

## SYLLABUS BREAKUP OF CLASS VI SESSION (2019-2020)

MONTH	HINDI	ENGLISH	MATHS	SCIENCE	S.st	COMPUTER	SANSKRIT
<b>APRIL</b>	मेधा : पाठ – 1 आ रही रवि की सवारी 2 नेकी का फल व्याकरण : पाठ – 1 भाषा और व्याकरण, 2 वर्ण और वर्ण माला बाल राम कथा – पाठ 1, 2	<b>MCB:</b> Unit 1 How I Taught My Grandmother To Read Poem- A Remarkable Adventure <b>ACTIVITY-L.R:</b> Pret In The House , Be A Friend <b>GRA-</b> The Sentence, Subject & Predicate	<b>Ch1:</b> Knowing Our Numbers	<b>Ch- 11-</b> Motion and Measurement. <b>Ch1: Sources of food</b> <b>Ch11:</b> Motion & Measurement of Distance	<b>H-Ch1:</b> Introduction to history <b>C-Ch1:</b> Understanding Diversity <b>G-1:</b> Earth and the Solar system	<b>Ch1:</b> Computer Language <b>Ch 4:</b> Tables and Chart in Impress	प्रार्थना, वर्ण परिचय, पाठ 1 संस्कृत- शब्द परिचय:। व्याकरण-शब्दरूप बालक।
<b>MAY</b>	मेधा : पाठ – 3 फूल का मूल्य, व्याकरण : पाठ – 3 शब्द और उनका वर्गीकरण बाल राम कथा – पाठ 3, 4	<b>MCB:</b> Unit 1 Tom Paints The Fence <b>ACTIVITY-L.R:</b> Attila, You Can't Be That, <b>GRA-</b> Noun-Kind, Number, Gender	<b>Ch2:</b> Whole Numbers	<b>Ch4: Kinds of materials</b> <b>Ch11:</b> Motion & Measurement (Contd.)	<b>H-Ch2:</b> The Earliest societies(Project) <b>G-2:</b> Maps	<b>Ch4:</b> Tables and Chart in Impress (Contd.) <b>Ch5:</b> Animating Text and Objects	पाठ 2- धातु परिचय: पाठ 3- प्रथम पुरुष:
<b>JULY</b>	मेधा : पाठ – 4 वायु और जीवन, 5 ममता की मूरत व्याकरण : पाठ – 5 शब्द भण्डार, 9 संज्ञा बाल राम कथा – पाठ 5, 6	<b>MCB:</b> Unit 2 – The Giving Tree,The Cherry Tree Poem-Ten Tall Oak Trees <b>LR:</b> Pandora..., <b>GRA-</b> Nouns-Case, Articles, Punctuation & Capital Letters, Diary Entry	<b>Ch3:</b> Playing With Numbers <b>Ch4:</b> Negative Numbers And Integers	<b>Ch2:</b> Components Of Food <b>Ch12:</b> Light <b>Ch5:</b> Separation of substances	<b>H-Ch3:</b> The first farmers and herders. <b>C-Ch2 :</b> Prejudice And Discrimination <b>G-2: Maps contd.</b> <b>3:Latitudes and Longitudes</b>	<b>Ch5:</b> Animating Text and Objects (Contd.) <b>Ch 3:</b> Using Mail Merge	पाठ 4- मध्यम पुरुष: पाठ 5- उत्तम पुरुष: शब्दरूप-आकारान्त स्त्री लिंग-लता। धातु रूप- पठ् (लट्, लृट्)
<b>AUGUST</b>	मेधा : पाठ – 6 फागुन में सावन, 7 साईकिल की सवारी, व्याकरण : पाठ – 5 वर्तनी की अषुद्धियाँ, 6	<b>MCB:</b> Unit 3 The Giant Roc, How The Cat Became <b>ACTIVITY-LR:</b> The School For Sympathy <b>GRA-</b> Pronouns, Personal Pronouns- Number, Gender, Case, Verbs,	<b>Ch9:</b> Ratio And Proportion <b>Ch10:</b> Basic Geometric Ideas	<b>Ch12:</b> Light (Contd.) <b>Ch3:</b> Fibre to fabric Ch7: The world of living	<b>H-Ch4:</b> The first Cities of the Indian Sub - continent <b>CH5:</b> The vedic Age	<b>Ch3:</b> Using Mail Merge (Contd.) <b>Ch6:</b> Libre Office Calc	पाठ 6- अव्ययपदानि पाठ 7- कर्ता कारक: (प्रथम विभक्ति:) व्याकरण- पुस्तक

