Cue Card with relevant Theme 5 information, concise written prompts, and a useful visual cue instead of a full script.
- I can test the cue card, use feedback, and revise at least one prompt, order, or visual cue.
- I can repeat and use selected Theme 5 target sounds clearly after a model and improve a target word or line after feedback.

Activity A is checked with the Answer Key in Appendix 5. The rubric below assesses the supplementary material organised in Activity B and the target-sound evidence from Activity C; it does not score general speaking fluency, confidence, or speed.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
1. Information selection	Organises relevant event type, location/ time, activity, two transportation options, and a clear reason/preference that fit the neighbourhood/city context.	Organises the required sections with mostly rele-vant prompts; one detail is missing, misplaced, or needs a small context correction.	Organises at least some relevant event/place/transport prompts using the model or word bank, but several required sections remain incomplete or need support.	No assessable Event & Transport Cue Card evidence is produced for this criterion.
2. Organisation and sequencing	Uses clear headings/rows and an easy-to-scan order; related event, place, activity, and transpor-tation prompts are grouped so the card can be used quickly.	The card is generally easy to follow, but one prompt is out of order, crowded, or separated from a relat-ed detail and needs a small reorganisation.	Produces a partially organised card with support but needs the model/ template to place several prompts in a usable order.	No assessable cue-card organisation evi-dence is produced for this criterion.
3. Concise written and visual prompts	Uses understandable keywords/short chunks and a useful visual cue; avoids a full written speech and keeps prompts brief enough for speaking support.	Prompts are understandable, but one is unneces-sarily long, written as a complete script-like sen-tence, or has a visual/text match that needs a small revision.	Provides a few usable prompts with support, but several are too long, unclear, or incomplete for reliable use as supplementary material.	No assessable written/ visual prompt evi-dence is produced for this criterion.
4. Usability and revision	Uses the card as a prompt, locates needed infor-mation during the brief test turn, and makes a meaningful revision after criterion-based feed-back.	Uses the card as speaking support; one prompt is difficult to locate/use or the revision improves the material only partly.	Uses at least one prompt with support and can make a basic revision when directed, but the card still needs support for easy use.	No assessable cue-card use or revision evidence is produced for this criterion.
5. Selected Theme 5 target sounds	Produces the selected target words/ chunks clearly enough to distinguish the practised sounds and improves the identified word/line after feedback.	Produces the selected words/chunks understand-ably; one practised sound needs remodelling or an additional retry before it is consistently clear.	Produces at least some selected words after a model, but several target sounds remain unclear and require step-by-step repetition and support.	No assessable target-sound performance evidence is produced for this criterion.

Total Score	_____ / 15
Overall Level	[ ] Proficient [ ] Developing [ ] Beginning [ ] Performance Not Observed
Suggested score ranges	13-15 Proficient | 8-12 Developing | 1-7 Beginning | 0 Performance Not Observed (only when no assessable evidence exists for all criteria).
Use Note	The total score gives an overview. Feedback and Supporting/Expansion decisions are based on the criterion profile. General speaking fluency, confidence, and speed are not scored.

APPENDIX 5

Answer Key and Listening Script

Activity A - Answer Key

Detail	Place / Destination / Access Link	Supporting Audio Clue
Music concert	city square	"music concert at the city square"
Art exhibition	art gallery	"art exhibitions at the art gallery"
Running race	park	"running race in the park"
Orange-flavoured street food	main street	"street food on the main street"
Bus / metro	city centre	"To get to the city centre, you can take the bus or the metro."
Bicycle	festival / city centre access	"You can also ride your bicycle because the streets are very safe."

Relationship chains - possible answers

- Music concert → city square.
- Art exhibition → art gallery.
- Running race → park.
- Bus / metro → city centre.
- Bicycle → festival/city centre access because the streets are very safe.

Listening Script - The Orange Blossom Festival

Hello everyone! Welcome to the Orange Blossom Festival in Adana. This is a very famous festival in our city. It takes place every year in April. There is a wonderful music concert at the city square. You can also see amazing art exhibitions at the art gallery. If you like sports, there is a running race in the park. There is delicious orange-flavoured street food on the main street. The festival is very crowded and colourful. To get to the city centre, you can take the bus or the metro. You can also ride your bicycle because the streets are very safe. Enjoy the festival!

Audio file used with the source activity: "Grade 6 Theme 5 Listening Audio.mp3" (approximately 37 seconds).

Source festival poster - optional contextual visual



ACTIVITY 10

ENGLISH / **YEAR 6**

Theme and Learning Area	Theme 5 - Life in the Neighbourhood & City
Learning Outcomes and Process Components	ENG.6.5.R3. Students can make meaning of / derive meaning from the current content about "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" by reading it carefully. *f) Students internalise the information in the current content in an individualised and appropriate way according to age and language level.* ENG.6.5.W3. Students can organise a content for the assigned writing task on the current content "life in the neighbourhood and the city with festivals and events (sports, music, arts) in the neighbourhood and city; transportation in the neighbourhood and the city" based on the model/example provided. *c) Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

Activity Name: Diamond Ranking: My City Blog; My Festival Blog Planning Board; Neighbourhood Idea Bingo (optional idea bank)

Materials

Student Reading and Diamond Ranking Worksheet; model festival blog; Festival Blog Planning Board; board/Smart Board; pencils/ highlighters; optional source Neighbourhood Bingo visual.

Assessment and Evaluation Tools

Student Reading and Diamond Ranking Worksheet and Answer Key (Appendices 1 and 5); Festival Blog Planning Board with teacher-feedback/revision record (Appendix 2); Analytic Scoring Rubric (Appendix 4).

Activity Implementation Guidelines and Stages

Preparation and Success Criteria

The teacher...

- shares the activity purpose and the success criteria in Appendix 4 before the activity begins; explains that Activity A focuses on making the reading personally meaningful and that Activity B focuses on organising useful written/visual materials for a blog task.
- briefly activates familiar Theme 5 words for festivals, events, places, and transportation without pre-teaching the answers in the reading text.
- explains that the Mesir Macunu Festival text and model blog are source models; students may use a real or imaginary neighbourhood/city event in their own planning.

Activity A1 - Read and Check Significant Details

The teacher...

- gives students Appendix 1 and asks them to read "My City Blog - A Day at the Mesir Macunu Festival" individually for the general meaning.
- asks students to answer the short text-check questions and underline the sentence or phrase that supports each response.
- checks only the key details needed for the next task; the short questions are supporting comprehension evidence and are not scored as separate learning outcomes.

Activity A2 - Build a Personal Diamond Ranking

The teacher...

- asks students to review the nine festival features from the source activity and arrange the letters in the 1-2-3-2-1 diamond according to what would matter most to them if they attended the festival.
- asks students to support the top choice and one lower-ranked choice with a matching text clue and a brief personal reason, so the ranking shows both accurate reading and individualised meaning-making.
- asks pairs to compare one ranking decision using the source sentence starters; participation or use of the sentence starter itself is not scored independently.

Activity B1 - Study the Model Blog and Its Parts

The teacher...

- uses the source "My Festival Blog" model in Appendix 2 and asks students to identify the blog title, opening, first paragraph, second paragraph, closing question, and sign-off.

- shows how these parts become planning headings before a draft is written; the focus is on organising relevant material rather than teaching a new writing genre rule.

Activity B2 - Organise My Festival Blog Planning Board

The teacher...

- asks each student to choose a real or imaginary festival/event and complete the planning board in Appendix 2 using keywords, short chunks, labels, and one small visual cue rather than a full script.
- asks students to include event name/type, place/time, at least one activity, transportation/access, one interesting or special detail, a closing-question idea, and a sign-off idea in an order that matches the model.
- checks that the notes are relevant to Theme 5 and that related ideas are grouped in the section where they will be used.

Activity B3 - Teacher Feedback, Revision, and Brief Draft Check

The teacher...

- reviews the first planning board without giving a second full score and gives short verbal feedback on one or at most two critical rubric criteria, identifying a strength with evidence and one immediate next step.
- asks students to revise the relevant planning box and record what they changed in the revision line in Appendix 2.
- asks students to use the revised plan to produce a short blog draft of about 6-8 simple sentences as a usability check; general creativity, spelling, and language accuracy are not scored as independent criteria.
- assesses the final reading-ranking and planning evidence once with the Analytic Scoring Rubric in Appendix 4.

Activity C - Neighbourhood Idea Bingo (Optional Idea Bank)

The teacher...

- uses the source Neighbourhood Bingo only when students need extra idea generation or language recycling; students collect examples from classmates and may transfer one useful idea to their planning board.
- does not score Bingo participation or speaking performance with the final rubric.

Feedback and Guidance

Feedback is adapted to the evidence in the student's Reading and Diamond Ranking Worksheet and Festival Blog Planning Board. The teacher identifies a strength with evidence, identifies one development need linked to a criterion, and gives one immediate next step followed by revision or retry.

For Activity A, a ranking choice is checked against a matching text clue and the student's personal reason.

For Activity B, feedback focuses on the relevance, organisation, concision, and usability of the planning material rather than on general creativity or every language error

Level	Task-specific feedback example
Proficient	Your diamond ranking uses details from the blog accurately, and your planning board follows the model order. Your transport and special-detail prompts are easy to find. Keep that structure and shorten the closing-question prompt so it works as a quicker cue.
Developing	Your ranking is complete and your event/place notes are relevant, but the transport idea is not yet in the section where you will use it. Move that prompt to the first-paragraph box, then use the plan to write one sentence and check whether it is easier to follow.
Beginning	You selected relevant festival details and started a blog title. Use the model labels to add one place/when prompt and one transportation prompt, then revise those boxes before the draft check.
Performance Not Observed	I do not yet have assessable ranking or planning evidence for this criterion. We will check access needs, use the reduced model/template, and give you another opportunity to show the first step; missing evidence is not treated as low-quality performance.

Differentiation

Supporting

The teacher can...

- reduce the Diamond Ranking to five source features first, then return to the nine-feature version after the student shows the same evidence-linking process;
- provide a text copy with the nine feature words lightly highlighted and a frame such as "My top choice is ___; the text says ___; this matters to me because ___.";
- provide a partially completed Blog Planning Board with the model headings already labelled and ask the student to complete the event, place/time, and transportation boxes before adding the other details;
- allow the student to say a planning idea aloud before converting it to a keyword/short chunk, then reduce the support during the brief draft check.

Expansion

The teacher can...

- ask the student to create a second Diamond Ranking from a different perspective, such as a visitor who values easy transportation, and compare which text clues change the ranking;
- ask the student to reorganise the same blog plan for a different audience (for example, a visitor or a classmate) while keeping the same event information and explaining which planning prompts need to move or change;
- ask the student to plan two transportation options and decide which detail belongs earlier in the blog for clearer organisation;
- ask the student to reduce the final planning board to fewer words without losing any required information, then test whether the revised material still supports the short draft.

APPENDIX 1

Student Reading and Diamond Ranking Worksheet

Activity A - My City Blog: A Day at the Mesir Macunu Festival

Read the blog carefully. First check the important details. Then decide which festival features matter most to you and build your own Diamond Ranking.

My City Blog - A Day at the Mesir Macunu Festival

Posted by Defne | March

Hi everyone!

Every year, there is a big festival in my city, Manisa. It is called the Mesir Macunu Festival. It is generally in April and I love it! First, a little history. Mesir macunu is a special sweet paste with many spices. Long, long ago, Hafsa Sultan was ill. A wise healer, Merkez Efendi, made this special paste for her. She took it, and she was well again! Hafsa Sultan was very happy, so she asked people to share the mesir macunu with everyone in the city. People still remember this story today.

On the festival day, my family and I take a free bus to the city centre. Volunteers stand near the buses and give directions. It is very easy to find the festival area! At the festival, there is traditional music and dancing. I love the dancers' colourful traditional clothes. There are food stalls in the square too, so we always buy some snacks. And now, the best part: people on the roof of the old mosque throw small packets of mesir macunu down to the crowd, just like long ago! Everybody looks up and tries to catch a packet. I catch one every year! In the evening, there is a small concert in the square. Everybody sings and dances together.

What about your city? Do you have a special festival too? Write a comment below!

A. Quick Text Check

1. Why did Hafsa Sultan want to share the mesir paste with the whole city?

_____

2. How do people know where to go when they arrive at the festival area by bus?

_____

3. What can you tell about the atmosphere in the city square during the day?

_____

4. Why do people look up at the roof of the old mosque during the festival?

_____

5. How long does the writer usually stay at the festival?

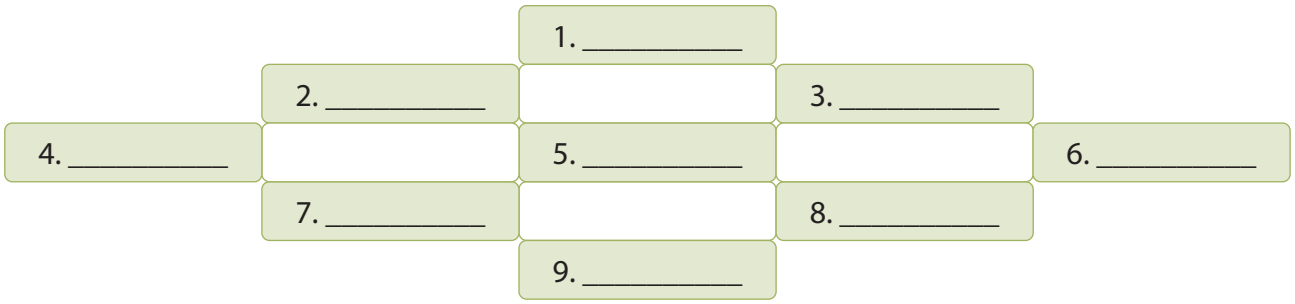
_____

B. Nine Festival Features

Letter	Festival feature from the text
a	Free buses to the festival area
b	Traditional music and dancing
c	Colourful traditional clothes
d	Food stalls in the square
e	The story of Hafsa Sultan and the mesir macunu
f	Throwing mesir macunu from the mosque roof
g	Helpful volunteers and clear directions
h	The evening concert
i	Everybody's happiness and fun

C. My Diamond Ranking

Write the letters a-i in the diamond. Put the feature that matters most to you at the top and the least important at the bottom. There is no single correct order.



