

National Curriculum for

ENGLISH LANGUAGE

Grades I – XII

2006

GOVERNMENT OF PAKISTAN
MINISTRY OF EDUCATION
ISLAMABAD



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Preamble

This curriculum framework has been conceived of, and designed as a reference document for use by various stakeholders, i.e. teachers and learners, textbook writers, reviewers, examiners, and other users of this document. For this purpose, considerable effort has been made to explain the basic components of the framework, the design principles and the rationale for the competencies selected as key learning areas for non-natives speakers of English in Pakistan. The document is general enough to be used by all school types in Pakistan. However, it is specific at the level of **student learning outcomes** for each grade level for the teachers' guidance.

The present curriculum has been developed to enhance the quality of learning opportunities through formal instruction over the twelve years of schooling in Pakistan. Language is a developmental process and cannot be confined within the boundaries of the academic year. Hence, **benchmarks** have been defined for recognizable stages of schooling in Pakistan. At the same time, keeping the practical needs of the teachers and school administrators in mind, **student learning outcomes** have been provided grade-wise. These are measurable outcomes that the teacher and learners can use to gauge their progress towards the **benchmarks** at the end of two or three years of study. It is expected that while new knowledge and skills will be introduced in each grade, opportunities will be provided for integration of new knowledge and skills with the students' prior learning. As will be noted by the users, provision has been made for a spiral progression with recycling of many skills for consolidation purposes. In other words, the learner is enabled to arrive at a 'stable' stage i.e. the **benchmark**, through constant repetition and reinforcement.

In order to make this document user friendly, summaries have been provided at the end of each section for ready reference and/or pull-out purposes for the teacher. Guidelines have been provided for instruction and for materials development, both by the teacher and textbook writers. Similarly, guidelines have been provided, in a separate section, for assessment of learning. A notable feature of the document is the glossary at the end to enable users who might not be familiar with the specific terminology used (in **boldface** throughout the document) and to read the document with ease; and in the process, enhance their understanding of various components of a curriculum.

Acknowledging that curriculum development is a dynamic and ongoing process, the suggested curriculum framework will need to be periodically reviewed and updated in the light of changing realities and growing experience of implementation at the grass root level.

We look forward to receiving feedback from all the users of this document to make it into a dynamic and 'living' document instead of it gathering dust on the shelves.

Section 1: Introduction

Background

In the current scenario, English is the language of international communication, higher learning and better career options. It should, therefore, reach the masses so that there is no discrimination amongst the rich and poor in Pakistan in terms of opportunities for personal, professional and economic development.

With this perspective, teaching of English has been introduced as a language from grade one and would be used as a medium of instruction across the curriculum for various subjects. This, as well as, the wide spread exposure to English language through the media, endorses the present curriculum revision exercise, along with development of new text books and assessment strategies to improve the quality of teaching and learning of English, nationwide.

The new curriculum aims to provide holistic opportunities to the students for language development and to equip them with competencies in using the English language for communication in academic and social **contexts**, while enabling them to be autonomous and lifelong learners to better adapt to the ever changing local and world society, and to knowledge advancement.

The present National Curriculum for grades I-XII has been developed after detailed deliberations with relevant stakeholders including selected language experts from all the provinces in Pakistan. It is hoped that this curriculum document will serve as a point of reference for all involved in the process of teaching and learning of English in Pakistan.

1.1: Statement of Philosophy

For the majority of Pakistani students, learning the English language is rarely a subconscious process. The learners have few opportunities to absorb the language from the environment to acquire a natural feel for **appropriate** linguistic structure, vocabulary and **style** in varied **contexts** of use, both in academic and social settings. Hence, it is not the students who lack the capacity to learn but the total academic setting whose capacity needs to be built up. The learners, therefore, have to be provided with formal opportunities to learn the language in an instructional setting through a well thought-out and organized curriculum. The current curriculum aims to serve as a guide for teachers, learners, textbook developers, assessors and all other users. It is recognized that the instructional settings vary greatly in Pakistan in terms of teachers' background and proficiency in English, students' background and opportunities for exposure and/or use of English at home and in the community outside the school and classroom **context**, as well as, the resources available for teaching and learning of English. However, it is hoped that the competencies and **standards** defined in this curriculum will provide a roadmap for development of both human and financial resources in schools for quality teaching and learning of English to all children in Pakistan.

The curriculum is designed, particularly, to promote the academic and employment language needs for learners who wish to pursue their higher studies, as well as, for those who might terminate education after grade XII. Consequently, it aims to offer academic and practical skills that learners can use to complete their studies or build their careers after graduating from school. The curriculum is multidimensional and incorporates all components of language, i.e., phonology, grammar, lexis, **discourse**, and language functions and skills. Emphasis is placed on developing competency in all areas of the language. Skills and micro skills related to a particular **standard** are identified and developed through various processes and strategies.

The content and the process of learning are structured and integrated in such a way so as to realize the **standards** for key competencies through spiral progression with a major focus on development of language skills rather than on content. Functional, mass media, literary and every day texts provide a context for the teaching of the micro skills and strategies used in listening, speaking, reading and writing. The teaching strategies ensure that work in speaking, listening, reading and writing is integrated. Students learn to acquire information and ideas through reading and listening, and to effectively communicate their ideas through writing and speaking.

Listening and speaking skills are to be developed in the classroom context. Due to resources constraints, it is not possible in this first phase of curriculum revision to have recorded cassettes or to test listening and speaking skills in all educational settings. However, understanding of appropriate language use in different **contexts** will be tested through the written exam designed for just this purpose. This might appear artificial and contrived but it is felt that it is better to expose students to such learning experiences than to have no opportunities to engage in oral communication. It is planned that, in the second phase, cassettes for practicing both intensive and extensive listening for wider language exposure can be used.

The curriculum also aims to provide language learning and teaching experiences within national and cultural bounds while encouraging the learners to be autonomous and lifelong learners.

To summarize, the curriculum places greater emphasis on the understanding and use of the English language in different academic and social **contexts** than on acquiring knowledge about the language for its own sake. Such an approach acknowledges, on one hand, the importance of teaching the knowledge about the language system; on the other, it moves a step forward to emphasize the appropriate use of that knowledge so that students' ability to communicate in real life situations is improved and made effective for various purposes.

1.2: Process of curriculum development

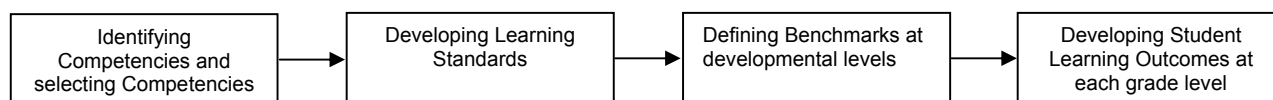
An analysis of the educational **context** including the teachers and learners, particularly in public sector schools in Pakistan portrays its lacks and needs. In the light of the suggestions, recommendations and the identified constraints and limitations of the teachers and learner, and

inadequate learning resources, development of the following competencies in the English language were focused on in the curriculum:

- Reading and Thinking Skills
- Writing Skills
- Oral Communication Skills
- Formal and Lexical Aspects of Language
- Appropriate Ethical and Social Development

For developing the curriculum, firstly the language needs of a grade XII student were envisioned. Keeping this end in sight, competencies and **standards** for learning (terminal attainment targets) were developed. In the next stage, **benchmarks** were identified based on competencies and **standards** for learning defined earlier. Finally, **student learning outcomes** were developed grade-wise for different stages of schooling. A learner will only be able to meet the student learning outcome specified for his/her level if the skill is first introduced, explained and then reinforced through practice activities. For this, it is essential that all the major skills identified are taught in a spiral progression. Such activities are to be incorporated at each grade that cater for progressive cognitive development from lower level intellectual skills of simple knowledge and comprehension to higher order skills of analysis, synthesis and evaluation so as to nurture the ability of reasoning, problem solving, **critical thinking** and creativity.

