

## Section II - Subject Educational Curriculum - General Part and Standards

### Chapter XI. State Languages - General Part and Standards

#### Article 57. The State Languages - General Part

##### Introduction

The subject group of the state languages comprises the following compulsory subjects: Georgian language and literature; Georgian as a second language; Abkhazian language and literature.

The study of the state language develops the oral and written communicative skills of the adolescent, expression of his/her own opinion in logical sequence, the ability to read and understand various types of texts in the state language; It helps to realize local and universal culture as a continuous process of change and development, promotes the development of independent, creative and reflexive thinking; the integration of the adolescent into the civil society.

##### Purposes and Objectives of the State Languages' teaching

The aim of teaching the languages of the state languages (Georgian / Abkhazian) is to promote to develop a free and creative person merged with the national and universal values, who will be able to actively engage in the public life of the country, contribute to the development of the country and further development of the civil society.

Due to the educational goals, the curriculum envisages the solving specific tasks. Such tasks are in the following:

- Acquiring and deepening the language skills, developing linguistic skills;
- Creating a skill of clear, fluent and firm expression of opinions;
- Developing Discussion Skills;
- Development of analytical (analysis, comparison, generalization) founded on linguistic (textual) basis;
- Establishing the ability to study and comprehend the varied texts by functionally and content;
- Developing a creative (free) attitude towards the texts;
- Taking part in the discussions, establishing the Monologue and Dialogue Speech Skills;
- Developing the skills of teaching speech etiquette norms;
- Developing the writing and speech skills appropriate to the style of the objective task;
- Developing the skills of creation and comprehension of the texts of different types, styles and genres;
- Developing the ability to understand the writer's creation by subjective (important facts and moments of the writer's life) and objective (general context of the epoch) factors;
- Developing the skill of expression of his/her own attitude towards the problems depicted in fictional and non-fictional texts, establishing personal position and working out the argumentative skills;

- Developing the skills of aesthetic perception and evaluation of literary work;
- Developing the ability of perceptions of the values outlined in literary works and the ability of expression of own attitude towards them;
- Developing the ability to understand the interaction of the literary processes of the universal topics of the national and world literary;
- Developing a sense of respect for cultural heritage;
- Developing and establishing the ability of different types of attitudes (recognition and respect for personal differences, feeling of linguistic-cultural origin, desire to learn languages, etc.);
- Developing the ability of appreciation and respect the socio-cultural peculiarities of the different ethnic groups living in the state; Positive attitude towards socio-cultural diversity;
- Developing the skill of understanding the foreign culture;
- Developing the ability to enhance the knowledge of the state language / languages;
- Developing the language learning skills (learning to study);
- Developing the ability of utilization of the digital technologies for educational purposes;
- Developing the vital skills (cooperation, free choice, solving problem, creativity, etc.);
- Developing and working out a sense of citizenship of the own country.

### **Organization of the State Languages' Teaching**

Teaching plan of the state languages comprises the following compulsory subjects:

- A) The Georgian Language and literature (taught in I-XII classes);
- B) The Abkhazian Language and literature in the Autonomous Republic of Abkhazia (taught in I-XII classes);
- C) Georgian as a second language for Non-Georgian schools / sectors (taught in I-XII classes).

### **Assessment in the State Languages**

#### **Assessment in the Georgian Language and Literature**

#### **Assessment components**

#### **Components of the current (home and class) tasks**

The following skills and knowledge can be evaluated:

- Multilateral understanding-analyzing and assessing of various types of fictional and non-fictional texts;

- To interpret the texts;
- Comparative analysis of texts;
- Narration;
- Discussion;
- Creation and composition of the different texts;
- Oral speech / presentation;
- Expressing Reading
- Grammatical and lexical knowledge;
- Spelling;
- Creativity;
- Intelligible use of training strategies (reading, writing, listening, and verbal);
- Knowledge of artistic methods;
- Identifying and analyzing language-expressions;
- Characteristics of basic literary processes and more.

**Vital Skills:**

- Creativity;
- Cooperation (with a partner, group members);
- Utilization of the strategies for developing the skills and facilitating the educational activities;
- Engagement in training activities.

**Skills are assessed by the following tasks:**

- 1 Answer the questions;
- 2 Different types of grammar and lexical exercises;
- 3 Setting up a discussion on a problematic issue;
- 4 Preparing individual or group presentation;
- 5 Different types of reading and auditing tasks;
- 6 Performing different types of oral activity independently, with a partner or group;
- 7 Creation of different texts independently, together with a partner or group;
- 8 Project implementation.

**Note:** In primary classes, special attention should be paid to the following skills:

- 1 Reading fluently;

- 2 Writing Skills;
- 3 Copying;
- 4 Writing with a dictation;
- 5 Conveying the content based on the keyword / illustrations;
- 6 Narrating of episodes;
- 7 Conveying the content extensively and briefly.

### **The Component of the summary tasks**

The Component of the summary tasks is related to the study-teaching results. This component should evaluate the results of one study section (topic, chapter, paragraph, issue) achieved by studying-processing way. At the end of the concrete course, the minor a student be able to present knowledge and skills defined by the standard of the Georgian language and literature.

### **The Types of the summary tasks**

It is recommended to use many forms of summary tasks to implement the standard requirements. In the Georgian language and literature it is possible to use the following types of summary tasks:

- 1 Understanding the fictional / non-fictional text;
- 2 Composing various texts defined by the standard;
- 3 Argumentative discussion on a specific issue / topic;
- 4 Presentation of an oral report;
- 5 Making up an essay;
- 6 Performing a problematic issue by the imitative situation (mini-performance, role playing, etc.);
- 7 Expressing reading (individual or team);
- 8 Literary salon;
- 9 Project;
- 10 Listening and evaluating audio or audio-visual recording of oral speech;
- 11 and so on and so forth.

### **The requirements, which should satisfy the summary tasks:**

- 1 All types of the tasks should be enclosed by an evaluation rubric (in case of test tasks each test should be enclosed by an assessing scheme);

- 2 The general rubric should be specified in accordance with the condition and learned material;
- 3 It should be indicated those results of the standard, the summary of the tasks serve for.

### **Assessment in Georgian as the second language**

#### **Assessment components in Georgian as the second language**

The components of the current (home and class) tasks

The following skills and knowledge can be evaluated:

#### **Language Knowledge and Skills**

- 1 Lexical knowledge;
- 2 Grammatical knowledge;
- 3 Lexical and grammar skills;
- 4 Pronunciation;
- 5 Spelling.

#### **Communication skills**

- 1 Reading and understanding;
- 2 Reading fluently;
- 3 Hearing-understanding;
- 4 Oral communication;
- 5 Communication in a written form.

#### **Vital skills**

- 1 Creativity;
- 2 Cooperation (with a partner, group members);
- 3 Utilization of the strategies for developing the skills and facilitating the educational activities;
- 4 Engagement in training activities.

#### **Skills are assessed by the following tasks:**

- 1 Different types of grammar and lexical exercises;
- 2 Different types of reading and auditing tasks;
- 3 Performing different types of oral activity independently, with a partner or group;

- 4 Creating different types of text independently, with a pair or group;
- 5 Project implementation.

**Note: In primary classes, special attention should be paid to the following skills:**

- 1 Loud reading;
- 2 Silent reading (solving simple tasks independently);
- 3 **Subscribing;**
- 4 Copying;
- 5 Writing with a dictation.

### **The Component of the summary tasks**

The Component of the summary tasks is related to the study-teaching results. This component should evaluate the results of one study section (topic, chapter, paragraph, issue) achieved by studying-processing way. At the end of the concrete course, the minor should be able to present knowledge and skills defined by the standard of the Georgian language as the second language.

### **The Types of the summary tasks:**

It is recommended to use many forms of summary tasks to implement the standard requirements. The types of the summary tasks of Georgian as a second language can be:

- 1 Understanding and comprehending the text;
- 2 Composing various texts defined by the standard;
- 3 Participating in the imitative situations, role playing games;
- 4 Interaction on a specific issue / topic;
- 5 Talk about a specific topic / issue;
- 6 Oral report;
- 7 Implemented project;
- 8 and so on and so forth.

### **The requirements, which should satisfy the summary tasks:**

- 1 All types of the tasks should be enclosed by an evaluation rubric (in case of test tasks each test should be enclosed by an assessing scheme);
- 2 The general rubric should be specified in accordance with the condition and learned material;
- 3 It should be indicated those results of the standard, the summary of the tasks serve for.

## Article 58. The standard of the Georgian Language and Literature

### Introduction

The core of the standard of the Georgian language and literature is the language as person's self-expression, creation of an idea and its transmission. Linguistic skills are not a random set, but a whole system. It should promote the process of overcoming personal, life, social or professional difficulties independently, as the Georgian language is not only one of the educational subjects, but in contrast to other subjects, it is the language of teaching, the means of studying all other subjects. The basic principle of teaching is the essential unity of the subject (language and literature).

The common culture, personality and professional skills of the person are based on the native language. It creates the very basis, the whole further process of free development of a human being is founded on. The main objectives of teaching the Georgian language and literature are as follows:

- Developing a minor's basic communicative skills (listening, speaking, reading, writing);
- Developing a written and oral speech culture;
- Developing the ability to express his/her opinion in a logical sequence and create a written text of a different purpose;
- Developing independent, creative and reflexive thinking;
- Developing his/her love for reading; working out the ability of perception and realization of literature, as the fact of a word, art and culture;
- Making him/her realize national and universal culture as a permanent process of change and development.

The main directions of teaching the Georgian language and literature are to develop the verbal, reading and writing skills.

**1. Speaking.** This direction combines the two interrelated interactions with each other. These are: **hearing** and **talking**. The consistent development of skills related to these speech behaviors aims to establish a person to be ready for free, modern communication. This implies the development of oral speech, the skills of expression an opinion, culture of listening, social communicative and interactive skills. Their development provide the foundation of bringing up a human, tolerant person, who can estimate other people' opinions.

**2. Reading.** Development of reading skills depends on the book, which is a necessary condition for the formation of a fully-fledged person. This direction serves to share with native and world literature; In addition, the ability to read, write, and understand the various written texts, realize and use the information. In the course of the study, the minor should use the basic strategies of the reading in order to select the text, search the desired information in it, utilize the critical reading-grammatical, static and contextual data for the purpose to deepen the text; Use of special search engines and dictionaries, fast and differential reading of texts; work out the received information, data analysis and make conclusions.

3. **Writing.** Writing of information and own opinions, writing culture is a necessary condition for realizing intellectual capabilities of a person. The minor should be able to identify and develop individual creative skills, acquire linguistic stylistic means of expressing opinions and attitudes, using appropriate strategies (preparing preliminary plan, selection of key words, editing and editing of "black" manuscripts, etc.). The learner must master the skills of formulating an opinion in a written form, besides that, the clear handwriting, the compulsory norms of spelling and punctuation.

**A Language is a way of thinking and communication. Consequently, the teaching of the language should serve to advance the main function of it and contemplate as a priority aim.**

- **Learning**, analyzing and evaluating of the information **as a means of thinking**, first of all involves the knowledge of a human expression, knowledge of semantic and structural regularities of language; Pupils master the basic norms of spelling and speech of the native language. The basic principle of teaching of the native language is to acquire the skills of the active use of the language, which implies the development of language competence in pupils and not only the self-accumulation of the grammatical knowledge. The main focus is on teaching the practical grammar. Therefore, the language issues in the course of learning should be connected directly with the text and the specific subjective situation.
- **Language** communication skills are closely related to this component of language teaching. It aims to develop a minor's skills, which are necessary to adequately conduct an assessment of the situation in a proper situation of speech, establish a successful communication in any social environment, and master the strategies and ways of communication. This component of language teaching aims to develop the skills needed for social interaction.
- To understand and express the fictional-text. The teaching process of literature is a person-oriented educational process which should facilitate and give a stimulus to the unique individual and creative potential existing within each minor. In the study of fiction, the minor has possibility of creating studying environment to estimate depth and life problems in friction-texts based on the personal experiences. Relationship with literature should develop a minor's poetry and aesthetic taste, awakening the inner activism and self-interest.

## **The Georgian Language and Literature on the primary level**

### **Introduction**

Teaching of the native language on the primary level serves the purpose of developing linguistic skills in the direction of speaking, reading and writing. At the same time, this process implies the formation of the minimal linguistic competence, which from the point of practical using is actual and corresponds with the minor's intellectual abilities and interests.

Teaching of the native language and literature on the primary level is founded on the rich basis of the text - various frictional and non-fictional and multimedia texts.

The variety of texts creates the essential theme of the environment, which the learner will use in the life experience. Minors must master the perception, understanding, use and creation of fiction, information-cognitive and pragmatic texts, as well as basic skills for obtaining and processing information. Attention should also be given to the development of the creative skills of the pupils. The pupils should be able to create and express new texts based on their knowledge and language experience.

Taking into consideration the peculiarities of the pupils' ages, concerning the requirements of the standard of I-IV classes, the main focus should be directed to the correction of natural linguistic skills and subsequent development of them, enrichment of the pupils with the verbal stock; generation of speaking, reading and writing culture (initial level); development of ensuring the pupils to create a positive attitude towards reading and generally learning, development of the metacognitive skills on the initial level (observation of their own learning process, independently working, organizing training activities, etc.).

## **The Description of the directions**

### **1. Direction: Speech (speaking)**

**Speech** (listening and speaking) plays an important role in the development of knowledge and linguistic skills. It should be noted that, unlike reading and writing, the skills of speech are more or less developed in the minors at school: their early knowledge is mainly acquired by reading; for communication or self-expression, the pupils mostly begin to speak at his age.

The development of the skills of the pupils in the study- teaching process should be systemic and consistent. To speak about something after having heard/narrated, express an own opinion of it personal attitude towards it and the like facilitate to understand and realize the very processes. By using the linguistic means of studying textual material and learning words (the lexical stock) in the teaching process the speech of the pupils is gradually enriched and refined.

In I-IV classes, special attention must be paid to the development of the phonological skills of the pupils, which is the basis for reading and speaking. This, on the one hand, facilitates the development of spelling and writing skills, and on the other hand, refinement of the pupils' orthopedic ability (right pronunciation).

In V-VI classes it should be paid an attention to the development of the skills of critical hearing, listening interpreting and estimating the narrated text; development of individual and group communication skills, as well as self-expression skills.

### **2. Direction: Reading**

The primary aim of reading on basic the level is to work out the ability of decoding the written text (the same encryption - converting the word graphical depiction graphical into an acoustic unit (sound), which means the recognizing the letters, and connecting them with the appropriate sounds,

the acoustic icon word). This will enable pupils to develop their fluent reading skills, but at the same time they should be able to master the skills of understanding and realizing what they are reading. This ability gives them the opportunity to acquire knowledge and get information from the texts of different types and purposes.

The ultimate purpose of reading is to understand text, which is read. That involves the reader's active participation in all three levels of the reading process: before the start of reading, while reading and after reading. The gradual improvement of reading manner will enable pupils to become educated readers, to understand and realize the texts, read by themselves.

