

SYLLABUS BREAKUP OF CLASS VIII SESSION (2019-2020)

MONTH	HINDI	ENGLISH	MATHS	SCIENCE	S.st	COMPUTER	SANSKRIT
APRIL	मेधा-पाठ 1 समर्पण -2 मोरों वाला स्कूल व्याकरण – पाठ 1, भाषा, लिपि और व्याकरण भारत की खोज-अहमद नगर का किला	MCB: Unit 1 My Big Brother, Mending Wall ACTIVITY-LR- A Bond With The Wild, The Secret Of ..., GRAMMAR- Determiners, Verbs- Expressing the Present	Ch 1- Rational Numbers	Ch -11 Force And Pressure Ch -1 Crop Production	G-1 –Resources C-1-The Indian Constitution	Ch 1: Networking Concepts Ch 3: Log on To Libre Office Base	प्रार्थना, पाठ-1 अस्माकं विद्यालयः, पाठ-2 चन्द्रगुप्तस्य न्यायः धातुरूप-दृश् (लट्, लृट्लकार) शब्द रूप – कवि (इकारान्त पुल्लिंग), मति – (इकारान्त स्त्री०)
MAY	मेधा-पाठ 3 भिखारिन भारत की खोज : पाठ – 2 तलाष व्याकरण : पाठ – 2. वर्ण विचार, 3. संधि	MCB: A Most important person GRAMMAR: Verbs- Expressing the Present(contd.) & Past	Ch 2- Exponents	Ch -11 Force And Pressure (Contd.) Ch -3 Synthetic Fibres And Plastic	G 2-Land ,Soil And Water Resources H-1 Modern India	Ch 3: Log on To Libre Office Base(Contd.) Ch 4: Working with Tables	पाठ-3 महतां अपि महान्, पाठ – 4 सुवचनानि, शब्दरूप – नदी (ईकारान्त स्त्री), प्रत्ययाः – क्त्वा, तुमुन् ।
JULY	मेधा-4 प्रकृति से सीख, 5- बिरसा मुण्डा भारत की खोज : पाठ -3 सिंधु घाटी की सभ्यता व्याकरण : पाठ – 4- शब्द रचना 5- षब्द-विचार (पर्यायवाची, विलोम)	MCB: Unit 2- Jungle in Jeopardy, Elephants Raid The Kitchen, I Think I Could Turn And Live With Animals LR: The Corner Shop, ACTIVITY- The Plate Of Gold, GRAMMAR- Verb: Expressing the Future, Punctuation & Capital letters, Direct & Indirect Speech, Letter Writing	Ch 3- Squares & Sq. Roots Ch 4- Cubes & cube Roots Ch 5- Algebraic Expressions & special Products	Ch -12- Friction Ch -2 Micro Organisms	G-2(Contd.), 3: Natural Vegetation & Wildlife H-4 Tribal Resistance C-2 Understanding Secularism C-3 Our Fundamental Rights & Duties	Ch 4: Working with Tables (Contd.) Ch 5: Working with Queries	पाठ-5 शृगाल कथा, धातुरूप दृश् (लङ्, लोट्, विधिलिङ्, प्रत्यय-ल्यय् ।
AUGUST	मेधा-पाठ 6 कृषक, 7-जामुन	MCB: Unit 3 I Have A Dream, Can We Change This?, Sympathy ACTIVITY- LR: Jamaican fragment,	Ch 6- Factorisation of	Ch -13 Sound Ch -4 : Metals	G-4-Mineral And Energy Resources,	Ch 5: Working	पाठ-6 ईश्वरः यत्करोति शोभनं