Figure1. Curriculum Development Process



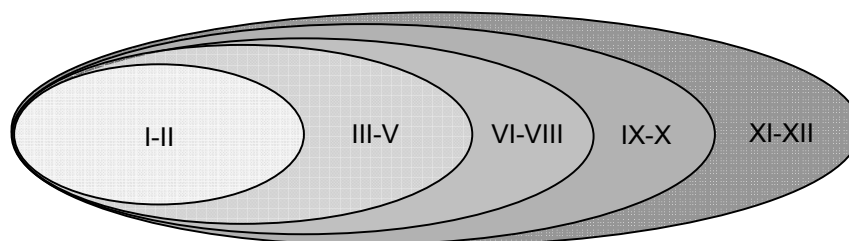
1.3: Organization of the curriculum framework

In terms of the curriculum, education from grades I-XII forms an integral whole. However, for a description of performance, five developmental levels have been identified. The framework has been formulated, keeping in mind the ultimate requirement of Grade XII students' academic, job-related, social and individual language needs. It is very important that curriculum content is relevant to age and intellectual level of learner:

Developmental Levels

| Grades | |
|---------|--|
| I-II | At this level, the young learners are helped to get a solid start in developing readiness for subsequent work and learning in relevant and focused areas of knowledge, skills and understanding. This would steer them into becoming autonomous learners. They should learn aspects of a foreign language which are parallel to their current level of command of their own language. Earliest activities are mostly lexical with structural activities playing a formulaic role. All can be modified for language teaching purposes. |
| III-V | At this level, the learners are introduced to the various forms and functions of language, equipping them with relevant skills for handling knowledge appropriate for their age. The learners acquire initial content knowledge and develop the skills and understanding to build a foundation for later studies. They also require a logical and critical approach as ideas and abstractions are numerous and complex, so content material has to be more structured. |
| VI-VIII | At this level, a lot of grounding is done and practice given specially in the basic language work so that a strong, adequate language foundation is built. Attention is focused on thorough and effective teaching rather than in trying to cover a wide range of areas. This is an important transitional phase; building from primary, and moving towards secondary education. |
| IX-X | This level builds on earlier work, and the language learnt at the previous level is consolidated. The learners are equipped with skills essential not only for their current needs but also for future academic and social needs. Language, being the base of all knowledge, competency / proficiency in English Language will help learners attain proficiency in other subject areas, hence, reinforcing and furthering knowledge in other disciplines. |
| XI-XII | This level is the terminal level for those who discontinue education to look for jobs, while others branch off into their respective specialized areas for further study. The language curriculum for this level takes into account the general and specialized language needs of both aforementioned categories. The curriculum is, therefore, designed to cater for these groups. The content and type of reading texts, as well as the skills, functions and vocabulary to be taught are all determined by these concerns. |

Figure 2



Section 2: Competencies, Standards, Benchmarks and Student Learning Outcomes

Competency: A key learning area.

Standards: These define the competency by specifying broadly, the knowledge, skills and attitudes that students will acquire, should know and be able to do in a particular key learning area during twelve years of schooling.

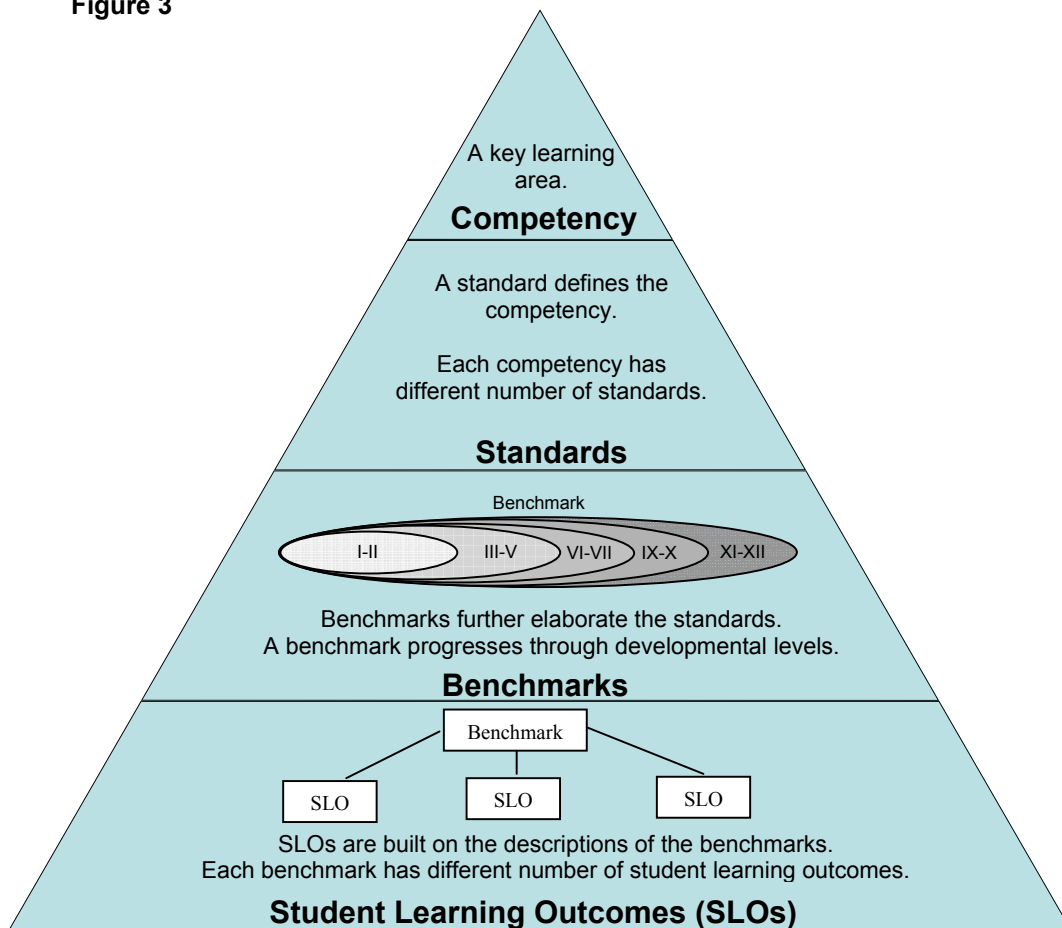
Benchmarks: The benchmarks further elaborate the standards, indicating what the students will accomplish at the end of each of the five developmental levels in order to meet the standard. These provide at a glance, the continuum of the English language learning e.g. **benchmarks** for grades I and II define what the students will be able to do by the end of grade II.

Student Learning Outcomes (SLOs): These are built on the descriptions of the **benchmarks** and describe what students will accomplish at the end of each grade. Most student learning outcomes progress and develop across grades where each skill is revisited, revised and reinforced. It is important to remember that learning outcomes within a competency or across competencies overlap and are interrelated; progress towards one outcome is often dependant upon progress towards another. Cumulative student learning outcomes for a particular academic year specify what the students will be able to do at the end of the academic year. The outcomes are realistic, observable, achievable and measurable. Some of the student learning outcomes might not be testable in the Board examinations due to constraints, but considering their importance these have been incorporated and are to be tested during formative assessment in the classroom.

