

Grade 6 (Ages 10-12)

The grade 6 standards continue to further elaborate the students' understanding of Pañjābī and Gurbānī language. Reading comprehension moves towards greater analysis and students learn new strategies to aid their reading comprehension. As the student's writing becomes more complex, they will be writing a brief research paper related to Gurū Gobind Singh Sāhib. With the assistance of various research tools, they will synthesize the information and prepare a report in Pañjābī. Further practice in writing and oral communication progresses students to better language attainment. In the sixth grade, Gurbānī emphasis is coupled with the non-Language Arts standards to learn the *Tav Prasād Savaye* and other writings written by and about Gurū Gobind Singh Sāhib. The emphasis on the grade 6 standards is on the development of reading comprehension, the composition of a multi-paragraph research paper, continued development of grammar, and the ability to recite *Tav Prasād Savaye*.

Standard 1:

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

Standard 2:

- Students comprehend grade-appropriate reading passages and summarize the material.
 - Students analyze text that uses the compare-and-contrast organizational pattern
 - Students clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
 - Students analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.
 - Students understand, explain, and describe the function and effect of figurative and metaphorical use of words in context.

Standard 3:

- Students demonstrate utilization of outside source materials.
 - Students are introduced to the writings of Bhāi Nand Lāl (ਭਾਈ ਨੰਦ ਲਾਲ), Gurū Gobind Singh Sāhib's (ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਸਾਹਿਬ) Zafarnāmah (ਜ਼ਫਰਨਾਮਾ), and portions of Srī Kalgīdhar Camatkār (ਸ੍ਰੀ ਕਲਗੀਧਰ ਚਮਤਕਾਰ).
 - Students also use Secondary Source Books, Internet searches, for additional information.

Standard 4:

- Students write clear and coherent sentences and paragraphs that develop a central idea around a research topic related to the life of Gurū Gobind Singh Sāhib (ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਸਾਹਿਬ).
 - Students create multi-paragraph compositions, including a developed topic sentence, with simple supporting facts and details. Paragraphs should include transitional expression that links one paragraph to another in a clean line of thought. Summary should be found in the conclusion.
 - Students describe the setting, characters, objects, and events using adjectives and appropriate vocabulary.

Standard 5:

- Students learn grammar related to proper use of indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

- Students use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

Standard 6:

- Students demonstrate intermediate keyboarding skills using a Gurmukhī (ਗੁਰਮੁਖੀ) font.
 - Students can demonstrate reasonable competence in writing using Gurmukhī.

Standard 7:

- Students listen critically and respond appropriately to oral communication.
 - Students retell, paraphrase, and explain what has been heard orally.
 - Students connect and relate prior experiences, insights, and ideas to those of a speaker.
 - Students pose relevant questions, sufficiently limited in scope to be completely and thoroughly answered.

Standard 8:

- Students recite Tv Prasādi Savaye.

Standard 9:

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

Grade 7 (Ages 11-13)

The grade 7 standards reinforce previously accumulated knowledge. Reading comprehension focuses on writing detailed summaries that demonstrate understanding of underlying concepts. Students will be able to read selected articles from Pañjābī newspapers. Writing skills become further harnessed and students are introduced to the grammar of Gurbānī especially the different nouns and their usages. In addition, they will be able to write in various formats, including that of print journalism. Oral communication centers on memorizing and understanding the *Anandu Sāhib* (first 5 and last 1 *pauṛīs*) as well as those verses attributed and related to the *Khālsā* the three *Dohre*. The cornerstones of the grade 7 standards rest on the continued development of reading comprehension, the introduction of Gurbānī grammar, and the recitation and understanding of the *Anandu Sāhib*.

Standard 1:

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

Standard 2:

- Students comprehend grade-appropriate reading passages and summarize the materials.
 - Students identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).
 - Students clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
 - Students write summaries of reading passages, including main ideas and significant details in student's own words that reflect underlying meaning, not just superficial details.
 - Students identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).
 - Students understand, explain, and describe the function and effect of figurative and metaphorical use of words in context.

Standard 3:

- Students demonstrate utilization of outside source materials.
 - Students utilize Ratan Singh Bhaṅgū's (ਰਤਨ ਸਿੰਘ ਭੰਗੂ) *Srī Gur Panth Prakāsh*.

Standard 4:

- Students write clear and coherent compositions in appropriate formats.
 - Students can create multi-paragraph compositions, including a developed topic sentence, and simple supporting facts and details. Paragraphs should include transitional expression that link one paragraph to another in a clean line of thought. Summary should be found in the conclusion.
 - Students write compositions in appropriate formats, including newspaper articles.
 - Students describe the setting, characters, objects, and events using adjectives and appropriate vocabulary.
 - Students create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

- Students use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- Students give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

Standard 5:

- Students identify all parts of speech and types and structure of sentences.
 - Students identify all previously learned parts of speech in sample series of paragraphs and sentences.