D. Explain Two Choices

My top choice is _____ because the text says/mentions: _____

This matters to me because: _____

One lower-ranked choice is _____. I placed it lower because: _____

Pair comparison: "I put _____ at the top because _____." / "I think _____ is less important than _____ because _____."

APPENDIX 2

Model Blog and Festival Blog Planning Board

Activity B - My Festival Blog

1. Study the model. Notice how the blog is organised.

Ege's Blog - Festival Day in My City

Hi everyone!

There is a big festival in my city today. It is called the Mesir Macunu Festival. The streets are full of people. My family and I came here by bus because the streets are very crowded.

We watched a traditional dance show. It was beautiful! Then, people threw small packets of mesir macunu from the mosque roof. I caught one! It was so much fun. My little sister loved the music too, and we ate some snacks from the food stalls.

Do you have a festival like this in your city? Write a comment below!

See you soon,

Ege

Part	What it does
Blog title	A short, catchy title for the post.
Opening	Say hello and name the festival/event.
Paragraph 1	Organise what, when, where, and transportation/access information.
Paragraph 2	Organise one interesting, funny, or special detail.
Closing question	Invite the reader to respond.
Sign-off	Finish the post briefly.

2. Organise your own Festival Blog Planning Board. Use keywords, short chunks, labels, and one small visual cue. Do not write the full blog inside the plan.

Planning part	My keywords / short chunks / visual cue
Blog title idea	_____
Opening / event name and type	_____
Where? / When?	_____
How will people get there?	_____
Paragraph 1 - activity/detail notes	_____
Paragraph 2 - interesting/special detail	_____
One useful Theme 5 word or phrase	_____
Closing question idea	_____
Sign-off idea	_____
One small visual cue / label	_____

Teacher feedback focus (one or at most two criteria): _____

After feedback, I revised this planning box/prompt: _____

3. Brief draft check - Use the revised plan to write about 6-8 simple sentences.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX 3

Optional Neighbourhood Idea Bingo

Find Someone Who…
Neighbourhood Bingo

Walk around the classroom. Ask your classmates questions to find someone who matches each box below.





1 ..... prefers riding a bike to taking a bus.	**2** ..... was at a festival last summer.	**3** ..... hates being stuck in traffic.
4 ..... plans to visit a music festival this year.	**5** ..... uses the tram or underground every day.	**6** ..... enjoys watching fireworks.
7 ..... knows a good song for a festival.	**8** ..... would like to organise an event in the neighbourhood.	**9** ..... was late for school once because of traffic.
10 ..... walks to school every day.	**11** ..... went to a concert last month.	**12** ..... doesn't like crowded places.

APPENDIX 4 - SUCCESS CRITERIA AND ANALYTIC SCORING RUBRIC

Success Criteria

- I can use accurate details from the festival blog to create a personal Diamond Ranking and explain my choices with a text clue and a personal reason.
- I can recognise the main parts of the model blog and use them as headings for my own planning material.
- I can select relevant Theme 5 information for my own festival/event blog plan, including place/time and transportation/access information.
- I can organise concise keywords, short chunks, labels, and a visual cue so the planning board is easy to use.
- I can use teacher feedback to revise at least one part of my planning material and test the revised plan in a short draft

The short text-check questions are checked with Appendix 5. The rubric below assesses the selected R3(f) and W3(c) evidence. Activity C is optional and unscored. General creativity, participation, speaking performance, spelling, and broad language accuracy are not independent rubric criteria.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
1. Personal meaning-making from the reading	Completes the nine-feature Diamond Ranking and supports the top choice and one lower-ranked choice with matching text clues and clear personal reasons.	Completes the ranking and gives text-based/personal reasons, but one clue or reason needs a small correction or clearer link to the chosen feature.	Produces a partial ranking with at least one relevant feature and one supported choice after using the model or a prompt; several positions or evidence links remain incomplete.	No assessable Diamond Ranking or explanation evidence is produced for this criterion.
2. Use of the model structure	Identifies the model's title, opening, paragraph sections, closing question, and sign-off and uses these parts as an appropriate structure for the planning board.	Uses the model structure appropriately, but one planning section is missing, misplaced, or needs a small correction.	Uses some model sections with support, but several planning headings or their purposes still need prompting.	No assessable evidence of using the model structure is produced for this criterion.
3. Relevant content/material selection	Organises relevant event name/type, place/time, transportation/access, activity, special detail, closing-question idea, and sign-off idea that fit the neighbourhood/city context.	Organises the required content with generally relevant prompts; one required detail is missing, misplaced, or needs a small context correction.	Records some relevant event/place/transport information with support, but several required content areas remain incomplete.	No assessable blog-planning content is produced for this criterion.
4. Organisation and concision of planning materials	Groups related ideas under clear headings and uses keywords/short chunks, labels, and a useful visual cue; the plan is easy to scan and does not become a full script.	The plan is usable, but one prompt is too long, crowded, unclear, or placed away from a related idea and needs a small reorganisation.	Provides a few usable prompts with support, but several are too long, unclear, or disorganised for reliable use in the draft check.	No assessable organisation of written/visual planning material is produced for this criterion.
5. Use, feedback, and revision	Uses the planning material to produce the brief draft in the planned order and makes a meaningful revision after criterion-linked teacher feedback.	Uses the plan for the draft check; one part is difficult to use or the revision only partly addresses the feedback and needs a small adjustment.	Uses at least one planning prompt in the draft check with support and can make a basic revision when directed, but the plan still needs support for independent use.	No assessable use or revision evidence is produced for this criterion.

Total Score	_____ / 15
Overall Level	[ ] Proficient [ ] Developing [ ] Beginning [ ] Performance Not Observed
Suggested score ranges	13-15 Proficient | 8-12 Developing | 1-7 Beginning | 0 Performance Not Observed (only when no assessable evidence exists for all criteria).
Use Note	The total score gives an overview. Feedback and Supporting/Expansion decisions are based on the criterion profile. A score of 0 indicates absence of assessable evidence, not low-quality work.

APPENDIX 5

Answer Key and Teacher Notes

Activity A - Quick Text Check: Possible Answers

- 1. Hafsa Sultan was grateful after recovering and wanted the mesir macunu to be shared with people in the city.
- 2. Volunteers stand near the buses and give directions, so visitors can find the festival area.
- 3. The square is colourful, active, and busy with traditional music, dancing, colourful clothes, and food stalls.
- 4. People look up because packets of mesir macunu are thrown from the roof and they try to catch them.
- 5. The writer stays from the daytime activities during the day and into the evening.

Diamond Ranking

The ranking is intentionally open-ended. All nine features (a-i) are stated or clearly supported by the source blog. The teacher checks whether the selected feature matches the text clue and whether the student's personal reason explains the ranking decision; no single order is marked correct.

Source feature reference

Letter	Text-supported feature
a	Free buses to the festival area
b	Traditional music and dancing
c	Colourful traditional clothes
d	Food stalls in the square
e	The story of Hafsa Sultan and the mesir macunu
f	Throwing mesir macunu from the mosque roof
g	Helpful volunteers and clear directions
h	The evening concert
i	Everybody's happiness and fun

Activity B - Model Structure Reference

Expected planning order: blog title -> opening/event name -> paragraph 1 notes (what/when/where/transport) -> paragraph 2 special detail -> closing question -> sign-off. The student may adapt the content to a real or imaginary festival/event; the plan should remain relevant to Theme 5 and useful for the short draft check.

Activity C - Optional Bingo

The Bingo task has personalised answers and no fixed answer key. It is used only as an optional idea-generation/language-recycling activity and is not scored by the final Analytic Scoring Rubric.

ACTIVITY 11

ENGLISH / **YEAR 6**

Theme and Learning Area	Theme 6 - Life in the World & Culture
Learning Outcomes and Process Components	ENG.6.6.L3. Students can make meaning of/derive meaning from the current content on "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" through significant details by listening/watching it carefully. *b) Students make important and necessary classifications in the current content that help them to understand it better with details.* ENG.6.6.S3. Students can organise a new verbal content on "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" by speaking accurately, efficiently, and authentically. *d) Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*

Activity Name: Food Traveller: Listen, Classify, and Build a Cue Card

Materials

Listening script; Student Listening Worksheet; Country Information Cards; Food Traveller Cue Card; board/ Smart Board; pencils.

Assessment and Evaluation Tools

Student Listening Worksheet and Answer Key (Appendices 1 and 2); Food Traveller Cue Card (Appendix 4); Analytic Scoring Rubric (Appendix 5).

Activity Implementation Guidelines and Stages

Preparation and Success Criteria

The teacher...

- shares the purpose of the activity and the Success Criteria in Appendix 5 before the task and explains what the performance levels mean;
- briefly activates the theme by placing the headings COUNTRY, LANGUAGE, and FOOD on the board and eliciting one familiar example without giving the listening answers;
- explains that the listening task is assessed through classification evidence and that the speaking task is assessed through the student-organised cue card, not through general fluency or confidence.

Activity A - Listen, Classify, and Check

The teacher...

- reads or plays the listening script once without stopping and asks students to identify the general topic;
- reads or plays the script a second time and asks students to complete the classification table by placing the heard country, language(s), and food(s) into the correct set;
- reads or plays the script a third time when needed and asks students to check that each country remains linked with its own language(s) and food(s);
- asks students to answer the short listening-check questions after the classification table; these questions support comprehension but are not separate rubric criteria;
- asks students to compare answers briefly with a partner, then confirms the classification using Appendix 2 and rereads only unclear sentences when necessary;
- gives short evidence-based feedback on a critical classification error and allows the student to revise only the affected row before final collection.

Activity B - Organise a Food Traveller Cue Card

The teacher...

- provides the Theme 6 Country Information Cards in Appendix 3 and asks each student to choose one country;
- asks students to select the country, nationality, language(s), example food(s), one food adjective/opinion, and short past-action cues that are relevant to the prepared talk;

- asks students to organise the selected information on the Food Traveller Cue Card in Appendix 4 and add a small visual cue or symbol if it helps them remember the content;
- allows a brief pair rehearsal only as a usability check: the partner listens while the speaker follows the cue card and notes whether the order is easy to follow; no separate peer-assessment form is used;
- reviews one or at most two critical cue-card criteria, gives brief oral feedback using evidence from the student's card, and asks the student to revise only the targeted field/order;
- uses a short individual or rotating pair/teacher-station talk to verify that the organised material is usable; the talk itself is not separately scored for fluency, confidence, pronunciation, or general grammar;
- assesses the final listening classification and Food Traveller Cue Card once with the Analytic Scoring Rubric in Appendix 5.

Feedback and Guidance

Feedback is not delivered as a fixed script. It is adapted to evidence in the student's listening classification and Food Traveller Cue Card. Each feedback message includes a strength with evidence, a criterion-linked need, and one clear next step that the student can apply immediately. After feedback, only the targeted row/field is revised or retried.

Level	Task-specific feedback example
Proficient	Your three country-language-food sets are consistent, and your cue card keeps country, language, food, and opinion in a clear order. The cue 'Spain → Spanish → paella → enjoyed it' is concise and usable. As a next step, one remaining full sentence could be shortened to keywords so the card stays a support tool rather than a script.
Developing	Your classification uses the correct categories, but one country set contains a detail from another set. Your cue card also has the required headings, yet the speaking order is not fully clear. Recheck-ing that listening row and numbering the cue-card sections in the order you will use them can make the material easier to follow.
Beginning	You have correctly linked one country with a language or food and selected a country for your cue card. The remaining details are not yet organised clearly. With a reduced word bank, completing one full country-language-food set first and then filling the first two cue-card headings can provide a clear next step.
Performance Not Observed	This level does not mean low-quality work. It is used only when there is no assessable evidence for the criterion. A single country-language-food example can be modelled, or the first cue-card head-ing can be completed together; the student is then given another opportunity to show the perfor-mance independently.

Guidance for missing or incorrect learning

- If country, language, and food categories are confused, the teacher replays or rereads only the relevant sentence and temporarily provides the three category headings with a short word bank. The support is reduced on the next item.
- If a student copies a full paragraph onto the cue card, the teacher asks which words are essential for remembering the order and models how one sentence can be reduced to two or three keyword cues.
- If the cue card order is unclear, the teacher asks the student to point to the first, second, third, and fourth cue they would use. The student numbers or rearranges only those fields and tries the short talk again.
- If no assessable evidence is produced, the teacher provides entry support for the first step and then obtains a new independent response before assigning an overall level.

Differentiation

Supporting

The teacher can...

