**T.R.**

**MINISTRY OF NATIONAL EDUCATION**

**TURKISH LANGUAGE AND TURKISH CULTURE COURSE CURRICULUM**

**(Grades 1, 2, 3, 4, 5, 6, 7 and 8)**

**ANKARA-2018**

**CONTENTS**

[IMPLEMENTATION OF THE TURKISH LANGUAGE AND TURKISH CULTURE COURSE CURRICULUM 1](#_bookmark0)

[SPECIFIC PURPOSES OF THE TURKISH LANGUAGE AND TURKISH CULTURE COURSE CURRICULUM 2](#_bookmark1)

[LEARNING AND TEACHING PROCESS 2](#_bookmark2)

[MEASUREMENT AND ASSESSMENT IN TURKISH LANGUAGE AND TURKISH CULTURE COURSE 3](#_bookmark3)

[EXPLANATIONS ON THEMES 3](#_bookmark4)

[Table 1. Themes and Sub-Themes 4](#_bookmark5)

[Table 2. Distribution of Sub-Themes by Grades 5](#_bookmark6)

[**Table 2.** Distribution of Sub-Themes by Grades (cont.) 6](#_bookmark7)

[**Table 3.** Learning Outcomes for Listening/Monitoring by Grades 7](#_bookmark8)

[**Table 4.** Learning Outcomes for Speaking by Grades 8](#_bookmark9)

[Table 5. Learning Outcomes for Reading by Grades 9](#_bookmark10)

[**Table 6.** Learning Outcomes for Writing by Grades 10](#_bookmark11)

[**Table 7.** Explanations on Learning Outcomes for Listening/Monitoring by Grades 11](#_bookmark12)

[**Table 8.** Explanations on Learning Outcomes for Speaking by Grades 12](#_bookmark13)

[**Table 9.** Explanations on Learning Outcomes for Reading by Grades 13](#_bookmark14)

[**Table 10.** Explanations on Learning Outcomes for Writing by Grades 14](#_bookmark15)

# IMPLEMENTATION OF THE TURKISH LANGUAGE AND TURKISH CULTURE COURSE CURRICULUM

**INTRODUCTION**

In today's world, speaking multiple languages ​​has become a normal part of life. Turkish children living abroad become multilingual by learning the language of the country they live in and at least one another language throughout their education in addition to their native language (Turkish). It is of utmost importance to provide Turkish children living abroad who acquire their native language in different ways with the opportunity to improve their Turkish and to learn about the Turkish culture. The reason is because it is through Turkish language that Turkish children living abroad build the strongest relationship with Turkey and the Turkish culture. For this reason, Turkish language has been placed at the center of the Turkish Language and Turkish Culture Course Curriculum and some learning outcomes for listening, speaking, reading and writing basic skills have been defined.

There are differences between the school systems of countries. The number of grades covered by primary education differs from one country to another. Therefore, eight grades covered by primary education were taken as basis during the curriculum development. Learning outcomes for listening, speaking, reading and writing were arranged spirally into eight grades with their number and difficulty increasing hierarchically.

Intercultural communication skills are important in order to ensure that Turkish children living abroad live their lives in a smooth and successful manner. In this context, Turkish Language and Turkish Culture Course aims that students learn their own culture, compare their culture with the culture of the society they live in and the cultures of their friends from different parts of the world and identify and make sense of the similarities and differences.

The Turkish Language and Turkish Culture Course Curriculum has been prepared by taking into consideration the needs of Turkish children, teachers and parents living abroad. Needs analysis is important to ensure that curriculum objectives meet the real needs. In this context, in-depth interviews were held with the Turkish children, their parents and Turkish Language and Turkish Culture teachers living in Switzerland, France and Germany as the first step of the curriculum development. A scale was developed using the data obtained from interviews and implemented on-site. The findings from these interviews and the scale helped to identify the curriculum objectives and the themes that should be addressed to achieve these objectives.

In the curriculum, learning outcomes for basic Turkish language skills (Levels 1 to 4) were defined based on the basic interpersonal communicative skills. In the curriculum, learning outcomes related to cognitive academic language proficiency such as comparing, classifying, synthesizing, evaluating and inferring were arranged into 4 to 8 levels with difficulty increasing gradually.

The elements of Turkish culture were grouped in the curriculum into themes and sub-themes. Themes and sub-themes were designed spirally with difficulty increasing as the level goes up. While preparing the curriculum, universal values such as respect, being trustworthy, being sensitive and citizenship consciousness and the 21st century skills such as communication, cooperation, critical thinking, problem solving and intercultural skills were taken into consideration.

#

# SPECIFIC PURPOSES OF THE TURKISH LANGUAGE AND TURKISH CULTURE COURSE CURRICULUM

Turkish Language and Turkish Culture Course aims to ensure effective acquisition of Turkish by Turkish children living abroad and to improve their listening, speaking, reading and writing skills. The course also aims to convey the basic elements of the Turkish culture to Turkish children living abroad and to enhance their interculturality by helping them relate the Turkish culture to the culture of the society they live in as well as ensuring more effective use of Turkish by them.

The Turkish Language and Turkish Culture Course which was prepared in accordance with the General Aims and Basic Principles of Turkish National Education specified in the National Education Basic Law No. 1739 aims:

* To improve listening/monitoring, speaking, reading and writing skills of students;
* To ensure that students use Turkish consciously, accurately and carefully in accordance with the speaking and spelling rules;
* To enrich students’ vocabulary mastery, to help them have linguistic pleasure and consciousness and improve their imagination;
* To introduce them to national, spiritual, moral, historical, cultural and social values, to ensure that they adopt these values and to strengthen their national feelings and thoughts.

# LEARNING AND TEACHING PROCESS

Learning and teaching processes were designed based on learner characteristics. Students taking the Turkish Language and Turkish Culture (TTC) course are of very different age groups and at very different language proficiency levels. The course usually takes place in multi-grade classes. Student diversity and multi-grade classes require using a combination of different teaching methods and techniques in a balanced way. Students’ active participation in the course should be ensured through practices such as cooperative learning, group work, individualized teaching, interest and level groups etc.

Activities that enable students to relate what they have learned in the course to the sociocultural and contextual situations they experience should be included. Such activities will make learning more meaningful and lasting, and will help students develop more positive attitudes towards learning.

Teachers bear tremendous responsibility during the implementation of the TTC Course Curriculum. Teachers should take account of the levels, interests and needs of students while designing educational environments. It should be noted that each Turkish child living abroad has some special conditions.