	शब्द कोष, 7 सन्धि और समास बाल राम कथा – पाठ 7, 8	Formal Letter, Paragraph Writing			<b>C-Ch-3 :</b> Government <b>G-4:</b> Motions of the Earth		(नपु0)
<b>SEPTEMBER</b>	मेधा : पाठ – 8 ज्ञान की बातें, 9 श्रेय व्याकरण : पाठ – 4 उपसर्ग व प्रत्यय, पत्र बाल राम कथा – पाठ 9 पुनरावृत्ति	<b>MCB:</b> Unit-3 Poem –The Ant Explorer <b>ACTIVITY:LR-</b> The Hotel Stefani <b>GRA-</b> Adjectives-Kinds Revision	<b>Ch11:</b> Understanding Elementary Shapes <b>Ch12:</b> Three Dimensional Shapes	<b>Ch6:</b> Changes Around Us <b>Ch12:</b> Light (Contd.)	<b>H-Ch6:</b> Early states of India, <b>C-Ch4:</b> Key elements of Democratic government <b>G-Motions of the Earth contd. &amp; Revision</b>	<b>Ch6:</b> Libre Office Calc(Contd.) <b>Ch7:</b> Editing A Worksheet	पाठ 8– कर्म कारक: (द्वितीया विभक्ति:) पाठ 9– करण कारक: (तृतीया विभक्ति:)
<b>OCTOBER</b>	मेधा : पाठ – 10 छोटा जादूगर, 11 प्रकृति से प्रेम व्याकरण : पाठ – 10 सर्वनाम, 16 मुहावरे बाल राम कथा – पाठ 10	<b>MCB:</b> Unit 4 The Ancient Games Poem-Six And Out <b>Lr-</b> The Cop And The Anthem <b>ACTIVITY:LR-</b> The Spider And The Fly <b>GRA-</b> Adjectives- Kinds(contd), Degrees of Comparison	<b>Ch5:</b> Fraction <b>Ch6:</b> Decimals	<b>Ch8:</b> Habitat of the living things <b>Ch13:</b> Electricity and Circuits.	<b>H-Ch7:</b> New Religious ideas <b>Ch8:</b> Development of the first Empire <b>C-Ch5:</b> How we govern our communities <b>G-5:The Earth's Constituents</b>	<b>Ch 7:</b> Editing A Worksheet (Contd.) <b>Ch2:</b> More on Edubuntu	पाठ 10– सम्प्रदानकारक: (चतुर्थी विभक्ति:) व्याकरण– अस्मद् (सर्वनाम)
<b>NOVEMBER</b>	मेधा : पाठ – 12 कबीर के दोहे, 13 पानी है अनमोल, 15 बाललीला व्याकरण : पाठ – 11 विशेषण बाल राम कथा – पाठ 11	<b>MCB:</b> Unit 4 Return To Air, Unit 5 The Women Painters of Mithila Poem- Indian Weavers, <b>ACTIVITY- Lr:</b> As You Like It. <b>GRA-</b> The tense- Simple Present,Past & Future, Present, Past & Future Continuous, Present, Past & Future Perfect, Subject-Verb Agreement	<b>Ch6:</b> (Contd.) <b>Ch7:</b> Introduction To Algebra	<b>Ch 9:Plants –form and function</b> <b>Ch15:</b> Water –A natural resource <b>Ch13:</b> Electricity And Circuits.(Contd.)	<b>H-Ch9:</b> Trade , crafts and cities(project) <b>CH10:</b> India's contact with outside world <b>Ch6:</b> Rural livelihood <b>G-6:India: Our Motherland</b>	<b>Ch8:</b> Pencil Software <b>Ch9:</b> Algorithm and Flowchart	पाठ 11– अपादान कारक: (पंचमी विभक्ति:) पाठ 12– सम्बन्ध कारक: (षष्ठी विभक्ति:) व्याकरण– लिख् (लट्, लृट्)
<b>DECEMBER</b>	मेधा : पाठ – 14 मैं अखबार हूँ, 15 रानी की समाधि पर	<b>MCB:</b> Unit 5 Quality, <b>ACTIVITY-Lr:</b> Daybreak, <b>GRA-</b> Modals, Active & Passive Voice, Paragraph Writing	<b>Ch8:</b> Equations <b>Ch14:</b> Practical Geometry	<b>Ch10:</b> Body and Movements <b>Ch14:</b> Introduction to magnetism.	<b>H-Ch11:</b> Political development <b>C-Ch7:</b> Urban Livelihood	<b>Ch9:</b> Algorithm and Flowchart (Contd.)	पाठ 13– अधिकरण कारक: (सप्तमी विभक्ति:)