- For Activity A, the teacher can provide the three category headings and a reduced word bank before replaying a short section; a partially completed first row can be used as a model and then removed for the next row.
- For Activity A, the teacher can reduce the first listening attempt to two country sets and add the third set after the student demonstrates the same classification process.
- For Activity B, the teacher can reduce the number of country choices, provide the cue-card headings in advance, and allow the student to select from short keyword options before producing independent cues.
- For Activity B, the teacher can model how a full sentence is shortened to keywords and allow one supported rehearsal before the student reorganises the remaining fields independently.

Expansion

The teacher can...

- For Activity A, the teacher can add a short extension sentence containing nationality, language, and food details and ask students to classify the new details under an expanded set of headings without changing the learning outcome.
- For Activity B, students can reorganise the same country information for a second cue-card version with a different order or audience, then explain which organisation is easier to use and why.
- Students can add one optional culture/food-event cue from a teacher-provided source and decide where it belongs on the same cue card, keeping the focus on organising supplementary material for the prepared talk.

APPENDIX 1

Student Listening Worksheet

Food Traveller - Listen, Classify, and Check

Name: _____ Class/No: _____

A. Listen once. What is the listening mainly about?

_____

B. Listen again. Classify the details you hear. Keep each country with its own language(s) and food(s).

Country	Language(s)	Food(s)

C. Quick listening check.

1. Where did Rachel have culture shock? _____
_

2. Which food was spicy? _____

3. What did Rachel notice about the countries? _____

Targeted revision after feedback: I changed this row/answer: _____

I changed it because I heard/read this clue: _____

APPENDIX 2

Listening Script and Answer Key

Teacher listening script

Rachel is a volleyball player. She lived in different countries for a while. First, she stayed in Italy. People spoke Italian, and she enjoyed pizza and pasta. Then she moved to Spain. She had culture shock at first, but she learned some Spanish and tasted paella. Later, she stayed in India. She heard Hindi and English and tried curry and naan. The curry was spicy, but she liked it. Rachel noticed that the countries had different languages, foods, and traditions.

Answer Key - Classification

Country	Language(s)	Food(s)
Italy	Italian	pizza and pasta
Spain	Spanish	paella
India	Hindi and English	curry and naan

Quick listening check - suggested answers

- Spain.
- The curry.
- The countries had different languages, foods, and traditions. Equivalent evidence-based wording is acceptable.

Audio/source note: No separate listening-audio file was included in the submitted package. The teacher can read this script naturally or use a teacher-prepared recording of the same script.

APPENDIX 3

Theme 6 Country Information Cards

Use these as reference information for the cue-card organisation task. Students select one card; they do not need to memorise all cards.

Country Information Cards

Türkiye

Nationality : Turkish
Language(s) : Turkish
Example food(s) : kebab; baklava

Italy

Nationality : Italian
Language(s) : Italian
Example food(s) : pizza; pasta

Spain

Nationality : Spanish
Language(s) : Spanish
Example food(s) : paella

Belgium

Nationality : Belgian
Language(s) : Dutch; French; German
Example food(s) : waffles; fries

India

Nationality : Indian
Language(s) : Hindi; English
Example food(s) : curry; naan

England

Nationality : English
Language(s) : English
Example food(s) : fish and chips

the Netherlands

Nationality : Dutch
Language(s) : Dutch
Example food(s) : stroopwafel

Germany

Nationality : German
Language(s) : German
Example food(s) : pretzel

Teacher note: The reference cards use a limited set of Theme 6 country/language/food examples so that the student product remains manageable. They are support material for organising content, not an exhaustive cultural profile of any country.

APPENDIX 4

Food Traveller Cue Card

Name: _____ Country chosen: _____

Purpose: Organise short written/visual cues for a prepared talk. Do not write a full paragraph.

1. Country	
2. Nationality	
3. Language(s)	
4. Example food(s)	
5. Food adjective / opinion	
6. Past-action keyword cues	visited/stayed: _____ tasted/ate: _____ enjoyed/liked: _____
7. Small visual cue / symbol	
8. My speaking order	1 → _____ 2 → _____ 3 → _____ 4 → _____

Targeted revision after feedback

Field/order I changed: _____

Evidence/reason for the change: _____

Usability check: After the revision, I can follow the card without reading a full script.

☐ Yes ☐ Not yet

APPENDIX 5 - ANALYTIC SCORING RUBRIC

Success Criteria

- I can classify details I hear as country, language, and food and keep related details together.
- I can select country, nationality, language, food, and opinion information that is relevant to my prepared talk.
- I can organise short written/visual cues in a clear order on a cue card.
- I can use keywords or short phrases instead of copying a full speech onto the cue card.
- I can improve a targeted part of my classification or cue card after feedback.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
1. Listening classification: category accuracy	Places the heard coun-try, language(s), and food(s) in the correct categories and com-pletes the three sets accurately.	Uses the correct catego-ries, but a country set contains an incomplete or misplaced detail that can be corrected after replay/ feedback.	Places at least one heard detail in an appro-priate category and begins a meaningful country-language-food set with support; the remaining classification is limited or unclear.	No assessable classifi-cation entry is produced for this criterion.
2. Listening classification: keeping related details to-gether	Keeps each country linked with the lan-guage(s) and food(s) heard for that country; unrelated details are not mixed across sets.	Forms meaningful country-detail links, but one link is inconsistent or incomplete and needs a targeted correction.	Forms one correct country-detail link with guidance, but does not yet keep the remaining related details together consistently.	No assessable country-detail link is produced for this criterion.
3. Selecting relevant content for the cue card	Selects country, nation-ality, language(s), food(s), opinion, and past-action cues that fit the chosen reference card and the prepared talk.	Selects relevant core information, but one required field is missing, overly general, or copied without adapting it to the chosen card.	Selects a country and at least one relevant sup-porting detail with guid-ance; the remaining fields are incomplete or not yet clearly related to the chosen card.	No assessable content selection is produced for this criterion.
4. Organising the supplementary material	Arranges headings and cues in a clear speaking order; the card can be followed from country to language/food/opinion without searching for information.	The required information is present and partly ordered, but one transi-tion or field position makes the speaking sequence unclear until it is revised.	Uses the cue-card head-ings and begins an order with guidance, but the sequence is still frag-mented or difficult to follow.	No assessable organisa-tion of the cue card is produced for this criteri-on.
5. Using concise written/visual cues as support	Uses keywords, short phrases, and/or a simple visual cue to support the talk without copying a full speech; the cues remain usable after targeted feedback.	Uses mostly short cues but relies on a full sen-tence/script in part of the card or leaves a cue too vague to support the talk until feedback is applied.	Records a limited but meaningful key-word/visual cue with guidance; the card still depends heavily on copied wording or teach-er prompts.	No assessable writ-ten/ visual cue is pro-duced for this criterion.

Total Score	_____ **/ 15 Overall Level: ☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed**
Suggested score ranges	13–15 Proficient | 8–12 Developing | 1–7 Beginning | 0 Performance Not Observed (only when there is no assessable evidence in all criteria).
Use Note	The total score provides a general view. Feedback, support, expansion, and follow-up decisions are based on the criterion profile. A 0 in one criterion means evidence is missing for that criterion; it does not automatically determine the overall level.

ENGLISH / YEAR 6

ACTIVITY 12

Theme and Learning Area	Theme 6 - Life in the World & Culture
Learning Outcomes and Process Components	ENG.6.6.R3. Students can make meaning of / derive meaning from the current content about "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" by reading it carefully. *b) Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.* *e) Students make meaningful inferences from the information in the current content by examining it carefully.* ENG.6.6.V1. Students can select and use the target vocabulary of the current content about "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. *e) Students recognise the use of target words and expressions in the current content by making various guesses with the help of supplementary elements.* ENG.6.6.W4. Students can individually construct/form content for the assigned writing task on the current content "life in the world and culture with countries, nationalities, and languages in the world; food types and events from different parts of the world". *b) Students use appropriate discourse forms, styles, and rules relevant to the assigned writing type for a prepared and/or unprepared writing task.*

Activity Name: A World Food Festival: Read, Infer, and Write

Materials

"A World Food Festival" reading text; board/Smart Board; pencils; optional coursebook country/food visuals for context support.

Assessment and Evaluation Tools

Student Reading & Vocabulary Worksheet and Answer Key (Appendices 1 and 3); Country-at-the-Festival Paragraph Planner and Draft (Appendix 2); Teacher Targeted Feedback and Revision Record (Appendix 4); Analytic Scoring Rubric (Appendix 5).

Activity Implementation Guidelines and Stages

Preparation and Success Criteria

The teacher...

- shares the purpose of the activity and the Success Criteria in Appendix 5 before the task and explains what the performance levels mean;
- briefly activates the theme by writing COUNTRY, LANGUAGE, and FOOD on the board and eliciting one familiar example without giving answers from the reading text;
- explains that the evidence will come from recognising target vocabulary through clues, classifying and inferring from the text, and producing one organised paragraph.

Activity A1 - Vocabulary through Context Clues

The teacher...

- asks students to match the five source vocabulary items with their meanings and then complete the five context sentences using the word box;
- asks students to underline or circle the definition or sentence clue that helped them choose each word so that ENG.6.6.V1(e) evidence is visible;
- allows a brief partner comparison, then confirms the answers and discusses only the clues that caused difficulty.

Activity A2 - Read and Classify

The teacher...

- asks students to read "A World Food Festival" silently and complete the Country-Nationality-Language-Food table for Türkiye, Italy, and India;
- asks students to underline one supporting phrase in the text for each country row before whole-class checking;
- checks that related details stay with the correct country and gives short evidence-based feedback on any critical classification error.

Activity A3 - Infer from Text Evidence

The teacher...

- asks students to answer the two inference prompts individually using the frame "I infer that ... because the text says/shows ..." when support is needed;
- asks students to compare answers with a partner and identify the exact text clue that supports each inference;
- accepts equivalent answers when the inference is meaningful and the cited clue supports it.

Activity B1 - Notice the Paragraph Form

The teacher...

- shows the model paragraph in Appendix 3 and identifies its opening sentence, logically ordered supporting details, linking expressions, and closing sentence;
- reminds students that the final product is one connected 6-8 sentence paragraph rather than a list of notes or separate answers.

Activity B2 - Plan and Draft a Country-at-the-Festival Paragraph

The teacher...

- asks students to choose Türkiye, Italy, India, or another Theme 6 country for which the teacher/coursebook provides sufficient information;

- asks students to complete the planner with country identity, language, capital, traditional food, ingredients/taste, and one cultural event/tradition or classroom-festival detail;
- asks students to organise the notes in the order opening → country/language → food details → culture/event → closing and then write one 6-8 sentence paragraph;
- monitors the draft without correcting every error and records evidence related to the paragraph form and selected reading/vocabulary criteria.

Activity B3 - Targeted Feedback, Revision, and Final Judgement

The teacher...

- reviews the draft using the Analytic Scoring Rubric criteria; when individual feedback on all criteria is not feasible, selects at least two critical criteria for feedback;
- records one strength with evidence, the criterion-linked development need, and one immediately applicable next step in Appendix 4;
- asks students to revise only the targeted response, sentence, connection, or paragraph part and to mark the change in the revision area;
- assesses the final vocabulary, reading, inference, and paragraph evidence once with the Analytic Scoring Rubric in Appendix 5.

Feedback and Guidance

Feedback is not used as a fixed script. It is adapted to evidence in the student's vocabulary responses, reading classification/inference, and paragraph draft. Where possible, all criteria are considered; when class conditions do not allow this, feedback focuses on at least two critical criteria. Each message includes a strength with evidence, a criterion-linked need, and one clear next step. The student then revises only the targeted response, sentence, or paragraph connection before final assessment.

Level	Task-specific feedback example
Proficient	"Your classification keeps Türkiye, Italy, and India linked with the correct nationality, language, and food details, and your inference uses a relevant sentence from the text. Your paragraph also has a clear opening, ordered supporting details, and a closing message. One next step could be to re-place one repeated 'and' with a more precise connector so the paragraph flows more naturally."
Developing	"You used the context clues to choose the target words and your paragraph includes the required information. One classification row mixes a language and food detail, and the closing sentence does not yet connect back to the festival idea. Rechecking that row and revising the final sentence to show what the festival taught you can make the response clearer."
Beginning	"You have identified a relevant target word and placed one country detail in the correct category. Your paragraph has an opening sentence, but the supporting details are still listed rather than con-nected. With a short sentence frame, linking two details with 'and', 'also', or 'because' and then adding a closing sentence can provide a clear next step."
Performance Not Observed	This level does not mean low-quality work. It is used only when there is no assessable evidence for the criterion. One vocabulary clue, one classification row, or the opening sentence of the para-graph can be modelled; the student is then given another opportunity to produce the first assessa-ble step independently.

Guidance for missing or incorrect learning

- If a target word is selected without using the clue, the teacher asks the student to underline the definition or sentence phrase that supports the choice and compare it with one alternative word.
- If country, nationality, language, and food details are mixed, the teacher asks the student to return to one paragraph of the reading text, highlight only the details for that country, and rebuild that single classification row before continuing.
- If an inference is only a copied detail, the teacher uses the frame "I infer that ... because the text says/shows ..." and asks the student to connect one text clue to a broader meaning.
- If the draft reads like a list, the teacher can use colour labels for opening, supporting details, and closing, then ask the student to connect two adjacent details with an appropriate linking expression.
- If no assessable evidence is produced, the teacher provides entry support for the first step and then obtains a new independent response before assigning an overall level.