The learning outcomes of the English key learning area contribute significantly to lifelong learning. The aim is to help students achieve these outcomes through extended engagement with texts and language, and by developing a variety of literacy practices over the years of compulsory schooling. To attain a spiral build-up, all the elements in each standard are introduced, focused, revisited, revised and reinforced.

This figure illustrates the organization of the curriculum framework:

Figure 3



In this document, competencies, standards, and benchmarks are coded for easy use.

| | |
|-------------------------------|--|
| C | Competency. |
| C1...C5 | Subsequent number of competencies. |
| S | Standard. |
| S1...S3 | Subsequent number of standards in each competency. |
| BM | Benchmark. |
| BM1...BM4 | Subsequent number of benchmarks at each developmental level. |
| Example of coding: C1S2BM3 | Competency 1, Standard 2, Benchmark 3 |

2.1: Competencies in English language

The curriculum identifies five competencies and a total of eight **standards** for key learning areas of the English language. The fifth competency specifies the appropriate ethical and social development and is to be developed and incorporated across the other four competencies through selection of appropriate texts and activities.

Competencies and their Standards:

| | |
|--|-------------------|
| Competency 1: Reading and Thinking Skills | Standards 1, 2 |
| Competency 2: Writing Skills | Standard 1 |
| Competency 3: Oral Communication Skills | Standard 1 |
| Competency 4: Formal and Lexical Aspects of Language | Standards 1, 2, 3 |
| Competency 5: Appropriate Ethical and Social Development | Standard 1 |

The order in which the **standards** are listed does not indicate the relative importance of the standard. All are equally important.

2.2: Rationale for Competencies and Standards

Competency 1: Reading and Thinking Skills - Standards 1, 2 (C1, S1, S2)

Standard 1: All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, **fluency** and enjoyment.

Standard 2: All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature.

Rationale:

Reading is an individual exercise; we interact with the text, using prior knowledge of the world to create meaning and understanding. The reading speed and comprehension level can be increased through strategies suitable for the purpose of reading and the type of text being read. It is, therefore, essential to sensitize the students to the fact that good reading does not mean reading aloud or learning all the new words in the reading text and answering all the comprehension questions.

Better readers are the ones who are equipped with the skills of purposeful reading. These skills can be developed through awareness raising and practice activities. The aim should be to use the texts to teach reading, and not reading to teach texts. Written texts that deal with common human experiences, contemporary information and issues are proposed as the context for the learning of processes, skills and strategies, but the approach of the curriculum goes beyond reading. In fact, the reading component serves as a spring board for the development of integrated language skills, and for enhancing cognitive and affective domains, enabling the students to think critically and creatively.

One important medium to get the feel for a language and its idiom is its literature; in order to provide this learning experience literary texts are included. The aim is not to teach advanced

literary appreciation skills, but the acquisition of language skills through activities and exercises based on these texts.

The learners will, hence, be provided opportunities for understanding expressive and narrative texts, and once initiated into this process they would be able to seek enjoyment through extensive reading on their own.

The chosen material should be contemporary and should reflect the specified themes. All reading material in the text book should require learners to work at a level slightly above their receptive ability, only then will they be stimulated enough to stretch themselves cognitively.

The reading texts will comprise a variety of text types e.g. interpersonal and transactional, expository, descriptive, narrative and argumentative with literary texts comprising 25% of the reading material.

Competency 2: Writing Skills - Standard 1 (C2, S1)

Standard 1: All students will produce with developing **fluency** and accuracy, academic, transactional and **creative writing**, which is focused, **purposeful** and shows an insight into the **writing process**.

Rationale:

*Writing is a complex communicative activity; at the time one is searching for vocabulary to express one's thought, his or her mind might race ahead to another idea and the new insight may contradict the original ideas. It is, therefore, essential that the final writing is focused, coherent and cohesive, with a clear overall progression. It should take into account the purpose of writing, as well as, the **audience** for the written piece. In order to present a well written text, it is essential, therefore, that students view writing as a process; and are taught to approach their writing deliberately in three stages. In **pre-writing** stage, a topic / text is chosen, narrowed down, ideas generated, gathered and then organized. In the second stage of **drafting**, the ideas are converted into sentences and paragraphs. In the third stage of **revising**, the ideas are reorganized, clarified and then finally, the draft is edited for errors and omissions so as to improve its **style**.*

Competency 3: Oral Communication Skills - Standard 1 (C3, S1)

Standard 1: All students will use appropriate social and academic conventions of spoken **discourse** for effective oral communication with individuals and in groups, in both informal and formal settings.

Rationale:

*Language functions are the purposes for which people speak or write. The purpose may be to present a **point of view**, to ask for information or any other. Therefore, it is essential to use those appropriate language expressions which are best suited for the communicative purpose. The expression i.e. the form of language that is used is determined by the level of formality of a situation, the type of message which is to be communicated, as well as, the relationship of the addresser and addressee. It is essential that the students are sensitized to the correct conventions of expression in different settings so that they use language appropriately, according to the occasion and **audience**.*

Competency 4: Formal and Lexical Aspects of Language - Standards 1, 2, 3 (C4, S1, S2, S3)

Standard 1, Pronunciation: All students will understand and articulate widely acceptable pronunciation, **stress** and intonation patterns of the English language for improved communication.

Standard 2, Vocabulary: All students will enhance vocabulary for effective communication.

Standard 3, Grammar and Structure: All students will understand **grammatical functions** and use the principles of grammar, punctuation, and **syntax** for developing accuracy in their spoken and written communication.

Rationale:

Formal aspects of a language i.e. the sound system and grammar are the tool for oral and written communication. This tool would be ineffective if it is not supported by sufficient vocabulary to aid expression. Grammatical and phonetic exercises combined with vocabulary development are of immense importance as natural preparations for oral and written production of language. Correct grammar, appropriate vocabulary, speech, and cohesive and coherent written composition are integral parts of a whole; hence, equally important.

Competency 5: Appropriate Ethical and Social Development (C5, S1)

Standard 1: All students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

Rationale:

The world is increasingly becoming a global village with people of different languages and cultures coming in frequent contact both at intra and international levels. Text content provides a realistic and diverse learning exposure, and is an important mode for developing a personal world view. Texts that reflect multiple perspectives and diverse communities create awareness about contemporary ideas, issues and themes; and inculcate ethical and social attributes, and values relevant in a multicultural society.

2.3: Summary of Competencies and Standards

| | | | |
|----|--|----|---|
| C1 | Reading and Thinking Skills | S1 | All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment |
| | | S2 | All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature. |
| C2 | Writing Skills | S1 | All students will produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process. |
| C3 | Oral Communication Skills | S1 | All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings. |
| C4 | Formal and Lexical Aspects of Language | S1 | Pronunciation: All students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication. |
| | | S2 | Vocabulary: All students will enhance vocabulary for effective communication. |
| | | S3 | Grammar and structure: All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written |
| C5 | Appropriate Ethical and Social Development | S1 | All students will develop ethical and social attributes and values relevant in a multicultural, civilized society. |

2.4: Competencies, Standards and Benchmarks

Competency 1: Reading and Thinking Skills (C1)

Standard 1: All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment (C1, S1)

(The reading texts will comprise a variety of text types e.g. interpersonal and transactional, **expository**, descriptive and **narrative** with literary texts comprising 25% of the reading material)

Please note: As the reader will observe, in the benchmarks below different kinds of oral and written tasks are used to measure students' development of reading comprehension. However, it is emphasized that the function of writing tasks here is to demonstrate and evaluate learners' comprehension of the material read.