Home assignments constitute one of the important factors for increasing the efficiency of the TTC course. The fact that the course is delivered within a limited period of time makes home assignments more valuable. Activity-based assignments that students will enjoy doing both individually and with their families are of great importance in achieving the objectives of the course.

#

# MEASUREMENT AND ASSESSMENT IN TURKISH LANGUAGE AND TURKISH CULTURE COURSE

The TTC course is offered by the education systems of different countries, not as a course related to academic success, but rather as a cultural activity. This feature of the course should be considered a chance for students to improve their Turkish and learn Turkish culture in an environment where they can feel comfortable and happy. The teaching environment should be designed in a way to ensure that students enjoy attending the course without grade anxiety.

Attendance to the TTC course is voluntary. The learning and teaching environment transformed into a multi-grade class is different from the standard classes since students in all grades can attend the course. Among the students taking the course, language proficiency levels of those of the same age may vary widely, whereas it is also commonly observed that a student may speak Turkish better than another student who is much older than himself/herself.

Observations of teachers are of great importance in monitoring the development of students attending the TTC course. Teachers should monitor the development of students, record their observations and inform families about the efficiency of the course. For this purpose, checklists, grading keys, self-assessment, peer review, class logs and structured observation forms should be used. These forms should incorporate some criteria that allow for observing not only cognitive skills, but also psychomotor (correct pencil grip, writing correctly, fluency in reading, correct pronunciation of words, etc.) and affective skills (fulfilling responsibilities, cooperating, respecting other people, actively participating in activities, making an effort, etc.).

Considering the general nature of the TTC course, measurement and assessment should be designed based on individual and cooperative learning. Teachers should focus on peer and group assessment practices in order to assess mutual and group activities as a requirement of the multi-grade class teaching practice, as well as on self-assessment practices which enable students to recognize and identify the competences they have been acquiring.

# EXPLANATIONS ON THEMES

For the Turkish Language and Turkish Culture Course Curriculum, 8 themes were identified for each grade. Within the scope of the curriculum, sub-themes were identified and listed in hierarchical order. The themes planned to be taught and to be included in the teaching materials and the sub-themes related to these themes are presented below. The themes are listed in alphabetical order; however, it is recommended to consider the following theme ranking when preparing the books: 1. Me and My Family, 2. Surrounding Society, Differences and Living Together, 3. Games and Entertainment, 4. Holidays and Celebrations, 5. Let's Travel and See, 6.A Door to the Past, 7. Arts and Literature, 8. Human and Nature.

**Table 1.** Themes and Sub-Themes

|  |
| --- |
|  **HOLIDAYS AND CELEBRATIONS**commemorations, soldier send-off, Atatürk and April 23 National Sovereignty and Children’s Day, holidays, religious and national holidays, birthdays, weddings, festivals, customs and traditions, blessed nights, henna night, liberation days, celebrations, seasonal holidays, nawroz, important days, official holidays, anniversaries. |
|  **ME AND MY FAMILY**family history, family, communication with family members, mother tongue, friendship, embassy, ​​elders, solidarity, friendship, education process, education, future, traditions, migration, absence from home, dreams, fellow citizen, relatives, beliefs, consulate, rules, home country, choice of profession, school, respect, greeting, love, homeland, responsibility, family tree, meeting people, Turkish language, education in Turkey, native land, social assistance. |
|  **SURROUNDING SOCIETY, DIFFERENCES AND LIVING TOGETHER**fairness, agreement, peace, me and my surroundings, living together, different languages ​​and cultures, languages, equality, universal values, different languages, different cultures, migration, communication, beliefs, human rights, cooperation, intercultural communication, interculturality, common life, sharing, respect, love, responsibility, ways of recognition, harmony, reconciliation. |
| **A DOOR TO THE PAST**Ataturk, independent Turkey, modernization of Turkey, the stories of Dede Korkut, epics, legends, folk stories, Turks’ adoption of Islam, the first Turkish Islamic states, Islam and the culture of living together, folk tales, the period of National Struggle, First Central Asian Turkic States, the Ottoman Empire, culture of living together in the Ottoman society, heroes of history, regions settled by Turks throughout history, Turks and Turkish culture from the eyes of famous Europeans, establishment of the Republic of Turkey. |
| **LET’S TRAVEL AND SEE**regions, geographical features, mountains, world countries and Turkey, rivers, climate, neighbors, cultural venues, homeland, plains, cities, historical and touristic places, vacation, tourism, Turkish cuisine, Turkey, Turkey's natural beauties, foods, local cultures, journey, regional flavors. |
|  **HUMAN AND NATURE**wastes and recycling, nutrition, plants and animals, living things and their rights, environment-dependent food cultures, natural disasters, natural resources, animal species, clothes, personal care, personal responsibilities, health, natural events, calendar (year, season, month, weeks, days, hours), historical and cultural eating habits, living things specific to Turkey. |
|  **GAMES AND ENTERTAINMENT**riddles, leisure time, children's games by regions, digital games, entertainment, melodic games, traditional Turkish shadow play, folk dances, hobbies, word hunts, word play, amusement park, mani (Turkish poem), games with manis, jokes, lullabies, playgrounds, games, toys, street games, strategy games, songs, singing, city hunts, nursery rhymes, rhyme games, folk songs, singing folk songs. |
| **ARTS AND LITERATURE**mosque, children's songs, Turks’ contribution to the world cultural heritage, handicrafts, inn, castle, qopuz (type of musical instrument), Islamic social complex, madrasah, musical instruments, toy making, baglama (a type of musical instrument), symbols, icons, civil architectural works, shrine, Turkish literature, Turkish music, Turkish art, Turkish poets and writers, Turkish printed publications, Turkish television channels, oud. |

The following table shows the sub-themes of the TTC course by grades:

**Table 2.** Distribution of Sub-Themes by Grades

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **THEMES** | **1st GRADE** | **2nd GRADE** | **3rd GRADE** | **4th GRADE** | **5th GRADE** | **6th GRADE** | **7th GRADE** | **8th GRADE** |
| **HOLIDAYS AND CELEBRATIONS** | religious and national holidays, birthdays. | religious and national holidays, weddings, customs and traditions. | religious and national holidays, weddings, customs and traditions, henna night. | soldier send-off, religious and national holidays, customs and traditions, seasonal holidays. | religious and national holidays, customs and traditions, blessed nights, liberation days. | religious and national holidays, festivals, customs and traditions, blessed nights, liberation days. | religious and national holidays, festivals, customs and traditions, blessed nights, liberation days. | religious and national holidays, festivals, customs and traditions, blessed nights, liberation days. |
| **ME AND MY FAMILY** | my family, friendship, greeting, meeting with people. | communication with family members, my mother tongue Turkish, fellowship, friendship. | relatives, elders, respect, love. | relatives, solidarity, choice of profession, family tree, Turkish. | family history, solidarity, migration, absence from home, consulate, home country, choice of profession, native land. | absence from home, fellow citizen, consulate, home country, choice of profession, home country, social assistance. | embassy, ​​future, traditions, dreams, beliefs, consulate, rules, choice of profession, responsibility. | embassies, education, consulate, choice of profession, education in Turkey. |
| **SURROUNDING SOCIETY, DIFFERENCES AND LIVING TOGETHER** | me and my surroundings, living together, languages, communication, agreement. | agreement, me and my surroundings, different languages, different cultures, intercultural communication. | agreement, universal values, intercultural communication, sharing, respect, love, reconciliation. | agreement, different languages ​​and cultures, intercultural communication, interculturality. | agreement, different languages ​​and cultures, equality, human rights, intercultural communication, interculturality, respect, harmony. | fairness, agreement, equality, migration, human rights, cooperation, intercultural communication, respect, ways of recognition, harmony. | agreement, peace, genders, equality, migration, human rights, cooperation, intercultural communication, common life, respect, responsibilities, harmony. | agreement, peace, gender, equality, migration, beliefs, human rights, cooperation, intercultural communication, common life, respect,responsibilities, harmony. |
| **A DOOR****TO THE PAST** | epics, legends, folk tales, heroes of history. | epics, legends, folk tales, heroes of history. | epics, establishment of the Republic of Turkey. | folk stories, heroes of history, establishment of the Republic of Turkey. | heroes of history, Turks and Turkish culture from the eyes of famous Europeans. | heroes of history, regions settled by Turks throughout history. | Turks’ adoption of Islam, Islam and the culture of living together, heroes of history. | The culture of living together in the Ottoman Society, heroes of history. |
| **LET’S TRAVEL AND SEE** | vacation, Turkey, Turkey's natural beauties, foods. | cities, vacation, Turkish cuisine, Turkey, Turkey's natural beauties, journey. | world countries and Turkey, cities, Turkish cuisine, Turkey's natural beauties.journey, regional flavors. | world countries and Turkey, cities, Turkish cuisine, Turkey's natural beauties.journey, regional flavors. | cities, historical and touristic places, Turkey. | regions, geographical features, climate, cultural venues, Turkey. | geographical features, mountains, rivers, plains, Turkey. | neighbors, cultural venues, tourism, Turkey. |
| **HUMAN AND NATURE** | nutrition, days, parts of the day, let's explore ourselves, personal care, hygiene and health. | months, nutrition, animals, personal care, fruits, health, vegetables, hygiene. | trees, plants, animals, climates, clothes, seasons, forest, rainfall. | disasters, weather conditions, weather forecast, natural events. | food chain, plant species, living things and their rights, environment, environment-dependent food cultures, animal species. | environmental disasters, environmental pollution, environment-dependent food cultures, environmental protection, historical cultural eatinghabits. | wastes and recycling, environment, recycling at home, personal responsibilities, recycling in the Turkishculture. | wastes and recycling, environment, recycling at home, personal responsibilities, recycling in the Turkishculture. |

**Table 2.** Distribution of Sub-Themes by Grades (cont.)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **THEMES** |  **1st GRADE** | **2nd GRADE** | **3rd GRADE** | **4th GRADE** | **5th GRADE** | **6th GRADE** | **7th GRADE** | **8th GRADE** |
| **GAMES AND****ENTERTAINMENT** | entertainment, game, toy. | melodic games, mani, games with manis, rhyme games. | jokes, mani, lullabies, singing, nursery rhymes. | riddles, digital games, playgrounds, street games, strategy games, songs, folk songs. | riddle, folk dances by regions, digital games, folk dances, hobbies, songs, folk songs. | digital games, traditional Turkish shadow play, hobbies, amusement park, street games, songs, folk songs. | entertainment, hobbies, amusement park, songs, folk songs. | hobbies, word hunt, word play, amusement park, city hunt. |
| **ARTS AND****LITERATURE** | coloring, figures, colors, icons, shapes. | handicrafts, doll making, toy making. | baglama, children's songs, qopuz, musical instruments, Turkish music, oud. | mosque, inn, madrasah, architectural works, palace, shrine. | examples of Turkish architecture in the world, the common heritage of mankind. | Turkish literature, poetsand writers. | Turks’ contributions to the world heritage, Turkish literature, poets and writers. | Turkish printed publications, Turkish television channels. |

# LEARNING OUTCOMES AND THEIR EXPLANATIONS

First grade students start literacy learning in the countries they live in. Although the acquisition of literacy skills differs from one country to another, they are usually acquired between 1 to 3 years. For this reason, mostly the learning outcomes for listening and speaking skills were identified for grade 1 and three learning outcomes for early reading and writing skills were identified. In this way, the curriculum aims to help first graders acquire early literacy skills.

**Table 3.** Learning Outcomes for Listening/Monitoring by Grades

|  |  |  |
| --- | --- | --- |
| **NO** | **1. LEARNING OUTCOMES FOR LISTENING/MONITORING SKILLS** | **GRADES** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **TTC.1.1** | Summarize a text passage they have read/monitored | **X** | **X** | **X** | **X** |  |  |  |  |
| **TTC.1.2.** | Identify the main ideas of what they have listened to/monitored. | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **TTC.1.3.** | Identify the daily life phrases they have heard. | **X** | **X** |  |  |  |  |  |  |
| **TTC.1.4.** | Make simple predictions based on what they have listened to. | **X** | **X** |  |  |  |  |  |  |
| **TTC.1.5.** | Follow simple verbal instructions. | **X** | **X** |  |  |  |  |  |  |
| **TTC.1.6.** | Detect non-verbal messages in when they have listened to/monitored. | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **TTC.1.7.** | Distinguish the Turkish sounds. |  | **X** |  |  |  |  |  |  |
| **TTC.1.8.** | Distinguish the letters representing the sounds. |  | **X** |  |  |  |  |  |  |
| **TTC.1.9.** | Predict meaningsof the words in what they have listened to/monitored. |  |  | **X** | **X** | **X** | **X** | **X** | **X** |
| **TTC.1.10.** | Recognize the basic vocabulary used in daily life in what they have listened to/monitored. |  |  | **X** | **X** |  |  |  |  |
| **TTC.1.11.** | Follow the verbal instructions that explain the steps of an activity or a job. |  |  | **X** | **X** |  |  |  |  |
| **TTC.1.12.** | Express their thoughts about what they have listened to/monitored. |  |  | **X** | **X** |  |  |  |  |
| **TTC.1.13.** | Identify the main ideas/mood of what they have listened to/monitored. |  |  |  |  | **X** | **X** | **X** | **X** |
| **TTC.1.14.** | Summarize what they have listened to/monitored. |  |  |  |  | **X** | **X** | **X** | **X** |
| **TTC.1.15.** | Make inferences about what they have listened to/monitored. |  |  |  |  | **X** | **X** | **X** | **X** |
| **TTC.1.16.** | Use the listening strategies. |  |  |  |  |  | **X** | **X** | **X** |
| **TTC.1.17.** | Detect implicit meanings in when they have listened to/monitored. |  |  |  |  |  |  | **X** | **X** |
| **TTC.1.18.** | Evaluate what they have listened to/monitored. |  |  |  |  |  |  | **X** | **X** |