The understanding of the read text mainly depends on the vocabulary stock - the more rich is the lexical stock of the pupil, the more successful is his reading. Thus, it must be given a special attention to taking care of enlarging and enriching the lexical stock on the primary level of teaching. Besides the oral and printed verbal texts, it should be also admitted, that the reading and understanding of multimedia texts is not of less importance, as it will facilitate the pupils to develop the skills in general literacy.

In the V-VI classes, the pupils' linguistic competencies either on the perceptual or functional levels provide the pupils with the gradual development of emotional and aesthetic attitude towards the fictional texts. It should be paid attention to the Stimulation of these internal processes. It also should be done much work in developing the ability of the pupils to access the subtext (implicit information) as well as the understanding and interpretation, critical thinking, or readability of the material.

### **3. Direction: Writing**

Most of the pupils study writing in the first year of their studies. In order to achieve good results in writing, the pupils often must write down and purposefully.

Working on the different types of texts should be initially conducted by the teacher's guidance, using signs/hints or according to the model. By fulfilling the written instructions with varied and meaningful contexts, the pupils will gradually refine the calligraphy, writing manner and create a certain imagination of the process of writing, which involves active participation of students in all three levels of writing: before writing, the process of writing, and after writing.

In V-VI classes working should be conducted in the direction of development in the pupils the skills of writing communication, gradual and logical conveying of opinions. Further an attention should be paid to the skills of developing creative and self-expression of the pupils.

## The Standard of I-IV classes

### a) The results to be achieved at the end of the IV class

#### Definition of indices

Each result of the primary cycle standard is preceded by an index pointed to the subject, the level of study and the standard result number; e.g. Geo. Primary (I) .1

"Geo." - indicates the subject "Georgian Language and Literature";

„ Primary (I)" - indicates the standard of I-IV classes;

"1" - indicates the standard result number.

<b>Standard of the Georgian Language and Literature (I-IV classes)</b>	
	<b>1. Direction: Speech</b>
<b>Index of the results</b>	Standard results The pupil should be able to:
<b>Geo. Primary.(I).1</b>	Identify proper speech behavior in the familiar communicational situation.
<b>Geo. Primary.(I).2</b>	Listen, understand and convey the various types of the texts defined by the standard
<b>Geo. Primary.(I).3</b>	Express personal attitude towards the topic of the text and the issues discussed in it; Character(s) of the frictional text (s), evaluate his / her behavior and explain his own view.
<b>Geo. Primary.(I).4</b>	Use the relevant vocabulary and linguistic syntactic constructions; protecting of the basic norms of fluent speech etiquette.
<b>Geo. Primary.(I).5</b>	Use the known speech strategies of a speech in accordance with the purpose.
	<b>2. Direction: reading</b>
<b>Index of the results</b>	The pupil should be able to:
<b>Geo. Primary.(I).6</b>	Read fluently
<b>Geo. Primary.(I).7</b>	Read and understand the different types of the texts defined by the standard (make interrelationship between verbal and non-verbal information (e.g. illustration and text) in the text.
<b>Geo. Primary.(I).8</b>	Interpret the small fictional texts in verbal and non-verbal way; visually transform the verbal information and / or just the opposite.
<b>Geo. Primary.(I).9.</b>	Express and explain personal attitude towards the read text; Assess the theme and / or specific topics discussed in the text.
<b>Geo. Primary.(I).10</b>	Identify elements, structural and compositional characteristics of different types of the texts (I).

<b>Geo. Primary.(I).11</b>	Observe the linguistic and semantic side of the various types of texts defined by the standard.
<b>Geo. Primary.(I).12</b>	Use of the familiar strategies of reading in accordance with the purpose.
<b>3. Direction: Writing</b>	
<b>Index of the results</b>	The pupil should be able to:
<b>Geo. Primary.(I).13</b>	Create the different types of simple sized texts on the familiar topics, which are defined by the standard.
<b>Geo. Primary.(I).14</b>	Appropriate use of the familiar vocabulary, linguistic syntactic constructions and structural elements; Protect the basic norms of calligraphy and Spelling
<b>Geo. Primary.(I).15</b>	Use the familiar strategies of reading in accordance with the purpose.

## **B) Content**

Taking into consideration the age peculiarities of the pupils of I-IV classes, the following linguistic issues, as well as the terminology and concepts, should be undertaken by practical activities. At this level of teaching, theoretical teaching of the grammar rules and linguistic laws is not advisable.

### **1. Language Knowledge and Skills**

#### **A) Language lexicological aspect**

Supplying the active lexical fund; Enriching the verbal stock with the subjective lexical units; Identifying and using of the words of semantic and lexical links (synonyms, antonyms, the words of one semantic group); Word-building at the elementary level; Simple phraseology, observation of the word meaning.

#### **B) Grammar aspect of the language**

Suspecting and using of the affirmative, interrogative, negative and exclamatory sentences; suspecting and using of the punctuation marks in the learned context (e.g. list, dialogue); finding the rules of the words changeability (e.g. the verb declension, the noun case, singular and plural numbers); suspecting and using of the linguistic- grammatical means expressing place, time, condition and purpose; protecting the basic norms of fluent speech and spelling.

### **2. Concepts and terms**

- Word structure: sounds, vowels consonants; letters, syllables;
- Text structure: word, sentence, line, paragraph, text, title, chapter, address, signature; Punctuation marks (point, comma, interrogative mark, exclamatory mark, dash, semi-column; dots);
- Basic Concepts of the Literary Studies: Story, Fairy Tale, Fable, Poem, Legend, Folk-tale/Legend, Author, Character / Hero (time of action, place; prologue of the story, middle

part, epilog); The theme of the composition, the bottom idea (the main idea), the epithet, the comparison.

Taking into consideration the age peculiarities of the pupils, the concepts should be developed on the basis of visual materials in order to make the pupil aware of their importance through concrete examples. At this level, the theoretical teaching of the concepts / terms and their explanations is not advisable.

### **3. Types of the reading texts**

1. Fictional: Prose and poetic compositions, folklore samples: poems, fairy tales, folk-tales, legends, myths, language breaking, riddles, stories, proverbs, etc., Comics.

#### **2. Non-fictional:**

A) Pragmatic texts: advertising, recipe, schedule, TV program, invitation card, list, memorable rules, timetable, plan, instruction, warning inscription/signboard, open card, interview, application (e. g. in the infantile journal), letter (e.g. friendly).

B) Information and cognitive texts of the complexity of age: articles from children's encyclopedia, journal, newspaper and others.

C) Didactic texts (alphabetical and colloquial texts, etc.).

3. Multimedia: Cartoon, children's song, film, educational-cognitive film, different types of video-audio materials (advertising, announcements, reportage, slideshow), children's play; Articles from the children's web site, web portal, mimic staging, etc.

## **The standard of V-VI classes**

### **a) The results to be achieved at the end of the VI class**

#### **Definition of indices**

Each result of the primary cycle standard is preceded by an index pointed to the subject, the level of study and the standard result number; e.g. Geo. Primary (II) .1

"**Geo.**" - indicates the subject "Georgian Language and Literature";

„**Primary (II)**” - indicates the standard of V-VI classes;

"**1**" - indicates the standard result number.

<b>Standard of the Georgian Language and Literature (V-VI classes)</b>	
	<b>1. Direction: Speech</b>
<b>Indices of the results</b>	<b>Standard results</b> The pupil should be able to:
<b>Geo. Primary.(II).1</b>	Conduct speech action in accordance with the aim of communication and context.
<b>Geo. Primary.(II).2</b>	Listen, understand and convey the various types of the texts defined by the standard and make conclusions.
<b>Geo. Primary.(II).3</b>	Interpret and evaluate various types of the known texts Express personal attitude towards them and aesthetic evaluation (on the primary level).
<b>Geo. Primary.(II).4</b>	Use and recognize correspondingly the learned vocabulary and linguistic-expressional means
<b>Geo. Primary.(II).5</b>	Choose and use the familiar speech strategies in accordance with the aim.
	<b>2. Direction: Reading</b>
<b>Indices of the results</b>	The pupil should be able to:
<b>Geo. Primary.(II).6.</b>	Read, understand and analyze the different types of the texts taking into consideration the issues/details with the essential meanings.
<b>Geo. Primary.(II).7.</b>	Interpret the read text, make the substantiated conclusion and evaluation; express and explain personal attitude towards the texts; tell about the mood and impressions caused by reading.
<b>Geo. Primary.(II).8.</b>	Find the lexical and semantic characteristics of the different types of the texts, structural-composite elements and linguistic - expressional forms.
<b>Geo. Primary.(II).9.</b>	Select and use the familiar strategies of reading in accordance with the purpose.
	<b>3. Direction: Writing</b>
<b>Indices of the results</b>	The pupil should be able to:
<b>Geo. Primary.(II).10.</b>	Create the types of small texts defined by the standard on familiar topics.
<b>Geo. Primary.(II).11.</b>	Select and use purposely the learned linguistic-syntactic structures and constructive elements; Protect the basic norms of the Georgian language literary
<b>Geo. Primary.(II).12.</b>	Select and use the familiar strategies of writing in accordance with the purpose.

## B) Content

In the final stage of the primary level (as in I-IV classes), the language issues should be conducted by practical activities. It is not advisable to move the main focus on the theoretical study of grammar rules and linguistic subjects. However, taking into consideration, that from V-VI classes are already started to take care of developing the meta linguistic skills in pupils', it is necessary to work out linguistic and grammatical issues in a more systematic and consistent way.

### 1. Language Knowledge and Skills

**A) Language lexicological aspect:** filling the active lexical foundation with various subjective concepts and terms, the learned lexical or phraseological units in the process of studying the frictional compositions; formulating of the new words and phrases in a systematic way in accordance with the familiar models.

**B) Language grammar aspect:** words morphological structure (the noun cases functions); some grammatical-semantic categories (groups of the nouns; verbs, tenses, mood, aspect); sentence models; main members of the sentence; main syntactic relationships between words (sequence of the verb with the noun in person and the number); basic grammatical categories of the nouns and verbs and their syntactic functions in the sentence.

## 2. Concepts and terms

- **Text structure: sub-chapter.**
- **Functional types of text: narration, description, discussion.**
- **Basic Concepts and Terms of Literary Studies: Fiction, nonfiction Literature; Sub-theme; Hyperbole, personification.**

Taking into consideration the peculiarities of the pupils' age, working out of the concepts defined by the program should be based on the visual material in order to make the pupil be aware of realizing their importance by the concrete examples. On the very level of teaching it is not necessary to make an accent on the concepts and terms and the teaching of their theoretical interpretation.

## 3. Types of the reading texts

### Fictional:

Prose and poetic compositions, folklore samples: poems, fairy tales, folk-tales, legends, myths, language breaking, riddles, stories, proverbs, etc., Comics.

### 2. Non-fictional:

A) Biographical texts, pragmatic texts: advertising, recipe, schedule, telegram, invitation card, list, memorable rules, timetable, plan, instruction, warning inscription/signboard, open card, interview, application letter (e.g. friendly official).

### 3. Multimedia:

Cartoon, children's song, fictional / documentary film, educational-cognitive film, different types of video-audio materials (advertising, announcements, reportage, slideshow), children's play; articles from the children' s web site, web portal, mimic staging, etc.

## Section III - Subjects Educational Curriculum - Annual Program according to Classes

Chapter XX. State language - annual programs according to classes

### Article 82. Annual Programs of Georgian Language and Literature

#### Georgian language and literature on the primary level

##### I class

#### The results of gradual standards and their evaluating indices

Direction: Speech	
Standard results	I Indices of I class assessment
<p><b>Geo. Primary.(I).1.</b> The pupil should be able to express proper speech behavior in the familiar situation.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Correctly reacts to familiar speech situations;</li> <li>➤ He/she speaks clearly;</li> <li>➤ He/she reveals the facts;</li> <li>➤ In case of need properly changes speech roles (listens to others, asks / answers the questions);</li> <li>➤ Fulfils the teacher's simple oral instructions;</li> <li>➤ Recognizes and uses verbal and non-verbal means of speech (gestures, mimics, etc.).</li> </ul>
<p><b>Geo. Primary.(I).2.</b> The student should be able to listen, understand and convey the different types of texts defined by the standard.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Hears and adequately perceives simple formulation of information about a familiar topic;</li> <li>➤ Recognizes the fairy tale according to the beginning and end ("once upon a time"; "The plague is there, here is the laugh" ...);</li> <li>➤ Finds the sequence of facts / actions in the text;</li> <li>➤ Finds specific information;</li> <li>➤ Connects specific information (with teacher help or independently) in the text.</li> <li>➤ Recognizes the emotional state of the Character of the heard text (funny, sad, surprised, etc.);</li> <li>➤ Connects the text with illustrations and arrange with the sequence of their actions;</li> <li>➤ Conveys the contents of the familiar text / text episode (with or without simple principles).</li> </ul>

<p><b>Geo. Primary.(I).3.</b> The pupil should be able to express personal attitude towards the subject of the text, the issues discussed in it; characters of the fictional composition (s), evaluate his / her behavior and explain his/her own view.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Recollects a similar story, trying to explain what it is like to the heard;</li> <li>➤ Assesses the character and his behavior (good / evil, behaved well, ill / etc.);</li> <li>➤ Assesses the hearing (I liked / did not like it), trying to explain it.</li> </ul>
<p><b>Geo. Primary.(I).4. 3.</b> The pupil should be able to use the familiar vocabulary and linguistic syntactic constructions; protect the basic norms of speech etiquette.</p>	<p><b>A pupil :</b></p> <ul style="list-style-type: none"> <li>➤ Distinctly expresses the sounds / syllables in the word;</li> <li>➤ Distinguishes the similar sound syllables / words;</li> <li>➤ Adequately utilizes an active vocabulary;</li> <li>➤ Separates the words from each other with pauses;</li> <li>➤ In speech uses sentence types (affirmative, interrogative, requesting, exclamatory) and relevant intonation;</li> <li>➤ Uses connecting words, conjunctions (and that, but ...);</li> <li>➤ Recognizes and appropriately uses linguistic formulas of the spoken etiquette (greetings, farewells, apologies, thanks etc.);</li> <li>➤ Express the completion of the sentence with pause and appropriate intonation;</li> <li>➤ Avoids parasitic inserts ("yes", "yes", i. e. "mna-mna" ...) in the time of speech pauses;</li> <li>➤ Speaks (without interruptions), clearly.</li> </ul>
<p><b>Geo. Primary.(I).5.</b> The pupil should be able to use the familiar strategies of speech according to the purpose.</p>	<p><b>A pupil</b></p> <ul style="list-style-type: none"> <li>➤ Asks questions for the importance of an unknown word, to specify the specific fact / information;</li> <li>➤ According to the purpose uses the auxiliary means (e.g. hints, illustrations, simple schemes, instructions, etc.).</li> </ul>
<p><b>Samples of tasks / activities:</b></p> <ul style="list-style-type: none"> <li>➤ Situational / role-playing games, group activities (offered by different lectures for pupils);</li> <li>➤ Interaction (question-answer) about familiar text / theme;</li> <li>➤ Conversation, based on a simple plan / instruction on specific facts (e.g. on daily activities, "Dila", "Midday", "Evening");</li> <li>➤ Characterization of the character (identifying the sound of the tone, gestures, mimics, intonation, rhythmic motions) and / or identification of the character;</li> <li>➤ Description of the illustration by the naming of the subject, the objects and their positions (forward, back, top, bottom, right, left);</li> <li>➤ Creating and drawing illustrations according to the individual sections / sections of the text, which is heard.</li> <li>➤ and so forth.</li> </ul>	