Differentiation

Supporting

- For vocabulary, the teacher can reduce the word bank, highlight the clue phrase, or complete one example together; the next item is then attempted without the same support.
- For classification, the first country row can be partially completed and the student can highlight one country paragraph at a time before filling the remaining rows independently.
- For inference, the teacher can provide the frame "The text says ...; therefore I infer ..." and allow the student to choose between two relevant text clues before writing the complete response.
- For writing, the teacher can provide sentence strips labelled Opening, Supporting Detail, and Closing for reordering, followed by a short paragraph frame. The frame is reduced after the student demonstrates the same organisation independently.

Expansion

- Students can classify a short fourth country profile supplied by the teacher and add one evidence-based inference about what the food/language details reveal, using the same R3(b/e) process.
- Students can reorganise the same paragraph content for a school website audience by changing only the opening and closing, then explain which version better fits the audience; the W4(b) focus remains discourse form and style.
- Students can identify two different text clues that support the same cultural inference and explain which clue gives stronger support without adding a new learning target.

APPENDIX 1

Student Reading & Vocabulary Worksheet

Activity A1 - Vocabulary through Context Clues

1. Match the words with their meanings. Then underline the clue word(s) in the meaning that helped you decide.

Word	Meaning
1. nationality	a. something used to make a dish
2. capital	b. related to the customs of a culture
3. cuisine	c. being a citizen of a particular country
4. ingredient	d. food from a particular country or culture
5. traditional	e. the main city of a country

2. Complete the sentences with the words in the box. One is extra. Underline the sentence clue that helped you choose.

traditional • capital • nationality • dessert • spicy • language

a. Ankara is the _____ of Türkiye.

b. Turkish is the main _____ spoken in Türkiye.

c. Baklava is a popular Turkish _____.

d. Manti is a _____ Turkish dish.

e. Some Indian dishes are very _____.

Activity A2 - Read and Classify

Read the text carefully. Underline the details that help you complete the classification table.

Last Saturday, our school organised a World Food Festival. Students from different classes prepared food from different countries. They also introduced the countries, languages and traditions.

Elif's group presented Türkiye. Turkish people speak Turkish, and Ankara is the capital city. They prepared manti, a traditional Turkish dish. It is made with small pieces of dough, meat and yoghurt. They also brought baklava, a famous Turkish dessert.

Marco's group presented Italy. Italian people speak Italian, and Rome is the capital city. Their group prepared pizza. Pizza is a famous Italian dish. It can have different ingredients such as cheese, tomatoes and vegetables.

Sara's group presented India. People in India speak several languages, including Hindi and English. Indian cuisine is often spicy and flavourful. Sara's group prepared a vegetable curry with different ingredients.

At the end of the festival, students tasted different foods and talked about the countries. They discovered that food can tell us a lot about culture, traditions and history.

Classify the significant details from the text.

Country	Nationality	Language(s)	Food(s)	Text clue / key phrase
Türkiye				
Italy				
India				

Activity A3 - Infer from Text Evidence

Inference prompt	My inference	Text clue that supports it
1. What can you infer about language use in India from Sara's presentation?		
2. Why can a food festival help students learn about culture, traditions, or history?		

Optional response frame: I infer that _____ because the text says/shows _____.

APPENDIX 2

Country-at-the-Festival Paragraph Planner and Draft

Activity B - Write one connected 6-8 sentence paragraph.

Use the reading text and the model paragraph in Appendix 3. Your paragraph should have an opening, logically ordered supporting details, and a closing sentence.

Paragraph part	Information to organise	My notes
Opening	Festival/event + country introduced	
Country identity	Nationality + language + capital	
Food details	Traditional food + ingredients + taste	
Culture/event detail	One relevant tradition/event/ classroom-festival detail	
Closing	What I learned / why the festival or food was meaningful	

Useful linking expressions: and • also • because • at the end • but

My first draft

_____

_____

_____

_____

_____

_____

Targeted revision after feedback

Criterion / part I revised	
What I changed	
My revised sentence / connection	

APPENDIX 3

Answer Key and Writing Model

Activity A1 - Vocabulary answers

1. 1-c, 2-e, 3-d, 4-a, 5-b

2. a) capital b) language c) dessert d) traditional e) spicy. Extra word: nationality.

Activity A2 - Classification

Country	Nationality	Language(s)	Food(s)	Possible text clue
Türkiye	Turkish	Turkish	manti; baklava	"Turkish people speak Turkish"; "prepared manti"; "brought baklava"
Italy	Italian	Italian	pizza	"Italian people speak Italian"; "prepared pizza"
India	Indian	Hindi and English	vegetable curry	"speak several languages, including Hindi and English"; "prepared a vegetable curry"

Activity A3 - Suggested inference answers

- 1. India uses more than one language / language use is diverse. Supporting clue: people in India speak several languages, including Hindi and English.
- 2. A food festival can help students learn about culture because foods, ingredients, traditions, and the stories around them can show aspects of a country's culture, traditions, and history. Equivalent evidence-based inferences are acceptable.

Writing model - Country at the Festival

Last Friday, our class organised a World Food Festival. My group presented Italy. Italian people speak Italian, and Rome is the capital. We prepared pizza with cheese, tomatoes and vegetables. It was crispy and flavourful. We also shared a short note about Italian food traditions. I enjoyed the festival because food helped us learn about culture.

Model features to notice: opening sentence → country/language detail → food detail → culture/event detail → closing message. Linking expressions include "and", "also", and "because".

APPENDIX 4

Teacher Targeted Feedback and Revision Record

Use this compact record only for formative feedback. It is not a second scoring instrument.

Student	_____
Critical criterion/criteria	_____
Strength + evidence	
Development need + criterion	
One clear next step	
Revision check	☐ Targeted change is visible ☐ More support / another short attempt is needed

APPENDIX 5 - ANALYTIC SCORING RUBRIC

Success Criteria

- I can use a definition, sentence, or visual/context clue to recognise target Theme 6 vocabulary.
- I can classify country, nationality, language, and food details from the reading text and keep related details together.
- I can make a meaningful inference and support it with a relevant clue from the text.
- I can write one 6-8 sentence paragraph with a clear opening, logically ordered supporting details, and a closing sentence.
- I can use paragraph conventions and linking expressions so my ideas are connected and easy to follow.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
1. Recognising target vocabulary from clues	Uses the meaning and sentence clues to select the appropriate target words across the vocabulary tasks and can point to the clue that supports the choice.	Uses the clues to select appropriate target words, but one choice or clue-word link needs a targeted correction.	With guidance, uses a clear definition or sentence clue to select a relevant target word; the remaining clue-word links are still limited or unclear.	No assessable clue-based vocabulary response is produced for this criterion.
2. Classifying significant reading details	Places country, nationality, language, and food details in the correct rows and keeps related details together, using relevant phrases from the text.	Uses the correct categories and country rows, but one detail is missing or placed with the wrong country until it is rechecked.	With guidance, completes one meaningful country-detail row or several isolated correct cells; the remaining classification is not yet coherent.	No assessable classification evidence is produced for this criterion.
3. Making an inference from text evidence	States a meaningful inference for each prompt and connects it to a relevant text clue that explains why the inference is reasonable.	States a meaningful inference and identifies a related text clue, but one explanation does not yet make the clue-inference connection explicit.	With guidance, identifies a relevant text clue and begins a reasonable inference, but the broader meaning or justification remains incomplete.	No assessable inference supported by text evidence is produced for this criterion.
4. Using the paragraph discourse form	Writes one connected 6-8 sentence paragraph with a clear opening, logically ordered supporting details about the country/food/culture context, and a closing sentence.	Writes a recognisable paragraph with an opening and relevant supporting details, but the order or closing needs one targeted revision to make the structure clear.	With guidance, produces an opening and at least one relevant supporting sentence; the response is still partly list-like or does not yet form a complete paragraph.	No assessable paragraph-form evidence is produced for this criterion.
5. Applying paragraph style and conventions	Connects ideas with suitable linking expressions and uses complete-sentence, capitalisation, and punctuation conventions so the paragraph is easy to follow.	The paragraph is generally connected and readable, but one repeated/unclear link or convention problem interrupts the flow and needs a targeted correction.	With guidance, connects two ideas or applies a basic paragraph convention correctly; the remaining sentences still depend on prompts or appear disconnected.	No assessable evidence of paragraph style/conventions is produced for this criterion.

Total Score	_____ **/ 15 Overall Level: ☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed**
Suggested score ranges	13-15 Proficient | 8-12 Developing | 1-7 Beginning | 0 Performance Not Observed (only when there is no assessable evidence in all criteria).
Use Note	Use note: The total score provides a general view. Feedback, support, expansion, and follow-up decisions are based on the criterion profile. A 0 in one criterion means evidence is missing for that criterion; it does not automatically determine the overall level.

ACTIVITY 13

ENGLISH / YEAR 6

Theme and Learning Area	Theme 7 - Life in Nature & Global Problems
Learning Outcomes and Process Components	ENG.6.7.G1. Students can select and use the target grammatical elements of the current content about "life in nature and global problems with activities in nature; environmental problems in the world and solutions" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. *a) Students become familiar with the current content by listening (to)/watching/reading it a few times attentively.* *b) Students listen (to)/watch/read the same content, attentively and mindfully, including the use of target grammatical chunks presented verbally in context with the help of body language.* *c) Students verbally and automatically repeat simple and meaningful clauses/sentences containing target grammatical chunks that they have noticed in the current content that they have heard/viewed/read without explicit knowledge of the rules.* *d) Students act out physically the clauses/sentences containing the target grammatical chunks in the current content heard/viewed/read by repeating them several times without knowing, analysing, and thinking about their rules.* *e) Students see and read the example sentences containing target grammatical chunks provided for language awareness carefully.* *f) Students gain awareness of clauses/sentences that contain target grammatical chunks that are presented for the purpose of raising language awareness.* *g) Students recognise the clauses/sentences containing the target grammatical chunks when they encounter them by seeing and/or hearing them in different contexts.* *h) Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.* *i) Students produce new and meaningful verbal/written content about the current theme by using the target grammatical chunks in meaningful tasks without knowing and analysing their rules.* *j) Students use the target language chunks authentically, automatically, and naturally in communication processes without analysing their rules in meaningful contexts.*

Activity Name: Eco Rescue Mission: The River Case (Blue River to Green Lake)

Materials

Optional Blue River/Green Lake visual or board sketch; board/Smart Board; pencils; optional highlighters.

Assessment and Evaluation Tools

Appendix 1 - Student Worksheet, Feedback Stop, and Self-Assessment; Appendix 2 - Answer Key and Teacher Note; Appendix 3 - Analytic Scoring Rubric for Performance 2.

Activity Implementation Guidelines and Stages

Preparation and Success Criteria

The teacher...

- shares the purpose of Activity A and the Success Criteria in Appendix 3 before students begin, and briefly explains that Proficient, Developing and Beginning describe different qualities of evidence;
- introduces the Blue River context with the worksheet visual or a simple board sketch and activates students' existing ideas about environmental problems without translating target language;
- models two short sentences such as "The river became dirty, didn't it?" and "We must protect nature.", uses a simple gesture for each meaning, and asks students to repeat and briefly act out the chunks without explaining grammar rules;
- asks students to complete the controlled Green Detective Report and then write the four-line first eco message, using the clue evidence rather than memorising the model;
- asks students to read the first message to a partner, then uses the Feedback Stop diagnostically: one strength is identified with evidence, and one clear next step is given;
- asks the student to revise one sentence on the same worksheet according to the feedback; Performance 1 is retained as formative evidence and is not used as the final rubric score.

Activity B - Green Lake Case: Transfer and Communicate

The teacher...

- introduces the Green Lake case as a parallel but new environmental context and asks students to read the new clues and recognise the same target grammatical chunks without a full word bank;

- asks students to produce a new five-line eco message: a past-action statement, two Simple Past question-tag sentences based on the case, one responsibility with must, and one responsibility with have to;
- allows a brief partner rehearsal; each student reads the message naturally and the partner gives a short natural response to one question tag before roles change;
- uses Performance 2 as the main evidence of current G1 achievement and evaluates it with the Analytic Scoring Rubric in Appendix 3; the written message is the collectable evidence and the brief oral sharing supports the communication component;
- when one critical criterion still needs support, gives one focused cue, model strip, or guiding question and collects one sentence-level re-attempt for that criterion rather than repeating the whole task;
- asks students to complete the Self-Assessment in Appendix 1 by marking their current evidence, writing one example from Performance 2, naming the change they made after feedback, and identifying one next step; the same worksheet serves as the progress record.



Feedback and Guidance

Feedback is adapted to evidence in the student's work rather than used as a fixed sentence. Each message includes a strength with evidence, a development need linked to the relevant criterion, and one clear next step the student can apply immediately.

After Performance 1

- The first eco message is treated as diagnostic/formative evidence.
- The student keeps the original sentence visible, revises one sentence immediately, and briefly states what changed. The revision is checked before the Green Lake transfer task begins.
- If the target pattern is still unclear, the teacher can use a short colour-coded model strip and a question such as "What happened yesterday?", "Does the subject match it or they?", or "What do people have to do now?". The student then completes one similar micro-example in the new context.

