

## Summer School Curriculum Objectives Maps - Writing

### Purpose

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

### Horizontal Alignment (same grade levels):

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

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

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

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

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

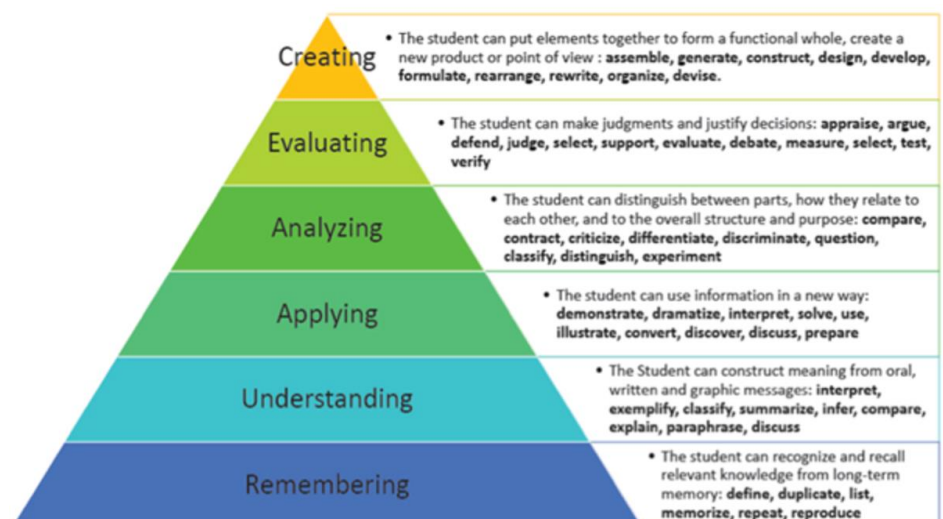
### Color code used for analyzing national curriculum:

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

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

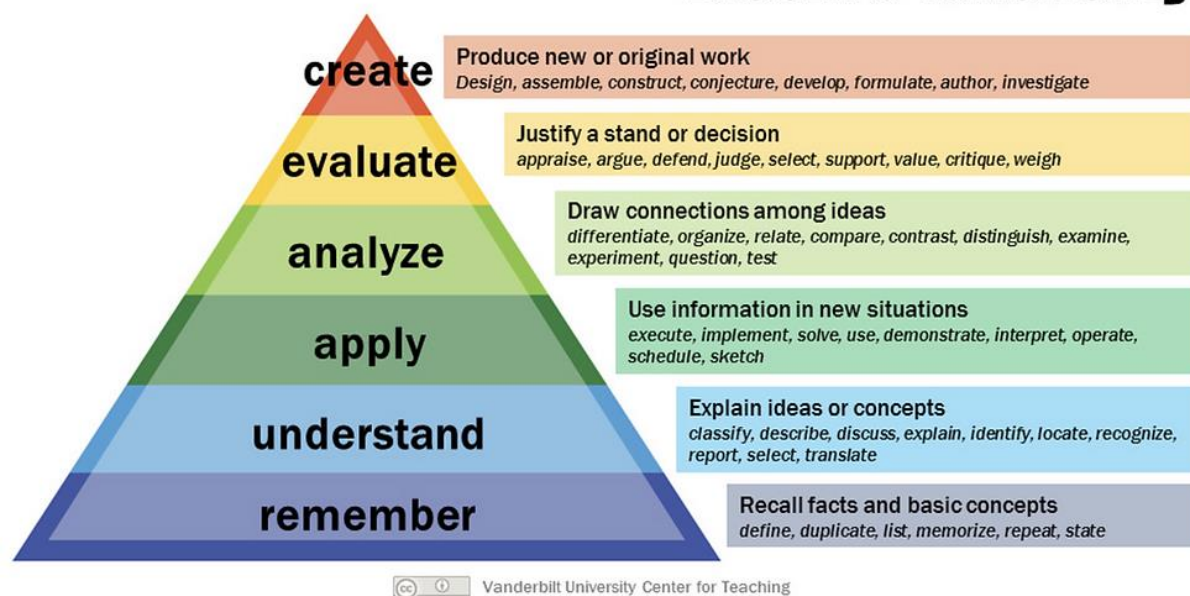
In step two, a horizontal analysis of the mapped objectives was done based on the revised Bloom's taxonomy (Krathwohl, 2002), adopted by CRDP with the related action verbs. This was done by rearranging the order of the objectives to reflect a proper cognitive progression. The comments section was used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