	का पेड़ व्याकरण : पाठ – 6 व पत्र लेखन भारत की खोज—पाठ 4 युगों का दौर, 5—नई समस्याएँ	GRAMMAR – Comparisons, Adverbs, Diary Entry	Algebraic Expressions Ch 12- Quadrilaterals	And Non Metals	H-5- The Revolt Of 1857 C-4- Parliamentary Government :the Union Legislature	with Queries (Contd.) Ch2:OpenSh ot Video Editor	करोति, पाठ – 7 वार्तालाप: (संधि) शब्द रूप – गुरु (उकारान्त पुल्लिंग), पर्यायवाचिनः शब्दाः ।
SEPTEMBER	मेधा—8 लोकमान्य की याद में, 9— बालिका का परिचय भारत की खोज : पाठ – 6 अंतिम दौर एक व्याकरण : पाठ – 7 सर्वनाम, 8— विषेषण	MCB: Unit 4 The Beginning Of Miracle ,Into The Snake Pit, ACTIVITY-LR: Springtime...,The Nightingale And The Glow-Worm, GRAMMAR: Verbs- Modals, Article/Story Writing, Revision	Ch 13- Parallelogram Ch 16- Area of a Trapezium & a Polygon Ch 20- Probability	Ch -13 Sound (Contd.) Ch -5 Coal And Petroleum	G-4 (contd.) & Revision H-6-Colonialism & Urban Change C-5 Parliamentary Government: the Union Executive	Ch2:OpenSh ot Video Editor (Contd.) Ch6:Intro duction to GIMP	पाठ—8 प्रहेलिका: अन्तरालापाश्च, शब्द रूप – पितृ (ऋकारान्त पुल्लिंग) धातुरूप – रक्ष (लट्, लृट् लकार)
OCTOBER	मेधा—पाठ 10 दो कलाकार, 11 दिव्यांगता पर जीत भारत की खोज : पाठ – 7 अंतिम दौर—दो व्याकरण : पाठ – 9 क्रिया, 10—अविकारी शब्द	MCB: Unit 5 One Thousand Cranes , Something He Shouldn't...,Night Of The Scorpion, ACTIVITY-LR: The Best Christmas, GRAMMAR: Verbs- non-finite forms ,Story Writing.	Ch 7- Linear Equations	Ch -14 Chemical Effects Of Electric Current Ch -6 Combustion And Flame Ch7:Conservati on of biodiversity	G-5- Agriculture H-8-Education & British Rule C-6 The Judiciary	Ch6: Introduction to GIMP (Contd.) Ch 7:More on GIMP	पाठ—9 कन्यां संरक्षेत् पाठयेत् च, पाठ – 10 वरं बुद्धिर्न सा विद्या, प्रत्यय – ल्यप् ।
NOVEMBER	मेधा –पाठ 12 बाल लीला, 13 पानी की खुषहाली भारत की खोज : पाठ – 8 तनाव व्याकरण—पाठ 11 वाक्य—विचार, 12	MCB: Unit 6 The Red Headed League, The Star Ducks, The Old Wife And The Ghost, ACTIVITY-LR: The Diamond Maker, The River, GRAMMAR: Verbs- Active & Passive Voice, Prepositions, Diary Entry	Ch 22- Playing with numbers Ch 10- Variation and Direct & Inverse Proportions Ch 11 Time and Work	Ch -14 Chemical Effects Of Electric Current (Contd.) Ch -8: The cell	G-5 (contd.) H-9-Women ,Caste & Reforms C-7 Role of Police & Courts	Ch8: Introduction to C++ Ch9: Programmin g in C++	पाठ—11 साहित्य सुधा, पाठ – 12 अन्तर्जालम्, धातुरूप – रक्ष – (लङ्, लोट्, विधिलिङ्)