Benchmarks

| | Grades I - II | Grades III - V | Grades VI - VIII | Grades IX - X | Grades XI-XII |
|------|--|--|--|---|---|
| BM 1 | Use reading readiness strategies ; recognize words and sentences as meaningful units of expression and paragraphs as graphical units of expression. | Identify digraphs , silent letters, and inflections in words; comprehend words, sentences and paragraphs as meaningful units of expression. | Analyze patterns of text organization, and function of various devices used in a paragraph. | Analyze patterns of text organization, and function of various devices used within and beyond a paragraph in a text. | Evaluate patterns of text organization, and function of various devices used within and beyond a paragraph in a text. |
| BM 2 | Identify factual information applying reading comprehension and thinking strategies. | Interpret factual information, new processes and procedures, personal, school and public related information, applying reading comprehension and thinking strategies. | Extend conceptual understanding of processes, procedures, events and issues, applying reading comprehension and thinking strategies. | Analyze complex processes, procedures, events, issues, and various viewpoints, applying reading comprehension and thinking strategies. | Analyze, synthesize and evaluate events, issues, ideas and viewpoints, applying reading comprehension and thinking strategies. |
| BM 3 | Locate information from a visual cue or a graphic organizer and express the information verbally. | Comprehend information from a visual cue or a graphic organizer to describe positions, directions, events, sequences, and to show comparison and contrast. | Interpret information from a visual cue or a graphic organizer to give directions, describe positions, simple processes and procedures and cause and effect relationships. | Analyze information from a visual cue or a graphic organizer to show complex processes, procedures, comparisons, contrasts, and cause and effect relationships. | Analyze and synthesize information from a visual cue or a graphic organizer to summarize, highlighting the key areas and main trends. |
| BM 4 | Locate information for specific purposes using various aids and study skills. | Gather and use information for a variety of purposes using various aids and study skills. | Gather, analyze, and use information for a variety of purposes using various aids and study skills. | Gather, analyze, evaluate and synthesize information to use for a variety of purposes including a research project using various aids and study skills. | Gather, analyze, evaluate and synthesize information to use for variety of purposes including a research project using various aids and study skills. |

Competency 1: Reading and Thinking Skills (C1)

Standard 2: All students will read and analyze literary text to seek information, ideas, enjoyment; and to relate their own experiences to those of common humanity as depicted in literature. (C1, S2)

Benchmarks

| | Grades I - II | Grades III - V | Grades VI - VIII | Grades IX - X | Grades XI-XII |
|------|---|---|---|--|---|
| BM 1 | Recall stories and nursery rhymes; express personal reactions to characters and events in them. | Describe basic elements of stories and simple poems; express personal preferences giving reasons. | Analyze short stories and poems; identify with characters' emotional response, motives and actions. | Analyze short stories, poems, and essays; make connections between literary texts and their own lives. | Analyze and evaluate short stories, poems, essays and one-act plays; relate how texts affect their lives and connect the texts to contemporary and historical ideas/issues across cultures. |

Competency 2: Writing Skills (C2)

Standard 1: All students will produce with developing **fluency** and accuracy, academic, transactional and **creative writing**, which is focused, **purposeful** and shows an insight into the **writing process** (C2, S1)

Please note: Reading and writing are integrally related. Good readers are also better writers. In the light of this, identifying and analyzing elements of written texts, focused earlier in reading standards and benchmarks, are sometimes repeated in this section to show this essential relationship for teaching and testing of writing.

Benchmarks

| | Grades I - II | Grades III - V | Grades VI - VIII | Grades IX - X | Grades XI-XII |
|------|---|--|--|---|--|
| BM 1 | Write words and sentences using writing techniques. | Identify and use techniques for writing effective and unified sentences and a paragraph. | Analyze written discourse to use in their own compositions, techniques for effective paragraph organization and development such as a clear topic sentence and supporting details . | Analyze a variety of written discourse to use in their own compositions, techniques for effective text organization, development, and author's techniques that influence reader. | Analyze and evaluate a variety of written discourse to use in their own compositions, techniques for effective text organization, development, and author's techniques that influence reader. |

| | | | | | |
|---------|--|---|--|---|--|
| BM 2 | Write sentences, answers to simple questions and guided stories about familiar topics. | Write short descriptive, expository and narrative paragraphs and stories for academic and creative purposes. | Write descriptive, expository and narrative texts for different purposes and audiences . | Write a variety of expository , persuasive , analytical essays, and personal narratives for different purposes and audiences . | Write expository , persuasive , analytical essays, research reports, and extended narratives for multiple purposes and audiences . |
| BM 3 | Write a variety of simple interpersonal and transactional texts e.g. greeting cards, postcards, dialogues (speech bubbles , cartoon strips) using vocabulary, tone , style of expression appropriate to the communicative purpose and context . | Write a variety of interpersonal and transactional texts e.g. short notes, informal invitations and letters, and dialogues (speech bubbles , cartoon strips) using vocabulary, tone , style of expression appropriate to the communicative purpose and context . | Write a variety of interpersonal and transactional texts e.g. informal and formal letters, simple forms, dialogues (speech bubbles , cartoon strips , role play) using vocabulary, tone , style of expression appropriate to the communicative purpose and context . | Write a variety of interpersonal and transactional texts e.g. formal letters, letters to the editors, applications, emails, and various forms used in extended social environment using vocabulary, tone , style of expression, conventions appropriate to the communicative purpose and context . | Write a variety of interpersonal and transactional texts e.g. business letters / applications / job advertisements, resume, forms for a range of purposes in real life situations, using vocabulary, tone , style of expression, conventions appropriate to the communicative purpose and context . |
| BM 4 | | Revise and edit for word order, spelling and punctuation. | Plan and draft their own writing; revise and edit for paragraph unity, clear central topic, relevant and adequate supporting details , effective style , appropriate transitional devices , punctuation and vocabulary. | Plan and draft their writing; revise and edit for various organization patterns of sequence, comparison, contrast, classification, cause and effect, logical flow of ideas through flexible and clear signal and reference words , point of view , supporting evidence, overall effect, appropriate punctuation and vocabulary. | Plan, draft, revise edit their own texts in areas such as cohesion and coherence, effectiveness of arguments / opinions, sufficient supporting details , creativity, appropriate punctuation and vocabulary. |

Competency 3: Oral Communication Skills (C3)

Standard 1: All students will use appropriate social and academic conventions of spoken **discourse** for effective oral communication with individuals and in groups, in both informal and formal settings. (C3, S1)

Please note: It is acknowledged that presently all schools might not have the requisite resources and testing conditions appropriate for formal testing of oral communication skills. However, realizing the importance of these skills, these have been included explicitly in the curriculum. This will serve two purposes: 1) It will encourage the teachers to undertake the teaching and formative assessment of these skills at the classroom level; 2) Help schools in developing the required resources for formal testing of oral communication skills.