	व्याकरण : पाठ – 12–क्रिया, 13 अविकारी शब्द, 14 वाक्य बाल राम कथा – पाठ 12 पुनरावृत्ति				<b>G-7:</b> India climate, natural vegetation & wildlife	<b>Ch10:</b> Basic-256 A Programming Language	पाठ 14– सम्बोधनम्
<b>JANUARY</b>	मेधा : पाठ – 16 ईदगाह व्याकरण : पाठ – 15 विराम चिह्न, 16 लोकोक्तियाँ	<b>MCB:</b> Unit 6 The Roswell UFO Incident, Poem- Off To Outer Space Tomorrow Morning, <b>ACTIVITY-LR:</b> Say The Right Thing <b>GRA-</b> Adverbs, Prepositions & its correct use, Direct & Indirect Speech	<b>Ch16:</b> Data Handling <b>Ch13:</b> Symmetry	<b>Ch17: Garbage In , Garbage out</b> <b>Ch14:</b> Introduction to magnetism. (Contd.)	<b>H-Ch12:</b> Culture and science <b>C-Ch7:</b> Urban Livelihood(contd) <b>G-7</b> (Contd.)	<b>Ch10:</b> Basic-256 A Programming Language (Contd.) <b>Ch11:</b> BASIC 256 Statements	पाठ 15– लृट् लकारः पाठ 16– संख्यावाचिनः शब्दाः व्याकरण– नर् शब्द रूप
<b>FEBRUARY</b>	मेधा : पाठ – 17 मास्को से कीव तक व्याकरण : पाठ – निबन्ध व अपठित गद्यांश बाल राम कथा – दिये गये प्रश्नों का अभ्यास	<b>MCB:</b> Unit 6 The Canterville Ghost, <b>GRA-</b> Conjunctions, Words often confused, Synonyms and Antonyms Diary Entry, Letter Writing, Revision	<b>Ch15:</b> Perimeter And Area	<b>Ch16:</b> Air Around Us <b>Ch14:</b> Introduction to magnetism. (Contd.)	<b>H&amp; C-Revision</b> <b>G-</b> Revision	<b>Ch11:</b> BASIC 256 Statements (Contd.) <b>Ch12:</b> Internet Services	सप्तश्लोकाः व्याकरण– रमा (शब्दरूप), पा धातु रूप
<b>Unit Test -1</b>	मेधा : पाठ – 1, 2 व्याकरण : पाठ – 1, 2 व 5 (पर्यायवाची – विलोम) बाल राम कथा – पाठ 1, 2 व 3	<b>MCB :</b> How I Taught My Grandmother, A Remarkable Adventure, <b>GRA-</b> The sentence, Subject & Predicate, Nouns	<b>Ch:</b> 1,2	<b>Ch:</b> 1,4,11	<b>H-1,</b> <b>C-1,</b> <b>G-1</b>	<b>Ch:</b> 1,4,5	पाठ–1, 2 व संस्कृत वर्ण माला शब्दरूप बालक, धातु रूप – पट् लट् लकार