	विराम-चिह्न						
DECEMBER	मेधा- पाठ 14 सोना, 15 शक्ति और क्षमा व्याकरण : पाठ - 13, वाक्य- षोधन 14 मुहावरे व लोकोक्तियाँ भारत की खोज-9 दो पृष्ठ	MCB: : Unit 7 The Barber, Two Scavengers In A Truck LR: The Surgeon, GRAMMAR –Conjunctions, phrases & Clauses, Relative Clauses, Article Writing	Ch 8- Percentage & its Application Ch 9- Compound Interest	Ch -15 Some Natural Phenomena (Contd.) Ch -9 Reproduction In Animals	G-6- Industry. H-11 Rise of Indian Nationalism C-8-Marginalised Groups & Social Justice	Ch9: Programmin g in C++(Contd.) Ch 10: Understandi ng HTML	पाठ-13 गोवा प्रदेश:, पाठ - 14 दुर्बलानां बलं युक्ति, शब्द रूप - एतत् (सर्व०, पुल्लिंग) कथ् धातु - लट्, लृट्
JANUARY	मेधा-पाठ 16 मन्त्र व्याकरण : पाठ - 15 अलंकार भारत की खोज- दो पृष्ठ भूमियाँ	MCB: Unit 7 Yang The Youngest ACTIVITY-LR: The Unexpected, GRAMMAR –Sentences- simple, Compound & Complex, Transformation Of Sentences, Letter Writing	Ch 14- Construction of Quadrilaterals Ch 15- Visualising Solid Shapes Ch 17- Volume and Surface Area of Solids	Ch -16 Light Ch 10 Reaching The Age Of Adolescence	G-7- Human Resources H-12- National Movement – Fulfilment C-9-Public Facilities & Social Justice	Ch 10: Understandi ng HTML(Cont.) Ch 11: Using List and Creating a Tables(Cont d.)	पाठ-15 प्रकाशस्य परावर्तनं अपवर्तनं च, पाठ - 16 संख्या प्रयोग:
FEBRUARY	मेधा : पाठ - 17 हिमालय की घाटियों में भारत की खोज : पाठ - 10 उपसंहार व्याकरण : पाठ 16 रचनात्मक अभिव्यक्ति	MCB: Revision GRAMMAR – Transformation of Sentences(contd.), Revision	Ch 18- Statistics Ch 19- Graphical Representation of Data Ch 21- Graphs	Ch -17 Stars And Solar System Ch -18 Pollution Of Air And Water	G- Revision H-13-India After Independence C-10-Law And Public Welfare	Ch 11: Using List and Creating a Tables(Cont.) Ch12:Surfin g Internet	पाठ-14, 15, 16 के पुनराभ्यास कार्य ।
UNIT TEST-1	मेधा-पाठ 1 व 2 भारत की खोज : पाठ - 1 व्याकरण : पाठ - 1, 2, 3,	MCB: My Big Brother, Mending Wall, GRAMMAR – Determiners, Verbs- Present, Past & Future Tense	Ch -1, Ch -2	Ch 1 ,Ch 11	G-1,H-1,C-1	Ch:1,3,4	पाठ-1, 2, 3 शब्द रूप- कवि, धातु रूप दृश् - लट्, लृट् ।

	4(पर्यायवाची विलोम)						
HALF YEARLY	मेधा—1 व 3 से 9 भारत की खोज : पाठ – 1 से 4 व्याकरण : 1, 2, 3, 4, 5, 6, 7, 8 व पत्र, अपठित गद्यांश	MCB: Unit 1(section-2) ,2,3,4 LR-The Corner Shop GRAMMAR – Chapter- 1,2,3,4,5,9,10,17,18, Paragraph Writing, Story Writing, Diary entry, Article writing, Formal Letter	Ch -1,2,3,4,5,6, 12,13, 16,20	Ch- 1,2,3,4,5. Ch -11,12 &13	G-2,3,4 H-4,5,6 C-2,3,4,5	Ch:1,2,3,4,5,6,7	पाठ— 2 से 8 तक। शब्द रूप – मति, नदी, गुरु, धातुरूप – दृश् (पाँचों लकार), प्रत्ययाः – क्त्वा, तुमुन्, ल्यय्, पर्यायवाचिनः शब्दाः।
UNIT TEST- 2	मेधा—पाठ 10 व 11 भारत की खोज : पाठ – 5 व्याकरण : पाठ – 11, 12 व 4 अनेकार्थी शब्द, वाक्यांश के लिए एक शब्द	MCB: One Thousand Cranes, Night Of The Scorpion GRAMMAR : Verbs- Non-finite forms, Prepositions	Ch -7, Ch-10	Ch -6,7 Ch -14	G-5,H-9,C-7	Ch:8,9	पाठ—9, 10, 11 शब्दरूप—मातृ, धातुरूप—रक्ष—लट्, लृट्।
ANNUAL	मेधा : पाठ – 10 से 17 भारत की खोज : पाठ – 5 से 9 व्याकरण : पाठ 2, 3, 4, 5, 7 व 9 से 15 निबंध व अपठित पद्यांश	MCB: UNIT -5,6,7 LR-THE SURGEON GRAMMAR — 7,8, 11,12,13,14,15,16,17,20,21,22,23,24 ,Paragraph Writing, Story Writing, Diary entry, Article Writing, Letter Writing	Ch - 7,8,9,10,11, 14,15, 17,18,19, 21,22 and Ch -6,12,13	Ch - 1,5,6,7,8,9,10,11,14,15,16 &17	G-1,2,5,6,7 H-4,8,11,12,13 C-3,6,8,9,10	Ch:1,4,5,8,9,10,11,12	पाठ— 9 से 16 तक। शब्द रूप – मातृ, पितृ, एतत् (पु०) धातुरूप – दृश् (पाँचों लकार) प्रत्ययाः – क्त्वा, तुमुन्, ल्यय्, पर्यायवाचिनः शब्दाः, रक्ष् धातु (पाँचों लकार) कवि – शब्दरूप, कथ् धातु – लट्, लृट्