<b>Direction: reading</b>	
<b>Standard results</b>	<b>I Indices of I class evaluations</b>
<b>Geo.Primary.(I) .6.</b> The pupil should be able to read fluently	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ Separates and pronounce the syllables in the words, the sounds in the syllables;</li> <li>➤ Divides the words into the sounds, combines them to make up the words;</li> <li>➤ Freely recognizes the orthographical form of the frequently used word;</li> <li>➤ Combines the familiar letters to make up the syllables, the syllables - to make up the words;</li> <li>➤ Freely reads the familiar words;</li> <li>➤ All letters of the alphabet are read freely by him/her.</li> <li>➤ Reads loudly (with words or spelling) and understands the different kinds of texts, which are made up of the simple sentences;</li> <li>➤ When reading loudly, correctly frames of the sentences are in the text, uses the pauses;</li> <li>➤ Attempts to express the form of the sentences (affirmative, interrogative) with appropriate intonation;</li> <li>➤ Continues reading from the appropriate moment, when the reading is began by someone.</li> </ul>
<b>Geo.Primary.(I) .7.</b> The pupil should be able to read and understand the different types of texts defined by the standard; Make an interrelation between verbal and non-verbal form (e.g. illustration and text) in the text.	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ Finds specific information in the text (who, when, how, where ...);</li> <li>➤ Connects specific information (with teacher help or independently) in text;</li> <li>➤ Identifies the purpose of the simple type of the pragmatic texts (e.g. greeting / invitation card, advertising, warning signal, etc.) to the addressee;</li> <li>➤ Makes a conclusion concerning the moral and ethical issues raised in the text (e.g. laziness is bad, should be friendly ...);</li> <li>➤ Understands and implements the instructions of three or steps written in simple language (e.g. protects safety rules, creates simple material, etc.);</li> <li>➤ Independently learns the exercise / task;</li> <li>➤ Connects specific information and illustrations in the text.</li> </ul>
<b>Geo.Primary.(I) .8.</b> The pupil should be able to interpret small frictional texts by verbal and non-verbal form; transform verbal information into visual one / or on the contrary.	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ Draws / paints a separate episode / character of the read text;</li> <li>➤ Represents the character of the fictional text with appropriate sound timbers, intonation, gesture-mimic (in the process of performing the composition, during the role-playing);</li> <li>➤ Narrates the story using the illustration;</li> </ul>
<b>Geo.Primary.(I) .9.</b> The pupil should be able to express personal attitude towards the read text; assess the specific topics discussed in the text and / or the issues in it.	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ Expresses own attitude towards the read text (liked / did not like);</li> <li>➤ Connects the story presented with verbal or non-verbal texts with his/her own experiences (e.g. how I would act / acted in the same situation)</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Appreciates the character's behavior (well / badly, friendly, lazy, etc.).</li> </ul>
<p><b>Geo.Primary.(I).10.</b> The pupil should be able to identify the elements, structural and compositional characteristics of the different types of the texts defined by the standard.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Distinguishes the book cover, title, title-page, main text, author's name and surname, questions at the end of the text, etc.</li> <li>➤ Finds the elements of the text (headlines, illustrations, paragraphs, lines, inscriptions, logos, typographic characteristics, e.g. large print, etc.);</li> <li>➤ Finds the beginning and end of the text, paragraph, line, sentence;</li> <li>➤ Distinguishes the structural elements (letter, greetings, signatures) of simple pragmatic texts (letter, greetings card, etc.), identifies their function.</li> </ul>
<p><b>Geo.Primary.(I).11.</b> The pupil should be able to observe the linguistic and semantic side of the different types of texts, which are defined by the standard.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Distinguishes sentences in terms of (affirmative, interrogative, imperative);</li> <li>➤ Tries to understand the importance of unknown lexical units, language forms (with the help of others);</li> <li>➤ Finds the signs (point, interrogative mark, exclamation mark).</li> </ul>
<p><b>Geo.Primary.(I).12.</b> The pupil should be able to use the familiar reading strategies according to the purpose.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ To get a better understanding of the word / sentence / section he/she begins reading again;</li> <li>➤ According to the context strives to identify the meaning of the unknown word or addresses to the teacher / parent for help;</li> <li>➤ Based on the Illustration, assumes the assumption about whom or what can be a composition;</li> <li>➤ If necessary, uses the means/ hints (illustration, simple plan, etc.);</li> <li>➤ Multimedia resources (netbook material) if it is in need.</li> </ul>
<p>➤ <b>Samples of tasks / activities:</b></p> <ul style="list-style-type: none"> <li>➤ Finding the familiar letters of the words and uttering their corresponding sounds;</li> <li>➤ Comparison of orthographic marks of different words, finding common syllables, letters;</li> <li>➤ Composing a word, a short sentence the with letters using a moving alphabet;</li> <li>➤ Restoration of the missed letter in the word, the missed word- in the sentence;</li> <li>➤ Finding the word in the word list;</li> <li>➤ Connecting the graphic image and form of the word;</li> <li>➤ Visualize children's books, magazines, illustrations, large print and others for the purpose of observing the formal characteristics</li> <li>➤ Solving rebuses;</li> <li>➤ Separating the words packed together the by the line;</li> <li>➤ Recognizing a short word in a long one;</li> <li>➤ Counting the number of the words in the paragraph, the words -in the sentence;</li> <li>➤ Interaction (question-answer) on the subject of the texts, the characters of the fictional texts (for the purpose of assessing their behavior);</li> <li>➤ Thinking over the alternate title of the familiar text;</li> <li>➤ Changing the end of the story (fairy tale, short story)</li> </ul>	

<b>Direction: Writing</b>	
<b>Standard results</b>	<b>I Indices of I class evaluations</b>
<b>Geo. Primary .(I).13.</b> The pupil should be able to create a variety of small sized simple texts of the familiar topics defined by the standard;	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ Writes simple sentences, phrases, small texts about familiar topics, conveys the idea;</li> <li>➤ Completes the information in the text;</li> <li>➤ Makes Inscriptions on the illustrations;</li> <li>➤ Writes answers to simple questions;</li> <li>➤ Writes and performs the simple pragmatic texts (using models, hints);</li> </ul>
<b>Geo. Primary.(I).14.</b> The pupil should be able to adequately use familiar vocabulary, linguistic syntactic constructions and structural elements; protect the basic norms of calligraphy and spelling;	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ Describes the upper / lower / middle parts of the concrete letter (e.g. where the right line, the circle, the arc, where the arc is round, the number of arc, etc.);</li> <li>➤ Follows the principle of the letters position in the line system;</li> <li>➤ All the letters of the alphabet are written by his hand in the proper direction;</li> <li>➤ Independently writes words that are familiar with the spelling mark;</li> <li>➤ Writes accurately, follows the basic principles of calligraphy (distance between letters, words, lines, etc.);</li> <li>➤ Properly utilizes the words, expressing the features of the things;</li> <li>➤ Properly uses links to connect words (and, but ...);</li> <li>➤ Appropriately uses of the punctuation marks at the end of the sentence (point, question mark).</li> </ul>
<b>Geo. Primary .(I).15.</b> The pupil should be able to use the familiar writing strategies according to the purpose;	<b>A pupil :</b> <ul style="list-style-type: none"> <li>➤ Uses a model, instructions / support (for the purpose of creating and applying texts);</li> <li>➤ Before writing the word, he/she silently utters it (the word, which should be written);</li> <li>➤ While writing a word, silently names the sound letter appropriate to the sound.</li> <li>➤ Reads in a low voice and spells the written for the purpose of finding the mistakes, which should be corrected;</li> </ul>
<b>Samples of tasks / activities::</b> <ul style="list-style-type: none"> <li>➤ Appearance of a familiar letter in the air (with straight motion);</li> <li>➤ Sculpting, coloring, subscribing the letters, joining the points;</li> <li>➤ Copying the words / sentences (from the book, board);</li> <li>➤ Making up and writing the sentences with the given words about a familiar theme / subject;</li> <li>➤ Making up simple sentences according to the words given by teacher;</li> <li>➤ Making up small sentences / texts of a familiar theme using/or not the hints ("my family", "my friend", etc.);</li> <li>➤ Writing with a dictation (letters, syllables, words, sentences);</li> </ul>	

- Filling in the lack of information in the simple text of the familiar subject;
- Composing a simple type of pragmatic texts (greetings / invitations card, letter, shopping list, daytime, warning table, favorite dishes from the menu) using model, hints;
- Filling in a simple questionnaire with biographical and / or other data (e.g. "I'm called ...", "I love ..." and etc.);
- Composing the sentences / small pragmatic texts (e.g. warning signal from words: (, laws , follow, the traffic ") using the words in the mixed order
- and so forth.

- Entitling the Illustrations;
- Creation of applications, collages according to the read text;
- Lexical exercises (e.g. connecting the opposite words: bad - good, evil - kind);
- Superficially staging the read text
- and so on and so forth.

### **The Program Content:**

#### **The results can be achieved on the basis of the given content:**

#### **1. Understanding, analyzing and evaluating of the Information**

Basic topic: sounds and letters; syllables, connection and difference between levels: word - sentence; making up a simple sentence; expressing the intonation of affirmative, interrogative and exclamatory sentences; a sentence-a completed opinion.

#### **2. Communicative aspects of language**

Basic topic: Rules of listening and speaking; polite speech; etiquette forms of speech (greetings, farewells, apologize, thanks, requests); verbal and nonverbal communication (gestures, mimics, sound levels, intonation); Graphic structure of written text: text, title, author, paragraph, line, sentence, different types of print, illustrations.

#### **3. Understanding and self-expressing of the fictional text**

Main topic: small poems, stories and fairy tales on peers, motherland, friendship, truth, human relationships, animals, good and evil, human and nature relationship.

Reading material: literary and folk tales; small folk texts: language breakings, puzzles, proverbs, poems; the Georgian and foreign children's classics and fairy tales of the modern writers, stories, comics, and the Georgian children's poems.

## II class

### The results of gradual standards and their evaluating indices

<b>Direction: Speech</b>	
<b>Standard Results</b>	<b>The II- class evaluating indices</b>
<b>Geo. Primary.(I).1.</b> The pupil should be able to identify proper speech behavior in a familiar communication environment.	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ Conveys the concrete information in accordance with the purpose;</li> <li>➤ Hears and adequately perceives information on a familiar topic;</li> <li>➤ Participates in the interactive topic</li> <li>➤ Conveys a specific fact / event from his own life.</li> </ul>
<b>Geo. Primary.(I).2.</b> The pupil should be able to listen, understand and convey the different types of texts defined by the standard.	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ Recognizes the reader of the situation (who speaks), the addressee (to whom he speaks) and the topic of the conversation;</li> <li>➤ Asks / answers questions about the heard text;</li> <li>➤ Makes up a title to the text;</li> <li>➤ Characterizes the characters according to the text (their appearance, characteristic features);</li> <li>➤ Conveys with his own words the contents of the familiar text episode (using illustrations, other hints);</li> <li>➤ Continues the narration begun by someone from the proper part of the text.</li> </ul>
<b>Geo. Primary.(I).3.</b> The pupil should be able to express personal attitude towards the subject of the text, the issues discussed in it, character of the fictional text (s); evaluate his / her behavior and explain own view.	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ Expresses personal attitude towards the character of the fictional texts and his action (I like / do not like it, behaved well / behaved badly; good, intelligent, etc.);</li> <li>➤ Listens to the text and names the cartoon of the relevant themes, the children's film; recollects similar and different places from these cartoons and children's movies;</li> <li>➤ Connects the story from the listened text with his personal experiences (recollects a similar case, a character; compares with his friend, etc.);</li> <li>➤ Expresses the emotions of the action of a particular character (e.g. I'm surprised, pity, etc.).</li> </ul>
<b>Geo. Primary.(I).4.</b> The pupil should be able to use the familiar vocabulary and linguistic syntactic constructions; follow the basic etiquette and speech norms.	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ Uses the correct words and simplest sentences to express his idea while describing-characterizing a familiar subject of the story;</li> <li>➤ Distinguishes the sentences forms (affirmative, interrogative and exclamatory sentences) and expresses them with the corresponding intonation;</li> <li>➤ Properly uses conjunctions (or, but ...);</li> <li>➤ Taking into account the addressee, conducts etiquette dialogues of the familiar topics (inviting, polite request or refusal, etc.).</li> </ul>

	<p>selects the correct statement in the context of the situation and the addressee (e.g. how are you?);</p> <ul style="list-style-type: none"> <li>➤ Correctly uses the interrogative words (who? what?), negative particles (no, not) and pronouns (personal, possessive) in appropriate context.</li> </ul>
<p><b>Geo. Primary.(I).5.</b> The pupil should be able to use the familiar strategies of speech for achieving the purpose.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Uses auxiliary facilities (e.g. illustrations, pictures, drawings, etc.);</li> <li>➤ Uses non-verbal communication.</li> </ul>
<p><b>Samples of tasks / activities:</b></p> <ul style="list-style-type: none"> <li>➤ Listen to the short dialogues and recognize the appropriate speech situation;</li> <li>➤ To make up short dialogues on a familiar topic; presentation of information (e.g. preliminary offered invitation based on the simple invitation card and / or application data on the basis of the planned event, place, and so on).</li> <li>➤ Identifying the topic of unknown text based on illustrations; expressing supposition concerning a possible content of the text;</li> <li>➤ To illustrate the individual episode of the familiar text and name the illustrations;</li> <li>➤ To name the listened text;</li> <li>➤ Interaction (question-answer) in connection with the heard text;</li> <li>➤ Group characterization of character, object or event;</li> <li>➤ Setting up a mini Interview with a partner and sharing information to classmates (e.g. interview on "Residential Environment": (The name of a partner I) lives in Dzneladze Street, in the nine-storied house, which has a large yard ... ");</li> <li>➤ To make up the sentences of different types and utter them with appropriate intonation;</li> <li>➤ Proper use of the sentences of different types in imitating situation;</li> <li>➤ Organizing the imitating situation using the speech etiquette of the linguistic formulation</li> <li>➤ and so forth.</li> </ul>	