Benchmarks

| | Grades I - II | Grades III - V | Grades VI – VIII | Grades IX - X | Grades XI-XII |
|---------|--|--|--|---|--|
| BM 1 | Use some formulaic expressions for basic routine greetings and social courtesies for oral interaction in predictable environment of class and school. | Use limited linguistic exponents to communicate appropriately for functions and co-functions of opinions, apologies, requests and instructions in predictable environment of class and school. | Use selected linguistic exponents to communicate appropriately for various functions and co-functions of opinions, feelings, emotions, instructions in immediate social environment. | Use extended linguistic exponents to communicate appropriately for various functions and co-functions of advice, hopes, fears, queries, in extended social environment. | Use a variety of linguistic exponents to communicate appropriately for various functions and co-functions of inquiries, persuasions, arguments, comparisons, evaluations, in a wide range of contexts . |
| BM 2 | Demonstrate through introductions, recitation of poems, and show-and-tell activities, the social and academic conventions and dynamics to communicate information/ ideas. | Demonstrate through role plays , discussions, conversations, the social and academic conventions and dynamics to communicate information/ ideas. | Demonstrate through dialogues, panel discussions , talks on particular topics, the social and academic conventions and dynamics to communicate information/ ideas. | Demonstrate through formal talks, group oral presentations, informal interviews, the social and academic conventions and dynamics to communicate information/ ideas. | Demonstrate through formal talks, individual oral presentations and job interviews, the social and academic conventions and dynamics to communicate information/ ideas. |

Competency 4: Formal and Lexical Aspects of Language. (C4)

Standard 1, Pronunciation: All students will understand and articulate widely acceptable pronunciation, **stress** and intonation patterns of the English language for improved communication. (C4, S1)

Benchmarks

| | Grades I - II | Grades III - V | Grades VI - VIII | Grades IX - X | Grades XI-XII |
|---------|---|--|--|--|--|
| BM 1 | Recognize and articulate the basic sounds and sound patterns of English language at word and sentence level. | Recognize and articulate sound patterns and stress in words; and basic intonation patterns in statements and questions as they occur in classroom texts. | Pronounce (acceptably) words, identify and apply stress shift and intonation patterns for communicating different meanings. | Pronounce (acceptably) new words, and use appropriate stress and intonation pattern in sustained speech to communicate effectively. | Pronounce (acceptably) new lexical items , and use appropriate stress and intonation pattern in sustained speech to communicate effectively. |

Competency 4: Formal and Lexical Aspects of Language (C4)

Standard 2, Vocabulary: All students will enhance vocabulary for effective communication. (C4, S2)

Benchmarks

| | Grades I - II | Grades III - V | Grades VI - VIII | Grades IX - X | Grades XI-XII |
|---------|---|--|--|---|--|
| BM 1 | Recognize and use with correct spellings naming, action and describing words, cognates , rhymes, common phrases and formulaic expressions from immediate surroundings and from the subject texts. | Build vocabulary through simple affixes, compound words , converting parts of speech, classify words into different categories; and use with correct spellings, the vocabulary from the subject texts and extended environment including media. | Build vocabulary through word roots, contextual clues , dictionary, thesaurus, and the environment; use words, phrases and idioms in context and with correct spellings. | Analyze different kind of texts to identify how lexical items are used to convey different meanings; use lexical items in context and with correct spellings; use lexical items to show different meanings in their own speech and writing. | Evaluate different kind of texts to understand how lexical items change meaning and style ; use lexical items to show finer shades of meaning and style in their own speech and writing. |

Competency 4: Formal and Lexical Aspects of Language (C4)

Standard 3, Grammar and structure: All students will understand **grammatical functions** and use the principles of grammar, punctuation, and **syntax** for developing accuracy in their spoken and written communication (C4, S3)

Benchmarks

| | Grades I - II | Grades III - V | Grades VI - VIII | Grades IX - X | Grades XI-XII |
|------|--|---|---|--|--|
| BM 1 | Recognize grammatical functions of some parts of speech and use them in their speech and writing. | Recognize grammatical functions of selected parts of speech, limited concepts of time, tense and aspect, and use them in their speech and writing. | Recognize grammatical functions of parts of speech, selected concepts of tense, aspect, limited transitional devices and modal verbs , and use them in their speech and writing. | Recognize grammatical functions and concepts of tense and aspect, selected transitional devices and modal verbs , and use them in their speech and writing. | Apply grammatical functions and concepts of tense and aspect, transitional devices and modal verbs in their speech and writing. |
| BM 2 | Recognize and use punctuation such as, full stop, question mark, exclamation mark and capitalization to read and write simple sentences. | Recognize and use punctuation including the use of hyphen, comma and colon to read and write lists and simple paragraphs | Recognize and use punctuation including use of semicolons, dash, parenthesis and quotation marks to denote direct speech. | Recognize and use punctuation including use of commas in phrases, complex clauses and sentences | Recognize and use punctuation to evaluate complex texts for style and changes in meaning and to use in writing of bibliographies and reference lists |
| BM 3 | Use and respond to simple commands and questions verbally and non-verbally . | Recognize and use simple sentence structure and appropriate sentence types to write meaningful paragraphs. | Identify sentence types and structure, recognize and apply the concept and functions of voice and narration in reading and writing. | Analyze sentence types and structure, recognize and apply the concept and function of coordination and subordination in extended writing tasks. | Analyze sentence types and structure, recognize and apply the concept and function of coordination and subordination in extended writing tasks for increased effectiveness in communication. |

Competency 5: Appropriate Ethical and Social Development (C5)**Standard 1:** All students will develop ethical and social attributes and values relevant in a multicultural, civilized society.
(C5, S1)

Please note: This competency will be developed and incorporated across the other four competencies; hence, the teaching and learning of the appropriate values and attributes is to be embedded in the chosen themes and topics of the reading texts, and through writing and speaking activities performed in the learning environment of the class.

| | Grades I - II | Grades III - V | Grades VI - VIII | Grades IX - X | Grades XI-XII |
|------|---|----------------|------------------|---------------|---------------|
| BM 1 | Recognize and practice values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy, etc., relevant for peaceful coexistence between individuals, groups and nations. | | | | |
| BM 2 | Develop and portray through actions, a sense of importance of individual worth; simultaneously valuing diversity and equality among people. | | | | |
| BM 3 | Understand and evaluate contemporary social, economic and scientific developments/ issues so as to participate in the global society as aware and thinking individuals. | | | | |

2.5: Benchmark Focus

| C1 | Reading and Thinking Skills | C2 | Writing Skills | C3 | Oral Communication Skills | C4 | Formal and Lexical Aspects of Language | C5 | Appropriate Ethical and Social Development |
|-----------|-------------------------------------|-----------|---|-----------|-----------------------------------|-----------|--|-----------|--|
| S1 BM1 | Patterns of text organization | S1 BM1 | Techniques for effective text organization, development and writer's craft | S1 BM1 | Functions and co-functions | S1 BM1 | Pronunciation development | S1 BM1 | Attributes for peaceful coexistence |
| BM2 | Comprehension strategies | BM2 | Descriptive / narrative / expository / persuasive / analytical writing | BM2 | Group dynamics | S2 BM1 | Vocabulary enhancement | BM2 | Valuing self and diversity |
| BM3 | Interpretation of visual organizers | BM3 | Interpersonal and Transactional writing | | | S3 BM1 | Grammatical functions | BM3 | Approach contemporary issues as thinking individuals |
| BM4 | Study skills | BM4 | Revising, editing | | | BM2 | Mechanics of punctuation | | |
| S2 BM1 | Interaction with literary texts | | | | | BM3 | Sentence structure | | |

2.6: Section Summary

| C1 | | C2 | C3 | C4 | | | C5 |
|-----|-----|-----|-----|-----|-----|-----|--|
| S1 | S2 | S1 | S1 | S1 | S2 | S3 | S1 This competency is to be developed and incorporated across the other four competencies through selection of appropriate texts and activities |
| BM1 | BM1 | BM1 | BM1 | BM1 | BM1 | BM1 | |
| BM2 | | BM2 | BM2 | | | BM2 | |
| BM3 | | BM3 | | | | BM3 | |
| BM4 | | BM4 | | | | | |
| | | | | | | | |