Learning Outcomes

English

The learner–

- responds to instructions and announcements in school and public places viz. railway station, market, airport, cinema hall, and act accordingly.
- introduces guests in English, interviews people by asking questions based on the work they do.
- engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using
- uses formulaic/polite expressions to communicate such as ‘May I borrow your book?’, ‘I would like to differ’ etc.
- speaks short prepared speech in morning assembly.
- speaks about objects / events in the class / school environment and outside surroundings.
- participates in grammar games and kinaesthetic activities for language learning.
- reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them.
- asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate Vocabulary and accurate sentences)
- participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations;
- narrates stories (real or imaginary) and real life experiences in English.
- interprets quotations, sayings and proverbs.
- reads textual/non-textual materials in English/Braille with comprehension.
- identifies details, characters, main idea and sequence of ideas and events while reading.
- reads, compares, contrasts, thinks critically and relates ideas to life.
- infers the meaning of unfamiliar words by reading them in context.
- reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. (extensive reading)
- refers dictionary, thesaurus and encyclopedia as reference books for meaning and spelling while reading and writing.
- prepares a write up after seeking information in print / online, notice board, newspaper, etc.
- communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.)
- writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising.
- writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks.
- writes answers to textual/non-textual questions after comprehension / inference; draws character sketch, attempt extrapolative writing.
- writes email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experiences etc.
- develops a skit (dialogues from a story) and story from dialogues.
- visits a language laboratory.
- writes a Book Review.

Maths

The learner —

- generalises properties of addition, subtraction, multiplication and division of rational numbers through patterns
- finds out as many rational numbers as possible between two given rational numbers.
- proves divisibility rules of 2, 3, 4, 5, 6, 9 and 11
- finds squares, cubes and square roots and cube roots of numbers using different methods.
- solves problems with integral exponents.
- solves puzzles and daily life problems using variables.
- multiplies algebraic expressions.
- e.g. expands $(2x-5)(3x+7)$.
- uses various algebraic identities in solving problems of daily life
- applies the concept of per cent in profit and loss situation in finding discount, VAT and compound interest. e.g., calculates discount per cent when marked price and actual discount are given or finds profit per cent when cost price and profit in a transaction are given.
- Solves problems based on direct and inverse proportions
- Solves problems related to angles of a quadrilateral using angle sum property
- verifies properties of parallelograms and establishes the relationship between them through reasoning.
- represents 3D shapes on a plane surface such as sheet of paper, black board etc.
- verifies Euler's relation through pattern
- constructs different quadrilaterals using compasses and straight edge.
- estimates the area of shapes like trapezium and other polygons by using square grid/graph sheet and verifies using formulas.
- finds the area of a polygon.
- finds surface area and volume of cuboidal and cylindrical object.
- draws and interprets bar charts and pie charts.
- makes hypotheses on chances of future events on the basis of its earlier occurrences or available data like , after repeated throws of dice and coins mathematics, some pupils may require tactile, and others

Science

The learner —

- differentiates materials and organisms, such as, natural and human made fibres; contact and non-contact forces; liquids as electrical conductors and insulators; Plant and animal cells; viviparous and oviparous animals, on the basis of their properties, structure and functions.
- classifies materials and organisms based on properties/ characteristics, e.g., metals and non metals; *khariif* and *rabi* crops; useful and harmful microorganisms; sexual and asexual reproduction; celestial objects; exhaustible and inexhaustible natural resources, etc.
- conducts simple investigations to seek answers to queries, e.g., What are the conditions required for combustion? Why do we add salt and sugar in pickles and *murabbas*? Do liquids exert equal pressure at the same depth?
- relates processes and phenomenon with causes, e.g., smog formation with the presence of pollutants in air; deterioration of monuments with acid rain, etc.
- explains processes and phenomenon, e.g., reproduction in human and animals; production and propagation of sound; chemical effects of electric current;

Formation of multiple images; structure of flame, etc.

