

Correlation Between

EdAlive's Words Rock V2

And The

ENGLISH LANGUAGE SYLLABUS 2001
For Primary and Secondary Schools

Curriculum Planning and Development Division,
Ministry of Education, Singapore

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Words Rock! V2

The Educational Content

Words Rock V2 was designed to develop specific skills in a range of language learning areas, including spelling, punctuation, grammar and vocabulary, and includes more than 3000 hands-on word skill activities to bring the English language to life. Words Rock V2 was specifically created to be a single or multiplayer game where children *learn* while they play and have fun.

The extensive research behind Words Rock V2 encompasses a wide range of materials, and provides a multitude of activities that strongly correlate to the ENGLISH LANGUAGE SYLLABUS 2001 by the Singaporean Ministry of Education. The language skills and strategies developed by Words Rock give a solid foundation of learning experiences that will help students aged 5-15 achieve the learning outcomes as described in the ENGLISH LANGUAGE SYLLABUS 2001.

The information below is a correlation between the ENGLISH LANGUAGE SYLLABUS 2001 and the educational content addressed by Words Rock V2.

Learning Outcomes and Grammar Correlation Overview

Learning Outcomes	K1	K2	P1	P2	P3	P4	P5	P6	S1	S2
1 Read and respond to texts	X	X	X	X	X	X	X	X	X	X
2 Listen for information										
3 Speak fluently and expressively										
4 Present and develop ideas effectively in writing										
5 Write legibly, coherently and cohesively	X	X	X	X	X	X	X	X	X	X
6 Demonstrate knowledge about language	X	X	X	X	X	X	X	X	X	X
7 Use reading strategies to construct meaning	X	X	X	X	X	X	X	X	X	X
8 Read texts and demonstrate understanding	X	X	X	X	X	X	X	X	X	X
9 Read texts and demonstrate the ability to acquire and use knowledge	X	X	X	X	X	X	X	X	X	X
10 Interact effectively with people from own or different culture(s) / religion(s)										

Grammar Topic	Covered
Active and Passive Voice	X
Adjectives, Adjectival Phrases and Clauses	X
Adverbs and Adverbials	X
Capitalisation	X
Conditional Sentences	X
Connectors	X
Determiners	X
Direct and Indirect Speech	X
Modal Auxiliaries and Related Verbs	X
Nouns, Noun Phrases and Clauses	X
Prepositions and Prepositional Phrases	X
Pronouns	X
Punctuation Marks	X
Quantity	X
Questions, Answers and Negative Statements	X
Sentence Structure	X
Subject and Verb Agreement	X
Tenses	X
Types of Sentences	X
Verbs and Verb Phrases	X

Learning Outcomes	K1	K2	P1	P2	P3	P4	P5	P6	S1	S2
1 Read and respond to a variety of texts and demonstrate a positive attitude towards reading and language	X	X	X	X	X	X	X	X	X	X
2 Listen for information from a variety of sources										
3 Speak fluently and expressively on a range of topics										
4 Present and develop ideas effectively in speech / writing for a variety of purposes and audiences										
5 Write legibly, coherently and cohesively for different purposes and audiences	X	X	X	X	X	X	X	X	X	X
6 Demonstrate knowledge about language and text types from print / non-print / electronic sources	X	X	X	X	X	X	X	X	X	X
7 Use reading strategies to construct meaning	X	X	X	X	X	X	X	X	X	X
8 Listen to / Read / View a variety of texts and demonstrate understanding of content in oral or written form	X	X	X	X	X	X	X	X	X	X
9 Listen to / Read / View a variety of texts and demonstrate in oral or written form the ability to acquire and use knowledge for a variety of purposes	X	X	X	X	X	X	X	X	X	X
10 Interact effectively with people from own or different culture(s) / religion(s)										

*In line with the latest MOE English Language Syllabus
Ages 5 -15: Kindergarten 1&2, Primary 1 - 6, Secondary 1&2*