Grades I & II – Section Summary (pullout page):

| C1 | | C2 | C3 | C4 | | | C5 |
|-----|-----|-----|-----|-----|-----|-----|--|
| S1 | S2 | S1 | S1 | S1 | S2 | S3 | S1 This competency is to be developed and incorporated across the other four competencies through selection of appropriate texts and activities |
| BM1 | BM1 | BM1 | BM1 | BM1 | BM1 | BM1 | |
| BM2 | | BM2 | BM2 | | | BM2 | |
| BM3 | | BM3 | | | | BM3 | |
| BM4 | | | | | | | |
| | | | | | | | |

Grades III, IV, & V – Section Summary (pullout page):

| C1 | | C2 | C3 | C4 | | | C5 |
|-----|-----|-----|-----|-----|-----|-----|---|
| S1 | S2 | S1 | S1 | S1 | S2 | S3 | <p>S1</p> <p>This competency is to be developed and incorporated across the other four competencies through selection of appropriate texts and activities</p> |
| BM1 | BM1 | BM1 | BM1 | BM1 | BM1 | BM1 | |
| BM2 | | BM2 | BM2 | | | BM2 | |
| BM3 | | BM3 | | | | BM3 | |
| BM4 | | BM4 | | | | | |
| | | | | | | | |

Grades VI, VII, & VIII – Section Summary (pullout page):

| C1 | | C2 | C3 | C4 | | | C5 |
|-----|-----|-----|-----|-----|-----|-----|---|
| S1 | S2 | S1 | S1 | S1 | S2 | S3 | <p>S1</p> <p>This competency is to be developed and incorporated across the other four competencies through selection of appropriate texts and activities</p> |
| BM1 | BM1 | BM1 | BM1 | BM1 | BM1 | BM1 | |
| BM2 | | BM2 | BM2 | | | BM2 | |
| BM3 | | BM3 | | | | BM3 | |
| BM4 | | BM4 | | | | | |
| | | | | | | | |

Grades IX & X – Section Summary (pullout page):

| C1 | | C2 | C3 | C4 | | | C5 |
|-----|-----|-----|-----|-----|-----|-----|---|
| S1 | S2 | S1 | S1 | S1 | S2 | S3 | <p>S1</p> <p>This competency is to be developed and incorporated across the other four competencies through selection of appropriate texts and activities</p> |
| BM1 | BM1 | BM1 | BM1 | BM1 | BM1 | BM1 | |
| BM2 | | BM2 | BM2 | | | BM2 | |
| BM3 | | BM3 | | | | BM3 | |
| BM4 | | BM4 | | | | | |

Grades XI & XII – Section Summary (pullout page):

| C1 | | C2 | C3 | C4 | | | C5 |
|-----|-----|-----|-----|-----|-----|-----|---|
| S1 | S2 | S1 | S1 | S1 | S2 | S3 | <p>S1</p> <p>This competency is to be developed and incorporated across the other four competencies through selection of appropriate texts and activities</p> |
| BM1 | BM1 | BM1 | BM1 | BM1 | BM1 | BM1 | |
| BM2 | | BM2 | BM2 | | | BM2 | |
| BM3 | | BM3 | | | | BM3 | |
| BM4 | | BM4 | | | | | |

Section 3 - Student Learning Outcomes Grades I & II

Competency 1: Reading and Thinking Skills

Standard 1: All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.

Benchmark I: Use reading readiness strategies; recognize words and sentences as meaningful units of expression and paragraphs as graphical units of expression.

Note: The reading texts will comprise a variety of text types i.e. interpersonal and transactional, such as **expository**, descriptive and **narrative** with literary texts comprising 25% of the reading material

| Student Learning Outcomes | |
|---|--|
| Grade I | Grade II |
| <ul style="list-style-type: none"> ➤ Hold, open and turn pages of a book correctly. ➤ Understand that text in English runs from left to right, top to bottom. ➤ Recognize shape of letters (similar and different) in print, colour, and in tactile forms. ➤ Articulate, identify and match capital and small letters of the alphabet in a series and in random order. ➤ Articulate, identify and differentiate between the sounds of individual letters in a word. ➤ Identify, recognize and articulate common sight words and words with common spelling patterns. ➤ Read common naming and action words and match with pictures. ➤ Read aloud words with reasonable level of accuracy in pronunciation. ➤ Know that words combine to make sentences. | <ul style="list-style-type: none"> ➤ Articulate, identify and differentiate between the sounds of individual letters, digraphs and trigraphs in initial and final positions in a word. ➤ Identify, recognize and articulate more sight words. ➤ Read more naming, action and describing words and match with pictures. ➤ Read aloud words and simple sentences with reasonable level of accuracy in pronunciation. ➤ Identify paragraph as a graphical unit of expression. ➤ Know that words in a sentence join to make sense in relation to each other. |

Benchmark II: Identify factual information applying reading comprehension and thinking strategies.

| Student Learning Outcomes | |
|--|--|
| Grade I | Grade II |
| <ul style="list-style-type: none"> ➤ Use pre-reading strategies to <ul style="list-style-type: none"> • predict story by looking at picture(s) in texts. ➤ Interact with text and use reading strategies (while-reading) to <ul style="list-style-type: none"> • locate specific factual information. • use pictures or rebus in texts to increase understanding. • guess what follows in a story. • follow sequence in a simple procedure or a picture map. ➤ Respond to the text (post-reading) to <ul style="list-style-type: none"> • express likes /dislikes about the story. • express understanding of story through pantomime. | <ul style="list-style-type: none"> ➤ Use pre-reading strategies to <ul style="list-style-type: none"> • predict story by looking at picture(s) in texts. ➤ Interact with text and use reading strategies (while-reading) to <ul style="list-style-type: none"> • locate specific factual information to answer in a word or two simple short questions. • use pictures or rebus in texts to increase understanding. • guess what follows in the story. • follow sequence in a simple procedure or a picture map. • follow instructions in short school, public notices or signs with visuals. ➤ Respond to the text (post-reading) to <ul style="list-style-type: none"> • express likes /dislikes about the story. • express understanding of story through pantomime/ simple role play. |
| <ul style="list-style-type: none"> ➤ Read familiar words appearing on a variety of reading material such as food labels, toy boxes, etc. | <ul style="list-style-type: none"> ➤ Read familiar words appearing on a variety of reading material such as food labels, advertisements, coins, currency notes, etc. |

Benchmark III: Locate information from a **visual cue** or a **graphic organizer** and express the information verbally.

| Student Learning Outcomes | |
|---|---|
| Grade I | Grade II |
| <ul style="list-style-type: none">➤ Point out/name some common objects in a picture or a photograph.➤ Say a word or two, or a sentence about them.➤ Point out specific information in a calendar like name of the month, and day of the week. | <ul style="list-style-type: none">➤ Point out/name some common objects in a picture or a photograph.➤ Say one or more sentences about them.➤ Locate:<ul style="list-style-type: none">• Specific simple information in a clock (by the hour) by looking at the position of the hands of the clock.• Month and day in a calendar by reading across and down.➤ Read simple keys /legends on picture maps.➤ Read tables and charts in the classroom. |

Benchmark IV: Gather and locate simple information for specific purposes using various aids and study skills.

| Student Learning Outcomes | |
|---|--|
| Grade I | Grade II |
| <ul style="list-style-type: none">➤ Tell what comes before and after an alphabet.➤ Arrange a list of words in alphabetical order.➤ Brainstorm to gather ideas for various activities/ tasks.➤ Identify a book by looking at its title.➤ Locate texts/ lessons by looking at titles and pictures. | <ul style="list-style-type: none">➤ Use first and second letter to arrange words in alphabetical order.➤ Brainstorm to gather ideas for various activities/ tasks.➤ Identify title and table of contents of a book.➤ Use textbook pictures / picture dictionary to aid comprehension and development of vocabulary.➤ Use textual aids such as table of contents to locate a particular text/ lesson. |

Competency 1: Reading and Thinking Skills

Standard 2: All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature.