Standard 6:

- Students identify and learn the differences between the types of nouns as they appear in Gurbāṇī.
 - Students will be able to recognize importance of the different noun types and how grammar and linguistics help us understand Gurbāṇī.

Standard 7:

- Students demonstrate intermediate keyboarding skills using a GurbaniLipi font.
 - Students can demonstrate reasonable competence in writing using the GurbaniLipi font.

Standard 8:

- Students listen critically and respond appropriately to oral communication.
 - Students re-tell, paraphrase, and explain what has been said by a speaker.
 - Students connect and relate prior experiences, insights, and ideas to those of a speaker.
 - Students pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.

Standard 9:

Students recite and give oral interpretations of Anandu Sāhib and *dohre*.

Standard 10:

- Students deliver focused recitations and oral presentations.
 - Students speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
 - Students deliver oral summaries of articles and books.
 - Students clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).
 - Students read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text.
 - Students recite brief poems (i.e., five to six stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.

Grade 8 (Ages 12-14)

The grade 8 standards are the apex of core knowledge required by Sikh students. Reading comprehension focuses on the analysis of idioms, analogies, and similes to set the understanding of Gurbānī and its proper comprehension. Students are also introduced to the different poetic patterns found in the *Gurū Granth Sāhib*. Writing skills now leads to the beginning of the interpretation of Gurbānī. The grammar of Gurbānī continues to include the usages of pronouns. Oral communication skills have developed to the point where students are now able to take the *Hukam* and even participate in the services of the Gurduārā, including recitations during various congregational *Divans*. In the eight grade, the Gurbānī emphasis is on understanding the meaning and recitation of Āsā kī Vār. At this point students graduate if they can recite all the previous *bāṇī* learned. The grade 8 standards are a critical benchmark in evaluating the student's progress in the language arts.

Reading and Reading Comprehension

Standard 1: Oral and Silent Reading

- Students achieve fluent oral and silent reading skills through understanding of basic features of reading, including letter patterns and their translation into spoken language.
 - Students analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.
 - Students understand the salient points in the history of the Pañjābī (ਪੰਜਾਬੀ) language and use common word origins to determine the historical influences on Pañjābī word meanings.
 - Students read aloud fluently and accurately and with appropriate intonation and expression.

Standard 2: Comprehension of Appropriate Passages

- Students comprehend grade-appropriate reading passages and summarize the passages
 - Students find similarities and differences between texts in the treatment, scope, or organization of ideas.
 - Students compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.
 - Students understand and explain the use of a complex mechanical device by following technical directions.
 - Students evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.
 - Students determine and articulate the relationship between the purposes and characteristics of different forms of poetry as related to Gurbānī (ਗੁਰਬਾਣੀ) (e.g. suhāg - ਸੁਹਾਗ, ghorī - ਘੋੜੀ, etc).

Standard 3: Source Materials

- Students demonstrate utilization of outside source materials.
 - Students utilize English Translations of the Gurū Granth Sāhib (ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ).
 - Students utilize Professor Sāhib Singh's *Darpan* (ਦਰਪਨ).

Standard 4: Writing Sentences and Paragraphs

- Students write clear and coherent sentences and paragraphs that develop a central idea focusing on a translation and brief interpretation of a Gurbānī (ਗੁਰਬਾਣੀ) passage (with aid of English Translations).

- Students create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
- Students establish coherence within, and among, paragraphs through effective transitions, parallel structures, and similar writing techniques.
- Students exhibit careful reading and insight in their interpretations.
- Students use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.
- Students give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

Standard 5:

- Students identify all parts of speech, types and structure of sentences.
 - Students identify previously learned parts of speech in sample series of paragraphs and sentences.
 - Students use correct and varied sentence types and sentence openings to present a lively and effective personal style.

STANDARD 6:

- Students identify and learn the differences between the types of pronouns as they appear in Gurbānī
 - Students will be able to recognize the importance of the different types of pronouns found in Gurbānī and how grammar and linguistics help understand Gurbānī

Standard 7:

- Students listen critically and respond appropriately to oral communication.
 - Students analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.
 - Students paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.
 - Students pose relevant questions, sufficiently limited in scope to be completely and thoroughly answered.
 - Students evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).

Standard 8:

- Students recite 24 *paūrīs* with *saloks* of Āsā kī Vār

Standard 9:

- Students deliver focused recitations and oral presentations.
 - Students speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
 - Students prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.
 - Students clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).
 - Students read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text.
 - Students recite poems (six to eight stanzas in length), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.

- *Students recite poems (six to eight stanzas in length), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning*

Standard 10: Reading the *Hukam* (ਹੁਕਮ) from the Gurū Granth Sāhib

- Students will be able to read the *Hukam* (ਹੁਕਮ) from the Gurū Granth Sāhib (ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ).
- Students will be able to receive the *Hukam* during the regular service as well as participate in various recitations, including Akhaṇḍ Pāṭhs (ਅਖੰਡ ਪਾਠ) and Sahaj Pāṭhs (ਸਹਜ ਪਾਠ).