Learning Outcomes for Primary Two

Learning Outcomes	Information	Literary Response	Summary of Language Skills and Strategies
1 Read and respond to a variety of texts	X	X	a) Recall and write about books read b) Enjoy the creative use of language in e.g. similes, poems and jokes
5 Write legibly for different purposes and audiences	X	X	c) Apply knowledge of spelling conventions and strategies to their own writing e) Use grammar, punctuation and vocabulary appropriately
6 Demonstrate knowledge about language and text types from print / non-print / electronic sources	X	X	a) Understand concepts about print: print is written from left to right and top to bottom, capitalisation, spacing between words, differences between letters, words and sentences b) Understand terms relating to books and text types. c) Understand and use grammatical items and structures
7 Use reading strategies to construct meaning	X	X	a) Use phonological awareness strategies: - Blend sounds of consonants and vowels to make words - Identify and produce rhyming words - Separate spoken words into beginning and ending sounds - Distinguish long and short vowels in words - Understand that as letters of words change, so do the sounds - Read common, irregular sight words e.g. the, have, said b) Use meaning-based strategies: - Relate words to pictures - Use knowledge of cohesive devices: connectors to do with time, sequence - Use contextual clues: pictures, title - Use prior knowledge: familiar words, word association
8 Read and view a variety of texts	X		b) Identify main idea(s) in e.g. simple information texts

and demonstrate understanding of content in written form			c) Follow simple written instructions
		X	b) Identify gist / main idea(s) in e.g. stories c) Identify the beginning, middle and ending of e.g. stories e) Recall details at the literal level: who, what, when, where, why, how
9 Read and view a variety of texts and demonstrate in written form the ability to acquire and use knowledge for a variety of purposes	X		a) Locate information b) Gather information using alphabetical order / categories c) Organise information: list and sequence

Learning Outcomes for Primary Four

Learning Outcomes	Information	Literary Response	Summary of Language Skills and Strategies
1 Read and respond to a variety of texts	X	X	a) Recall and write about books read b) Enjoy the creative use of language in e.g. similes, idioms, poems, jokes and riddles
5 Write legibly for different purposes and audiences	X	X	b) Apply knowledge of spelling conventions and strategies to their own writing c) Identify main ideas in paragraphs e) Use grammar, punctuation and vocabulary appropriately f) Revise and edit a text
6 Demonstrate knowledge about language and text types from print / non-print / electronic sources	X	X	a) Understand and use appropriately terms relating to books and text types. c) Understand and use grammatical items and structures.
7 Use reading strategies to construct meaning	X	X	a) Use phonological awareness strategies: - Read common, irregular sight words e.g. <i>the, have, said</i> - Decode words using common letter sounds / letter patterns e.g. <i>th~, ~tion</i> - Use known parts of a word to make sense of the whole word - Read aloud to check pronunciation and understanding b) Use meaning-based strategies: - Construct meaning from visuals - Use knowledge of cohesive devices: connectors to do with time, sequence, comparison, contrast, reason - Use contextual clues - Use prior knowledge: familiar words, word association, knowledge of the topic / similes
8 Read and view a variety of texts	X		a) Make predictions about content

and demonstrate understanding of content in written form			b) Identify gist / main idea(s) e) Follow a set of instructions
9 Read and view a variety of texts and demonstrate in written form the ability to acquire and use knowledge for a variety of purposes	X		a) Gather information b) Organise information: list, sequence, compare, contrast, classify

Learning Outcomes for Primary Six English & Mother Tongue 1 & 2 (EM1&2)

Learning Outcomes	Information	Literary Response	Summary of Language Skills and Strategies
1 Respond to a variety of texts	X	X	a) Recall and write about texts read b) Enjoy the creative use of language in e.g. similes, idioms, proverbs, stories and poems
5 Write legibly for different purposes and audiences	X	X	c) Use details that elaborate on main ideas: examples, descriptions, personal experiences d) Use grammar, punctuation and vocabulary appropriately f) Revise and edit a text individually
6 Demonstrate knowledge about language and text types from print / non-print / electronic sources	X	X	a) Understand and use appropriately terms relating to books and text types b) Understand how the purpose of various texts is achieved through text organisation, grammar and vocabulary
7 Use reading strategies to construct meaning	X	X	a) Use phonological awareness strategies: - Use known parts of a word to make sense of the whole word b) Use meaning-based strategies: - Construct meaning from visuals: pictures, charts, diagrams, symbols, graphs - Monitor and confirm understanding of texts read e.g. read aloud, reread, read on - Use knowledge of cohesive devices: connectors to do with time, sequence, comparison, contrast, reason, choice, place, condition, cause-and-effect, purpose - Use contextual clues: visuals, headings, sub-headings, word formation, punctuation - Use prior knowledge: familiar words, word association, knowledge of the topic / similes / idioms / proverbs