- writes word equation for chemical reactions, e.g., reactions of metals and non-metals with air, water and acids, etc.
- measures angles of incidence and reflection, etc.
- prepares slides of microorganisms; onion peel, human cheek cells, etc., and describes their microscopic features • draws labelled diagram/ flow charts, e.g., structure of cell, eye, human reproductive organs; experimental set ups, etc.
- constructs models using materials from surroundings and explains their working, e.g., *ektara*, electroscope, fire extinguisher, etc.
- applies learning of scientific concepts in day-to-day life, e.g., purifying water; segregating biodegradable and non-biodegradable wastes; increasing crop production; Using appropriate metals and non-metals for various purposes; increasing/ reducing friction; challenging myths and taboos regarding adolescence, etc.
- discusses and appreciates stories of scientific discoveries
- makes efforts to protect environment, e.g., using resources judiciously; making controlled use of fertilisers and pesticides; suggesting ways to cope with Environmental hazards, etc.
- exhibits creativity in designing, planning, making use of available resources, etc.
- exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices

Social Studies

The learner —

- classifies different types of industries based on raw materials, size and ownership
- describes major crops, types of farming and agricultural practices in her/his own area/state
- interprets the world map for uneven distribution of population
- describes causes of forest fire, landslide, industrial disasters and their risk reduction measures
- locates distribution of important minerals, e.g., coal and mineral oil on the world map
- analyses uneven distribution of natural and human made resources on the earth
- justifies judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas
- analyses the factors due to which some countries are known for production of major crops, e.g., wheat, rice, cotton, jute, etc., and locates these countries on The world map
- draws interrelationship between types of farming and development in different regions of the world
- draws bar diagram to show population of different countries/India/states distinguishes the 'modern period' from the 'medieval' and the 'ancient' periods through the use of sources, nomenclatures used for various regions of the Indian subcontinent and the broad developments
- explains how the English East India Company became the most dominant power Learning Outcomes
- explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion'
- describes the forms of different tribal societies in the 19th century and their relationship with the environment.
- explains the policies of the colonial administration towards the tribal communities
- explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it
- analyses the decline of pre-existing urban centres and handicraft industries and the development of new urban centres and industries in India during the Colonial period • explains the institutionalisation of the new education system in India
- analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these Issues

- outlines major developments that occurred during the modern period in the field of arts
- outlines the course of the Indian national movement from the 1870s till Independence
- analyses the significant developments in the process of nation building
- interprets social and political issues in one's own region with reference to the Constitution of India illustrates the Fundamental Rights and the Fundamental Duties with appropriate examples
- applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation (e.g., Child Rights)
- differentiates between State government and Union government
- describes the process of election to the Lok Sabha
- locates one's own constituency on parliamentary constituency map of State/UT and names local MP
- describes the process of making a law. (e.g., Domestic Violence Act, RTI Act, RTE Act)
- describes the functioning of the judicial system in India by citing some landmark cases
- demonstrates how to file a First Information Report (FIR)
- analyses the causes and consequences of marginalisation faced by disadvantaged sections of one's own region
- identifies the role of Government in providing public facilities such as water, sanitation, road, electricity etc., and recognises their availability
- describes the role of Government in regulating economic activities.