<b>Direction: Reading</b>	
<b>Standard Results</b>	<b>The II- class evaluating indices</b>
<p><b>Geo. Primary.(I).6.</b> The pupil should be able to read fluently.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Freely identifies the familiar words;</li> <li>➤ Reads the unfamiliar words in spelling;</li> <li>➤ Loudly reads (with words or spelling them) and understands the different kinds of texts compiled by simple sentences;</li> <li>➤ When reading aloud, correctly utters the borders of the sentence in the text, with pauses;</li> <li>➤ Distinguishes the sentences forms (affirmative, interrogative and exclamatory sentences) and expresses them with the corresponding intonation;</li> <li>➤ Continues the narration begun by someone from the proper part of the text;</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Finds and reads the places mentioned by the teacher in the text;</li> <li>➤ Reads loudly and clearly.</li> </ul>
<p><b>Geo. Primary.(I).7.</b> The pupil should be able to read and understand the different types of texts defined by the standard; Make interrelation between verbal and non-verbal form (e.g. illustration and text) in the text.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Distinguishes the narrations from the dialogues, finds the authors of the remarks;</li> <li>➤ Finds a specific word / suggestion in a specific section of the text (e.g. characters' names, animals, toys, etc.);</li> <li>➤ Picks up specific information (e.g. on which day and at what time it is a cartoon, how many times a week is a chess circle, etc.);</li> <li>➤ Classifies the information in the text according to specific marks (with the teacher's help or independently) (e.g. domestic and wild animals, fruits and vegetables, vocabulary depicting winter themes, etc.);</li> <li>➤ In keeping with the consistency, conveys the content of the text / section by his own words;</li> <li>➤ Finds the relevant episode according to the illustration in a specific section of the text;</li> <li>➤ Expresses own supposition of the possible content of the text according to the Illustration;</li> </ul>
<p><b>Geo. Primary.(I).8.</b> The pupil should be able to interpret small frictional texts by verbal and non-verbal form; transform verbal information into visual one / or on the contrary.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Creates a narrative picture of the read / listened text or its fragments;</li> <li>➤ Chooses a character / any action / place of action and creates a picture of his own interpretation, fantasy;</li> <li>➤ Creates a picture describing the continuation of the listened / read story;</li> <li>➤ Independently creates a picture of the story created by his own interpretation or fantasy independently, based on the read / heard text and explains why such a title was chosen by him;</li> <li>➤ Create a sculpture of the character (s);</li> <li>➤ Appropriates musical melody to the text section;</li> </ul>
<p><b>Geo. Primary.(I).9.</b> The pupil should be able to express personal attitude towards the read text; assess the specific topics discussed in the text and / or the issues in it.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Evaluates the behavior of the character of the fictional text;</li> <li>➤ Expresses own attitude towards the event / character in the fictional composition;</li> <li>➤ Names the cartoon of the corresponding themes of the text, the children's film, the similar / different places.</li> </ul>
<p><b>Geo. Primary.(I).10.</b> The pupil should be able to identify the elements, structural and compositional characteristics of the different types of texts defined by the standard.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Separates out the text organizational parts / elements (title, main text, author);</li> <li>➤ By analyzing the elements of the text, finds out what kind of information is in the given specific text (e.g. TV program - type of program, day, hour, culinary recipe list - quantity, preparation, etc.);</li> <li>➤ Names or indicate which part of the text should be searched for specific information (e.g. the list of subjects listed in the table of lessons, days of the week).</li> </ul>

<p><b>Geo. Primary.(I).11.</b> The pupil should be able to observe the linguistic and semantic side of the different types of texts, defined by the standard of the linguistic form.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Distinguishes and describes the characteristic features of the hero / object with the appropriate words in the context (the word, the words of the person, the action-condition vocabulary ...);</li> <li>➤ Connects with each other the words describing subjects and actions;</li> <li>➤ Compares, with putting questions, the words describing names and actions;</li> </ul>
<p><b>Geo. Primary.(I).12.</b> The pupil should be able to use the familiar strategies of speech for achieving the purpose</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Returns to the read text to find specific information for better understanding of it;</li> <li>➤ Asks questions to verify the information in the text;</li> <li>➤ Uses title and illustration to identify possible text content;</li> <li>➤ Has got simple rule, which lets him easily read or find a specific place in the book;</li> <li>➤ Pays attention to the book contents, and uses it to find easily the given conditional marks;</li> <li>➤ Uses simple graphic schemes, graphical organizers for grouping the information;</li> <li>➤ Observes the meanings of the unknown words used at the end of context, explains them or addresses the teacher / parent.</li> </ul>
<p><b>Samples of tasks / activities:</b></p> <ul style="list-style-type: none"> <li>➤ To find the words given in the specific section of the text (e.g. characters' names, animals, comments of the author / addressee, etc.);</li> <li>➤ To provide the correct order of the sentences with the incorrect sequence for restoring the content of the read text;</li> <li>➤ To read the dialogue in couples;</li> <li>➤ To recognize the characters in the feature text according to their characteristic features; describing their appearance, clothes;</li> <li>➤ To identify the story according to the illustrations (possibly using a computer, projector);</li> <li>➤ To identify the story content according to the illustrations;</li> <li>➤ To continue reading of the already read text;</li> <li>➤ To think over the alternate behavior of the character;</li> <li>➤ To fill the map with the characteristic features of the characters;</li> <li>➤ To create illustrations according to the text;</li> <li>➤ To make decorative design of the pragmatic texts, lesson timetable, day schedule, poster, invitation / greeting card and so on;</li> <li>➤ To read aloud the text / section;</li> <li>➤ To make suggestions using newly learned lexical units and so forth.</li> </ul>	

<b>Direction: Writing</b>	
<b>Standard Results</b>	<b>The II- class evaluating indices</b>
<b>Geo. Primary.(I).13.</b> The pupil should be able to create a variety of small sized simple texts on the basis of the familiar topics defined by the standard.	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ Establishes pragmatic texts, properly creates considering the model and the structural-composite features of the content;</li> <li>➤ Establishes the text of personal experience with reference to the instructions / supporting points).</li> </ul>
<b>Geo. Primary.(I).14.</b> The pupil should be able to adequately use the familiar vocabulary, linguistic-syntactic constructions and structural elements; follow the basic norms of calligraphy and spelling;	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ Writes accurately, follows the text graphic structure;</li> <li>➤ Appropriately makes a sequence between the nouns and verbs in the number and case;</li> <li>➤ Correctly uses the verb tenses in the context (present, past, future);</li> <li>➤ Uses correctly conjunctions with words and word groups in the sentence;</li> <li>➤ Properly utilizes the sentence forms (affirmative, interrogative and exclamatory) (the verb forms) and at the end of the sentence puts the proper marks (point, interrogative, exclamatory);</li> <li>➤ Uses a familiar vocabulary;</li> <li>➤ Correspondingly uses the etiquette speech forms in the form of the pragmatic texts (e.g. for making invitation cards);</li> <li>➤ Properly uses the nouns in the plural numbers in the pragmatic texts.</li> </ul>
<b>Geo. Primary.(I).15.</b> The pupil should be able to use the familiar writing strategies according to the purpose.	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ If necessary, uses the auxiliary facilities (model, simple instructions, etc.);</li> <li>➤ In the compiled text compares to the model and, as appropriate, makes the changes;</li> <li>➤ Reads his own words loudly and corrects the mistakes; <ul style="list-style-type: none"> <li>Copies out the forms or the whole sentence, corrected by the teacher;</li> </ul> </li> <li>➤ Corrects another person's written test (e.g. classmate).</li> </ul>
<b>Samples of tasks / activities:</b> <ul style="list-style-type: none"> <li>➤ To make up a relevant invitation card using specific organizational elements (address, main text, signature) of a specific situation (specifically, who, what, where, when, etc.);</li> <li>➤ To write a corresponding letter to a friend (e.g. share the impression on a new cartoon, the read book, news / future plan, etc.) in accordance with protecting the proper rules of organization (text, signature); manuscript and / or electronic form);</li> <li>➤ To make up the offered warning signals and advertisements relevant to the specific situation o (e.g. "a dog in the yard", "do not touch", "a dog is lost" and so on);</li> <li>➤ To make up small simple narrative texts describing the personal experiences with or without the auxiliary facilities (e.g. "My Birthday", "How I met the New Year" and so on);</li> </ul>	

- To make up a simple narrative text with the support of the auxiliary facilities (for example, to tell the story to the basis of the offered five simple questions: "Who?", "Where?", "What?", "When?", "Why?" followed by the answers;
- To answer the questions using a written form and / or online facility;
- To write with the help of a dictation (phrases, paragraphs, small texts);
- To make a copy of a small text / part (phrases, paragraphs, lines) from the book, blackboard
- and so forth.

## The Program Content

The results can be achieved on the basis of the content:

### 1. Understanding, analysis and evaluation of the information

**Basic Topic:** Lexicological Aspect: Observation on the words of various significance (indicating objects, actions, features and others) the poly-semantic words; adequate selection based on the context (for the purpose of better expression of an opinion).

**Grammatical aspect:** sound and consonant; Sound analysis and synthesis of a word; Formal analysis of the word at the initial level; Connection and difference between levels: word - sentence - text; making up simple sentence and using of the basic marks of punctuation; expression of the uttered sentence intonation in the process of writing or in the written material—or, on the contrary, in the process of utterance; essential connection of the words in the sentence; the sentence-completed opinion; making up a sentence with the words: affirmative, interrogative and exclamatory sentences.

### 2. Communicative aspects of the language

Basic topic: conversation topic, addresser and addressee; etiquette dialogues. Listening and reading strategies (subject, title and keywords). Study reading (Study Text Reading Strategies: according to the title and paragraphs, asking questions, separation of Key Words); easy ways for correcting the texts (add, insert, remove). Text as a thematic and meaningful unity. Title Types. Structural-sensitive parts of the text: the beginning, the main part, the end. Description and discussion. Simple texts for purpose and oral communication (letter, dialogue, application, warning inscriptions).

### 3. Understanding of the fictional text and self-expression

Basic topic: poems, stories and fairy tales about the peers, motherland, friendship, truth, human and nature relationship, good and evil.

Reading material: literary and folk tales, fables; small folklore genres: language breakings, puzzles, proverbs, poems, the Georgian and foreign children's classics, stories, comics, and the Georgian children's poems

### III class

#### The gradual standards results and their valuating indices

<b>Direction: Speech</b>	
<b>The standard results</b>	<b>The III class evaluating indices</b>
<p><b>Geo. Primary.(I).1.</b> The pupil should be able to identify proper speech behavior in a familiar communicational environment.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Taking into consideration the objective and addressee of the situation, selects non-verbal means (gesture, mimic, intonation);</li> <li>➤ Adequately reacts in a familiar speech situation;</li> <li>➤ Adequately perceives the information;</li> <li>➤ Tells the information about what he has seen, experienced;</li> <li>➤ Tells the story from his personal experience.</li> </ul>
<p><b>Geo. Primary.(I).2.</b> The pupil should be able to listen, understand and convey the different types of the texts defined by the standard.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Listens and recognizes the addressee of the pragmatic texts (e.g. for whom advertisements are intended -for adults or children) and the purpose (warning, advice, prohibition, interest / desire, etc.);</li> <li>➤ Finds the theme of the text;</li> <li>➤ Names the facts, the characters from the text;</li> <li>➤ Conveys the contents of the text with his own words in accordance to the consistency and sensitivity;</li> <li>➤ Finds text content by the title;</li> </ul>
<p><b>Geo. Primary.(I).3.</b> The pupil should be able to express personal attitude towards the read text; evaluate the characters' behavior in the text and / or interpret his own opinion.</p>	<p><b>A pupil</b></p> <ul style="list-style-type: none"> <li>➤ Describes and characterizes the main heroes of the text in accordance to the significant features;</li> <li>➤ Draws the parallel between the story heard in the text and his literal experience;</li> <li>➤ With the phrases "I like / do not like it", "I agree / disagree", "loyal / traitor", "brave", etc.), appreciates the composition, the characters, and their behavior; explains his opinion ("I disagree because ...", "It's interesting that ..." and so on).</li> </ul>
<p><b>Geo. Primary.(I).4.</b> The pupil should be able to use properly the elements of the familiar lexical-structural constructions; follow the speech etiquette basic norms;</p>	<p><b>A pupil</b></p> <ul style="list-style-type: none"> <li>➤ For the topic of conversations (e.g. "Seasons of year", "Animals", "City", "Village" and etc.) uses a special vocabulary;</li> <li>➤ For the words connections systematically uses special lexical unites (or who, as when, when / where ...);</li> <li>➤ Properly uses personal, demonstrative, interrogative and negative pronouns;</li> <li>➤ In the proper context uses the words correctly: all, some (some), none and others;</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Correctly asks the questions (who ... what? what kind of... which? What ... how many ...?) And in the interrogative questions on the interrogative word;</li> <li>➤ Correctly uses the noun with the verb in the person and number;</li> <li>➤ Selects the appropriate style of writing, taking into consideration the objective and addressee of the speech situation;</li> <li>➤ Distinguishes and uses correctly the verb ordinal forms expressing politeness (., Come in- Come in , please ", "take it, here you are, please", "sit down- sit down, please" and so forth).</li> </ul>
<p><b>Geo. Primary.(I).5.</b> The pupil should be able to use the familiar lexical strategies corresponding to the purpose.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Uses the auxiliary facilities/hints(e.g. the offered simple graphic organizings) for sorting the information;</li> <li>➤ Uses the samples, auxiliary facilities for conducting a proper speech behavior appropriated with the communicative situation.</li> </ul>
<p><b>Samples of tasks / activities:</b></p> <ul style="list-style-type: none"> <li>➤ Group activities, situational games (changing the reader (addressee));</li> <li>➤ Sharing own impression for classmates concerning the heard story/ book;</li> <li>➤ Setting up a mini-discussion about the read or heard text;</li> <li>➤ Identifying the rhythmical words in the verses;</li> <li>➤ Making up a sentence of different forms and expressing with appropriate intonation;</li> <li>➤ Preparing and imitating of the multifunctional oral communicative situations (e.g. interview with famous poet and actress);</li> <li>➤ Staging the text using appropriate intonation and mimics;</li> <li>➤ Drawing a mini-dialogue on the same theme using different lexical units/ issue (e.g. with different addresseees - teacher, classmate, parent, family member, character of the text);</li> <li>➤ Mini presentations (e.g. presentation "Photo story" - pupils present a photo selected from the family album and tell the story related to it);</li> <li>➤ Conversation / talk about a favorite book, movie, cartoon (based on the simple orientated questions offered by a teacher or the way of the live interaction);</li> <li>➤ Funny quizzes connected with the educational materials;</li> <li>➤ Playing with lexical units: separating roots in the words consisting of two or more components (e.g. unconscious, homeless, confused, shackled hand and foot)</li> <li>➤ and so forth.</li> </ul>	

<b>Direction: reading</b>	
<b>The standard results</b>	<b>The III class grade indices</b>
<b>Geo. Primary .(I).6.</b> The pupil should be able to read fluently.	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ Freely reads familiar and unfamiliar words, trying to follow to the proper temp;</li> <li>➤ Loudly, freely reads the episode, small texts pointed by the teacher;</li> <li>➤ When loudly reads, follows the rules of punctuation for making the pauses;</li> </ul>
<b>Geo. Primary .(I).7.</b> The pupil should be able to read and understand the different types of the texts defined by the standard; connect the verbal and non-verbal forms (e.g. illustration and text) in the text.	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ Finds the theme of the text, perceives the text essence (main idea);</li> <li>➤ Finds the specific information (when, where, how much, how long, how many times, etc.);</li> <li>➤ Connects experimental facts, events, actions with each other;</li> <li>➤ Recognizes the causal-resulting connections between the various information in the text, makes the appropriate conclusion;</li> <li>➤ Classifies the information with specific (e.g. similarity-difference) symbols;</li> <li>➤ Tells the content of the text with his own words, the essential information of the separate part of the text;</li> <li>➤ Determines the time and place of action;</li> <li>➤ Determines what knows / or does not know the individual character;</li> <li>➤ Recognizes the actions of the characters, feelings, emotions;</li> <li>➤ Recognizes the kind of relationship existing between the characters (relative, hostile, friendly, etc.);</li> <li>➤ Separates the stages of development in the story (beginning, the middle part of the story, the end);</li> <li>➤ Defines the author, addressee and purpose of the hint (advice, inform, explain, express, own attitude, etc.);</li> <li>➤ Observes the language of the fictional texts, the writer's lexical unites;</li> <li>➤ Searches and finds, which rubric / subpart of the text is linked with illustration, inscription.</li> </ul>
<b>Geo. Primary .(I).8.</b> The pupil should be able to interpret small fictional texts in the verbal and non-verbal way; transform the verbal	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ Creates the Illustration by the impression received from the read text;</li> </ul>