After Performance 2

- The teacher uses Appendix 3 to identify the student's strongest current criterion and the one criterion that most needs development; the total score is used only as an overview.

- When a focused correction is needed, the student revises only the relevant sentence or chunk and it is re-checked. Improvement from Performance 1 is recorded descriptively rather than scored as a separate grammar criterion.
- The Self-Assessment evidence and next step are considered together with the rubric profile when deciding later Supporting or Expansion.

Task-specific feedback examples

Level	Task-specific feedback example
Proficient	Your Green Lake message links the past events with accurate tag questions and clear obligations. A useful next step can be to make one responsibility more specific by naming an action that prevents the problem.
Developing	Your past action and one obligation are clear. In one tag sentence, the subject and tag do not match. A useful next step can be to compare that subject with the model and revise only the tag before rereading the message.
Beginning	Your message includes a meaningful idea about what happened and one environmental responsibility. The tag pattern is not yet stable. A useful next step can be to use the short model strip to complete one past statement + tag pair, then try the same pattern in the Green Lake message.
Performance Not Observed	No assessable Green Lake message is available yet. Support can begin with one model-based past-action sentence and one obligation sentence; these can then be collected as a new attempt before further feedback.

Differentiation

Supporting

- The complete Blue River word bank and highlighted target chunks can remain visible during Performance 1.
- For Performance 2, a reduced support strip can show only the functions "past action / question tag / must / have to" and short starters such as "Yesterday, …", "…, didn't it/ they?", "We must …", and "We have to …".
- Students can rehearse one sentence orally with a supportive partner before writing. A four-sentence core message can be accepted first, and the second obligation can be added after feedback.
- Feedback can focus on one target at a time, and the student can compare the original and revised sentence before the Green Lake task.

Expansion

- Students can complete Performance 2 without a word bank and add one further meaningful past action or a naturally used question tag.
- Students can rank two environmental responsibilities from most urgent to next and explain the order using must / have to in the same Green Lake context.
- Students can create a third short Eco Rescue Case for classmates and use the same target grammatical chunks in a 30-second eco announcement, including a natural response to a partner's tag question.

APPENDIX 1

Student Worksheet

Eco Rescue Mission: The River Case

Name: _____ Class: _____ Date: _____

You are a Green Detective. First, solve the Blue River case and write your first eco message. After focused feedback, revise one sentence. Then transfer what you learned to the new Green Lake case. Your second message is the main evidence of your current achievement.

A. Performance 1 - Complete the Green Detective Report.

Word Bank: must / became / left / have to / wasted / didn't it / recycled / didn't they

Yesterday, some visitors _____ plastic bags near Blue River, _____? They _____ water at the picnic area. The river _____ dirty, _____? Our class collected rubbish and _____ bottles. We _____ protect nature. We _____ use recycling bins.

B. Performance 1 - Write and Say Your First Eco Message.

Function	My First Eco Message for Blue River
1. Past action	Yesterday, people _____.
2. Question tag	The river became _____, didn't it?
3. Question tag	They _____, didn't they?
4. Obligation	We must / have to _____.

Read your first message to a partner.

C. Feedback Stop - Keep the original evidence and revise one sentence.

Check the first eco message	Yes	Almost	Not Yet
The message includes a clear past action.	☐	☐	☐
The question tag matches the statement and subject.	☐	☐	☐
The message includes must or have to for environmental responsibility.	☐	☐	☐
The eco message is meaningful and easy to understand.	☐	☐	☐

One strength + evidence: _____

One next step: _____

Sentence before feedback	_____
Revised sentence	_____
What changed?	☐ past action ☐ question tag ☐ must / have to ☐ meaning/message

D. Performance 2 - Solve the New Green Lake Case.

New Mission: Use the feedback from Performance 1. Read the new clues, recognise the same target chunks in this new case, and produce a new eco message. Work without the full word bank unless you need the Supporting strip.

Clue	Case information
Clue 1	Yesterday, some campers made a small fire near Green Lake.
Clue 2	They left the fire and threw cans on the grass.
Clue 3	Smoke polluted the air, and the area became unsafe.
Clue 4	Park volunteers put out the fire and collected the cans.
Clue 5	Visitors must follow camp rules and have to use the bins.

E. Performance 2 - Write and Say Your New Eco Message.

Write your own Green Lake sentences. Use the case clues, but select the target chunks yourself.

Function	My New Eco Message for Green Lake
1. Past action	_____
2. Question tag about the area	_____
3. Question tag about the campers	_____
4. Responsibility with must	_____
5. Responsibility with have to	_____

Partner share: Read your message naturally. Your partner gives a short natural response to one question tag. Then change roles.

F. Self-Assessment, Evidence, and Next Step

Statement	Yes	Partly	Not Yet
I used a past action meaningfully.	☐	☐	☐
I used question tags that matched the statement and subject.	☐	☐	☐
I used must and have to for environmental responsibility.	☐	☐	☐
I used the feedback from Performance 1 in the new case.	☐	☐	☐
My second performance was clearer or more accurate.	☐	☐	☐

My strongest improvement: ☐ past action ☐ question tag ☐ obligation ☐ clarity

Evidence from Performance 2: _____

_____

The change I made after feedback: _____

_____

My next step: _____

_____

APPENDIX 2

Answer Key And Teacher Note

A. Performance 1 - Green Detective Report

Yesterday, some visitors left plastic bags near Blue River, didn't they? They wasted water at the picnic area. The river became dirty, didn't it? Our class collected rubbish and recycled bottles. We must protect nature. We have to use recycling bins.

B. Performance 1 - Possible Eco Message

Yesterday, people left plastic bags near the river. The river became dirty, didn't it? They left plastic bags near the river, didn't they? We must protect nature. / We have to use recycling bins.

C. Revision

Answers will vary. The revised sentence should respond to the selected feedback code and show a clearer or more appropriate use of the target chunk or message. Keep the first sentence visible so the change can be interpreted.

E. Performance 2 - Possible Eco Message

Yesterday, some campers made a small fire near Green Lake. The area became unsafe, didn't it? They left cans on the grass, didn't they? We must follow camp rules. We have to use the bins.

Teacher Note

- Accept different answers when they are meaningful, environmentally relevant, and contain the required grammatical functions. Do not require students to reproduce the model wording.
- Performance 1 is diagnostic/formative evidence. Performance 2 is the main current-achievement evidence and is scored once with Appendix 3. Improvement after feedback is recorded descriptively and is not an extra scored criterion.
- The worksheet itself keeps Performance 1, the revised sentence, Performance 2, self-assessment evidence and the next step together; no separate "Cyclical Progress Record" is required.
- The aim is contextual selection and use of grammatical chunks. Do not turn the lesson into isolated rule explanation.

APPENDIX 3 - ANALYTIC SCORING RUBRIC

Success Criteria

- I can use Simple Past chunks to describe what happened in an environmental case.
- I can select a Simple Past question tag that matches the statement and subject.
- I can use must and have to to express environmental responsibility.
- I can combine the target chunks into a clear eco message and use them again in a new environmental context.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
1. Simple Past selection and use	Selects and uses Simple Past chunks accurately to describe the Green Lake events; the past meaning is clear throughout the message.	Uses Simple Past meaningfully in the Green Lake message. One verb form or sentence needs correction, but the past events remain clear.	Produces one meaningful past-action statement or incomplete past-action evidence; with a model or guidance, forms a clearer past statement.	No assessable Simple Past evidence is available for this criterion.
2. Simple Past question tags	Forms context-appropriate Simple Past question tags that match the statements and subjects in the Green Lake message.	Uses question tags to confirm past information. One tag needs revision to match its statement or subject, but the intended meaning is clear.	Produces one meaningful question-tag attempt; with a model or guidance, matches a tag to a past statement.	No assessable Simple Past question-tag evidence is available for this criterion.
3. must / have to for obligation	Uses must and have to appropriately to express clear environmental responsibilities in the Green Lake case.	Expresses responsibilities with both target obligation chunks; one sentence needs revision, but the responsibilities are understandable.	Produces one meaningful obligation using must or have to; with a model or guidance, begins to build the second obligation appropriately.	No assessable must / have to evidence is available for this criterion.
4. Contextual eco message and transfer	Combines the target chunks into a clear, meaningful Green Lake eco message and uses the message naturally when sharing it with a partner.	Produces a relevant Green Lake eco message that transfers the target chunks to the new case; one connection or sentence still needs revision.	Produces limited but relevant Green Lake message evidence; with prompts or guidance, connects a past event and an environmental responsibility.	No assessable eco-message evidence is available for this criterion.

Total Score	_____ **/ 12**
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested score ranges	10-12 Proficient | 6-9 Developing | 1-5 Beginning | 0 Performance Not Observed (only when no assessable evidence is available for any criterion)
Use Note	The total score provides an overall view. Feedback, Supporting, Expansion and follow-up decisions are based primarily on the criterion profile. Criterion-level 0 is used only when no assessable evidence is available for that criterion; it is not a label for low-quality performance.

ACTIVITY 14

ENGLISH / YEAR 6

Theme and Learning Area	Theme 7 - Life in Nature & Global Problems
Learning Outcomes and Process Components	ENG.6.7.R3. Students can make meaning of / derive meaning from the current content about "life in nature and global problems with activities in nature; environmental problems in the world and solutions" by reading it carefully. *b) Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.* *c) Students compare significant elements of the current content that contribute to the perception of the content in a meaningful way.* *d) Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.* *e) Students make meaningful inferences from the information in the current content by examining it carefully.* ENG.6.7.W4. Students can individually construct/form content for the assigned writing task on the current content "life in nature and global problems with activities in nature; environmental problems in the world and solutions". *c) Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*

Activity Name: The Green Detectives: Read, Report and Revise

Materials

Model reading poster "The Green Detective: A Camp Adventure"; Theme 7 target-vocabulary bank; Appendix 1 – Reading Worksheet; Appendix 2 – Writing Worksheet; board/smartboard; pencils and optional highlighters.

Assessment and Evaluation Tools

Appendix 1 – Reading Feedback and Revision Record; Appendix 2 – Peer Feedback and Revision Plan; Appendix 3 – Answer Key and Teacher Note; Appendix 4 – Analytic Scoring Rubric for Writing Performance 2; Appendix 5 – Self-Assessment.

Activity Implementation Guidelines and Stages

Activity A - The Green Detectives: Read and Recheck

The teacher...

- shares the purpose of Activity A and the four student-friendly reading Success Criteria in Appendix 1 before students begin, and briefly explains the meanings of secure evidence, feedback, revision, and recheck;
- shows the title and visuals from "The Green Detective: A Camp Adventure" and asks students to predict the environmental problem and possible green actions without pre-teaching the answers;
- reviews only essential Theme 7 vocabulary through the poster or the word bank, then asks students to read the model text silently first for overall meaning and again for significant details;
- asks students to complete Reading Performance 1 independently: main idea, classification, green-solution links, cause-effect relationships, and text-based questions; the original responses are kept as first evidence;
- organises brief evidence-based peer/teacher feedback using the Reading Feedback and Revision Record. Students point to a sentence or visual clue, while prompts such as "Where is the clue?", "What is being compared?", "What caused this effect?", and "What can you infer?" are used without supplying the answer;

- asks students to reread the relevant part and complete Reading Performance 2. Each response is linked explicitly to one selected R3 process component: classification, comparison, relationship recognition, or inference, and the supporting text clue is recorded;
- checks Performance 2 with Appendix 3. Where evidence is still missing or inaccurate, the relevant paragraph is revisited and one short response is corrected/rechecked before moving to writing.

Activity B - My Green Detective Report: Draft, Feedback, Final

The teacher...

- shares the purpose of Activity B, the writing Success Criteria in Appendix 2, and the meanings of the Analytic Scoring Rubric levels before the first draft is written;
- uses the corrected reading work as a content bridge and displays the short model strip in Appendix 2. Students notice how Theme 7 vocabulary, a Simple Past statement, a matching Simple Past question tag, and must / have to express environmental meaning in context; no isolated grammar rule is explained;
- asks students to complete the writing planner by choosing an environmental problem, a past action/cause, an effect, a question-tag sentence, environmental responsibilities with must / have to, at least four Theme 7 target words, and a report title;
- asks students to produce Writing Performance 1 as a 5–7 sentence Green Detective Report. The first draft is retained and not erased after feedback;
- organises one evidence-based peer/teacher feedback cycle. The peer identifies one strength and one next step with the checklist; the teacher adds one priority code V = vocabulary, P = Simple Past, T = question tag, or O = obligation. The student records one priority revision before rewriting;
- asks students to produce Writing Performance 2 by revising the report, and to underline or highlight at least two visible changes. Performance 2 is the principal scored writing evidence and is evaluated once with Appendix 4;
- when one rubric criterion still lacks clear evidence, gives one short model, word-bank cue, or guiding question and collects one focused sentence-level re-attempt rather than requiring the whole report again;
- asks students to complete Appendix 5 after the final report by citing one piece of evidence, naming their strongest improvement, and identifying one next step. The rubric profile, final report, and self-assessment are used together for later Supporting or Expansion decisions.

Feedback and Guidance

Feedback is adapted to evidence in the student's work rather than used as a fixed sentence. Each feedback message includes a strength with evidence, a development need linked to the relevant criterion, and one clear next step that the student can apply immediately.