<b>Half yearly</b>	मेधा : पाठ – 1 व 3 से 9 तक व्याकरण : पाठ – 2, 5, 6, 7, 8, 9, 4 व पत्र (पाठ 8–पर्यायवाची, विलोम) बाल राम कथा – पाठ 1 से 6 तक	<b>MCB:</b> Unit-1(section-2) ,2,3 <b>Lr:</b> Pandora And The Mysterious Box <b>GRA-</b> 1,2,3,4,5,6,9,10,11,12,28 Letter Writing (Formal), Paragraph Writing, Diary Entry	<b>Ch:</b> 1 to 4 <b>Ch:</b> 9 to 12	<b>Ch:</b> 1,2,3,4,5,6, 7,11&12	<b>H-3,4,5,6,</b> <b>C-2,3,4</b> <b>G-2,3,4</b>	<b>Ch:</b> 1,2,3,4,5,6,7	पाठ 1 से 8 तक व्याकरण–पुस्तक (नपु0) धातुरूप–पट् (लट् लृट्)। शब्दरूप– लता, बालक
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<b>Unit Test -2</b>	मेधा : पाठ – 10 व 11 व्याकरण : पाठ – 10, 11, 16 मुहावरे बाल राम कथा – पाठ 9, 10	<b>MCB:</b> The Ancient Games, Six And Out, <b>GRA-Adjectives- Kinds, Degrees of comparison</b>	<b>Ch:</b> 5,6,7,8	<b>Ch:</b> 8,15,13	<b>H-7, C-5, G-5</b>	<b>Ch:</b> 8,9	पाठ 12, 13 व 14 व्याकरण–लता शब्द रूप, धातु रूप – लिख लृट् लकार
<b>Annual</b>	मेधा : पाठ – 10 से 17 तक व्याकरण : पाठ – 8, 10, 11, 12, 13, 14, 15, 16 निबन्ध, अपठित बाल राम कथा – पाठ 7 से 12	<b>MCB:</b> Unit-4,5,6 <b>Lr:</b> The Cop And The Anthem <b>GR- 7,8,13,14,15,16,17,18,19,20,21,22, 24,25,26,29,30,31,32,</b> Letter Writing( Formal & Informal), Diary Entry ,Paragraph Writing	<b>Ch:</b> 5 to 8 <b>Ch:</b> 13 to 16 Previous Chapters <b>Ch-4,9</b>	<b>Ch:</b> 6,,8,9,10, ,15, 16,17,13,14 &11	<b>H-6,8,10,11 ,12, C-4,5,6,7 G-2,5,6,7</b>	<b>Ch:</b> 6,7,8,9,10,11, 12	पाठ 9 से 16 तक सप्तश्लोकाः व्याकरण– शब्द रूप–नर् (पु०) रमा (स्त्री०) पुस्तक–नपु० लिंग । अस्मद (सर्वनाम), लिख धातु रूप लट् और लृट् लकार में पठ् धातु रूप लट् लकार में

## Learning outcomes class 6

English	Mathematics	Science	Social science
<p><b>The learner–</b></p> <ul style="list-style-type: none"> <li>• participates in activities in English like role play, group discussion, debate, etc.</li> <li>• recites and shares poems, songs, jokes, riddles, tongue twisters, etc.</li> <li>• responds to oral messages, telephonic communication in English and communicates them in English or home language.</li> <li>• responds to announcements and instructions made in class, school assembly, railway station and in other public places</li> <li>• reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences</li> <li>• reads to seek information from notice board, newspaper, Internet, tables,</li> </ul>	<p><b>The learner —</b></p> <ul style="list-style-type: none"> <li>• solves problems involving large numbers by applying appropriate operations (addition, subtraction, multiplication and division)</li> <li>• recognises and appreciates (through patterns) the broad classification of numbers as even, odd, prime, co-prime, etc.</li> <li>• applies HCF or LCM in a particular situation</li> <li>• solves problem involving addition and subtraction of integers.</li> <li>• uses fractions and decimals in different situations which involve money, length, temperature etc. For example, <math>7\frac{1}{2}</math> metres of cloth. distance between two places is 112.5 km etc.</li> <li>• solves problems on daily life situations involving addition and subtraction of fractions / decimals</li> <li>• uses variable with different operations to</li> </ul>	<p><b>The learner—</b></p> <ul style="list-style-type: none"> <li>• identifies materials and organisms, such as, plant fibres, flowers, on the basis of observable features, i.e., appearance, texture, function, aroma, etc.</li> <li>• differentiates materials and organisms, such as, fibre and yarn; tap and fibrous roots; electrical conductors and insulators; on the basis of their properties, structure and functions</li> <li>• classifies materials, organisms and processes based on observable</li> </ul>	<p><b>The learner —</b></p> <ul style="list-style-type: none"> <li>• distinguishes between stars, planets and satellites e.g., Sun, Earth and Moon</li> <li>• recognises that the earth is a unique celestial body due to existence of life, zones of the earth with special reference to biosphere</li> <li>• demonstrates day and night; and seasons</li> <li>• locates directions on the flat surface; and continents and oceans on the world map</li> <li>• identifies latitudes and longitudes, e.g., poles, equator, tropics, States/UTs of India and other neighbouring countries on globe and the world map</li> <li>• locates physical</li> </ul>