			- Skim for gist - Scan for details
8 Read and view a variety of texts and demonstrate understanding of content in written form	X		b) Identify gist / main idea(s) c) Recall information / details d) Infer and draw conclusions using contextual clues e) Follow a set of instructions
		X	b) Identify gist / main idea(s) through looking at characters, events, setting c) Recall details about characters, events, setting d) Infer and draw conclusions about characters, their actions and motives, events, setting e) Infer meaning using - contextual clues - prior knowledge - knowledge of familiar cultures in Singapore and South-East Asia
9 Read and view a variety of texts and demonstrate in written form the ability to acquire and use knowledge for a variety of purposes	X		b) Organise and summarise information using a variety of organisational patterns c) Give reasons to support a response / an opinion d) Evaluate information for exaggeration e.g. claims in advertising materials
		X	a) Give reasons to support a response / an opinion b) Organise and summarise information: list, sequence, compare, contrast, classify information about events, characters and their actions c) Evaluate texts for exaggeration

Learning Outcomes for Primary Six English & Mother Tongue 3 (EM3)

Learning Outcomes	Information	Literary Response	Summary of Language Skills and Strategies
1 Read and respond to a variety of texts	X	X	a) Recall and write about books read b) Enjoy the creative use of language in e.g. similes, idioms, proverbs, stories and simple poems
5 Write legibly for different purposes and audiences	X	X	b) Apply knowledge of spelling conventions and strategies to their own writing d) Use details that elaborate on main ideas: examples e) Use grammar and vocabulary appropriately f) Revise and edit a text with teacher / peers
6 Demonstrate knowledge about language and text types from print / nonprint / electronic sources	X	X	a) Understand and use appropriately terms relating to books and text types b) Understand and use grammatical items and structures
7 Use reading strategies to construct meaning	X	X	a) Use phonological awareness strategies: <ul style="list-style-type: none"> - Match spoken words to printed words - Read common, irregular sight words e.g. <i>the, have, said</i> - Decode words using common letter sounds / letter patterns e.g. <i>th~, ~tion</i> - Use known parts of a word to make sense of the whole word b) Use meaning-based strategies: <ul style="list-style-type: none"> - Construct meaning from visuals: pictures, simple charts, diagrams - Use knowledge of cohesive devices: connectors to do with time, sequence, comparison, contrast, reason - Use contextual clues: pictures, title, simple charts and diagrams, headings and sub-headings - Use prior knowledge: familiar words, word association,

			knowledge of the topic / similes - Skim for gist - Scan for specific information
8 Read and view a variety of texts and demonstrate understanding of content in oral or written form	X		a) Make predictions about content b) Identify gist / main idea(s) c) Recall information e.g. details e) Follow a set of instructions
		X	b) Identify gist / main idea(s) c) Recall information e.g. details of events d) Infer and draw conclusions
9 Read and view a variety of texts and demonstrate in written form the ability to acquire and use knowledge for a variety of purposes	X		a) Gather information using alphabetical order, contents page, headings, subheadings, classification b) Organise information: list, sequence, compare, contrast, classify
		X	b) Organise information: list, sequence, classify information about events, characters and their actions c) Evaluate stories and poems for exaggeration

Learning Outcomes for Secondary Two S/E/N(A)