**Table 4.** Learning Outcomes for Speaking by Grades

|  |  |  |
| --- | --- | --- |
| **NO** | **2. LEARNING OUTCOMES FOR SPEAKING SKILLS** | **GRADES** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **TTC.2.1.** | Use grade-appropriate vocabulary correctly. | **X** | **X** | **X** | **X** |  |  |  |  |
| **TTC.2.2.** | Engage in a dialogue about a particular topic. | **X** | **X** | **X** | **X** |  |  |  |  |
| **TTC.2.3.** | Express their opinions on a particular topic. | **X** | **X** |  |  |  |  |  |  |
| **TTC.2.4.** | Arrange events in their order of occurrence while talking. | **X** | **X** |  |  |  |  |  |  |
| **TTC.2.5.** | Use intonation and stress while speaking. | **X** | **X** | **X** | **X** |  |  |  |  |
| **TTC.2.6.** | Pronounce Turkish sounds correctly. |  | **X** |  |  |  |  |  |  |
| **TTC.2.7.** | Speak in public on a particular topic. |  |  | **X** | **X** |  |  |  |  |
| **TTC.2.8.** | Use non-verbal communication skills. |  |  | **X** | **X** | **X** | **X** | **X** | **X** |
| **TTC.2.9.** | Express their opinions during class discussions. |  |  | **X** | **X** |  |  |  |  |
| **TTC.2.10.** | Use basic vocabulary correctly. |  |  |  |  | **X** | **X** | **X** | **X** |
| **TTC.2.11.** | Pronounce words correctly. |  |  |  |  | **X** | **X** | **X** | **X** |
| **TTC.2.12.** | Give prepared speeches. |  |  |  |  | **X** | **X** | **X** | **X** |
| **TTC.2.13.** | Give impromptu speeches. |  |  |  |  | **X** | **X** | **X** | **X** |
| **TTC.2.14.** | Organize their speech around a certain theme. |  |  |  |  | **X** | **X** | **X** | **X** |
| **TTC.2.15.** | Use transitions and conjunctions appropriately in their speeches. |  |  |  |  | **X** | **X** | **X** | **X** |
| **TTC.2.16.** | Make comparisons in their speeches. |  |  |  |  |  |  | **X** | **X** |

**Table 5.** Learning Outcomes for Reading by Grades

|  |  |  |
| --- | --- | --- |
| **NO** | **3. LEARNING OUTCOMES FOR READING SKILLS** | **GRADES** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **TTC.3.1.** | Prepare for reading. | **X** |  |  |  |  |  |  |  |
| **TTC.3.2.** | Interpret pictures and images. | **X** |  |  |  |  |  |  |  |
| **TTC.3.3.** | Know the meanings of figures, symbols and signs. | **X** |  |  |  |  |  |  |  |
| **TTC.3.4.** | Recognize the letters in the Turkish alphabet. |  | **X** |  |  |  |  |  |  |
| **TTC.3.5.** | Understand the relationship between letters and sounds. |  | **X** |  |  |  |  |  |  |
| **TTC.3.6.** | Read syllables and words. |  | **X** |  |  |  |  |  |  |
| **TTC.3.7.** | Read simple and short sentences. |  | **X** |  |  |  |  |  |  |
| **TTC.3.8.** | Read short texts. |  | **X** |  |  |  |  |  |  |
| **TTC.3.9.** | Make sense of symbols and signs. |  | **X** |  |  |  |  |  |  |
| **TTC.3.10.** | Talk about images of texts. |  | **X** |  |  |  |  |  |  |
| **TTC.3.11.** | Summarize short texts they have read. |  | **X** |  |  |  |  |  |  |
| **TTC.3.12.** | Identify the topic of a text. |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **TTC.3.13.** | Follow the written instructions. |  | **X** | **X** | **X** |  |  |  |  |
| **TTC.3.14.** | Read punctuation. |  |  | **X** | **X** |  |  |  |  |
| **TTC.3.15.** | Pay attention to stress, intonation and pronunciation while reading. |  |  | **X** | **X** |  |  |  |  |
| **TTC.3.16.** | Find the meaning of unknown words they come across in their reading. |  |  | **X** | **X** |  |  |  |  |
| **TTC.3.17.** | Find the meaning of vocabulary elements in their reading. |  |  |  |  | **X** | **X** |  |  |
| **TTC.3.18.** | Use context to find the meaning of vocabulary elements. |  |  |  |  |  |  | **X** | **X** |
| **TTC.3.19.** | Distinguish the semantic features of vocabulary elements in their reading. |  |  |  |  |  |  | **X** | **X** |
| **TTC.3.20.** | Find synonyms of the words they come across in their reading. |  |  | **X** | **X** |  |  |  |  |
| **TTC.3.21.** | Find antonyms of the words they come across in their reading. |  |  | **X** | **X** |  |  |  |  |
| **TTC.3.22.** | Outline the text passages they have read. |  |  | **X** | **X** |  |  |  |  |
| **TTC.3.23.** | Distinguish between the real and imaginary elements in a text. |  |  | **X** | **X** | **X** | **X** |  |  |
| **TTC.3.24.** | Find the meaning of homonyms they come across in their reading. |  |  |  |  | **X** |  |  |  |
| **TTK.3.25.** | Identify the main ideas/mood of a text. |  |  |  |  | **X** | **X** | **X** | **X** |
| **TTC.3.26.** | Identify the supporting ideas in a text. |  |  |  |  |  |  | **X** | **X** |
| **TTC.3.27.** | Summarize what they read. |  |  |  |  | **X** | **X** | **X** | **X** |
| **TTC.3.28.** | Make comparisons between texts. |  |  |  |  | **X** | **X** | **X** | **X** |
| **TTC.3.29.** | Make inferences from the texts they have read. |  |  |  |  | **X** | **X** | **X** | **X** |
| **TTC.3.30.** | Distinguish between different text types. |  |  |  |  | **X** | **X** | **X** | **X** |
| **TTC.3.31.** | Use reading strategies. |  |  |  |  | **X** | **X** | **X** | **X** |
| **TTC.3.32.** | Evaluate media texts. |  |  |  |  | **X** | **X** |  |  |
| **TTC.3.33.** | Recognize the structure of Turkish words. |  |  |  |  |  |  | **X** | **X** |
| **TTC.3.34.** | Read texts in accordance with the text type. |  |  |  |  |  |  | **X** | **X** |
| **TTC.3.35.** | Recognize the functions of affixes in their reading. |  |  |  |  |  |  | **X** | **X** |
| **TTC.3.36.** | Question the source of information in the texts they read. |  |  |  |  |  |  | **X** | **X** |
| **TTC.3.37.** | Recognize the properties of sentences in their reading. |  |  |  |  |  |  |  | **X** |