<p>information into visual one and / on the contrary.</p>	<ul style="list-style-type: none"> <li>➤ Evaluates the illustrations created by others (how they illustrate the text content);</li> <li>➤ With the group members performs the scenes described in the composition.</li> </ul>
<p><b>Geo. Primary .(I).9.</b> The pupil should be able to express personal attitude towards the read text; evaluate the specific topics discussed in the text and / or the issues.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Expresses emotions and feelings according to the read text;</li> <li>➤ Connects the Information given in the text with his own experience and makes the conclusion;</li> <li>➤ Names the favorite character and explains his own choice;</li> <li>➤ Names the motivation of the heroes of the text (why he behave so) and evaluates their behavior?</li> <li>➤ Names cartoons, pictures, drawings, listened and read stories, which he recollected during the reading of the text; discusses about the similarity-difference between them.</li> </ul>
<p><b>Geo. Primary .(I).10.</b> The pupil should be able to identify the structural and compositional characteristics of the different types of texts defined by the standard.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ In general observes the text structure, its verbal and non-verbal elements (headings, rubrics, illustrations, inscriptions, paragraphs, columns, logos, typographic characteristics, e.g. large print and etc.)</li> <li>➤ Names the composite features of the text (title, illustration, inscription, conditional mark, rubric, number of paragraphs, scheme and etc.);</li> <li>➤ Recognizes what in part of the text should look for the information (e.g. what does a hedgehog eat? – in rubric "food");</li> </ul>
<p><b>Geo. Primary .(I).11.</b> The pupil should be able to observe the linguistic and semantic side of the different types of texts defined by the linguistic standard.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Recognizes the function of marks of punctuation (point, dot, double dots, inverted commas, interrogative and exclamatory marks);</li> <li>➤ Finds out the direct speech;</li> <li>➤ Distinguishes corresponding parts of speech with using (What? Who? How? What does he do?);</li> </ul>
<p><b>Geo. Primary .(I).12.</b> The pupil should be able to use the familiar reading strategies according to the purpose.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Attempts to explain the unknown words in the context;</li> <li>➤ Expresses supposition towards the content of the text, based on the title, illustrations;</li> <li>➤ In order for better understanding, animates the content in the imagination;</li> <li>➤ Finds specific information using textual and non-verbal, structural characteristics;</li> <li>➤ Describes what method he has related to answer the question;</li> <li>➤ After answering the questions, determines the answers are correct or not ("I'm sure", "I'm almost sure", "I'm not sure");</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Defines and finds the part of the text he should return to verify the answer;</li> <li>➤ With the teacher’s help makes a simple plan of the text with the desirable form of his (spelling or drawing);</li> </ul>
<p><b>Samples of tasks / activities :</b></p> <ul style="list-style-type: none"> <li>➤ Selection and inserting the correct words at the place where it is missed in the sentence;</li> <li>➤ Drawing up the time and place of the actions in the graphical scheme; Making chronological scheme;</li> <li>➤ The roles of reading / the reader’s theatre;</li> <li>➤ Reading a favorite book/ episode for classmates;</li> <li>➤ Listening to the loud reading records and correcting them;</li> <li>➤ Information categorization thematically;</li> <li>➤ Creating intelligent maps / schemes;</li> <li>➤ Finding and copying out the characteristic features of the heroes / phrases / sentences / episodes);</li> <li>➤ Conveying the connection of causing-resulting events in the form of schedule;</li> <li>➤ Spreading the story briefly using the pointing facilities;</li> <li>➤ Changing the text topic or the end of the text;</li> <li>➤ Think of the alternate behavior of the character;</li> <li>➤ Competition of a favorite book illustration- exhibition;</li> <li>➤ Creation of book by favorite story / fairy tale;</li> <li>➤ Creation of dioramas according to the read story;</li> <li>➤ Text division according to composite and structural characteristics;</li> <li>➤ Activation of the familiar and unknown vocabulary – creation of the new sentences by using them;</li> <li>➤ Grouping the words of similar and different meanings;</li> <li>➤ Using of the scheme of suppositions;</li> <li>➤ Putting the questions to each other by the pupils concerning the text;</li> <li>➤ Text division into parts and making the titles for them; making up a plan</li> <li>➤ and so forth.</li> </ul>	

<b>Direction: Writing</b>	
<b>The standard results</b>	<b>The III class grade indices</b>
<p><b>Geo. Primary.(I).13.</b> The pupil should be able to create a variety of small sized simple texts on the familiar topics, defined by the standard.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Writes instructions, provides the necessary information;</li> <li>➤ Describes the specific subject / item (plant, animal, event), which show their characteristic features;</li> <li>➤ Conveys a specific fact / event from his own life;</li> <li>➤ Establishes simple dialogues;</li> <li>➤ Provides information in consequence;</li> <li>➤ Provides the contents of the familiar text / text episode in consequence;</li> <li>➤ Retells a story in consequence;</li> <li>➤ Tries to use the phrases which are newly learned (for example, while making up the informative texts);</li> </ul>

<p><b>Geo. Primary.(I).14.</b> The pupil should be able to adequately use the familiar vocabulary, linguistic-syntactic constructions and structural elements; follow the basic norms of calligraphy and spelling;</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Uses the verb in the form of appropriate person and number;</li> <li>➤ Properly uses conjunctions (and, if, or, or) to connect parts of complex and compound sentences;</li> <li>➤ Appropriately uses demonstrative personal, interrogative pronouns ("This man / he came - this / that "...), (which is what?);</li> <li>➤ In the appropriate contexts correctly uses the words: all, some (some), none;</li> <li>➤ Correctly uses the verb with the noun in case and number, or adjective;</li> <li>➤ From the lexical units of similar importance, selects the appropriate / corrected word for the context;</li> <li>➤ Uses linguistic- grammatical forms for making a dialogue (forms of verb II person, punctuation marks);</li> <li>➤ Correctly spells the words and transfers from the line to line;</li> <li>➤ Appropriately uses marks of punctuation (point, dot, double dots, inverted commas, interrogative and exclamatory marks);</li> <li>➤ Appropriately makes simple dialogues;</li> <li>➤ Divides the work into paragraphs, if necessary;</li> </ul>
<p><b>Geo. Primary.(I).15.</b> The pupil should be able to use the familiar writing strategies according to the purpose.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ If necessary, uses facilities (models, instructions, simple graphic schemes, plans, etc.)</li> <li>➤ Takes into consideration the aim and audience in creating simple pragmatic text (e.g. invitation card);</li> <li>➤ Rereads and corrects his own text, inserts, removes or transfers the desired word or sentence in the text;</li> <li>➤ Compares the dictated text with the original one (for the purpose of correcting);</li> <li>➤ Checks and corrects the familiar marks of punctuation in his own and / or others written tests;</li> </ul>
<p><b>Samples of tasks / activities:</b></p> <ul style="list-style-type: none"> <li>➤ Making up simple instructions on familiar topics (e.g. how to behave on street crossings, how to look after domestic animals, how to care for school things);</li> <li>➤ Writing a letter to the character of the story/ comics, the character of the cartoon;</li> <li>➤ Compose a small sized simple informative text based on the knowledge acquired in the different subjects (e.g. "autumn", "pets", "our capital");</li> <li>➤ Making up a small describing text (e.g. description of a picture / illustration);</li> <li>➤ Making up a small text describing a specific life experiences;</li> <li>➤ Filling in the self-evaluation scheme for grading the written work;</li> <li>➤ Characterizing a hero of the story using the simple graphic schemes;</li> <li>➤ Writing grading criteria for the written work and so forth.</li> </ul>	

## **The Program Content**

**The results can be achieved on the basis of the content:**

### **1. Understanding, analysis and evaluation of the information**

Basic Topic: Lexicological Aspect: active lexical fund; the word grouping—differing from the essential and expressive point of view; figurative expressions and simple phraseologies.

Grammar Aspect: principal parts of a sentence: the verb-predicate and an acting person connected with it (subject); verbs and words of adverbial modifier; connections in the sentence. Functional difference between the noun cases; verb and verbal formation; rules for correction of typical orthographical mistakes; main punctuation marks (point, comma, dot, double dots, dash, inverted commas, interrogative and exclamatory).

### **2. Communicative aspects of the language**

Basic topic: communicative task and aim; the assignment of the specific text and addressee; the topic of conversation and debate; group activity, situational play and a specific role; rules for using the children's library; reading strategies (theme, main and secondary characters, meaning of the title and text); text types: specific texts (recipe, memorable rules, poster, advertising, announcement); simple ways for correcting the text.

### **3. Understanding of the fictional text and self-expression**

Basic topic: peers' life, adventure, humorous works, didactic compositions.

Reading material: fairy tales of the Georgian and world peoples, stories, legends, myths; adapted literary texts, lyrical and storytelling poems, prose compositions (of small size), with a completed story, interesting theme, a distinct and clear expression.

## The results of gradual standards and their grade indices

<b>Direction: speech</b>	
<b>The standard results</b>	<b>The IV class grade indices</b>
<b>Geo. Primary.(I).1.</b> The pupil should be able to identify proper speech behavior in a familiar communicative environment.	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ Correctly, with following the speech etiquette, expresses his opinion during the discussion, exchange the opinions;</li> <li>➤ Listens carefully to the opinions of others, not interrupting a speaker.</li> </ul>
<b>Geo. Primary.(I).2.</b> The pupil should be able to listen, understand and convey the different types of texts defined by the standard.	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ Recognizes and distinguishes the types of spoken texts (description, narration, dialogue ...);</li> <li>➤ Finds specific information in the text;</li> <li>➤ Classifies the information given in the text according to specific characteristics;</li> <li>➤ Finds various information exchanged in different parts of the text, including the existing logical (reasonable, oppositional, etc.) connections;</li> <li>➤ Discusses about the story and characters in the fictional text;</li> <li>➤ With consistency tells the content of the texts (in details and / or briefly);</li> <li>➤ Follows the narrative line of the fictional text and conveys the facts and events in a sequence;</li> <li>➤ Conveys the non- fictional texts logically;</li> <li>➤ While telling the story, changes narration and description with each other.</li> </ul>
<b>Geo. Primary.(I).3.</b> The pupil should be able to express personal attitude towards the subject of the text, the issues discussed in it; character of the fictional text (s), evaluate his / her behavior and explain his own view.	<b>A pupil</b> <ul style="list-style-type: none"> <li>➤ While expressing/discussing own opinion towards the story and characters in the text, tries to find an interesting and important aspect to him;</li> <li>➤ Expresses esthetically worthy places from the listened text;</li> <li>➤ Appreciates the behavior of the hero and explains his attitude;</li> <li>➤ Connects his personal life experience with that of the character's and recollects the similar situations;</li> <li>➤ Participates in a discussion about the fictional text;</li> <li>➤ Participates in a discussion of children's performance or fairy tale;</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Expresses his own emotions / experiences and tries to explain them ("I was surprised, because ... ..", "I'm disturbed, because ...").</li> </ul>
<p><b>Geo. Primary.(I).4.</b> The pupil should be able to use the familiar vocabulary and linguistic syntactic constructions; follow the basic norms of speech etiquette.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Distinguishes the style of official (e.g. school business situation) and informal environment (e.g. domestic), adequately utilizes their communicative objectives and situations;</li> <li>➤ Distinguishes direct and indirect speech and uses them as intended (e.g. when retelling the text content);</li> <li>➤ When describing the life existence situation, appropriately uses the specific lexical language;</li> <li>➤ In the narration uses the author's vocabulary;</li> <li>➤ By using the patterns indicated by the teacher creatively uses the word semantic means (synonyms, antonyms ...);</li> <li>➤ In appropriate contexts correctly replaces the names (noun, adjective, numeral) pronouns (this, that is, so many ...) and simple adverbs (here, there, then, because ...);</li> <li>➤ According to the context correctly uses the grammatical tenses of the verb (e.g. last year we rested - and so on);</li> <li>➤ While talking, uses the rules of speech concerning the verb, noun cases, the pronoun, adjectives (e.g. I train, I am training, he told, Tbilisi, chicken, I'm well, etc.);</li> <li>➤ Correctly connects the verb with nouns and pronouns according to the person and number;</li> <li>➤ Correctly uses attributes and adverbs and adverbial modifiers;</li> <li>➤ Speak distinctly and clearly;</li> <li>➤ Uses an intonation with the marks of punctuation;</li> </ul>
<p><b>Geo. Primary.(I).5.</b> The student pupil should be able to use the familiar speech strategies for achieving the purpose.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Uses samples of samples, various means correspondingly with the purpose;</li> <li>➤ Makes up simple short notes during discussions (finds important word / words, own or / the rest of the mates' opinion, specific issues, etc.).</li> </ul>
<p><b>Samples tasks / activities:</b></p> <ul style="list-style-type: none"> <li>➤ According to the illustrations imitating the characters orally using the corresponding timbers, intonation, gestures and mimic;</li> <li>➤ Organizing a role playing, improvisation;</li> <li>➤ A short discussion about the fictional story;</li> <li>➤ Interaction (question-answer) about the known story;</li> <li>➤ Review of the children's play, movie and cartoon;</li> <li>➤ Interview with the author / character (question to the author's and / or "character" of which one the role of which is played by one of the pupils, the rest of the pupils put the questions to him about the text);</li> <li>➤ A fun game with lexical units (e.g. to name in turn synonyms and / or antonyms to the words);</li> </ul>	

- Filling the lexical map;
- Conveying the contents of the familiar fictional text by replacing the narrator (e.g. how the Giant would tell the story about the meeting with Lazybones);
- Conveying the content: narration in details, briefly, with separate episodes of the text;
- Competition in representational reading