<p>charts, diagrams and maps etc.</p> <ul style="list-style-type: none"> <li>• responds to a variety of questions on familiar and unfamiliar texts verbally and in writing</li> <li>• uses synonyms, antonyms appropriately</li> </ul> <p>deduces word meanings from clues in context while reading a variety of texts</p> <ul style="list-style-type: none"> <li>• writes words / phrases / simple sentences and short paragraphs as dictated by the teacher</li> <li>• uses meaningful sentences to describe / narrate factual / imaginary situations in speech and writing</li> <li>• refers to dictionary to check meaning and spelling, and to suggested websites for information</li> <li>• writes grammatically correct sentences for a variety of situations, using noun,</li> </ul>	<p>generalise a given situation. e.g., Perimeter of a rectangle with sides <math>x</math> units and <math>3</math> units is <math>2(x+3)</math> units</p> <ul style="list-style-type: none"> <li>• compares quantities using ratios in different situations. e.g., the ratio of girls to boys in a particular class in <math>3:2</math></li> <li>• uses unitary method in solving various word problems. For example, if the cost of a dozen notebooks is given she finds the cost of <math>7</math> notebooks by first finding the cost of <math>1</math> notebook</li> <li>• describes geometrical ideas like line, line segment, open and closed figures, angle, triangle, quadrilateral, circle, etc., with the help of examples in surroundings</li> <li>• demonstrates an understanding of angles by</li> <li>• identifying examples of angles in the surroundings</li> <li>• classifying angles according to their measure</li> <li>• estimating the measure of angles using <math>45^\circ</math>, <math>90^\circ</math>, and <math>180^\circ</math> as reference angles</li> <li>• demonstrates an understanding of line</li> </ul>	<p>properties, e.g., materials as soluble, insoluble, transparent, translucent and opaque; changes as can be reversed and cannot be reversed; plants as herbs, shrubs, trees, creeper, climbers; components of habitat as biotic and abiotic; motion as rectilinear, circular, periodic etc.</p> <ul style="list-style-type: none"> <li>• conducts simple investigations to seek answers to queries, e.g., What are the food nutrients present in animal fodder? Can all physical changes be reversed? Does a</li> </ul>	<p>features of India such as– mountains, plateaus, plains, rivers, desert ,etc. on the map of India</p> <ul style="list-style-type: none"> <li>• draws a neighbourhood map showing scale, direction, and features with the help of conventional symbols</li> <li>• examines critically the superstitions related to eclipses</li> <li>• identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period.</li> <li>• locates important historical sites, places on an outline map of India</li> <li>• recognises distinctive features of early human cultures</li> </ul>
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<p>pronoun, verb, adverb, determiners, etc.</p> <ul style="list-style-type: none"> <li>• drafts, revises and writes short paragraphs based on verbal, print and visual clues</li> <li>• writes coherently with focus on appropriate beginning, middle and end in English / Braille</li> <li>• writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience</li> <li>• visits a language laboratory</li> <li>• writes a Book Review.