**Table 6.** Learning Outcomes for Writing by Grades

|  |  |  |
| --- | --- | --- |
| **NO** | **4. LEARNING OUTCOMES FOR WRITING SKILLS** | **GRADES** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **TTC.4.1.** | Prepare for writing. | **X** |  |  |  |  |  |  |  |
| **TTC.4.2.** | Express their emotions and thoughts by drawing pictures. | **X** |  |  |  |  |  |  |  |
| **TTC.4.3.** | Recognize colors and use them in visuals. | **X** |  |  |  |  |  |  |  |
| **TTC.4.4.** | Write the letters in the Turkish alphabet correctly. |  | **X** |  |  |  |  |  |  |
| **TTC.4.5.** | Write syllables and words. |  | **X** |  |  |  |  |  |  |
| **TTC.4.6.** | Write meaningful sentences according to the rules of Turkish. |  | **X** |  |  |  |  |  |  |
| **TTC.4.7.** | Adhere to the spelling and punctuation rules of Turkish. |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **TTC.4.8.** | Determine proper spacing between letters, words, sentences and lines. |  | **X** |  |  |  |  |  |  |
| **TTC.4.9.** | Use the elements of vocabulary properly and correctly. |  |  | **X** | **X** | **X** | **X** | **X** | **X** |
| **TTC.4.10.** | Talk about events in their order of occurrence. |  |  | **X** | **X** |  |  |  |  |
| **TTC.4.11.** | Write simple instructions. |  |  | **X** |  |  |  |  |  |
| **TTC.4.12.** | Write short texts on a particular subject. |  |  | **X** | **X** |  |  |  |  |
| **TTC.4.13.** | Choose an appropriate title based on the content. |  |  | **X** | **X** | **X** | **X** | **X** | **X** |
| **TTC.4.14.** | Write instructions for the steps of a job. |  |  |  | **X** |  |  |  |  |
| **TTC.4.15.** | Write texts about a topic. |  |  |  |  | **X** | **X** | **X** | **X** |
| **TTC.4.16.** | Organize their writing around a certain theme. |  |  |  |  | **X** | **X** | **X** | **X** |
| **TTC.4.17.** | Use supporting ideas in their writing. |  |  |  |  |  |  | **X** | **X** |
| **TTC.4.18.** | Use transitions and conjunctions appropriately in their speeches. |  |  |  |  | **X** | **X** | **X** | **X** |
| **TTC.4.19.** | Summarize. |  |  |  |  |  |  | **X** | **X** |
| **TTC.4.20.** | Fill in forms according to the instructions. |  |  |  |  | **X** | **X** | **X** | **X** |
| **TTC.4.21.** | Use the writing strategies. |  |  |  |  | **X** | **X** | **X** | **X** |
| **TTC.4.22.** | Organize their writing in terms of language and expression. |  |  |  |  |  |  | **X** | **X** |