Activity A - Reading feedback and recheck

- Reading Performance 1 is treated as formative evidence. The feedback focus is limited to CL = classification, CMP = comparison, REL = relationship, or INF = inference, so the student knows exactly what to revisit.
- The student keeps the first answer visible, returns to the relevant paragraph, adds a text clue, and writes the revised Performance 2 answer. A short recheck confirms whether the clue now supports the response.
- If the student still needs support, the teacher can narrow the text, highlight the relevant paragraph, provide a partially completed classification/cause-effect frame, or ask one guiding question. The student then completes a parallel item independently.

Activity B - Writing feedback, revision, and focused re-attempt

- After Writing Performance 1, one strength is identified with a sentence-level example and one priority code V / P / T / O is selected. The student writes a personal revision target before producing the final report.
- After Writing Performance 2, the teacher uses Appendix 4 to identify the strongest current criterion and the criterion that most needs development. The total score provides an overview; feedback and support decisions are based primarily on the criterion profile.
- If one critical criterion still needs revision, the student changes only the relevant sentence or chunk and the new attempt is rechecked. Use of feedback is recorded descriptively and is not scored as a separate W4(c) criterion.

Task-specific feedback examples for the final writing performance

Level	Task-specific feedback example
Proficient	Your final report uses the Theme 7 words purposefully, makes the past event clear, and matches the question tag to the statement. The environmental responsibilities with must / have to are easy to follow. A useful next step can be to make one solution more specific by naming the action that prevents the problem.
Developing	Your environmental problem and responsibilities are clear. One past-action or question-tag form needs revision. A useful next step can be to compare that sentence with the model strip, change only the mismatching part, and reread the revised report.
Beginning	Your report contains a meaningful environmental idea and at least one relevant Theme 7 word or obligation. The past-action and tag pattern is not yet stable. A useful next step can be to use the model to build one past statement + matching tag pair, then add one must / have to responsibility independently.
Performance Not Observed	No assessable final-report evidence is available yet. Support can begin by jointly building one past-action sentence and one environmental responsibility from the planner; the student can then produce a similar sentence independently as a new attempt before further feedback.

Differentiation

Supporting

- The reading poster can be paired with a picture-word bank, highlighted paragraphs, or a partially completed classification / cause-effect frame after the first independent attempt.
- For Writing Performance 2, a reduced support strip can show Theme 7 target words and only the four functions "past action / question tag / must / have to"; short starters such as "Yesterday, …", "…, didn't it/they?", "We must …", and "We have to …" can be provided.
- Students can rehearse one or two report sentences with a supportive peer before writing. A 4–5 sentence core report can be accepted first if it still provides evidence for the selected W4(c) target language.
- Feedback can focus on one criterion at a time, and the type of support used can be recorded so independent achievement is interpreted fairly.

Expansion

- Students can identify a second problem–effect–solution chain in the same reading and compare which solution is more urgent, supporting the choice with a text clue.
- Students can complete the final report without a word bank and add one further relevant Theme 7 target word or one additional meaningful past-action / tag pair while keeping the report concise.
- Students can create one short "Mission: Rescue Operations" eco scenario and write a three-sentence response using a past-event clue plus must / have to; the same success criteria remain in force.
- Students can explain which feedback changed the final report most and why, without adding a new independent language target.

APPENDIX 1

The Green Detectives: Read, Report and Revise

Reading Worksheet

The Green Detectives: Read and Recheck

Name: _____ Class: _____ Date: _____

First look at the title and visuals. What environmental problem do you predict? What green action might help?

My prediction: _____

The Green Detective: A Camp Adventure









Mark and his friends go on a camp adventure near a beautiful forest. They want to go hiking, try climbing, cycle near the lake and fish by the river. At first, the place looks clean, but Mark sees a big danger. Some visitors throw plastic bottles on the ground and leave a small fire in the camp area. The heat from the fire can destroy small plants. Smoke can increase air pollution and has a bad effect on animals. Mark is against this behaviour.

Mark writes a green plan. First, they must collect the rubbish. They must use less energy and turn off unnecessary lights in the camp house. They should cycle on the path instead of using cars. If people protect nature, the air will be cleaner. If visitors keep the forest clean, children can enjoy hiking and climbing safely. Mark looks at the high mountain path and says, "Nature is our home. Do not destroy it. Protect it." At the end of the day, the camp area is cleaner and safer.

Key Target Expressions

We must ... | *Do not...* | *If people ....., ... will ....* | *It can ...*

Reading Performance 1 - First Evidence

A. Read the text and choose the main idea.

☐ A. Mark and his friends only want to have fun at camp.

☐ B. Mark and his friends identify environmental problems and make a green plan.

☐ C. Mark teaches his friends how to climb a mountain.

B. Classify the details. Use each word once where it fits best.

Word Bank: *hiking / plastic bottles / smoke / collect rubbish / cycling / small fire / turn off lights / fishing*

Row	Nature Activities	Problems	Effects	Solutions
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____

C. Write one green solution for each bad action.

Bad action in nature	Green solution
Leaving a fire in the camp area	_____
Throwing plastic bottles on the ground	_____
Using cars for short distances	_____
Using unnecessary lights	_____

D. Match causes/actions with possible effects.

Cause / action	Possible effect
1. People leave a small fire in the camp area.	A. The air will be cleaner.
2. People throw plastic bottles on the ground.	B. Small plants can be destroyed.
3. People cycle instead of using cars.	C. Nature looks dirty and unsafe.
4. People use less energy.	D. Pollution can decrease.

Answers: 1. ____ 2. ____ 3. ____ 4. ____

E. Answer the questions according to the text.

1. Why is Mark against leaving a fire in the camp area?	_____ _____
2. How can cycling help nature?	_____ _____
3. What does Mark mean when he says, "Nature is our home"?	_____ _____
4. What will happen if visitors keep the forest clean?	_____ _____

Reading Feedback and Revision Record

Reading process	My result	Feedback / text clue to revisit
Classification (CL)	☐ Secure ☐ Revisit	_____
Comparison (CMP)	☐ Secure ☐ Revisit	_____
Relationship (REL)	☐ Secure ☐ Revisit	_____
Inference (INF)	☐ Secure ☐ Revisit	_____

My reading revision target: _____

Reading Performance 2 - Recheck the Four Process Components

R3(b) Classification	Classify these four details as Nature activity/Problem/Effect/Solution": small fire, smoke, collect rubbish, cycling. My answer: _____ Text clue: _____
R3(c) Comparison	Compare using cars with cycling. Which is more eco-friendly, and why? My answer: _____ Text clue: _____
R3(d) Relationship	Explain one cause → effect or problem → solution relationship from the text. My answer: _____ Text clue: _____
R3(e) Inference	What can you infer about the camp area after the children follow the green plan? My answer: _____ Text clue: _____

APPENDIX 2

Writing Worksheet

Model Language Strip - Notice the Meaning and Pattern

Yesterday, some visitors left plastic bottles near the camp. The area became unsafe, didn't it? We must collect the rubbish. We have to protect nature.

Use the model to notice how the language works. Do not copy the model as your final report.

A. Writing Draft Organiser	
Planner part	**My notes**
Environmental problem	_____
Cause / what happened (Simple Past)	_____
Effect	_____
Question-tag sentence	_____
Solution / responsibility with must	_____
Second responsibility with have to	_____
Target words (at least four)	1. _____ 2. _____ 3. _____ 4. _____
Optional background sentence	You may use can or if … will … if it helps your meaning. Not scored.
Report title	My Green Detective Report: _____ _____

Useful Theme 7 words: danger, effect, energy, heat, pollution, rubbish, smoke, plastic, reusable, destroy, increase, prevent, protect, recycle, reduce, remove, replace, save, solve, camp, cycle, hike, climb, fish.

B. Writing Performance 1 - First Draft

Write 5–7 sentences. Include an environmental problem, a past action, a matching past question tag, environmental responsibility with must / have to, and at least four Theme 7 target words. Keep this draft after feedback.

_____

_____

_____

_____

_____

_____

_____

C. Peer Feedback and Personal Revision Plan

Check the first draft	Yes	Partly	Not Yet
The report names a clear environmental problem and tells what happened.	☐	☐	☐
Theme 7 target words fit the environmental meaning.	☐	☐	☐
A Simple Past question tag matches its statement and subject.	☐	☐	☐
must / have to express clear environmental responsibility.	☐	☐	☐
The message is easy to understand.	☐	☐	☐

One strength + evidence: _____

One next step: _____

Teacher priority code: ☐ V Vocabulary ☐ P Simple Past ☐ T Question Tag ☐ O Obligation

My priority revision: _____

D. Writing Performance 2 - Final Report

Rewrite the report after using the feedback. Underline or highlight at least two changes you made. This final report is the principal writing evidence.

MY GREEN DETECTIVE REPORT

Changes I made after feedback:

APPENDIX 3

Answer Key And Teacher Note

Reading Performance 1 - Possible Answers

- **A. Main idea:** B. Mark and his friends identify environmental problems and make a green plan.
- **B. Classification:** Nature Activities - hiking, cycling, fishing; Problems - plastic bottles, small fire; Effects - smoke; Solutions - collect rubbish, turn off lights. Accept another text-supported classification when the student explains the reasoning.
- **C. Green solutions:** leaving a fire → put it out / follow camp rules; plastic bottles → collect and recycle the rubbish; cars for short distances → cycle or walk; unnecessary lights → turn them off / use less energy.
- **D. Cause/effect matching:** 1-B, 2-C, 3-A/D, 4-A/D.
- E1. Because heat from the fire can destroy small plants and smoke has a bad effect on animals. E2. Cycling reduces car use and can help keep the air cleaner. E3. People share nature with plants and animals and are responsible for protecting it. E4. Children can enjoy hiking and climbing safely; the camp can be cleaner and safer.

Reading Performance 2 - Component-Aligned Possible Answers

Process component	Possible answer / evidence note
R3(b) Classification	small fire = Problem; smoke = Effect; collect rubbish = Solution; cycling = Solution / nature activity. Accept "cycling = Nature Activity" when the student justifies that classification from the text.
R3(c) Comparison	Cycling is more eco-friendly than using cars for short distances because it avoids car use and can help keep the air cleaner.
R3(d) Relationship	Examples: small fire → heat → small plants can be destroyed; fire → smoke → increased air pollution / bad effect on animals; plastic bottles → dirty/unsafe nature; green plan → cleaner and safer camp.
R3(e) Inference	The camp will be cleaner and safer and nature activities can be enjoyed more safely. Other logical, text-supported inferences are accepted.

Writing Teacher Note

- Writing answers will vary. Do not require students to reproduce the model wording. The report must remain meaningful and related to an environmental problem or solution in Theme 7.
- The source poster includes familiar/background expressions such as Do not…, If people…, … will…, and It can…. These can remain in student writing if meaningful, but the assessed current Theme 7 W4(c) evidence is based on target vocabulary plus Simple Past, a matching Simple Past question tag, and must / have to.
- Writing Performance 1 is formative evidence. Writing Performance 2 is the principal scored product. The visible change after feedback is used for formative interpretation and is not a separate scored criterion.
- Record any substantial support used before the final attempt so the student's independent achievement can be interpreted fairly.

APPENDIX 4 - ANALYTIC SCORING RUBRIC FOR WRITING PERFORMANCE 2

Writing Success Criteria

- I can select and use Theme 7 target words so the environmental problem and solution are clear.
- I can use Simple Past to report what happened.
- I can use a Simple Past question tag that matches its statement and subject.
- I can use must and have to to express environmental responsibility.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
1. Theme 7 target vocabulary	Selects and uses task-relevant Theme 7 words so the environmental problem, effect, and solution are expressed clearly and appropriately.	Uses relevant Theme 7 words to make the environmental problem and solution understandable; one word choice needs revision.	Uses at least one relevant Theme 7 word meaningfully; with a word bank or prompt, begins to select words that fit the problem and solution.	No assessable Theme 7 target-vocabulary evidence is available for this criterion.
2. Simple Past selection and use	Selects and uses Simple Past appropriately to report what happened; the past event is clear in the final report.	Uses Simple Past to report the event, but one past-action form needs revision; the intended past meaning remains clear.	Produces one meaningful past-action statement or attempt; with a model or prompt, forms a clearer past statement.	No assessable Simple Past evidence is available for this criterion.
3. Simple Past question tag	Uses a Simple Past question tag that matches the statement and subject and confirms the past information naturally in context.	Uses a question tag to confirm past information; one part of the tag needs revision, but the intended confirmation is clear.	Produces a meaningful question-tag attempt; with the model strip or guidance, begins to match the tag to the past statement.	No assessable Simple Past question-tag evidence is available for this criterion.
4. must / have to for environmental responsibility	Uses must and have to appropriately to express clear environmental responsibilities and connects them meaningfully to the report.	Uses the target obligation chunks to state environmental responsibilities; one responsibility or form needs revision, but the intended action is clear.	Produces one meaningful environmental responsibility with must or have to; with guidance, begins to add the second target obligation appropriately.	No assessable must / have to evidence is available for this criterion.

Total Score	_____ **/ 12**
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested score ranges	10-12 Proficient | 6-9 Developing | 1-5 Beginning | 0 Performance Not Observed (only when no assessable evidence is available for any criterion)
Use Note	The total score provides an overall view. Feedback, Supporting, Expansion, and follow-up decisions are based primarily on the criterion profile. Criterion-level 0 is used only when no assessable evidence is available for that criterion; it is not a label for low-quality performance.