</li> </ul>	<p>symmetry by</p> <ul style="list-style-type: none"> <li>• identifying symmetrical 2-Dimensional (2-D) shapes which are symmetrical along one or more lines</li> <li>• share the concept of angles through some examples like opening the door, opening the pencil box, etc. Students can be asked to give more such examples from the surroundings</li> <li>• classify angles based on the amount of rotation</li> <li>• creating symmetrical 2-D shapes</li> <li>• classifies triangles into different groups/ types on the basis of their angles and sides. For example- scalene, isosceles or equilateral on the basis of sides, etc.</li> <li>• classifies quadrilaterals into different groups/types on the basis of their sides/ angles</li> <li>• identifies various (3-D) objects like sphere, cube, cuboid, cylinder, cone from the surroundings</li> <li>• describes and provides examples</li> </ul>	<p>freely suspended magnet align in a particular direction?</p> <ul style="list-style-type: none"> <li>• conducts simple investigations to seek answers to queries, e.g., What are the nutrients present in animal fodder?</li> </ul> <p>Can all physical changes be reversed? Does a freely suspended magnet align in a particular direction?</p> <ul style="list-style-type: none"> <li>• relates processes and phenomenon with causes, e.g., deficiency diseases with diet; adaptations of animals and plants with their habitats; quality of air with pollutants, etc.</li> </ul>	<p>and explains their growth</p> <ul style="list-style-type: none"> <li>• lists out significant contributions of important kingdoms, dynasties with examples viz., Ashokan inscriptions, Gupta coins, Ratha temples by Pallavas etc.</li> <li>• explains broad developments during the ancient period, e.g., hunting– gathering stage, the beginning of agriculture, the first cities on the Indus etc. and relates the developments occurring in one place with another</li> <li>• describes issues, events, personalities mentioned in literary works of the time</li> <li>• describes the implications of India's</li> </ul>
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	<p>of edges, vertices and faces of 3-D objects</p> <ul style="list-style-type: none"> <li>• finds out the perimeter and area of rectangular objects in the surroundings like floor of the class room, surfaces of a chalk box etc.</li> <li>• arranges given/collected information such as expenditure on different items in a family in the last six months, in the form of table, pictograph and bar graph and interprets them.</li> </ul>	<ul style="list-style-type: none"> <li>• explains processes and phenomenon, e.g., processing of plant fibres; movements in plants and animals; formation of shadows; reflection of light from plane mirror; variations in composition of air; preparation of vermin compost, etc.</li> <li>• measures physical quantities and expresses in SI units, e.g., length</li> <li>• draws labelled diagrams / flow charts of organisms and processes, e.g., parts of flowers; joints; filtration; water cycle, etc.</li> </ul> <p>Learning Outcomes Part 1</p>	<p>contacts with regions outside India in the fields of religion, art, architecture, etc. outlines India's significant contributions in culture and science viz. astronomy, medicine, mathematics, and knowledge of metals, etc.</p> <ul style="list-style-type: none"> <li>• synthesises information related to various historical developments</li> <li>• analyses basic ideas and values of various religions and systems of thought during ancient period</li> <li>• describes various forms of human diversity around her/him.</li> <li>• develops a healthy attitude towards various kinds of</li> </ul>
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Learning  
Outcomes in  
Science — Upper  
Primary Stage 89