<b>Direction: reading</b>	
<b>The standard results</b>	<b>The IV class grade indices</b>
<b>Geo. Primary .(I).6.</b> The pupil should be able to read fluently	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ Without stopping (having no obstruction) reads the familiar and unfamiliar texts / parts aloud by the appropriate timber and intonation;</li> <li>➤ Loudly reads in front of the class the desired / selected part of from the familiar text and expresses the emotions shown in the text.</li> </ul>
<b>Geo. Primary .(I).7.</b> The pupil should be able to read and understand the different types of the texts defined by the standard; connect the verbal and non-verbal forms (e.g. illustration and text) in the text.	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ Finds out the topic of the text, (main idea);</li> <li>➤ Conveys a brief summary of the text with his own words;</li> <li>➤ Separates the main issue from the text, essential information of the individual part;</li> <li>➤ Finds specific information (e.g. time and place of events, actions);</li> <li>➤ Connects experimental facts, events, actions and conclusions with one another;</li> <li>➤ Recognizes the chronological and logical (reasonable, opposition, conditional, compromise, etc.) connections between the events, facts, actions in the text;</li> <li>➤ Classifies information in a specific direction (according to the similarity-difference, increasing-degrading quality, etc.);</li> <li>➤ Names the actors of the fictional story, defines the point of the vision (by whose eyes the events are perceived);</li> <li>➤ Distinguishes fact and desire / dreams;</li> <li>➤ Separates the stages of development in the fictional story (the beginning, middle part of the story, the end);</li> <li>➤ Analyzes a separate retort -to whom belongs it, who is an addressee the retort aim (e.g. advice, inform, explain, reprimand, giving remarks, express own attitude, etc.);</li> <li>➤ Distinguishes the words, dialogues and monologues of the author and characters in the text;</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Observes the behavior of the characters, action, features and makes an appropriate conclusion;</li> <li>➤ Speaks about the semantic / contextual interaction of the title and text;</li> <li>➤ Recognizes the children’s cognitive (cognitive-entertainment), music, sports and news programs according to specific signs (music, logo, logo, etc.).Speaks about the semantic / contextual interaction of the title and text;</li> </ul>
<p><b>Geo. Primary .I.8.</b> The pupil should be able to interpret small fictional texts in the verbal and non-verbal way; transform the verbal information into visual one and / on the contrary.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Narrates the briefly told story;</li> <li>➤ Names the alternate variants for the title;</li> <li>➤ Conveys the story described in the text by one of the characters;</li> <li>➤ Interprets the fictional text from his point of view (changing the title, end, extension, subject elements, etc.);</li> <li>➤ Prepares the role for the children’s performance and represents it according to the teacher’s or to his own desire;</li> <li>➤ Selects the visual material appropriate to the role for the children’s performance (suit, mask, etc.)</li> <li>➤ Adequately uses different ways of expressing the features of speaking things, animals (gestures, mimics, characteristic motions, certain articulations, minding, lying or other qualities and feelings);</li> <li>➤ Represents the mimic performance based on the individual episodes / episodes of the read texts (together with classmates);</li> <li>➤ Expresses his supposition of the content of the text Illustrations, based on the Illustrations, title.</li> </ul>
<p><b>Geo. Primary.(I).9.</b> The pupil should be able to express personal attitude towards the read text; evaluate the specific topics discussed in the text and / or the issues.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Expresses the aesthetic and ethical evaluation of the fictional texts;</li> <li>➤ Connects the information in the text with his own experiences, exposes the similarity-difference between them, makes the relevant conclusion;</li> <li>➤ Uses the appropriate parts from the read text or examples of personal experience in order to approve his opinion / evaluation;</li> <li>➤ Names the favorite book, text / fictional text, author, character and explains his choice;</li> <li>➤ Indicates what was interested in / what was liked in the text (information, story, character’s behavior, nature description, dialogue, etc.);</li> <li>➤ Participates in discussions about the read text; in order to approve his opinion he uses the appropriate parts from the read text or examples of personal experience;</li> </ul>

<p><b>Geo. Primary .(I).10.</b> The pupil should be able to identify the elements, structural and compositional characteristics of the different types of texts defined by the standard.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Characterizes the different types of the text according to the structural features (e.g. the open card in the beginning has an addressing form, it is followed by the main text, and at the end – a signature; the culinary recipe consists of the headline and the two main components: the list of ingredients and the rule of preparation; the branch-cognitive text possesses the headline and the illustrations and inscriptions are attached, and the text divided into paragraphs, etc.;</li> <li>➤ Adequately uses conditional signs (logos, rubric, schedule, illustrations, supporting timetables and simple diagrams given in the children's book.</li> </ul>
<p><b>Geo. Primary .(I).11.</b> The pupil should be able to observe the linguistic and semantic side of the different types of texts defined by the linguistic standard</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ In fictional texts observes the writer's language, lexical and semantic approach (synonyms, antonyms, phraseology, etc.), some figures of speech (epithets, comparisons);</li> <li>➤ Independently finds the words and expressions in the text that the author uses to describe characters, facts and events;</li> <li>➤ Recognizes and describes the words of action, with the help of which it is given the sequence of tenses in text / the paragraph (e.g. he has drawn, then sent to his friend, then went, then bought, and finally ate) ...;</li> <li>➤ Recognizes and identifies the subject (e.g. a red pencil; good weather, a high house) and characteristic (beautifully written) features;</li> <li>➤ Recognizes the main linguistic characteristics of a simple descriptive text, such as the active use of the compound predicate (this is a pen, that is a note-book, this is my bag), replacing the word indicated by the pronoun or verb (Tbilisi is the capital of Georgia and was founded by Vakhtang Gorgasali. Last year I was in Tbilisi, I saw a lot of nice houses there) and so on;</li> <li>➤ Recognizes and identifies basic syntactic constructions, such as the correspondence of the nouns, numerals and adjectives in cases (e.g. two friends, nice house);</li> <li>➤ Recognizes and names of the verb- to have been-, notices the peculiarities of the very verb formation (I have a mother, I have a notebook);</li> </ul>
<p><b>Geo. Primary .(I).12.</b> The pupil should be able to use the familiar reading strategies according to the purpose.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Recognizes the importance of unknown words / expressions with the help of familiar elements (illustrations, familiar basis, context, etc.);</li> <li>➤ For better understanding, asks questions about the read text;</li> <li>➤ Expresses own supposition concerning the content of the text, based on the title, illustrations;</li> </ul>

- Observes the information given in the text, connects it to the previous knowledge and on the basis of it makes a conclusion;
- After answering the questions, specifies how he is sure of the answer correctness ("I'm sure", "I'm almost sure", "I'm not sure");
- Returns to the appropriate / relevant part of the text to assure himself of the issues in which he doubts;
- Acknowledges a variety of ways which facilitates to understand the text (animating in the imagination the stories of the read text, staging it, telling with his words a separate part of the text, etc.);
- Adequately uses conditional signs (logos, rubric, schedule), illustrations, support timetables and simple diagrams given in the children's book.

**Samples of tasks / activities:**

- Making up / filling in a simple concept map using an electronic program;
- Classifying the information according to the specific mark (similarity-difference, increasing-degrading quality, etc.);
- Underlining the essential information in the text;
- Identifying the purpose of the author;
- Identifying the purpose of the pragmatic text;
- Creation of classroom library and book review;
- Finding the characteristic features of the heroes (words, phrases, episodes) and filling them in the graphic schemes;
- Creation and using of sensational maps about the interaction of the characters;
- Naming the alternate variants of the title;
- Presentations of the book stories / the read ones (sharing the impression about the stories with the schoolmates in order, that why they should read the work);
- A short discussion about the read text;
- Changing the end of the fictional text;
- Text division according to composite and structural characteristics;
- Finding the key word or sentence in paragraphs and giving the titles to the paragraphs;
- Activating the familiar and unknown vocabulary - creating new sentences by using them;
- Classifying the words with the help of questions;
- Classifying the synonyms and antonyms;
- Making up the sentences with the help of the words / phrases;
- Creation of a small journal or book from his favorite stories (own or taught / read / read poems, expressions, quotations, proverbs, puzzles, etc.);
- Text marking according to the instruction provided by the teacher;
- Making a text content plan;
- Using of the electronic search systems and so forth

<b>Direction: Writing</b>	
<b>The standard results</b>	<b>The IV class grade indices</b>
<b>Geo.Primary.(I).13.</b> The pupil should be able to create a variety of small sized simple texts on the familiar topics, defined by the standard.	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ Makes up simple pragmatic texts (letters, questions for interview);</li> <li>➤ Makes up simple branch / informative texts in accordance with the purpose of the relevant information;</li> <li>➤ Makes up small texts based on life and / or literary experience, conveys facts and events in a consistent manner;</li> <li>➤ Makes up the descriptive texts, trying to present important details;</li> <li>➤ Expresses his opinion / attitude, trying to explain it.</li> </ul>
<b>Geo.Primary.(I).14.</b> The pupil should be able to adequately use the familiar vocabulary, linguistic-syntactic constructions and structural elements; follow the basic norms of calligraphy and spelling;	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ Uses a specialized language (in the branch texts);</li> <li>➤ Attempts to use the author's vocabulary when submitting the contents of the fictional text;</li> <li>➤ Observes the lexical significance of the words and taking in account the context selects for them the places;</li> <li>➤ Expresses the knowledge of the formation of the parts of speech (e.g. correctly chooses the cases of the nouns according to the syntactic construction of the verbs) and appropriately uses them;</li> <li>➤ Properly uses the words: each, every one, some (some), some and correctly corresponds them to the number of the verbs;</li> <li>➤ Appropriately uses the familiar grammar forms spelling rules, while making up a sentence / phrase;</li> <li>➤ Properly uses the punctuation marks (point, interrogative, exclamatory, inverted commas, semi-column, double dots, dash, several dots);</li> <li>➤ If it is in need, divides the work into paragraphs in accordance with the content coherence and logical conformity.</li> </ul>
<b>Geo.Primary.(I).15.</b> The pupil should be able to use the familiar writing strategies according to the purpose.	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ Before writing, determines the text purpose and the addressee for pragmatic texts;</li> <li>➤ Uses the models, points, instructions; uses simple graphic organizers as required;</li> <li>➤ Based on the model (according to the instructions) appropriately makes up simple pragmatic texts;</li> <li>➤ Finds the necessary information (using print / electronic resources) through the simple search engine;</li> <li>➤ Makes up a short plan of the text and written test;</li> <li>➤ Returns to the writing for correction, observes and corrects various mistakes (inserts, removes or transfers the desired word, phrase or sentence in the text adds);</li> </ul>

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|  | ➤ Loudly reads the own text, according to the aesthetic point of view changes this or that part of the text with a better variant. |
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**Samples of tasks / activities:**

- Retelling the familiar text / episode content;
- Creating a small simple branch text based on the knowledge obtained in different subjects (e.g. climatic conditions, description of geographical environment, compilation of mathematical tasks);
- Composing a simple plan of the text;
- Creating questions for an imaginary interview with a beloved writer;
- Expression of own attitude towards the character (short description, comment on the character's behavior);
- Creating a different version of the end of the fictional text;
- Making up a small text describing a particular life experience / experience (e.g. „one snowy day", "during the long break");
- Creation of a descriptive text (e.g. "My Room", "View from my home window", "My school yard") and so forth.

**The Program Content**

**The results can be achieved on the basis of the content:**

**1. Understanding, analysis and evaluation of the information****Basic Topic:**

Lexicological Aspect: filling the lexical fund: special vocabulary and terminology; active, creative use of word semantic connections (synonyms, antonyms, lexical units ...); contextual selection of the words of one semantic group; vocabulary of words (the initial rules of word formation, the formation of new words); compound words ; poly-semantic words.

Grammar Aspect: rules of orthography related to the parts of speech: the nouns, pronouns, numerals, adjectives, their cases, degrees, numbers and the verbs; language-grammatical means: modifiers of place, time, manner, condition purpose; the main parts of words (parts of speech) and important syntactic relationships between words; morphological structure of the word at the initial level; discovering the rules of the words, which change their forms (e.g. verb conjugation, formation of the singular and plural numbers), punctuation marks (point, interrogative, exclamatory, inverted commas, semi-column, double dots, dash, several dots);

**2. Communicative aspects of the language**

Basic topic: communicative tasks and the ways for their solution; group activity (performance / short oral speech); different functional styles of the language (speaking, literary) and their areas of use; pragmatic texts ( advertisement, poster, recipe, memorable rules, instructions, different letters), the rules of their recording and staging.

### 3. Understanding of the fictional text and self-expressing

Main topic: the lives of the peoples of the different countries, adventure stories, didactic compositions, fantasy, humorous and satirical writings; everyday, patriotic and heroic themes.

Reading material: the Georgian orally transmitted folklore; samples from the folklore of the world: fairy tales, stories, legends, myths (Georgian, Greek, Roman and others); adapted writings; literary fairy tales (Georgian and foreign writers), poems and prose writings; simple informative / cognitive texts; different types of non-fictional texts.

#### V class

#### The results of gradual standards and their grade indices

Direction: speech	
The standard results	The V class grade indices
<b>Geo. Primary.(II).1.</b> The pupil should be able to conduct the speech behavior in accordance with the communicative objective and context.	<b>A pupil:</b> <ul style="list-style-type: none"><li>➤ Prepares the oral speech together with the group: independently works on one part of the topic, introduces and agrees with the group members the acquired material and worked out viewpoints;</li><li>➤ Plays the role of a pair, group or class rapporteur; considers and expresses common sense of teammates;</li><li>➤ Shares responsibilities concerning the opinion expressed by the name of the group;</li><li>➤ During oral speech / presentation clearly introduces a topic / issue with appropriate information and logical coherence;</li><li>➤ Speaks with an appropriate timber, distinctly and clearly; usually uses the non-verbal means of speech.</li></ul>

<p><b>Geo. Primary.(II).2.</b> The pupil should be able to listen and understand the different types of the texts defined by the standard; discuss of the texts and make a conclusion.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Listens to the various kinds of the informative texts and distinguishes facts and attitudes from each other (estimates);</li> <li>➤ Shows the character of the test in different ways (points to both positive and negative features);</li> <li>➤ Pays attention to details (e.g. characterization of the hero);</li> <li>➤ Makes the conclusions on the basis of information provided in the text;</li> <li>➤ Listens to the literary texts on the same subject and finds the similarity-difference between them;</li> <li>➤ Participates in the discussion of literary text, discusses about the problem /conflicts given in the text.</li> </ul>
<p><b>Geo. Primary.(II).3.</b> The pupil should be able to interpret and evaluate different types of the familiar texts defined by the standard; express personal opinions and give the explanations to them; the aesthetic evaluation of the fictional text (initial level).</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Expresses his own attitude towards the facts presented in the informative texts (I appreciate positively / negatively; it excited me / it impressed, etc.);</li> <li>➤ Listens to the fictional texts (poems, novels, stories) and expresses his emotions and impressions;</li> <li>➤ Names the aesthetically attractive places from the fictional text;</li> <li>➤ Speaks about the expression given in the fictional text;</li> <li>➤ Participates in the discussion of literary text, discusses about the problem /conflicts given in the text;</li> <li>➤ Names the parts from the text, which are interesting for him from the various points of view;</li> </ul>
<p><b>Geo. Primary.(II).4.</b> The pupil should be able to recognize the appropriate vocabulary, the learned language-expressing means and adequately use them.</p>	<p><b>A pupil</b></p> <ul style="list-style-type: none"> <li>➤ Properly selects the forms of cases (parts of speech  for expressing contextual values;</li> <li>➤ Recognizes and appropriately uses appropriate the tenses, aspect, mood of the verb (e.g. made - doing – has made and so forth) in appropriate contexts;</li> <li>➤ Correctly uses forms of the irregular verbs (have-had, feel-felt);</li> <li>➤ While asking the questions, expressing the request, command and feelings, the pupil follows the word order and the distinctive peculiarities of the modality;</li> <li>➤ Selects the proper style, for example, conversational (etiquette dialogues) and fictional (having s talk of feelings and impressions) corresponding to the topic of conversation, addressee and purpose.</li> </ul>