Benchmark I: Recall stories and nursery rhymes; express personal reactions to characters and events in them.

| Student Learning Outcomes | |
|--|--|
| Grade I | Grade II |
| <ul style="list-style-type: none">➤ Recite short poems or nursery rhymes with actions.➤ Listen to a story /fairytale of a few sentences read aloud by the teacher.➤ Read aloud the same story/ fairytale themselves.➤ Identify and name characters.➤ Respond orally in <i>yes</i> or <i>no</i>, their likes or dislikes about the story/ character(s). | <ul style="list-style-type: none">➤ Read and recite short poems or nursery rhymes with actions.➤ Listen to a simple story /fairytale read aloud by the teacher.➤ Read aloud the same story/ fairytale themselves.➤ Identify and name characters.➤ Respond orally and in writing, in a sentence, their likes or dislikes about the story/ character(s). |

Competency 2: Writing Skills

Standard 1: All students will produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process.

Benchmark I: Write words and sentences using writing techniques.

| Student Learning Outcomes | |
|---|---|
| Grade I | Grade II |
| <p>For writing readiness:</p> <ul style="list-style-type: none">➤ Hold a pencil correctly.➤ Trace and draw vertical, horizontal, slanted, curved lines forwards and backwards. Trace and draw circles, loops, curves and strokes.➤ Color within lines and create simple patterns.➤ Understand that English is written from left to right.➤ Trace and copy small and capital letters following appropriate writing models of regular shape and size.➤ Write small and capital letters in series and in random order. Take dictation of alphabets.➤ Copy and write simple one syllable words with correct spellings. Leave regular spaces between words.➤ Write numbers from 1 to 10 in words.➤ Write date and captions on page top.➤ Write name and phone number.➤ Trace /copy simple sentences leaving spaces between words using correct capitalization, punctuation and spellings. | <ul style="list-style-type: none">➤ Write simple two / three syllable words with correct spellings. Leave spaces between words.➤ Write numbers from 1 to 50 in words.➤ Write numbers in 10's in words.➤ Write ordinal numbers 'first to tenth' in words.➤ Identify position of objects using ordinal numbers.➤ Write date and captions on page top.➤ Write name, phone number, and address.➤ Re-write sentences by replacing words in given sentences.➤ Construct simple sentences of three/four to five/six words using correct capitalization, punctuation and spellings.➤ Use the texts they read as models for their own writing.➤ Fill in the missing information to complete a simple paragraph.➤ Write a few simple, meaningful sentences of their own on a given topic. |

Benchmark II: Write sentences, answers to simple questions and guided stories about familiar topics.

| Student Learning Outcomes | |
|--|---|
| Grade I | Grade II |
| <ul style="list-style-type: none"> ➤ Write appropriate naming and action word(s) to identify an object or an action in a picture. ➤ List items of a similar category from a given text. ➤ Show a series of actions in a picture by writing action verbs. ➤ Copy rhyming words from a poem. | <ul style="list-style-type: none"> ➤ Write a few sentences to describe a picture and a series of pictures. ➤ List items of a similar category from a given text/pictures. ➤ Show a series of actions in a picture by writing action or describing words. ➤ Recognize the function of selected question words e.g., what, when, to write answers to simple questions. ➤ Replace rebus with words to complete a given story. ➤ Fill in words to change/ complete a given story. ➤ Copy rhyming words from a poem. Write more rhyming words. |

Benchmark III: Write a variety of simple interpersonal and transactional texts e.g. greeting cards, dialogues (**speech bubbles, cartoon strips**) using vocabulary, **tone, style** of expression appropriate to the communicative purpose and **context**.

| Student Learning Outcomes | |
|--|--|
| Grade I | Grade II |
| <ul style="list-style-type: none"> ➤ Make/ fill in through guided activity, simple greeting cards: <ul style="list-style-type: none"> • Draw illustrations to make greeting cards. • Copy names of addressee and sender. • Copy appropriate words and formulaic expressions. | <ul style="list-style-type: none"> ➤ Make/write simple greeting cards: <ul style="list-style-type: none"> • Draw illustrations to make greeting cards. • Write names of addressee and sender. • Write appropriate words and formulaic expressions. |
| <ul style="list-style-type: none"> ➤ Fill in speech bubbles with given appropriate words and formulaic expressions. | <ul style="list-style-type: none"> ➤ Fill in speech bubbles and cartoon strips with appropriate formulaic expressions or a simple dialogue. |

Competency 3: Oral Communication Skills

Standard 1: All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.

Benchmark I: Use some **formulaic** expressions for basic routine greetings and social courtesies for oral interaction in predictable **environment** of class and school.

| Student Learning Outcomes | |
|---|---|
| Grade I | Grade II |
| <p>➤ Articulate, recognize and use some formulaic expressions to</p> <ul style="list-style-type: none">• offer and respond to basic routine greetings.• express and offer a few basic social courtesies.• listen and respond to a few commands.• express limited needs. | <p>➤ Articulate, recognize and use some formulaic expressions to</p> <ul style="list-style-type: none">• offer and respond to basic routine greetings.• express and offer some social courtesies.• introduce self and talk about family.• listen and respond to more commands.• express limited needs and feelings.• seek permission to do something. |

Benchmark II: Demonstrate through introductions, recitation of poems, and **show-and-tell** activities, the social and academic conventions and dynamics to communicate information/ ideas.

| Student Learning Outcomes | |
|--|--|
| Grade I | Grade II |
| <p>➤ Demonstrate use of common conventions and dynamics of group oral interactions:</p> <ul style="list-style-type: none"> • Exchange basic routine greetings • Exchange few social courtesies • Introduce themselves • Participate • Take turns • Express likes • Express needs • Express enjoyment while playing • Recite poems | <p>➤ Demonstrate use of common conventions and dynamics of group oral interactions:</p> <ul style="list-style-type: none"> • Exchange some routine greetings • Exchange some social courtesies • Introduce themselves and others • Participate • Take turns • Use polite expressions to seek attention • Express likes and dislikes • Express needs and feelings • Express enjoyment while playing • Recite poems • Describe things and objects in surroundings |
| <p>➤ Use appropriate body language for different communicative functions.</p> | <p>➤ Use appropriate body language for different communicative functions.</p> |

Competency 4: Formal and Lexical Aspects of Language.

Standard 1, Pronunciation: All students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication.