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



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

# Bloom's Taxonomy



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

Bloom's taxonomy action verbs

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

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

Written Communication Skills			
1997 General Objectives	Grade 6 Detailed Objectives	Grade 7 Detailed Objectives	Grade 8 Detailed Objectives
<b>Grade 6:</b> <ul style="list-style-type: none"> <li>- Prepare interviews, questionnaires, and itineraries</li> <li>- Compose coherent paragraphs in various rhetorical modes</li> <li>- Complete unfinished text for specific audience</li> </ul> <b>Grade 7:</b> <ul style="list-style-type: none"> <li>- Create appropriate topic and concluding sentences</li> <li>- Explore and conceptualize topics</li> <li>- Write essays related to academic subjects</li> </ul> <b>Grade 8:</b> <ul style="list-style-type: none"> <li>- Write stories, poems, songs etc.</li> </ul>	-----	<b>Develop and enhance writing skills through semi guided activities</b>  Punctuate unedited text	<b>Develop and enhance writing skills through semi guided activities</b>  Use appropriate punctuation marks
	Provide topic sentences for narrative or descriptive paragraphs	Select an appropriate topic or concluding sentence	Write a suitable topic/ concluding sentence for a given paragraph
	combine sentences using suitable connectors to create compound and complex sentences	Combine sentences with a suitable joining word	Provide suitable connectives where needed
	Arrange scrambled sentences or paragraphs into logical order	Reconstruct scrambled text	Reconstruct scrambled text  Unscramble paragraphs in a three to four paragraph essay
	-----	-----	Generate concluding sentence for incomplete paragraphs
	-----	Distinguish between relevant / irrelevant details	Introduce suitable supporting details
	-----	Given the topic and concluding sentences, write the body	-----

<ul style="list-style-type: none"> <li>- Draft and revise written products</li> <li>- Write essays on topics related to content areas</li> </ul>	Make changes to suit the audience in mind and the purpose of writing	-----	Rewrite a given paragraph at a different level of formality
	-----	-----	Fill out a chart indicating specific characteristics of different text types; ie, type, format. Style, organization (narrative and descriptive)
	-----	-----	Write an outline
	<b>Produce expressive, transactional, and creative writing</b>		
	-----	Write a journal / diary on a regular basis	Write a journal / diary on a regular basis
	-----	Write a short report on a visit , film, book.	Write a report on a visit, film, book, etc.
	-----	Rewrite an end of a story	Write a scenario based on a story
	-----	-----	Provide captions for cartoon strips, pictures.
	Write announcements, notes, editorials, classified ads, brochures...	-----	Write a travel brochure for a place mentioned in a story
	-----	-----	Write a support paragraph on the contributions/ achievement of a famous historical figure
	Devise poems, songs, riddles, jokes, and sketches	Create a new verse for a song	Create a new verse for a song
	<b>Apply process writing skills</b>		
	-----	Select and narrow a topic	Select and narrow a topic

	-----	Organize ideas into clusters and lists	Apply a timeline to organize ideas
	-----	Identify the purpose of a writing task	Identify the purpose of a writing task
	-----	Identify audience: self, peers, teacher, other.	Identify audience: self, peers, teacher, other.
	-----	Write multiple drafts (revise and edit)	-----
	Revise the composition by adding or deleting ideas or words.  Proofread and edit a piece of writing	-----	-----
	Create captions for visuals, posters, advertisements	Design a poster for your writing	Design a poster for your writing
	Submit writing to the school magazine	Submit writing for the school magazine	Submit writing for the school magazine



## References

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

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

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

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