APPENDIX 5

Self-Assessment

Read, Report and Revise - My Evidence and Next Step

Statement	Yes	Partly	Not Yet
I classified important reading details and used a text clue.	☐	☐	☐
I compared two actions or solutions with text evidence.	☐	☐	☐
I explained a cause-effect / problem-solution relationship.	☐	☐	☐
I made an inference and supported it with a clue.	☐	☐	☐
I selected Theme 7 target words for my final report.	☐	☐	☐
I used Simple Past and a matching Simple Past question tag.	☐	☐	☐
I used must / have to for environmental responsibility.	☐	☐	☐
I used feedback to revise my final report.	☐	☐	☐

Evidence from my reading or final report: _____

_____

_____

My strongest improvement was: _____

_____

_____

My next step is: _____

_____

_____

ACTIVITY 15

ENGLISH / YEAR 6

Theme and Learning Area	Theme 8 - Life in the Universe & Future
Learning Outcomes and Process Components	ENG.6.8.L3. Students can make meaning of/derive meaning from the current content on "life in the universe and future with planets and the Earth as a planet; life on Earth in the future" through significant details by listening/watching it carefully. *e) Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.* ENG.6.8.S4. Students can construct a new verbal content on "life in the universe and future with planets and the Earth as a planet; life on Earth in the future" by speaking accurately, efficiently, and authentically. *b) Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*

Activity Name: Big Topics; Imagine and Speak

Materials

Appendix 1 - Listening Worksheet; Theme 8 listening audio or Appendix 4 Teacher Listening Script; smart board/board; Appendix 2 - Future Picture Cards and Speaking Planner; pencils.

Assessment and Evaluation Tools

Appendix 4 - Answer Key and Listening Inference Notes; Appendix 3 - Evidence-Based Peer Feedback Form; Appendix 5 - Analytic Scoring Rubric for Activity B.

Activity Implementation Guidelines and Stages

Activity A - Big Topics

The teacher...

- shares the purpose of Activity A and the short success criteria in Appendix 1 before students begin; explains that Proficient, Developing and Beginning describe the quality of evidence, while no formal score is assigned to the listening worksheet;
- tells students that they will listen to six students discussing different Theme 8 topics and asks them to listen first for the general topic of each speaker;
- plays the source audio or reads Appendix 4 once and asks students to match each speaker with the topic in Part A;
- plays the listening again and asks students to complete the target-word details in Part B, then compare answers with a partner before checking them with the Answer Key;
- directs students to Part C and explains that an inference must include both a conclusion and a listening clue; replays only the relevant sections when students need to verify evidence;
- asks students to complete the three inference items independently and to underline or write the exact word/idea that supports each answer;
- checks the inference responses with Appendix 4, accepts different reasonable interpretations when they are supported by the audio, and gives one focused clue or replay opportunity when a student needs to revise an unsupported inference.

Activity B - Imagine and Speak

The teacher...

- shares the purpose of Activity B and the success criteria in Appendix 2 before speaking begins; briefly explains the Proficient, Developing and Beginning levels;
- shows the source future picture cards and the short model speech in Appendix 2, and asks students to notice its order: opening idea -> two connected future predictions -> reason/ benefit -> ending;
- asks each student to choose two picture cards and complete the keyword planner with short words or phrases rather than a full script;

- asks students to prepare a short connected speech using their two cards, relevant Theme 8 vocabulary and at least one clear future prediction with will / won't; the model is used as support rather than copied;
- organises a pair rehearsal and asks partners to complete Appendix 3 by identifying one strength with evidence and one specific next step;
- asks each student to revise one part of the planner or one sentence after peer feedback and then give the prepared final speech;
- evaluates the final performance with Appendix 5 and gives evidence-based feedback. When one critical criterion remains at Beginning, one focused re-attempt can be collected after brief support.



Feedback and Guidance

Feedback is adapted to evidence in the student's work rather than delivered as a fixed sentence. Each message includes:

- a strength and the listening/speaking evidence that shows it;
- a development need linked to the relevant success criterion;
- one clear next step the student can apply immediately, followed by a correction or short re-attempt when needed.

Activity A

Retrieval items are checked with the Answer Key. For inference items, the teacher first asks for the listening clue rather than supplying the answer. If an inference is unsupported, a short section is replayed or one location clue is given; the student then revises the inference and the revised evidence is checked again.

Activity B

Peer feedback is used before the final presentation. The teacher then uses Appendix 5 to identify one observable strength, the most important development need, and one feasible revision/re-attempt step. Broad "sandwich" praise is not used as a substitute for criterion-linked feedback.

Task-specific feedback examples for the final speaking performance

Level	Task-specific feedback example
Proficient	Your speech follows the model in a clear order, and the "smart cities will use clean energy" idea is easy to follow. A useful next step can be to make the final reason more specific by naming one benefit for people or the planet.
Developing	Your two future ideas are relevant, and the main message is understandable. The move from one card to the second is not yet smooth. A useful next step can be to add one short connector such as "also" or "because" and rehearse the revised sequence once.
Beginning	Your speech includes one meaningful future idea from a picture card. The second idea or the model order is not yet clear. A useful next step can be to use the planner to complete one prediction + one reason pair, then give the short speech again.
Performance Not Observed	No assessable final speaking evidence is available yet. Support can begin with one picture card, two model-based sentences, and a short guided rehearsal; the student can then give a new independent attempt before further feedback.

Differentiation

Supporting

Activity A

- A six-topic word bank can remain visible during the first listening, and two speakers can be modelled before students continue independently.
- Relevant audio segments can be replayed in shorter sections, and the inference frame "I think ___ because I heard ___" can be provided.
- Part B can include the first letter of a target word when a student needs lexical support.

Activity B

- The number of picture-card choices can be reduced and a small Theme 8 word bank can remain visible.
- Sentence starters such as "I think ___ will…", "There will be…", "People won't…", and "I like this future because…" can support planning.
- Students can present a three-sentence core version first, rehearse with a supportive partner, and then add the second future idea after feedback.

Expansion

Activity A

- Students can compare two speakers' views and infer one shared message about how people can shape the future, supporting the inference with one listening clue from each speaker.
- Students can write one additional evidence-based inference question for a classmate using the same audio.

Activity B

- Students can add a third picture-card idea and explain why it is likely or useful, while keeping the same prepared speaking outcome.
- Students can add one future question tag from the Theme 8 Content Frame and respond to a partner's follow-up question without turning the task into a separate grammar lesson.

APPENDIX 1

Listening Worksheet

Activity A - Big Topics

Success Criteria

☐ I identify the general topic of each speaker.

☐ I use significant listening details to complete the target-word information.

☐ I make an inference and support it with a listening clue.

A. First listening - Match the speaker to the topic.

Topic	Speaker
Technology	Student ___
Animals and nature	Student ___
Factories and development	Student ___
Extreme weather	Student ___
Weather words	Student ___
Peace and population	Student ___

B. Listen again - Complete the significant details.

1. There was a big _____ in my city.

2. We saw bright _____ in the sky.

3. Scientists _____ new things.

4. Clean water is an important _____ of life.

5. We should not _____ _____ clean water.

6. Birds are _____ in the sky.

C. Listen for meaning - Make an inference and show your clue.

1. Which speaker sounds most hopeful that technology can improve the future? What did you hear that supports your inference?

My inference: _____

Listening clue(s): _____

2. What can you infer from Student 5 about the relationship between development and nature? Use one listening clue.

My inference: _____

Listening clue(s): _____

3. Listen to Students 3 and 5 again. What shared message can you infer about progress and the future of Earth? Use one clue from each speaker.

My inference: _____

Listening clue(s): _____

APPENDIX 2

Future Picture Cards And Speaking Planner

Activity B - Imagine and Speak



Flying Cars



Robots



Drones



Rooftop farms



Smart cities



Space travel



Clean energy



Fast transportation

Success Criteria

☐ I organise a prepared speech using the model order.

☐ I connect two picture-card ideas to Theme 8 and keep both future ideas relevant to the selected cards.

☐ I use at least one clear future prediction so the listener understands what may change in the future.

☐ I speak clearly enough for my listener to follow the message.

Model speech

Tomorrow's world will be different. I think smart cities will use clean energy. There will be more solar panels, and cities won't waste as much energy. This change will make city life cleaner. I like this future because it can help protect our planet.

My keyword planner - use short notes, not a full script.

Planner part	My notes
My two cards	1. _____ 2. _____
Useful Theme 8 words	_____
Opening idea	Tomorrow's world _____
Prediction 1	I think _____
Prediction 2 / connection	There will be / People won't _____
Reason / benefit	This will _____
Ending	I like this future because _____

My focused revision after peer feedback: _____

What changed in my final speech? _____

_

APPENDIX 3

Evidence-Based Peer Feedback Form

Activity B - Imagine and Speak

Speaker: _____ Peer: _____

_

Peer-feedback step	Evidence / note
1. One future idea I heard	"_____"
2. One clear strength	_____
3. One useful next step	☐ make the two picture-card ideas connect more clearly ☐ make one future idea fit the selected card more clearly ☐ improve the opening/order/ending ☐ make one key word or sentence easier to understand
4. Evidence for my suggestion	"_____"
5. Speaker's focused revision	_____

Peer feedback is evidence for revision, not the final score. The speaker decides how to revise; the teacher evaluates the final prepared speech with Appendix 5.

APPENDIX 4

Answer Key And Teacher Listening Script

Activity A - Answer Key

A. Speaker topics: Technology - 3 | Animals and nature - 6 | Factories and development - 5 | Extreme weather - 1 | Weather words - 2 | Peace and population - 4

B. Significant details: 1 storm | 2 lightning | 3 invent | 4 source | 5 run out of | 6 flying

C. Inference notes - accept other reasonable answers when the inference is supported by the audio.

- 1. Student 3. Evidence may include "technology helps people every day", "Scientists … invent new things", or "I hope technology will help us protect nature in the future."
- 2. Student 5 suggests that development is useful but should not damage natural resources. Evidence may include "Factories are important for development, but we must protect the environment" or the warning about clean water/forests.
- 3. A suitable shared inference is that progress can improve life, but people should use knowledge, technology and development responsibly to protect nature. One clue should come from Student 3 and one from Student 5.

Teacher Listening Script

Student 1 - Extreme Weather

Hello! My name is Francis. Today I want to talk about extreme weather conditions. Last year, there was a big storm in my city. We also heard thunder and saw bright lightning in the sky. Some streets were flooded. In some countries, people have drought because there is not enough rain. A tornado, a thunderstorm, a blizzard, and a hurricane are also dangerous weather events. We should always be careful.

Student 2 - Weather Words

Hi! I am Arda. I like watching the sky. Sometimes the moon looks close, but it is very far away. The stars are bright at night. Some clouds are very large. Winter can be freezing, and spring can be stormy. The weather changes every day, so we should check the weather forecast.

Student 3 - Technology and the Future

Hello! My name is Zeynep. I think technology helps people every day. Scientists have a lot of knowledge. They invent new things and make our lives easier. They also predict the weather. I hope technology will help us protect nature in the future.

Student 4 - Our World

Hi, everyone! I am Mert. The world has a large population. People live in many different places. Clean water is an important source of life. We should have peace in the world. It is our purpose to protect nature. I think it is a good goal for everyone.

Student 5 - Factories and Nature

Hello! I am Elif. My father works in a factory. Factories are important for development, but we must protect the environment. We should not run out of clean water or forests. I suppose everyone can help by recycling and saving energy. It is also a possibility to use more clean energy in the future.

Student 6 - Animals and Our Planet

Hello! My name is Michael. Many animals exist in forests, seas, and mountains. Birds are alive and flying in the sky. A picture in our book shows different animals. Some birds are visible, but others are far away. The distance between them is very long. Earth is composed of land and water. We should expect a better future if we all take care of our planet.

APPENDIX 5 - ANALYTIC SCORING RUBRIC FOR ACTIVITY B

Purpose: to evaluate observable evidence for ENG.6.8.S4(b) in the final prepared "Imagine and Speak" presentation. The final score profiles the prepared-content presentation; use of peer feedback is documented formatively rather than scored as a separate achievement criterion.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
1. Model-based organisation and prepared content	Presents two selected future ideas in a clear model-based order. The opening, connected ideas/reasons, and ending make the prepared message easy to follow.	Presents two relevant future ideas in a generally clear order. One connection, reason, or ending needs revision, but the prepared message remains understandable.	Presents one meaningful future idea or a limited sequence. With guidance, uses the planner/ model to add or reorder one part so the prepared message can be followed.	No assessable prepared-speaking evidence is available for this criterion.
2. Theme 8 future content	Uses both selected picture cards to communicate relevant Theme 8 future ideas. At least one prediction makes the future meaning clear and fits the prepared message.	Uses both picture cards with relevant future meaning. One idea or prediction needs a clearer connection to the selected card or the message, but the intended future meaning is understandable.	Communicates one meaningful Theme 8 future idea from a selected card. With model/ planner support, adds or clarifies a second idea so the prepared message stays on topic.	No assessable Theme 8 future-content evidence is available for this criterion.
3. Clear final presentation of prepared content	Delivers the prepared message clearly and independently from keyword notes. The listener can follow the complete message and understand the intended future ideas without repeated prompting.	Delivers an understandable prepared message with limited support or hesitation. One word, sentence, or connection needs a focused re-attempt, but the listener can follow the main message.	Delivers a short but meaningful part of the prepared message. Uses the planner or brief prompting to complete one understandable idea and continue the presentation.	No assessable final oral presentation is available for this criterion.