**Table 7.** Explanations on Learning Outcomes for Listening/Monitoring by Grades

|  |  |  |  |
| --- | --- | --- | --- |
| **TTC.1. LISTENING/MONITORING GRADE 1** | **TTC.1. LISTENING/MONITORING GRADE 2** | **TTC.1. LISTENING/MONITORING GRADE 3** | **TTC.1. LISTENING/MONITORING GRADE 4** |
| **TTC.1.1. Summarize a text passage they have read/monitored.** **TTC.1.2. Identify the main ideas of what they have listened to/monitored.****TTC.1.3. Identify the daily life phrases they****have heard.****TTC.1.4. Make simple predictions based on what they have listened.****TTC.1.5. Follow simple verbal instructions.** *(Focus is placed on instructions including a single element.)* **TTC.1.6. Detect non-verbal messages in when they have listened/monitored.***(Focus is placed on recognizing emotional tone in the voice.)* | **TTC.1.7. Distinguish the Turkish sounds. TTC.1.8. Distinguish the letters representing the sounds.** **TTC.1.1. Summarize a text passage they have read/monitored.****TTC.1.2. Identify the main ideas of what they have listened to/monitored.****TTC.1.3. Identify the daily life phrases they****have heard.****TTC.1.4. Make simple predictions based on what they have listened.****TTC.1.5. Follow simple verbal instructions.** *(Focus is placed on instructions including two elements.)***TTC.1.6. Detect non-verbal messages in when they have listened/monitored.***(Focus is placed on recognizing emotional tone in the voice.)* | **TTC.1.1. Summarize a text passage they have read/monitored.** **TTC.1.9. Predict meanings of the words in what they have listened/monitored.****TTC.1.2. Identify the main ideas of what they have listened to/monitored.****TTC.1.10. Recognize the basic vocabulary used in daily life in what they have listened to/monitored.** **TTC.1.11. Follow the verbal instructions that explain the steps of an activity or a job.***(Focus is placed on instructions including three or more elements.)***TTC.1.12. Express their thoughts about what they have listened to/monitored.****TTC.1.6 Detect non-verbal messages in when they have listened/monitored.***(Focus is placed on recognizing emotional tone in the voice.)* | **TTC.1.1. Summarize a text passage they have read/monitored.** **TTC.1.9. Predict meanings of the words in what they have listened/monitored.****TTC.1.2. Identify the main ideas of what they have listened to/monitored.****TTC.1.10. Recognize the basic vocabulary used in daily life in what they have listened to/monitored.** **TTC.1.11. Follow the verbal instructions that explain the steps of an activity or a job.***(Focus is placed on instructions including three or more elements.)***TTC.1.12. Express their thoughts about what they have listened to/monitored.****TTC.1.6. Detect non-verbal messages****in when they have listened/monitored.***(Focus is placed on recognizing emotional tone in the voice.)* |
| **TTC.1. LISTENING/MONITORING GRADE 5** | **TTC.1. LISTENING/MONITORING GRADE 6** | **TTC.1. LISTENING/MONITORING GRADE 7** | **TTC.1. LISTENING/MONITORING GRADE 8** |
| **TTC.1.9. Predict meanings of the words in what****they have listened/monitored.** **TTC.1.2. Identify the main ideas of what they have listened to/monitored.****TTC.1.13. Identify the main ideas/mood of what they have listened to/monitored.****TTC.1.14. Summarize what they have listened to/monitored.***(Focus is placed on texts on incidents.)***TTC.1.15. Make inferences about what they have listened to/monitored.***(Focus is placed only on making inferences from the elements in what they have listened to/monitored.)***TTC.1.6. Detect non-verbal messages in when****they have listened/monitored.***(The aim is to ensure that they recognize the elements of body language.)***TTC.1.16. Use the listening strategies.** *(Focus is placed on participatory listening. The elements of participatory listening and the daily life and school examples are addressed.)* | **TTC.1.9. Predict meanings of the words in what****they have listened/monitored.** **TTC.1.2. Identify the main ideas of what they have listened to/monitored.****TTC.1.13. Identify the main ideas/mood of what they have listened to/monitored.****TTC.1.14. Summarize what they have listened to/monitored.***(Focus is placed on texts on incidents.)***TTC.1.15. Make inferences about what they have listened to/monitored.***(Focus is placed only on making inferences from the elements in what they have listened to/monitored.)***TTC.1.6. Detect non-verbal messages in when****they have listened/monitored.***(The aim is to ensure that they recognize the elements of body language.)* **TTC.1.16. Use the listening strategies.** *(Focus is placed on participatory listening and note-taking for listening.** *The elements of participatory listening and the daily life and school examples are addressed.*
* *They are enabled to practice identifying important parts and taking notes at the sentence and paragraph level.)*
 | **TTC.1.9. Predict meanings of the words in what they have listened/monitored.****TTC.1.2. Identify the main ideas of what they have listened to/monitored.****TTC.1.13. Identify the main ideas/mood of what they have listened to/monitored.****TTC.1.14. Summarize what they have listened to/monitored.** *(Focus is placed on think pieces and texts on incidents.)***TTC.1.15. Make inferences about what they have listened to/monitored.***(Focus is placed only on making inferences by assessing the elements in what they have listened to/monitored from different perspectives.)***TTC.1.6. Detect non-verbal messages in when they have listened/monitored.***(The aim is to ensure that they recognize the elements of body language.)* **TTC.1.17. Detect implicit meanings in when they have listened to/monitored.****TTC.1.16. Use the listening strategies.** *(Focus is placed on “Creative Listening” in addition to the practices at lower grades; examples based on what students have listened to/monitored are addressed.)***TTC.1.18. Evaluate what they have listened****to/monitored.***(Evaluation is made in terms of language and expression.)* | **TTC.1.9. Predict meanings of the words in what****they have listened/monitored.** **TTC.1.2. Identify the main ideas of what they have listened to/monitored.****TTC.1.13. Identify the main ideas/mood of what they have listened to/monitored.****TTC.1.14. Summarize what they have listened to/monitored.** *(Focus is placed on think pieces and texts on incidents.)***TTC.1.15. Make inferences about what they have listened to/monitored.***(Focus is placed only on making inferences by assessing the elements in what they have listened to/monitored from different perspectives.)***TTC.1.6. Detect non-verbal messages in when****they have listened/monitored.***(The aim is to ensure that they recognize the elements of body language.)***TTC.1.17. Detect implicit meanings in when they have listened to/monitored.****TTC.1.16. Use the listening strategies.** *(Focus is placed on “Critical Listening” in addition to the practices at lower grades; examples based on what students have listened to/monitored are addressed.)***TTC.1.18. Evaluate what they have listened****to/monitored.***(Evaluation is made in terms of language, expression and content.)* |

**Table 8.** Explanations on Learning Outcomes for Speaking by Grades

|  |  |  |  |
| --- | --- | --- | --- |
|  **TTC.2. SPEAKING**  **GRADE 1** | **TTC.2. SPEAKING** **GRADE 2** |  **TTC.2. SPEAKING** **GRADE 3** |  **TTC.2. SPEAKING**  **GRADE 4** |
| **TTC.2.1. Use grade-appropriate vocabulary correctly.****TTC.2.2. Engage in a dialogue about a particular topic.****TTC.2.3. Express their opinions on a particular topic.****TTC.2.4. Arrange events in their order of occurrence while talking.****TTC.2.5. Use intonation and stress while speaking.***(Speak using appropriate stress and intonation elements to the content of their speech.)* | **TTC.2.6. Pronounce Turkish sounds correctly.****TTC.2.1. Use grade-appropriate vocabulary correctly.****TTC.2.2. Engage in a dialogue about a particular topic.****TTC.2.3. Express their opinions on a particular topic.****TTC.2.4. Talk about events in their order of occurrence.****TTC.2.5. Use intonation and stress while speaking.***(Speak using appropriate stress and intonation elements to the content of their speech.)* | **TTC.2.1. Use grade-appropriate vocabulary correctly.****TTC.2.2. Engage in a dialogue about a particular topic.****TTC.2.7. Speak in public on a particular topic.****TTC.2.5. Use intonation and stress****while speaking.***(Speak using appropriate stress and intonation elements to the content of their speech.)***TTC.2.8. Use non-verbal communication skills.** *(They are asked to make eye contact with the audience.)* **TTC.2.9. Express their opinions during class discussions.** | **TTC.2.1. Use grade-appropriate vocabulary correctly.****TTC.2.2. Engage in a dialogue about a particular topic.****TTC.2.7. Speak in public on a particular topic.****TTC.2.5. Use intonation and stress while speaking.***(Speak using appropriate stress and intonation elements to the content of their speech.)***TTC.2.8. Use non-verbal communication skills.** *(They are asked to make eye contact with the audience.)* **TTC.2.9. Express their opinions during class discussions.** |
|  **TTC.2. SPEAKING**  **GRADE 5** | **TTC.2. SPEAKING** **GRADE 6** |  **TTC.2. SPEAKING**  **GRADE 7** |  **TTC.2. SPEAKING**  **GRADE 8** |
| **TTC.2.10. Use basic vocabulary correctly.****TTC.2.11. Pronounce words correctly.****TTC.2.12. Give prepared speeches. TTC.2.13. Give impromptu speeches. TTC.2.14. Organize their speech around a certain theme.****TTC.2.15. Use transitions and conjunctions appropriately in their speeches.****TTC.2.8. Use non-verbal communication skills.***(They are asked to use body language elements.)* | **TTC.2.10. Use basic vocabulary correctly.****TTC.2.11. Pronounce words correctly.****TTC.2.12. Give prepared speeches. TTC.2.13. Give impromptu speeches. TTC.2.14. Organize their speech around a certain theme.****TTC.2.15. Use transitions and conjunctions appropriately in their speeches.****TTC.2.8. Use non-verbal communication skills.***(They are asked to use body language elements.)* | **TTC.2.10. Use basic vocabulary correctly.****TTC.2.11. Pronounce words correctly.****TTC.2.12. Give prepared speeches. TTC.2.13. Give impromptu speeches. TTC.2.14. Organize their speech around a certain theme.****TTC.2.15. Use transitions and conjunctions appropriately in their speeches.****TTC.2.16. Make comparisons in their speeches.***(Living and nonliving things are addressed in terms of their physical characteristics.)***TTC.2.8. Use non-verbal communication skills.***(They are asked to use body language elements.)* | **TTC.2.1. Use basic vocabulary correctly.****TTC.2.11. Pronounce words correctly.****TTC.2.12. Give prepared speeches. TTC.2.13. Give impromptu speeches. TTC.2.14. Organize their speech around a certain theme.****TTC.2.15. Use transitions and conjunctions appropriately in their speeches.****TTC.2.16. Make comparisons in their speeches.***(Living and nonliving things are addressed in terms of their physical characteristics.**- Humans are addressed in terms of personality traits.)***TTC.2.8. Use non-verbal communication skills.***(They are asked to use body language elements.)* |