Learning Outcomes	Information	Literary Response	Summary of Language Skills and Strategies
1 Respond to a variety of texts	X	X	<ul style="list-style-type: none"> a) Recall and write about texts read b) Enjoy the creative use of language in e.g. puns and metaphors
5 Write legibly for different purposes and audiences	X	X	<ul style="list-style-type: none"> a) Select the text type which suits the intended purpose b) Use an appropriate organisational structure which unifies relevant main ideas c) Support / elaborate on ideas with relevant details: examples, descriptions, personal experiences, diagrams, opinions d) Use grammar, punctuation and vocabulary appropriately e) Use an appropriate register f) Draft, revise and edit a text with peers / individually
6 Demonstrate knowledge about language and text types from print / non-print / electronic sources	X	X	<ul style="list-style-type: none"> a) Understand and use appropriately terms relating to books and text types. b) Understand how the purpose of various text types is achieved through text organisation, grammar and vocabulary c) Understand and use grammatical items and structures
7 Use reading strategies to construct meaning	X	X	<ul style="list-style-type: none"> a) Construct meaning from visuals: pictures, charts, diagrams, symbols, graphs, maps, tables b) Monitor and confirm understanding of texts read e.g. read aloud, reread, read on c) Use knowledge of cohesive devices and text organisation d) Use contextual clues e) Use prior knowledge: familiar words, word association, knowledge of the topic / figurative language / connotations f) Skim for gist

			g) Scan for details
8 Read and view a variety of texts and demonstrate understanding of content in oral or written form	X		a) Make predictions about content and development of ideas b) Identify gist / main idea(s) c) Recall information / details: descriptions, examples, explanations, visuals, opinions that support a main idea / point of view d) Infer and draw conclusions
		X	b) Identify gist / main idea(s) c) Recall details d) Infer and draw conclusions e) Infer meaning
9 Read and view a variety of texts and demonstrate in written form the ability to acquire and use knowledge for a variety of purposes		X	a) Give reasons to support a response / point of view / an opinion b) Organise and summarise information: list, sequence, compare, contrast, classify information c) Evaluate texts for reasonableness of ideas and persuasive language d) Explore possible factors relating to motives of characters / events in a story: causes, consequences, reasons e) Identify and analyse techniques used in different media to achieve a variety of purposes f) Abstract ideas / themes from a text

Learning Outcomes for Secondary Two N(T)

Learning Outcomes	Information	Literary Response	Areas of Language Use	Summary of Language Skills and Strategies
1 Respond to a variety of texts	X	X		a) Recall and write about texts read b) Enjoy the creative use of language in e.g. similes, idioms, proverbs, stories and simple poems
5 Write legibly for different purposes and audiences	X	X		d) Use grammar, punctuation and vocabulary appropriately f) Revise and edit a text
6 Demonstrate knowledge about language and text types from print / nonprint / electronic sources	X	X		a) Understand and use appropriately terms relating to books and text types b) Understand and use grammatical items and structures
7 Use reading strategies to construct meaning	X	X		a) Use phonological awareness strategies: - Use known parts of a word to make sense of the whole word b) Use meaning-based strategies: - Construct meaning from visuals: pictures, diagrams, symbols, graphs - Use knowledge of cohesive devices: connectors to do with time, sequence, contrast, reason, choice, place, condition, cause-and-effect, purpose - Use contextual clues: visuals, headings, sub-headings, word formation, punctuation - Use prior knowledge: familiar words, word association, knowledge of the topic / similes / idioms / proverbs - Skim for gist

				- Scan for specific information
8 Read and view a variety of texts and demonstrate understanding of content in oral or written form	X			<ul style="list-style-type: none"> a) Make predictions about content b) Identify gist / main idea(s) c) Recall information / details: descriptions, examples, explanations that support a main idea / point of view e) Follow a set of instructions
		X		<ul style="list-style-type: none"> a) Make predictions b) Identify gist / main idea(s) c) Recall details about characters, events, setting e) Infer meaning
9 Read and view a variety of texts and demonstrate in written form the ability to acquire and use knowledge for a variety of purposes	X			<ul style="list-style-type: none"> b) Understand and use a variety of organisational patterns: list, sequence, comparison, contrast, classification, causeand- effect
		X		<ul style="list-style-type: none"> a) Give reasons to support a response / an opinion b) Organise information: list, sequence, compare, contrast, classify information