Total Score	_____ **/ 9**
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested score ranges	7-9 Proficient | 4-6 Developing | 1-3 Beginning | 0 Performance Not Observed (only when no assessable evidence is available for any criterion)
Use Note	The total score provides an overall view. Feedback, Supporting, Expansion, and follow-up decisions are based primarily on the criterion profile. A criterion-level 0 is used only when no assessable evidence is available for that criterion; it is not a label for low-quality performance.

ACTIVITY 16

ENGLISH / **YEAR 6**

Theme and Learning Area	Theme 8 - Life in the Universe & Future
Learning Outcomes and Process Components	ENG.6.8.R3. Students can make meaning of / derive meaning from the current content about "life in the universe and future with planets and the Earth as a planet; life on Earth in the future" by reading it carefully. *e) Students make meaningful inferences from the information in the current content by examining it carefully.* ENG.6.8.W4. Students can individually construct/form content for the assigned writing task on the current content "life in the universe and future with planets and the Earth as a planet; life on Earth in the future". *d) Students express important messages in the written current content to the reader accurately and appropriately for a prepared and/or unprepared writing task.*

Activity Name: Nature, Space and Weather; An E-mail to Yourself

Materials

Appendix 1 - Reading and Inference Worksheet; Appendix 2 - Future E-mail Worksheet; pencils.

Assessment and Evaluation Tools

Appendix 4 - Answer Key; Appendix 3 - Evidence-Based Peer Feedback Form; Appendix 5 - Analytic Scoring Rubric for Activity B.

Activity Implementation Guidelines and Stages

Activity A - Nature, Space and Weather

The teacher...

- shares the purpose of Activity A and the short success check in Appendix 1 before students begin; explains that an inference is an idea supported by a clue from the text, not simply a copied sentence;

- asks students to read "Nature, Space and Weather" silently, underline useful evidence, and answer the six brief source questions;
- directs students to complete the six newspaper headlines with weather-event words from the reading text and to compare answers with a partner;
- asks students to complete the two inference tasks in Appendix 1 by writing an inference and the text clue that supports it;
- checks the detail/headline items with Appendix 4 and accepts different inference wording when the reasoning is supported by the text;
- when an inference is unsupported, gives a short text-location clue rather than the answer, asks the student to revise the inference or evidence, and briefly re-checks the revised response.

Activity B - An E-mail to Yourself

The teacher...

- shares the purpose of Activity B and the success criteria in Appendix 2, and briefly explains the Proficient, Developing and Beginning levels before writing begins;
- asks students to examine the 2050 picture, discuss possible future developments with a partner, and select two or three ideas that they want to communicate to their future selves;
- asks students to use the planning box to identify important future ideas, why one idea matters, and a hope or message for their future selves; familiar Theme 8 future language such as will / won't or be going to can be used naturally as support without separate rule teaching;
- asks students to write a short e-mail of 5-6 connected sentences using their own ideas rather than answering the guiding questions as a list;
- asks students to exchange drafts and complete the evidence-based peer feedback form in Appendix 3; each writer then makes one focused revision while keeping the original sentence/message visible;
- evaluates the revised e-mail with the Analytic Scoring Rubric in Appendix 5 and gives evidence-based feedback. When a critical message criterion still needs support, the student completes one focused second revision and that revised part is checked again.

Feedback and Guidance

Feedback is adapted to evidence in the student's work rather than used as a fixed sentence. Each message includes a strength with evidence, a development need linked to the relevant criterion, and one clear next step the student can apply immediately.

Activity A

Short-answer and headline items are checked with the answer key. For inference items, the teacher asks the student to point to or underline the clue that supports the inference. If the clue does not support the idea, the teacher gives a location prompt such as "Look again at the last paragraph" or "Which sentence explains what happens in a drought?"; the student revises the response and the revised evidence is re-checked.

Activity B

Peer feedback is used before the teacher's final review. Using Appendix 5, the teacher identifies one strength with written evidence, the most important development need, and one feasible revision step. Feedback prioritises the importance and reader meaning of the future message rather than treating grammar or mechanics as separate scored constructs. If necessary, one focused second revision is collected for the priority criterion.

Task-specific feedback examples for the final writing performance

Level	Task-specific feedback example
Proficient	Your e-mail gives two clear future ideas and explains why clean energy matters to your future self. The message is easy to follow. One next step can be to make the final hope even more specific by naming one change you would like to see in 2050.
Developing	Your flying-car and robot ideas fit the task, and the main message is understandable. One prediction is listed without showing why it matters. One next step can be to add a short reason or effect to that idea and replace the original sentence with the clearer version.
Beginning	Your e-mail includes one meaningful future idea, such as "People will use robots." The important message to your future self is not yet clear. One next step can be to add one sentence beginning "This will…" or "I hope…" and use it in the focused revision.
Performance Not Observed	No assessable final e-mail evidence is available yet. Support can begin with one picture idea and one short frame such as "In 2050, people will… because…". The student can then produce a new short attempt before further feedback.

Differentiation

Supporting

Activity A

- Picture flashcards or a short picture glossary for the Sun, Moon, atmosphere, tornado, flood, drought and hurricane can be used before reading.
- Relevant key words or one supporting sentence can be highlighted for students who need a more focused evidence search.
- The frame "I infer ___ because the text says ___" can remain visible for the inference items.

Activity B

- The source picture, a small word bank (planet, robot, flying car, smart city, space station, clean energy, future technology), and sentence starters such as "In 2050…", "People will…", "This will…", and "I hope…" can remain visible.
- A three-part planning frame (future change - why it matters - message to future me) can be used before the student writes the full e-mail.
- Students can first write a three-sentence core message and add the remaining detail after peer or teacher feedback.

Expansion

Activity A

- Students can write one additional inference question about the same reading text and give a supported answer using a text clue.
- Students can connect two details from the text to explain why protecting Earth is important for living things, without introducing outside research as a new target.

Activity B

- Students can add one additional future prediction and explain why they think it may happen or what effect it may have on people or the planet.
- Students can deepen the final message to their future selves by linking technology, transportation or city life to a responsibility for protecting Earth.
- Students can compare one future prediction with a partner's idea and then strengthen one sentence in their own e-mail; the final assessed product remains the individual e-mail.

APPENDIX 1

Reading And Inference Worksheet

Activity A - Nature, Space and Weather

Success check

☐ I find useful details in the text.

☐ I complete the weather headlines with information from the text.

☐ I make an inference and support it with a text clue.

Read the text silently. Underline words or sentences that help you answer.

Nature, Space and Weather

The Sun gives us light and heat every day. The Moon goes around the Earth, and the Earth moves in its orbit around the Sun. Venus, Mars, Jupiter, and Saturn are planets in our solar system. Our atmosphere protects the Earth from harmful rays and helps all living things survive. We should love and protect nature, because it gives us clean air, water, and beautiful land.

Sometimes nature creates powerful weather events. A storm is a period of strong wind and heavy rain. Thunder is the loud sound we hear during a storm, and lightning is the bright flash in the sky. A thunderstorm includes rain, thunder, and lightning. A flood happens when too much water covers the land after heavy rain. A drought is a long period without enough rain, so plants and animals cannot get enough water.

A tornado is a strong, spinning column of air that can damage buildings. A blizzard is a freezing snowstorm with strong winds. A hurricane is a very powerful tropical storm that forms over warm oceans.

When the weather is stormy, people should stay in safe places and follow weather warnings. Nature is amazing, but we must always respect its power and protect our planet.

A. Give short answers.

1. What gives us light and heat every day? _____

2. Should people stay in safe places during stormy weather? _____

3. What does the atmosphere do? _____

4. What is a tornado? _____

5. Is a blizzard a freezing snowstorm? _____

6. Does a thunderstorm include thunder and lightning? _____

B. Complete the newspaper headlines with weather events from the text.

Word bank: *tornado / floods / hurricane / storm / drought / blizzard*

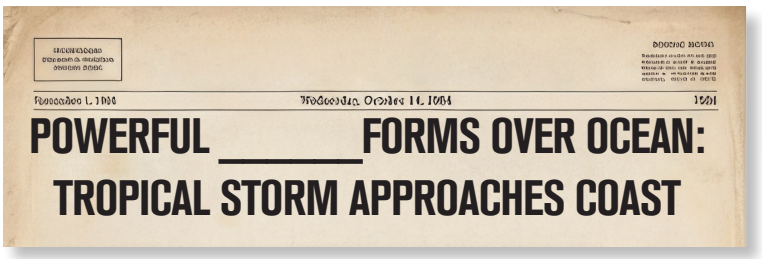












C. Make an inference and show the text clue.

1. A place has had almost no rain for many weeks, and plants are struggling. What can you infer is happening there?

My inference: _____

_____

Text clue: _____

_____

2. Why are weather warnings important when the weather is stormy? Make an inference from the text.

My inference: _____

_____

Text clue: _____

_____

APPENDIX 2

Future E-Mail Worksheet

Activity B - An E-mail to Yourself

Look at the picture. What might life on Earth be like in 2050?



Success Criteria

☐ I express at least two important ideas about life in 2050 for my future self.

☐ I explain why at least one future idea matters by giving a reason, effect, hope, or message.

☐ My final e-mail stays focused on Theme 8 and is clear enough for my reader to follow.

A. Think and plan.

Planner part	My notes
Future idea 1	_____
Future idea 2	_____
Why one idea matters	_____
Message / hope for future me	_____
Useful Theme 8 words	_____

B. Write your e-mail.

Write 5-6 connected sentences. Use the picture and your planner, but communicate your own important message rather than answering the guiding questions as a list.

To: My Future Self (2050)
Subject: Life in 2050
Dear Future Me, _____ _____ _____ _____ _____ _____ _____ From, _____

C. After peer feedback - keep the original idea visible and make one focused revision.

Sentence / message before feedback: _____

My revised sentence / message: _____

When your teacher reviews the final e-mail, the revised sentence replaces the original version.

APPENDIX 3

Evidence-Based Peer Feedback Form

Activity B - An E-mail to Yourself

Writer: _____ Peer: _____

Peer-feedback step	Evidence / note
1. One future message I found	"_____"
2. One clear strength	_____
3. One useful next step	☐ explain why one future idea matters ☐ make the message to future self clearer ☐ connect two future ideas more clearly ☐ make one unclear sentence easier to understand
4. Evidence for my suggestion	"_____"
5. Writer's revised message	_____

Peer feedback is evidence for revision, not the final score. The writer decides how to revise; the teacher evaluates the revised e-mail with Appendix 5.

APPENDIX 4

Answer Key

Activity A - Nature, Space and Weather

A. Short answers

- 1. The Sun.
- 2. Yes, they should.
- 3. It protects the Earth from harmful rays and helps living things survive.
- 4. It is a strong, spinning column of air that can damage buildings.
- 5. Yes, it is.
- 6. Yes, it does.

B. Newspaper headlines

1. floods 2. drought 3. tornado 4. blizzard 5. storm 6. hurricane

C. Inference notes

Accept other reasonable wording when the inference is supported by a relevant clue from the text.

- 1. A drought is happening. A relevant clue is "A drought is a long period without enough rain, so plants and animals cannot get enough water."
- 2. Weather warnings help people protect themselves and move to/stay in safe places during dangerous weather. Relevant clues include "people should stay in safe places and follow weather warnings" together with the descriptions of damaging or powerful weather events.

APPENDIX 5 - ANALYTIC SCORING RUBRIC FOR ACTIVITY B

Purpose: to evaluate observable evidence for ENG.6.8.W4(d) in the revised "An E-mail to Yourself" writing.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
1. Important Theme 8 messages	Expresses at least two meaningful future-life ideas and communicates a clear overall message to the future self rather than listing disconnected predictions.	Expresses two relevant future-life ideas. The overall message is understandable, but one idea is mainly listed or needs clearer connection to what the writer wants the future self to understand.	Expresses one meaningful future-life idea. With guidance, adds or clarifies another idea so the e-mail begins to communicate an important message to the future self.	No assessable Theme 8 future- message evidence is available for this criterion.
2. Message development and reader focus	Explains why at least one future idea matters through a clear reason, effect, hope, or message that is meaningful to the future self.	Adds a relevant reason, effect, hope, or message, but the link to the future idea or to the reader needs one focused clarification.	Gives a simple opinion or hope connected to a future idea. With a prompt or frame, adds one explanation that makes the message more useful to the reader.	No assessable evidence of message development or reader focus is available for this criterion.
3. Clarity and coherence of the final e-mail	Connects the future ideas in a clear short e-mail. The reader can follow the intended message from beginning to end without needing clarification.	The main message is understandable and relevant. One sentence or connection interrupts the flow, but the reader can still follow the e-mail.	Provides a short or partly connected message with at least one understandable future idea. With guidance, revises one sentence so the reader can follow the intended meaning more clearly.	No assessable written e-mail message is available for this criterion.

Total Score	_____ **/ 9**
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested score ranges	7-9 Proficient | 4-6 Developing | 1-3 Beginning | 0 Performance Not Observed (only when no assessable evidence is available for any criterion)
Use Note	The total score provides an overall view. Feedback, Supporting, Expansion, and follow-up decisions are based primarily on the criterion profile. Criterion-level 0 is used only when no assessable evidence is available for that criterion; it is not a label for low-quality performance.