**Table 9.** Explanations on Learning Outcomes for Reading by Grades

|  |  |  |  |
| --- | --- | --- | --- |
| **TTC.3. READING** **GRADE 1** | **TTC.3. READING** **GRADE 2** | **TTC.3. READING**  **GRADE 3** | **TTC.3. READING** **GRADE 4** |
| **TTC.3.1. Prepare for reading.** **TTC.3.2. Interpret pictures and images. TTC.3.3. Know the meanings of figures, symbols and signs.** | **TTC.3.4. Recognize the letters in the Turkish alphabet.****TTC.3.5. Understand the relationship between letters and sounds.** **TTC.3.6. Read syllables and words. TTC.3.7. Read simple and short sentences.** **TTC.3.8. Read short texts.****TTC.3.9. Make sense of symbols and signs.****TTC.3.10. Talk about images of texts.****TTC.3.11. Summarize short texts they have read.** **TTC.3.12. Identify the topic of a text.****TTC.3.13. Follow the written instructions.***(Focus is placed on instructions including a single element.)* | **TTC.3.14. Read punctuation.****TTC.3.15. Pay attention to stress, intonation and pronunciation while reading.****TTC.3.16. Find the meaning of unknown words they come across in their reading.****TTC.3.20. Find synonyms of the words they come across in their reading.****TTC.3.21. Find antonyms of the words they come across in their reading.****TTC.3.22. Outline the text passages they have read. TTC.3.12. Identify the topic of a text. TTC.3.23. Distinguish between the real and imaginary elements in a text.****TTC.3.13. Follow the written instructions.***(Focus is placed on instructions including two elements.)* | **TTC.3.14. Read punctuation.****TTC.3.15. Pay attention to stress, intonation and pronunciation while reading.****TTC.3.16. Find the meaning of unknown words they come across in their reading.****TTC.3.20 Find synonyms of the words they come across in their reading.****TTC.3.21. Find antonyms of the words they come across in their reading.****TTC.3.22. Outline the text passages they have read. TTC.3.12. Identify the topic of a text. TTC.3.23. Distinguish between the real and imaginary elements in a text.****TTC.3.13. Follow the written instructions.***(Focus is placed on instructions including three elements.)* |
| **TTC.3. READING** **GRADE 5** | **TTC.3. READING** **GRADE 6** | **TTC.3. READING**  **GRADE 7** | **TTC.3. READING** **GRADE 8** |
| **TTC.3.31. Use reading strategies. TTC.3.19. Find the meaning of vocabulary elements in their reading.** *(Words, idioms, proverbs, reduplication, etc.)***TTC.3.24. Find the meaning of homonyms they come across in their reading.****TTC.3.27. Summarize what they read.***(Texts on incidents are addressed.)***TTC.3.12. Identify the topic of a text.****TTC.3.25. Identify the main ideas/mood of a text.****TTC.3.32. Evaluate media texts.****TTC.3.28. Make comparisons between texts.***(During comparison, narrative texts are addressed due the elements they have.)***TTC.3.23. Distinguish between the real and imaginary elements in a text.****TTC.3.29. Make inferences from the texts they have read.****TTC.3.30. Distinguish between different text types.***(Tale, story, fable types are discussed.)* | **TTC.3.31. Use reading strategies. TTC.3.19. Find the meaning of vocabulary elements in their reading.** *(Words, idioms, proverbs, reduplication, etc.)***TTC.3.33. Recognize the structure of Turkish words.**(*Simplexes, derivatives, compounds)* **TTC.3.27. Summarize what they read.** *(Texts on incidents are addressed.)***TTC.3.12. Identify the topic of a text.****TTC.3.25. Identify the main ideas/mood of a text.****TTC.3.32. Evaluate media texts.****TTC.3.28. Make comparisons between texts.***(During comparison, narrative texts are addressed due the elements they have.)***TTC.3.23. Distinguish between the real and imaginary elements in a text.****TTC.3.29. Make inferences from the texts they have read.****TTC.3.30. Distinguish between different text types.***(Tale, story, fable types are discussed.)* | **TTC.3.31. Use reading strategies.****TTC.3.34. Read texts in accordance with the text type.****TTC.3.18. Use context to find the meaning of vocabulary elements.****TTC.3.19. Distinguish the semantic features of vocabulary elements in their reading.** *(Focus is place on denotation and connotation.)* **TTC.3.35. Recognize the functions of affixes in their reading.****TTC.3.27. Summarize what they read.***(Texts on incidents and think pieces are addressed.)***TTC.3.12. Identify the topic of a text. TTC.3.25. Identify the main ideas/mood of a text.****TTC.3.26. Identify the supporting ideas in a text. TTC.3.36. Question the source of information in the texts they read.****TTC.3.32. Evaluates media texts.** **TTC.3.28. Makes comparisons between texts.***(In the comparison, narrative and informative texts are discussed.)***TTC.3.29. Make inferences from the texts they have read.****TTC.3.30. Distinguish between different text types.***(In addition to the text types addressed in the previous years, the types such as biography, chat and essay are discussed.)* | **TTC.3.31. Use reading strategies.** **TTC.3.34. Read texts in accordance with the text type.****TTC.3.18. Use context to find the meaning of vocabulary elements.****TTC.3.19. Distinguish the semantic features of vocabulary elements in their reading.** *(Focus is placed on figurative meaning and term meaning.)* **TTC.3.37. Recognize the properties of sentences when they read.****TTC.3.27. Summarize what they read.***(Texts on incidents and think pieces are addressed.)***TTC.3.12. Identify the topic of a text.** **TTC.3.25. Identify the main ideas/mood of a text.****TTC.3.26. Identify the supporting ideas in a text. TTC.3.36. Question the source of information in the texts they read.****TTC.3.32. Evaluate media texts.** **TTC.3.28. Makes comparisons between texts.***(In the comparison, narrative and informative texts are discussed.)***TTC.3.29. Make inferences from the texts they****have read.****TTC.3.30. Distinguish between different text types.***(In addition to the text types addressed in the previous years, the types such as biography, chat and essay are discussed.)* |