Hindi

- विभिन्न विषयों पर आधारित विविध प्रकार की रचनाओं को पढ़कर चर्चा करते हैं, जैसे- पाठ्यपुस्तक में किसी पक्षी के बारे में पढ़कर पक्षियों पर लिखी गई सालिम अली की किताब पढ़कर चर्चा करते हैं।
 - हिंदी भाषा में विभिन्न प्रकार की सामग्री (समाचार, पत्र-पत्रिका, कहानी, जानकारीपरक सामग्री, इंटरनेट, ब्लॉग पर छपने वाली सामग्री आदि) को समझकर पढ़ते हैं और उसमें अपनी पसंद-नापसंद, टिप्पणी, राय, निष्कर्ष आदि को मौखिक/सांकेतिक भाषा में अभिव्यक्त करते हैं।
 - पढ़ी गई सामग्री पर चिंतन करते हुए समझ के लिए प्रश्न पूछते हैं।
 - अपने परिवेश में मौजूद लोककथाओं और लोकगीतों के बारे में बताते/सुनाते हैं।
 - पढ़कर अपरिचित परिस्थितियों और घटनाओं की कल्पना करते हैं और उन पर अपने मन में बनने वाली छवियों और विचारों के बारे में मौखिक/सांकेतिक भाषा में बताते हैं।
 - विभिन्न संवेदनशील मुद्दों/विषयों, जैसे- जाति, धर्म, रंग, जेंडर, रीति-रिवाजों के बारे में अपने मित्रों, अध्यापकों या परिवार से प्रश्न करते हैं, जैसे- अपने मोहल्ले के लोगों से त्योहार मनाने के तरीके पर बातचीत करना।
- किसी रचना को पढ़कर उसके सामाजिक मूल्यों पर चर्चा करते हैं। उसके कारण जानने की कोशिश करते हैं, जैसे- अपने आस-पास रहने वाले परिवारों और उनके रहन-सहन पर सोचते हुए प्रश्न करते हैं- रामू काका की बेटी स्कूल क्यों नहीं जाती?
 - विभिन्न प्रकार की सामग्री, जैसे कहानी, कविता, लेख, रिपोर्टाज, संस्मरण, निबंध, व्यंग्य आदि को पढ़ते हुए अथवा पाठ्यवस्तु की बारीकी से जाँच करते हुए उसका अनुमान लगाते हैं, विश्लेषण करते हैं, विशेष बिंदु को खोजते हैं।
 - पढ़ी गई सामग्री पर चिंतन करते हुए बेहतर समझ के लिए प्रश्न पूछते हैं।
 - विभिन्न पठन सामग्रियों में प्रयुक्त शब्दों, मुहावरों, लोकोक्तियों को समझते हुए उनकी सराहना करते हैं।
 - कहानी, कविता आदि पढ़कर लेखन के विविध तरीकों और शैलियों को पहचानते हैं, जैसे- वर्णनात्मक, विवरणात्मक, भावात्मक, प्रकृति चित्रण आदि।
- विभिन्न पठन सामग्रियों को पढ़ते हुए उनके शिल्प की सराहना करते हैं और अपने स्तरानुकूल मौखिक, लिखित, ब्रेल/सांकेतिक रूप में उसके बारे में अपने विचार व्यक्त करते हैं।
 - किसी पाठ्यवस्तु को पढ़ने के दौरान समझने के लिए जरूरत पड़ने पर अपने किसी सहपाठी या शिक्षक की मदद लेकर उपयुक्त संदर्भ सामग्री, जैसे- शब्दकोश, विश्वकोश, मानचित्र, इंटरनेट या अन्य पुस्तकों की मदद लेते हैं।
 - अपने पाठक और लिखने के उद्देश्य को ध्यान में रखते हुए अपनी बात को प्रभावी तरीके से लिखते हैं।
 - पढ़कर अपरिचित परिस्थितियों और घटनाओं की कल्पना करते हैं और उन पर अपने मन में बनने वाली छवियों और विचारों के बारे में लिखित या ब्रेल भाषा में अभिव्यक्त करते हैं।
 - भाषा की बारीकियों/व्यवस्था का लिखित प्रयोग करते हैं, जैसे- कविता के शब्दों को बदलकर अर्थ और लय को समझना।
 - विभिन्न अवसरों/संदर्भों में कही जा रही दूसरों की बातों को अपने ढंग से लिखते हैं, जैसे- स्कूल के किसी कार्यक्रम की रिपोर्ट बनाना या फिर अपने गाँव के मेले के द्कानदारों से बातचीत।

- अपने अनुभवों को अपनी भाषा शैली में लिखते हैं। लेखन के विविध तरीकों और शैलियों का प्रयोग करते हैं, जैसे-विभिन्न तरीकों से (कहानी, कविता, निबंध आदि) कोई अनुभव लिखना।
- दैनिक जीवन से अलग किसी घटना/स्थिति पर विभिन्न तरीके से सृजनात्मक ढंग से लिखते हैं, जैसे-सोशल मीडिया पर, नोटबुक पर या संपादक के नाम पत्र आदि।
- विविध कलाओं, जैसे- हस्तकला, वास्तुकला, खेती-बाड़ी, नृत्यकला और इनमें प्रयोग होने वाली भाषा (रजिस्टर) का सृजनात्मक प्रयोग करते हैं, जैसे- कला के बीज बोना, मनमोहक मुद्राएँ, रस की अनुभूति।
- अपने पाठक और लिखने के उद्देश्य को ध्यान में रखते हुए अपनी बात को प्रभावी तरीके से लिखते हैं।
- अभिव्यक्ति की विविध शैलियों/रूपों को पहचानते हैं, स्वयं लिखते हैं, जैसे- कविता, कहानी, निबंध आदि।
- पढ़कर अपरिचित परिस्थितियों और घटनाओं की कल्पना करते हैं और उन पर अपने मन में बनने वाली छवियों और विचारों के बारे में लिखित/ब्रेल भाषा में अभिव्यक्त करते हैं।