- constructs models using materials from surroundings and explains their working, e.g., pinhole camera, periscope, electric torch, etc.
- applies learning of scientific concepts in day-to-day life, e.g., selecting food items for a balanced diet; separating materials; selecting season appropriate fabrics; using compass needle for finding directions; suggesting ways to

diversity around her/him

- recognises various forms of discrimination and understands the nature and sources of discrimination.
- differentiates between equality and inequality in various forms to treat them in a healthy way
- describes the role of government, especially at the local level.
- identifies various levels of the government— local, state and union
- describes the functioning of rural and urban local government bodies in sectors like health and education
- describes factors responsible for availability of

		<p>cope with heavy rain/ drought, etc.</p> <ul style="list-style-type: none"><li>• makes efforts to protect environment, e.g., minimising wastage of food, water, electricity and generation of waste; spreading awareness to adopt rain water harvesting; care for plants, etc.</li><li>• exhibits reativity in designing, planning, making use of available resources, etc.</li><li>• exhibits values of honesty, bjectivity, cooperation, freedom from fear and prejudices.</li></ul>	<p>different occupations undertaken in rural and urban areas.</p>

## HINDI

- विभिन्न प्रकार की ध्वनियों (जैसे- बारिश, हवा, रेल, बस, फेरीवाला आदि) को सुनने के अनुभव, किसी वस्तु के स्वाद आदि के अनुभव को अपने ढंग से मौखिक/सांकेतिक भाषा में प्रस्तुत करते हैं।
- सुनी, देखी गई बातों, जैसे- स्थानीय सामाजिक घटनाओं, कार्यक्रमों और गतिविधियों पर बेझिझक बात करते हैं और प्रश्न करते हैं।
- देखी, सुनी रचनाओं/घटनाओं/मुद्दों पर बातचीत को अपने ढंग से आगे बढ़ाते हैं, जैसे- किसी कहानी को आगे बढ़ाना।
- रेडियो, टी.वी., अखबार, इंटरनेट में देखी/सुनी गई खबरों को अपने शब्दों में कहते हैं।
- विभिन्न अवसरों/संदर्भों में कही जा रही दूसरों की बातों को अपने ढंग से बताते हैं, जैसे- औरों से न देख पाने वाले साथी का यात्रा-अनुभव।
- अपने परिवेश में मौजूद लोककथाओं और लोकगीतों के बारे में जानते हुए चर्चा करते हैं।
- अपने से भिन्न भाषा, खान-पान, रहन-सहन संबंधी विविधताओं पर बातचीत करते हैं।
- सरसरी तौर पर किसी पाठ्यवस्तु को पढ़कर उसकी विषयवस्तु का अनुमान लगाते हैं।
- किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिंदु को खोजते हैं, अनुमान लगाते हैं, निष्कर्ष निकालते हैं।

- हिंदी भाषा में विभिन्न प्रकार की सामग्री (समाचार, पत्र-पत्रिका, कहानी, जानकारीपरक सामग्री, इंटरनेट पर प्रकाशित होने वाली सामग्री आदि) को समझकर पढ़ते हैं और उसमें अपनी पसंद-नापसंद, राय, टिप्पणी देते हैं।
- भाषा की बारीकियों/व्यवस्था/ढंग पर ध्यान देते हुए उसकी सराहना करते हैं, जैसे- कविता में लय-तुक, वर्ण-आवृत्ति (छंद) तथा कहानी, निबंध में मुहावरे, लोकोक्ति आदि।
- विभिन्न विधाओं में लिखी गई साहित्यिक सामग्री को उपयुक्त उतार-चढ़ाव और सही गति के साथ पढ़ते हैं।
- हिंदी भाषा में विविध प्रकार की रचनाओं को पढ़ते हैं।
- नए शब्दों के प्रति जिज्ञासा व्यक्त करते हैं और उनके अर्थ समझने के लिए शब्दकोश का प्रयोग करते हैं।

- विविध कलाओं, जैसे- हस्तकला, वास्तुकला, खेती-बाड़ी, नृत्यकला आदि से जुड़ी सामग्री में प्रयुक्त भाषा के प्रति जिज्ञासा व्यक्त करते हुए उसकी सराहना करते हैं।
- दूसरों के द्वारा अभिव्यक्त अनुभवों को जरूरत के अनुसार लिखना, जैसे- सार्वजनिक स्थानों (जैसे- चौराहों, नलों, बस अड्डे आदि) पर सुनी गई बातों को लिखना।
- हिंदी भाषा में विभिन्न प्रकार की सामग्री (समाचार, पत्र-पत्रिका, कहानी, जानकारी परक सामग्री, इंटरनेट पर प्रकाशित होने वाली सामग्री आदि) को समझकर-पढ़ते हैं और उसमें अपनी पसंद-नापसंद, टिप्पणी को लिखित या ब्रेल भाषा में व्यक्त करते हैं।
- विभिन्न विषयों, उद्देश्यों के लिए उपयुक्त विराम-चहों का उपयोग करते हुए लिखते हैं।
- विभिन्न अवसरों/संदर्भों में कही जा रही दूसरों की बातों को अपने ढंग से लिखते हैं।
- विभिन्न संदर्भों में विभिन्न उद्देश्यों के लिए लिखते समय शब्दों, वाक्य संरचनाओं, मुहावरे आदि का उचित प्रयोग करते हैं।