**Table 10.** Explanations on Learning Outcomes for Writing by Grades

|  |  |  |  |
| --- | --- | --- | --- |
|  **TTC.4. WRITING**  **GRADE 1** | **TTC.4. WRITING** **GRADE 2** | **TTC.4. WRITING** **GRADE 3** | **TTC.4. WRITING** **GRADE 4** |
| **TTC.4.1. Prepare for writing.****TTC.4.2. Express their emotions and thoughts by drawing pictures.****TTC.4.3. Recognize colors and use them in visuals.** | **TTC.4.4. Write the letters in the Turkish alphabet correctly.****TTC.4.5. Write syllables and words. TTC.4.6. Write meaningful sentences according to the rules of Turkish.****TTC.4.7. Adhere to the spelling and punctuation rules of Turkish.***(Capitalizing proper nouns; using capital letters at the beginning of the sentence; using a period at the end of the sentence; using a hyphen to divide words at the end of a line.)***TTC.4.8. Determine proper spacing between letters, words, sentences and lines.** | **TTC.4.9. Use the elements of vocabulary properly and correctly.****TTC.4.10. Talk about events in their order of occurrence.****TTC.4.11. Write simple instructions.***(Game description, directions, etc.)***TTC.4.7. Adhere to the spelling and punctuation rules of Turkish.***(Capitalizing proper nouns; using capital letters at the beginning of the sentence; using a period at the end of the sentence; using a hyphen to divide words at the end of a line.)***TTC.4.12. Write short texts on a particular subject.***(They are asked to write simple, narrative texts.)***TTC.4.13. Choose an appropriate title based on the****content.** | **TTC.4.9. Use the elements of vocabulary properly and correctly.****TTC.4.10. Talk about events in their order of occurrence.** **TTC.4.14. Write instructions for the steps of a job.****TTC.4.12. Write short texts on a particular subject.** *(They are asked to write simple, narrative and informative texts.)***TTC.4.7. Adhere to the spelling and punctuation rules of Turkish.***(Focus is placed on capitalization, period, comma, hyphen, question mark.)***TTC.4.13. Choose an appropriate title based on the****content.** |
| **TTC.4. WRITING****GRADE 5** |  **TTC.4. WRITING**  **GRADE 6** |  **TTC.4. WRITING**  **GRADE 7** |  **TTC.4. WRITING**  **GRADE 8** |
| **TTC.4.9. Use the elements of vocabulary properly and correctly.****TTC.4.15. Write texts about a topic.***(They are asked to write narrative and informative texts.)***TTC.4.16. Organize their writing around a certain theme.****TTC.4.18. Use transitions and conjunctions appropriately in their speeches.****TTC.4.13. Choose an appropriate title based on the content.****TTC.4.7. Adhere to the spelling and punctuation rules of Turkish.***(Focus is placed on mistyped words and quotation mark.)***TTC.4.20. Fill in forms according to the instructions.****TTC.4.21. Use the writing strategies.** | **TTC.4.9. Use the elements of vocabulary properly and correctly.****TTC.4.15. Write texts about a topic.***(They are asked to write narrative and informative texts.)***TTC.4.16. Organize their writing around a certain theme.****TTC.4.18. Use transitions and conjunctions appropriately in their speeches.****TTC.4.13. Choose an appropriate title based on the content.****TTC.4.7. Adhere to the spelling and punctuation rules of Turkish.***(Focus is placed on mistyped words and quotation mark.)***TTC.4.20. Fill in forms according to the instructions.****TTC.4.21. Use the writing strategies.** | **TTC.4.9. Use the elements of vocabulary properly and correctly.****TTC.4.15. Write texts about a topic.** *(They are asked to write narrative and informative texts.)* **TTC.4.16. Organize their writing around a certain theme.****TTC.4.17. Use supporting ideas in their writing. TTC.4.18. Use transitions and conjunctions appropriately in their speeches.****TTC.4.13. Choose an appropriate title based on the****content.****TTC.4.19. Summarize.****TTC.4.7. Adhere to the spelling and punctuation rules of Turkish.***(Focus is placed on commonly confused words, quotation mark and exclamation mark.)***TTC.4.22. Organize their writing in terms of language and expression.****TTC.4.20. Fill in forms according to the instructions.****TTC.4.21. Use the writing strategies.** | **TTC.4.9. Use the elements of vocabulary properly and correctly.****TTC.4.15. Write texts about a topic.** *(They are asked to write narrative and informative texts.)* **TTC.4.16. Organize their writing around a certain theme.****TTC.4.17. Use supporting ideas in their writing.****TTC.4.18. Use transitions and conjunctions appropriately in their speeches.****TTC.4.13. Choose an appropriate title based on the****content.****TTC.4.19. Summarize.****TTC.4.7. Adhere to the spelling and punctuation rules of Turkish.***(Focus is placed on commonly confused words, quotation mark and exclamation mark.)***TTC.4.22. Organize their writing in terms of language and expression.****Fill in forms according to the instructions.****TTC.4.21. Use the writing strategies.** |