<p><b>Geo. Primary.(II).5.</b> The pupil should be able to select and use the familiar strategies of speech according to the purpose.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Asks the adequate questions for better understanding of the listened text / approving of this or that issue (during the discussion);</li> <li>➤ While listening, makes a note of the basic words and phrases;</li> <li>➤ Carefully listens to the opinion of each member of the group, arranges the expressed views by certain principles (who has different opinions, how many views are expressed in the group ...);</li> <li>➤ Makes up a simple plan to present these opinions;</li> <li>➤ Creates or finds visual and / or audio materials about the oral speech / presentation or discussing topic;</li> <li>➤ Establishes the visual contact with the interlocutor, the audience.</li> </ul>
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<p><b>Samples of tasks / activities:</b></p> <ul style="list-style-type: none"> <li>➤ Evaluation of the heard text from different positions;</li> <li>➤ Making a brief summary, in the form of a resume, about the read or heard information by the peers together and working on the basic issues individually or in pairs;</li> <li>➤ Changing the tense of the heard story, transferring the action in the past / present / future;</li> <li>➤ Expressing the positive and negative emotions orally;</li> <li>➤ Speaking of the nature of the character, its characteristic features according to the specific episode;</li> <li>➤ Discussion about the character of the read or heard text by using the schemes;</li> <li>➤ Establishing the ideas and views about this or that topic and expressing orally;</li> <li>➤ Arguing about his own view and making an agreement with his partner / group members concerning it;</li> <li>➤ Organizing literary discussions for reviewing the story;</li> <li>➤ Short oral speech on the subject matter / issue;</li> <li>➤ Conducting a mental attack on various topics / issues;</li> <li>➤ Identifying the sentimental episodes expressed in the heard text, personal attitude towards the text, narrating of the received impression (e.g. by the so-called emotional comments)</li> <li>➤ and so forth.</li> </ul>	
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<b>Direction: reading</b>	
<b>The standard results</b>	<b>The V class grad indices</b>
<p><b>Geo. Primary.(II).6.</b> The pupil should be able to read, understand and analyze the different types of the texts defined by the standard, taking into consideration the issues/ details of the essential meaning.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Fluently reads the familiar and unfamiliar texts / text parts;</li> <li>➤ Separates and names the main issues of the text;</li> <li>➤ Makes the accent on the substantial information from the separate part of the text;</li> <li>➤ Names of the text topic / sub-topic;</li> <li>➤ Finds specific information (where, when, how many times, how many, etc.);</li> <li>➤ Distinguishes the main and secondary characters from each other;</li> <li>➤ Characterizes the heroes either on the basis of the explicitly given information or on that of understanding the content;</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Determines the logical connections between the events / facts reflected in one part of the text or in different parts of it (reason-resulting, consequential, conditional, etc.);</li> <li>➤ Distinguishes the fact and point of view from each other;</li> <li>➤ Observes illustrations attached to the text and discusses how the illustration reflects the text content, what it tells us about the place, time, story, characters' features, their interdependence and emotions described in the text; evaluates how much the illustration helps him to understand the text and / or provides him with the additional material about the text;</li> <li>➤ Observes the writer's language, recognizes some figures of speech (Figurative Language) (epithets, comparisons, hyperboles, personification), poem rhythm;</li> <li>➤ Recognizes and explains the likeness and difference between literary and folk tale;</li> <li>➤ Recognizes specific characteristics of different cultural and social situations (realities of everyday life, traditions, behavioral norms, etc.).</li> </ul>
<p><b>Geo. Primary.(II).7.</b> The pupil should be able to interpret the texts, give a reasonable conclusion and evaluation; express and explain personal attitude towards the texts; narrate the spirits and impressions caused by reading.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Defines the motivation of the characters' behaviors and evaluates them;</li> <li>➤ Makes a conclusion about the relationship between the characters and strives to substantiate the evidence based on the text data;</li> <li>➤ Makes a conclusion on the basis of the overall understanding of the text;</li> <li>➤ Draws the parallel to the thematically similar stories;</li> <li>➤ Discusses of the issues, which are interesting for him and expresses his own position;</li> <li>➤ Evaluates the events developed in the text from the position of different characters;</li> <li>➤ Creates illustration / illustrations of the read or heard texts (possible to be used by computer graphics editor); explains what kind of connection is the illustration / illustrations created by him with the text or the separate episode of the text;</li> <li>➤ Selects a familiar musical composition / fragment to present the emotions caused by the read fictional text;</li> <li>➤ Finds and explains simple figurative symbols.</li> </ul>
<p><b>Geo. Primary.I(II).8.</b> The pupil should be able to use the lexical and semantic characteristics of different types of the texts, recognize the structural-composite elements and linguistic expressions defined by the standard,</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Makes an accent on the functional types of the text (narrative, description) in one the text and indicates the relevant marks;</li> <li>➤ Observes and evaluates the pragmatic text created by the peer, its structure and visual side (for example, from the point of view of interrelationship between the illustration and text,</li> </ul>

	<p>print variety, rubric, text dividing into paragraphs, naming the parts of the text);</p> <ul style="list-style-type: none"> <li>➤ By putting the questions, recognizes some grammar-semantic categories ("Who" and "What" group names, verbs tenses ...);</li> <li>➤ Recognizes the basic modalities in the text;</li> <li>➤ Acknowledges the diversity of functional forms of cases and chooses the appropriate word forms for expressing contextual meanings;</li> <li>➤ Distinguishes tenses of the verbs, mood and correspondingly uses the in the proper contexts;</li> </ul>
<p><b>Geo. Primary.(II).9.</b> The pupil should be able to select and use the familiar strategies of reading according to the purpose.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Selects a small text / text episode to read loudly, rereads it in advance, has got rehearsals with (a pair, teacher, parent, etc.);</li> <li>➤ While reading loudly in accordance with the content, changes the body language (mimics, gesticulation);</li> <li>➤ For better understanding the information, divides the text into parts and names them;</li> <li>➤ Identifies the meanings of the unknown words and expressions by various means (by reading the context, putting the question, vocabulary);</li> <li>➤ By using variety of supports (the title, the beginning of paragraphs, keywords, one of the paragraphs, underlined words) expresses supposition concerning the text /part content;</li> <li>➤ Looks through the text structure, verbal and non-verbal formational elements for finding specific information and then copies out the necessary material / data;</li> <li>➤ Acknowledges a variety of ways, which facilitates to understand the text (animating in the imagination the stories of the read text, staging it, telling with his words a separate part of the text, observes the questions, which are put to determine what type of operation requires it and so forth. etc.);</li> <li>➤ Uses a variety of print and digital resources (print and / or online dictionaries, children's encyclopedia, etc.) In order to obtain specific information for determining the meaning of the unknown word, for understanding the incomprehensible or indistinct parts of the text;</li> <li>➤ Independently chooses reading literature according to his own interest.</li> </ul>
<p><b>Samples of tasks / activities:</b></p> <ul style="list-style-type: none"> <li>➤ Organizing expressive reading session / competition (it is possible to set up the establishment of nominations – e.g. the fastest reader, the most accurate (correctly) readers and others.);</li> <li>➤ Text division into the content sections;</li> <li>➤ Classification of events or subjects using graphic schemes;</li> </ul>	

- Observation on the linguistic and stylistic forms of a particular kind of pragmatic text (e.g. according to the traffic rules in the list of observations, finding, that in the text it is mostly used the affirmative and negative forms of the Imperative Mood: "Stop", "do not cross", etc., and the verbs possess the imperative content: "must", "need", "unacceptable", "necessary" and so on);
- Observation on the functional types of the text - narrative and description – i. e. identifying their specific linguistic characteristics (e.g., in the describing texts there are a little number of the verbs, most commonly there are used the adjectives and participles; in the narrative texts, on the contrary, the verbs are used excessively; as for the consistency of the actions, there are used the markers, etc.);
- Drawing up the schemes for interrelationship between the facts;
- Ascertainment of the unifying and distinguishing marks of the stories, composed on the similar topic by using the graphic schemes;
- Narration of the text content using the roles of the secondary characters/ nonliving beings;
- Selecting colors, music, different sound effects for expressing the emotions received from the read story;
- Insert a part of the speech with the appropriate form in the missed place;
- Filling up the scheme of suppositions before the start of reading;
- Identifying the mood/content of the story according to the illustration;
- Using the index of a dictionary (both print and electronic);
- Restoring the sequence of the paragraphs given in the incorrect order (incorrect semantic sequence) in the text;
- After fulfilment of the reading tasks, interacting about the used strategies (who used what kind of approach / method); the opinions concerning the issue -which approach was or would be more appropriate / effective and why)
- and so forth.

<b>Direction: writing</b>	
<b>The standard results</b>	<b>The V class grad indices</b>
<b>Geo. Primary.(II).10.</b> The pupil should be able to create different types of the texts on the familiar topics defined by the standard.	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ Writes small fictional sketches;</li> <li>➤ Narrates the appropriate information, concrete life experiences, obtained impressions, facts and events in consistency;</li> <li>➤ Expresses his own attitude towards a topic / theme;</li> <li>➤ Expresses and explains the point of view;</li> <li>➤ When writing, makes an accent on the main and essential moments.</li> </ul>
<b>Geo. Primary.(II).11.</b> The pupil should be able to select and use the familiar vocabulary, the learned linguistic syntactic structures and structural elements; follow the basic norms of the Georgian literary language.	<b>A pupil:</b> <ul style="list-style-type: none"> <li>➤ In accordance with the purpose and the audience, selects and uses the appropriate lexical units, language-grammatical means;</li> <li>➤ Divides the text into paragraphs with consistency and logical conformity;</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Tries to use the familiar figurative symbols for creating simple fictional texts;</li> <li>➤ From the words of similar importance, selects the appropriate lexical unit in accordance with the context;</li> <li>➤ Actively utilizes the basic formations of speech parts (noun cases, word combinatines, different tense-mood verbal expressions ...);</li> <li>➤ Correctly corresponds the forms of the verbs with the cases and numbers of the nouns, pronouns and adjectives;</li> <li>➤ Exactly uses the language formulas expressing the evaluations / dependence (e.g. "I do not agree", "I think so", "I do not believe", "I doubt", ,, it may be, but, etc. ...").</li> </ul>
<p><b>Geo. Primary.(II).12.</b> The pupil should be able to select and use the familiar strategies of writing according to the purpose.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Before writing, in advance chooses the topic, the desired genre;</li> <li>➤ Defines the purpose the written test and the audience;</li> <li>➤ Uses print / electronic resources to find more information;</li> <li>➤ Uses model, parentheses, instructions, text plan; uses the graphical organizer if necessary;</li> <li>➤ For refining the written test, rereads it to correct stylistic and grammatical mistakes (e.g. incorrect formations of the syntactic connections of the subject-object with the verbs), takes into account the regularity of correspondence of the verb forms with those of the personal pronouns, nouns and adjectives);</li> <li>➤ Reads loudly and in case of necessity refines his work from the aesthetical and / or stylistical point of view, uses the better work- variant instead of it.</li> </ul>
<p><b>Samples of tasks / activities:</b></p> <ul style="list-style-type: none"> <li>➤ Writing keywords / phrases from the text;</li> <li>➤ Writing a brief content of the text (based on the preliminary plan);</li> <li>➤ Composing a pragmatic text (letter, culinary recipe, advice) connected with the same particular topic / issue in two different versions for people of different ages and social positions (e.g. classmates and teachers);</li> <li>➤ Creating a sketch on a particular subject (for classroom and magazine);</li> <li>➤ Narration about the concrete life experiences (e.g. "our excursion in Mtskheta");</li> <li>➤ Composing and naming a small simple text (fairy tale, short story) on the familiar / interesting subject (e.g. "Stubborn Boy's Tale")</li> <li>➤ and so forth.</li> </ul>	

## **The Program Content**

**The results can be achieved on the basis of the content:**

### **1. Understanding, analysis and evaluation of the Information**

Basic Topics:

Lexicological Aspect: expanding of lexical stock; active use of phraseological and figurative symbolic words; effective use of speech lexical connections, new words; the meaning of the word and its function in the process of figuratively expressing a thing to be said.

Grammar Aspect: recognition of basic modalities in the text; comparison of words in terms of morphological structure (according to the basic rules of the cases, degrees, numbers of pronouns, nouns, numerals and adjectives); separating the common root of the verb on the basis of the comparison-contradiction, formation of it); recognizes important syntactic relationships between the words (correspondence of the verbs with the pronouns, nouns, numerals and adjectives, in tenses, numbers and cases ...).

### **2. Communicative aspects of the language**

Main topics: planning, preparation and solving individual and group communicative tasks; preparation of the issue with a principle of the team distribution and presentation of a combined report; discussion strategies and ways (reasoning, argument and conclusion); discussion etiquette and strategies (clearly, distinctly defined positions, arguments); types of argument (based on analogy, actual). Obtaining, processing of the material and reading strategies (using different types of dictionaries and encyclopedias). Different functional style of the language (speaking, educational-scientific, artistic-literary); Text Types: Various articles published in the press (historical-ethnographic, cognitive, humorous); Principles of creating specific texts (observation on linguistic means and vocabulary), epistolary genre (narration, discussion, description for a specific addressee).

### **3. Understanding of the fictional text and self-expression**

Main topics: stories about children's dreams and fantasies, their lives, moral problems, human relationships, human and nature relationship; patriotic and civil sounds, historical topics.

Reading material: folklore genres: tale, ballad, poems, stories, legends (Georgian and foreign); fables, didactic compositions, bible stories, gospel parables; writings of Georgian and foreign classics of different epochs (adapted and short texts), Georgian lyric samples; modern Georgian prose samples.

## VI class

### The results of gradual standards and their grade indices

<b>Direction: Speech</b>	
<b>The standard results</b>	<b>The VI class grad indices</b>
<p><b>Geo. Primary.(II).1.</b> The pupil should be able to conduct a speech behavior in accordance with the communicative objectives and context.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Listens and adequately perceives various oral information provided in different forms;</li> <li>➤ Discusses with the peers and argues about the heard / read information;</li> <li>➤ Participates in the discussion individually or with like-minded persons;</li> <li>➤ Represents the common position to the group and with appropriate arguments stands up for it;</li> <li>➤ Prepares a preliminary brief plan and presents an oral report / presentation on a variety of familiar topics, provides relevant information in logical order and emphasizes essential issue / issues;</li> <li>➤ Speaks clearly and distinctly using appropriate non-verbal means;</li> <li>➤ Freely provides the information of others while speaking;</li> <li>➤ Recognizes the rules in the given cultural environment, etiquette norms, tries to take them into account in the process of communication.</li> </ul>
<p><b>Geo. Primary.(II).2 .</b> The pupil should be able to listen and understand the different types of texts defined by the standard; discuss the texts and make a conclusion.</p>	<p><b>A pupil</b></p> <ul style="list-style-type: none"> <li>➤ Discusses about the events of the developed in the story from the different characters' positions;</li> <li>➤ Discusses the reasonable connections between separate events and facts revealed in the text;</li> <li>➤ Connects separate parts of the text with each other, identifies logical connections between them;</li> <li>➤ Pays attention to the specific details and thinks over them through the entire content of the text;</li> <li>➤ Connects text information with personal and / or literary experiences, provides a relevant conclusion.</li> </ul>
<p><b>Geo. Primary.(II).3.</b> The pupil should be able to interpret and evaluate different types of familiar texts defined by the standard; express personal opinions and explanations towards them; aesthetic evaluations of the fictional text (basic level).</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Expresses his own attitude towards a particular fact;</li> <li>➤ Understand and think over the story given in the fictional text;</li> <li>➤ Narrates the story of the text from the positions of different characters;</li> <li>➤ Names important episodes, expressions, and interprets them from the semantic and fictional point of view;</li> <li>➤ Evaluates the characters' actions in conflicting, contradictory episodes;</li> <li>➤ Selects one of the best alternate variants offered for the solution of the specific problem in the text;</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Offers the audience own version of solving a particular problem in the text.</li> </ul>
<p><b>Geo. Primary.(II).4.</b> The pupil should be able to recognize the appropriate vocabulary, the learned language-expression and use them adequately.</p>	<p><b>A pupil</b></p> <ul style="list-style-type: none"> <li>➤ In the process of speaking finds and uses the lexical and grammatical means for the expression of an opinion;</li> <li>➤ Identifies the meaning of basic categories of the verbs (person, number, tense and mood) and uses them as necessary; correctly corresponds them with the forms of the nouns, pronouns numerals, adjectives in cases, numbers, degrees, persons (e.g. He builds it, he built it, he has built it...);</li> <li>➤ Distinguishes diversity of the meaning of the word and uses it properly during speech.</li> <li>➤ Recognizes the main linguistic features of the Georgian Literary Language of the early period (when forming the plural forms);</li> <li>➤ Recognizes the characteristic linguistic forms of different genres and styles.</li> </ul>
<p><b>Geo. Primary.(II).5.</b> The pupil should be able to select and use the familiar strategies according to the purpose.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Participates in the process of working out the rules of discussions, debates; in dividing the preparatory work, executing the general group task;</li> <li>➤ Collects the material by using various means (of the library, Internet, etc.), informs the members of the group about it and takes into consideration their opinion;</li> <li>➤ Prepare necessary resources / visualizations in advance;</li> <li>➤ Before appearing in front of the audience has a rehearsal;</li> <li>➤ He is limited to a specific topic and avoids discussing general issues;</li> <li>➤ While expressing his opinion of the opinions, follows the formalities (appears in front of the audience and establishes a visual contact with the listeners, using the etiquette of speech, etc.);</li> <li>➤ Analyzes the factors, which have contributed to the success or cause failure in the oral speech, and with the teacher lays down a plan to correct them.</li> </ul>
<p><b>Samples of tasks / activities:</b></p> <ul style="list-style-type: none"> <li>➤ Narrating with own words the already told story /the point of view expressed/ by others;</li> <li>➤ Preparing an oral report on a variety of subjects by a short plan;</li> <li>➤ Identifying the archaic forms in fictional texts and changing them with modern forms;</li> <li>➤ An imaginative description of the familiar text character (in case when the text does not contain the portrait of the character);</li> <li>➤ Unofficial discussion / unofficial debates between two groups of pupils (on the problematic issues / issues);</li> <li>➤ Reconstruction of the entire text based on the listened / read fragment;</li> <li>➤ An oral report on a familiar subject / issue (e.g. presenting the additional information connected with the time or location of the studied story);</li> <li>➤ Presentation of the implemented projects before the class;</li> <li>➤ Staging a short performance;</li> </ul>	

- Literary justice;
- Organizing literary evenings / meetings (meetings with writers, scientists, sportsmen)
- and so forth.

<b>Direction: reading</b>	
<b>The standard results</b>	<b>The VI class grade indices</b>
<p><b>Geo. Primary.(II).6.</b> The pupil should be able to read, understand and analyze the different types of texts defined by the standard, taking into consideration the issues / details of the meanings</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Reads fluently the familiar and unknown and texts;</li> <li>➤ When reads loudly, with the intonation expresses the emotions reflected in the text; Tries to establish visual contact with the audience;</li> <li>➤ Recognizes the communicative situation of the fictional and nonfictional (pragmatic) text (goal, author, addressee ...);</li> <li>➤ Relates new information to the existing knowledge and experience;</li> <li>➤ Finds and connects different types of information in the text;</li> <li>➤ Distinguishes the supposition from the fact, the fact from the point of view;</li> <li>➤ Recognizes the logical and chronological links between events, facts and actions;</li> <li>➤ Defines the point of view of the individual character;</li> <li>➤ Finds out the main information and tells it with his own words;</li> <li>➤ Recognizes some of the figurative symbols (epithet, comparison, personification, hyperbole), figurative expressions and thinks over their functions;</li> <li>➤ In the narrative texts, underlines the levels of the plot development of the story (the beginning, action development and the end) and makes a conclusion of his viewpoint with the specific arguments obtained in the text;</li> <li>➤ Correctly reads the intonation, pauses, semantic accents of the text.</li> <li>➤ Properly uses simple texts of administrative nature (various instructions, rules and formulations in a certain active institution).</li> </ul>
<p><b>Geo. Primary.(II).7.</b> The pupil should be able to interpret the texts, give a reasonable conclusion and evaluation; express and explain personal attitudes towards the texts, the mood and impressions caused by reading.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Expresses his views on the events developed in the story of the literary text;</li> <li>➤ Explains the motivation of the characters' behavior and connects it with his own experience;</li> <li>➤ Discusses about the dramatic development of the events in the text;</li> <li>➤ For approving the own opinion, refers to literary texts, real facts, examples from personal life;</li> <li>➤ Associates the fictional story and the real phenomenon with each other;</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Expresses views based on the immediate, living feelings and observation about the important, problematic issues for him;</li> <li>➤ Draws parallels between the literary texts works according to genre, topic and problem;</li> <li>➤ Discusses about the attitude expressed in the poetic text;</li> <li>➤ From his aesthetic point of view names the attractive parts of the text and explains the purpose of the familiar figurative symbols used in this episode;</li> <li>➤ Makes a conclusion based on the understanding of the entire text;</li> <li>➤ Compares the read-text to its screened and theatrical versions.</li> </ul>
<p><b>Geo. Primary.(II).8.</b> The pupil should be able to recognize the vocabulary and semantic characteristics, structural-composite elements and linguistic forms of the different types of texts defined by the standard.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Recognizes formal signs of administrative texts, such as strictly laconic style, textual form of the text (blank type); special / branch terminology and etc.;</li> <li>➤ Knows the structure of the print and electronic press and finds the right information (guesses in which part should be published the information or article, desirable for him);</li> <li>➤ Recognizes the words expressing various modalities (desire, possibility);</li> <li>➤ Identifies the main categories of the verbs (person, number, personification, tense and mood) and uses them as required;</li> <li>➤ Recognizes and differs adjectives, nouns, numerals their functions; understands the function of the adverb expressing the verb content;</li> <li>➤ Recognizes and differs the particles of various words (in; out, under...);</li> <li>➤ Recognizes and differs the functions of the prepositions, postpositions, prefixes, infixes;</li> <li>➤ Recognizes the principle parts of speech in the sentence, the correspondence between them;</li> <li>➤ Distinguishes different functional styles: colloquial (etiquette dialogues), study-scientific (discussion for explanation or approval of something) and fictional (expressing the impression).</li> </ul>
<p><b>Geo. Primary.(II).9.</b> The pupil should be able to select and use the familiar strategies of reading according to the purpose.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Asks the questions for the purpose of better understanding the read text;</li> <li>➤ While reading appeals to various facilities for overcoming the caused difficulties: rereads the complicated or important parts, makes notes and comments on separate parts of the text; based on context, experience or using the dictionary, specifies the importance of foreign words;</li> <li>➤ Assumes the content of the text /parts using different elements (title, paragraph, beginning, italic words, one of the paragraphs);</li> <li>➤ Analyzes the tasks performed by his peers - to distinguish right and wrong answers; explains why the pupil did not answer</li> </ul>

correctly, what he could not understand, why he did it and others.

- Taking into consideration the text and problem objective, chooses a particular strategy / approach and explains his choice;
- By using encyclopedias, dictionaries, and the Internet specifies unfamiliar or unknown stories given in the text;
- For a specific reason uses print and electronic, orthographical, explanatory and other dictionaries.

**Samples of tasks / activities:**

- Putting the mixed up episodes / parts in the logical sequence;
- Restoring the "omitted" episodes in the text " (thought by the author);
- Creation of chain of events by the reason/result principle, using a graphic scheme;
- Finding the arguments in the text for discussion;
- Preparing a radio or TV news report using the information collected in the text (print or electronic);
- Making semantic maps;
- Comparison of the fictional and non-fictional texts in a lexical way;
- Separating a certain part of the story and formation (changing tense, number, mood, etc.) by the teacher's instruction and observing on the obtained results;
- Replacement the unknown words and phrases by synonyms;
- Filling up the scheme of suppositions before the start of reading;
- Identifying the contents of the phraseology using the context;
- Selection of the source for receiving information;
- Developing a questionnaire of criteria for evaluation of safety of the source of information;
- Discussion about the issue, that, when reading, in which subjects and / or what kinds of texts one can use the indicated strategies;
- Drawing up a catalogue of books (short annotation);
- Dividing the text (given without paragraphs) into paragraphs
- and so forth.

<b>Direction: writing</b>	
<b>The standard results</b>	<b>The VI class grade indices</b>
<p><b>Geo.Primary.(II).10.</b> The pupil should be able to create different types of texts on the familiar topics defined by the standard.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ In consistency and logically narrates the relevant information, idea / topic, specific life experiences, felt impressions, facts and events;</li> <li>➤ Creates a fictional composition of small volume in the correspondence with the beginning of the text of a specific literary genre;</li> <li>➤ Expresses his attitude to the fact (event), manages his emotional assessment;</li> <li>➤ Establishes different kinds of pragmatic texts by considering the purpose, topic and respondent;</li> <li>➤ Expresses the opinion and substantiates it with the adequate evidence (facts, examples, etc.);</li> <li>➤ Expresses his own attitude and explains it;</li> </ul>
<p><b>Geo.Primary.(II).11.</b> The pupil should be able to select and use the familiar vocabulary, learned linguistic syntactic structures and structural elements; follow the basic norms of the Georgian literary language.</p>	<p><b>A pupil:</b></p> <ul style="list-style-type: none"> <li>➤ Appropriately uses the structural-compositing elements (title, paragraph, etc.) for creating a text in a written form;</li> <li>➤ When narrating contents/ episode of the fictional text, uses the author's vocabulary;</li> <li>➤ When making up a fictional text, tries to use the known fictional figurative symbols (epithets, comparisons, metaphors);</li> <li>➤ When making up informative texts, uses special / field terminology;</li> <li>➤ In accordance with the purpose, uses appropriate lexical and grammatical means;</li> <li>➤ Correctly uses direct and indirect speech;</li> <li>➤ Distinguishes the groups of pronouns and correctly corresponds them with another parts of speech in the proper concept;</li> <li>➤ Properly uses conjunctions, link verbs for expressing the reason-resulting sentences;</li> <li>➤ For checking up spelling, uses auxiliary facilities;</li> <li>➤ Uses a variety of stylistic and linguistic grammatical functions for making up functional texts;</li> <li>➤ Correctly uses the marks of punctuation;</li> <li>➤ According to the context properly uses linguistically correct, permissible and possible forms.</li> </ul>

**Geo.Primary.(II).12.** The pupil should be able to select and use the familiar strategies of writing according to the purpose.

**A pupil:**

- On the preparative level of writing, participates in generating ideas, in defining the topic of the writing;
- Before the start of writing, defines the purpose and audience; Chooses the appropriate style and linguistic means;
- Before the start of writing makes up a plan; draws and / or uses graphical organizers for the purpose of sorting, summarizing of the information, and so on;
- For searching the necessary language material uses print or digital resources, as well as other auxiliary facilities,(synonymous definitions, word combinations, solid words, phraseological expressions, works on the dictionary ...);
- Chooses the desirable (for him) fictional for narrating own feelings and impressions form his preferred artistic design to show his impression;
- When making up the text, uses the model / hints, facilities, taking into account contents, the compositional and structural features of it and does the same concerning the different texts;
- Rereads the written test and corrects it from the standpoint of meaningfulness, linguistic-stylistic and punctuation;
- For the purpose of refining the text semantically, in addition inserts necessary words and expressions in it;
- Checks up the forms used in the text and the word combinations according the language active norms; when correcting the text, uses the orthographical and foreign words dictionary.

**Samples of tasks / activities:**

- Summarizing the contents of the text / part briefly and / or details;
- Expressing and approving own opinion about the familiar topic;
- Holding a simple research project (for example, making enquiries) and writing down a report of the results in a well-organized manner;
- Making up an own variant for continuing and finishing an interesting episode for a pupil;
- Making a brief comment in a written form about an interesting episode;
- Expressing / discussing an opinion on the problem / issue of the text and / or in the text, about the character of the fictional text;
- Writing a simple type of the original composition on the familiar topic;
- Drawing up a written report (e.g. simple sociological enquiries) of the implemented project (using a facilities / model);
- Change one type of the text with another one (e.g. narrating the information of the listened biographical text in the form of an interview with the main character of the text-or in the form of the biographical text)
- and so forth.

## The Program Content

The results can be achieved on the basis of the content:

### 1. Understanding, analysis and evaluation of Information

#### Basic Topics:

**Lexicological Aspect:** filling the word storage with different field vocabulary; understanding the new words and phrases by the well known models for the pupil; expressing exhaustively and figuratively the thing to be said (both oral and written).

**Grammar Aspect:** use the forms of the nouns, pronouns, adjectives, numerals in verbal constructions according to tenses, mood and aspect; language-grammatical means of making up sentence structures; non-verbal means for forming modalities; define the syntactic functions of main grammatical categories of the nouns, pronouns, adjectives, numerals and verb in the sentence.

**Improvement and development of linguistic senses and speech culture:** development of orthopedic habits; the rhythm, the speed role and importance in speech; word selection from the standpoint of content and expression.

### 2. Communicative aspects of language

**Main topics:** planning and preparation of individual, group and pair communication tasks; the purpose of the text and expressing facilities of its achievement (suppose, on the example of advertising); children's and cognitive-entertainment programs, their structure and basic principles of making up them; group and individual strategies for participation in the discussion (responsibilities on behalf of the group); press, types and structure of press; text types and their definitive linguistic marks (recognizing, explaining, evaluating and correcting these marks); rules for editing and correcting the text; text processing electronic programs.

#### **Understanding of the fictional text and self-expression**

**Main topics:** stories about children's dreams and fantasies, their lives, moral problems, human relationships, human and nature relationship; adventure literature and fantasy; patriotic and civil sounds, historical topics.

**Reading material:** folklore genres: tale, ballad, poems, stories, legends, myths (Georgian and foreign); Bible stories, gospel proverbs; works of the Georgian and foreign classics of different epochs (possible adapted texts); Georgian lyric samples; Modern Georgian prose samples; Interesting episodes from the lives of famous people, their memories and memories about them.