Benchmark I: Recognize and articulate the basic sounds and **sound patterns** of English language at word and sentence level.

| Student Learning Outcomes | |
|---|--|
| Grade I | Grade II |
| <ul style="list-style-type: none">➤ Articulate the sounds of letters of the alphabet in series and in random order.➤ Match the initial sound of common words depicted in pictures with their corresponding letters.➤ Recognize and identify consonant and vowels in the English alphabet.➤ Pronounce some common consonant digraphs in initial position.➤ Match spoken words with the written words.➤ Recognize that as letters of words change, so do the sounds.➤ Identify words that begin with the same sound.➤ Identify words that end with the same sound.➤ Identify one syllable words that rhyme. | <ul style="list-style-type: none">➤ Articulate the sounds of letters of the alphabet in random order.➤ Match the initial and final sound of common words depicted in pictures with their corresponding letters.➤ Recognize and identify consonant and vowels in the English alphabet.➤ Identify / classify words that begin with consonant or vowel sounds.➤ Pronounce common consonant digraphs in initial and final position.➤ Identify and pronounce with reasonable 'accuracy' common two-consonant clusters in initial positions.➤ Match spoken words with the written words.➤ Recognize that as letters of words change, so do the sounds.➤ Identify/ classify words that begin with the same sound. |

| | |
|---|--|
| <ul style="list-style-type: none"> ➤ Pronounce familiar one syllable words and common irregular sight words. ➤ Differentiate between words ending with /s/ and /z/ sounds in the plural form of a word. ➤ Pronounce weak forms of <i>a</i> and <i>an</i> in simple phrases. ➤ Familiarize themselves with rhythm, stress and intonation of English Language for comprehension by listening to simple stories and poems read aloud in class. | <ul style="list-style-type: none"> ➤ Identify/ classify words that end with the same sound. ➤ Identify/ classify one/ two syllable words that rhyme. ➤ Pronounce familiar two/ three syllable words and common irregular sight words. ➤ Differentiate between words ending with /s/, /z/ and /iz/ sounds in the plural form of a word. ➤ Recognize words with one or more syllables. Pronounce simple one, two syllable words. ➤ Pronounce the weak forms of <i>a</i> and <i>the</i> in simple phrases and of <i>be</i> in contractions. ➤ Familiarize themselves with rhythm, stress and intonation of English Language. ➤ Comprehend simple stories and poems read aloud in class. |
|---|--|

Competency 4: Formal and Lexical Aspects of Language

Standard 2, Vocabulary: All students will enhance vocabulary for effective communication.

Benchmark I: Recognize and use with correct spellings, naming, action and describing words, rhymes, common phrases and **formulaic** expressions from immediate surroundings and from the subject texts.

| Student Learning Outcomes | |
|--|---|
| Grade I | Grade II |
| <ul style="list-style-type: none">➤ Recognize 'English' words used commonly in Urdu/other local languages from immediate environment.➤ Recognize different categories of simple action and naming words from pictures and immediate surrounding e.g. animals, fruits, vegetables, parts of body, objects in the classroom and at home, colours, shapes, directions (left/ right) and numbers in words and first , second , third etc.➤ Tell left from right.➤ Articulate simple rhyming words.➤ Use appropriately, common phrases and formulaic expressions in class and playground.➤ Spell simple one/ two syllable words.➤ Trace and copy familiar words learnt in class.➤ Provide the missing letter in simple one/ two syllable words. | <ul style="list-style-type: none">➤ Recognize 'English' words used commonly in Urdu/other local languages from immediate environment.➤ Recognize and classify into different categories, some simple action and naming words from pictures and immediate surrounding e.g. animals, fruits, vegetables, parts of body, objects in the classroom and at home, colours, shapes, directions (left/ right) and numbers in words (cardinal and ordinal 1-10) etc.➤ Follow multiple-step directions.➤ Articulate and recognize simple rhyming words.➤ Reproduce common phrases and formulaic expressions used in class and school.➤ Spell simple two/ three syllable words.➤ Trace, copy, and take dictation of familiar words learnt in class.➤ Provide the missing letter in simple two/ three syllable words. |

Competency 4: Formal and Lexical Aspects of Language

Standard 3, Grammar and Structure: All students will understand and use grammatical functions and the principles of grammar, punctuation, and sentence structure for developing accuracy in their spoken and written communication.

Benchmark I: Recognize **grammatical functions** of some parts of speech and use them in speech and writing.

| Student Learning Outcomes | |
|--|--|
| Grade I | Grade II |
| <p>NAMING WORDS (NOUNS)</p> <ul style="list-style-type: none">➤ Recall and match common naming words with pictures from immediate environment.➤ Use naming words in their speech and writing.➤ Recognize and change the number of simple naming words by adding or removing s (singular/plural).➤ Identify gender of naming words from immediate environment (masculine / feminine).➤ Recognize that people and places have particular names. | <p>NAMING WORDS (NOUNS)</p> <ul style="list-style-type: none">➤ Recognize and match common singular naming words from immediate environment. Classify naming words into different categories such as person, pet, animal, place or thing. Use naming words in their speech and writing.➤ Identify and change the number of simple naming words by adding or removing s and es.➤ Identify and classify gender of naming words from immediate environment (masculine / feminine).➤ Recognize more particular names of people, pets and places. |

| | |
|--|---|
| <p>SUBSTITUTION WORDS (PRONOUNS)</p> <ul style="list-style-type: none"> ➤ Use substitution words <i>me, you, him, her, us, them</i> and <i>I, you, he, she, we, they, it</i>. ➤ Use words that point to something: <i>this, that, these, those</i>. ➤ Use questioning words: <i>what, who, where, when</i> and <i>why</i>. | <p>SUBSTITUTION WORDS (PRONOUNS)</p> <ul style="list-style-type: none"> ➤ Illustrate the use of substitution words learnt earlier. Recognize that some words substitute particular and general naming words. ➤ Distinguish between and use substitution words. ➤ Illustrate use of words that point to something. ➤ Identify and illustrate use of questioning words: <i>what, who, where, when, why</i>. |
| <p>DOING WORDS (VERBS)</p> <ul style="list-style-type: none"> ➤ Physically respond to, and use some common action words. ➤ Use <i>am, is, are</i> in short sentences to identify and describe a person, place and thing e.g. <i>I am</i> | <p>DOING/ ACTION WORDS (VERBS)</p> <ul style="list-style-type: none"> ➤ Identify and use more common action words. ➤ Use <i>am, is, are</i> with different substitution and pointing words in short sentences to identify and describe a person, place and thing e.g. <i>I am . . .</i> ➤ Use <i>has, have</i> to show possession. ➤ Recognize and use the doing words <i>can / cannot</i> to show ability or inability. |
| <p>DESCRIBING WORDS (ADJECTIVES)</p> <ul style="list-style-type: none"> ➤ Use some describing words showing quality, size and colour e.g. <i>soft, big, yellow</i>. ➤ Identify and use words showing possession e.g. <i>my, your, his, her, our, their</i>. | <p>DESCRIBING WORDS (ADJECTIVES)</p> <ul style="list-style-type: none"> ➤ Identify and match some pairs of describing words showing quality, size, and colour e.g. <i>soft-hard, big-small, black-white</i>. ➤ Identify and use more words showing possession e.g. <i>my, your, his, her, our, their</i> and <i>its</i>. |
| | <p>WORDS SHOWING POSITION (PREPOSITIONS)</p> <ul style="list-style-type: none"> ➤ Recognize, identify and use a few words showing position e.g. <i>up/down, here/there</i> (preposition of location). |

Benchmark II: Recognize and use punctuation such as, full stop, question mark, exclamation mark and capitalization to read and write simple sentences.

| Student Learning Outcomes | |
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| Grade I | Grade II |
| <p>CAPITALIZATION:</p> <ul style="list-style-type: none"> ➤ Apply capitalization to the initial letter of the first word of a sentence. | <p>CAPITALIZATION:</p> <ul style="list-style-type: none"> ➤ Recognize and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets and places. |
| <p>PUNCTUATION:</p> <ul style="list-style-type: none"> ➤ Recognize and use a full-stop at the end of a statement. ➤ Recognize and use a question mark at the end of a question. ➤ Recognize and use exclamation mark with words or statements showing emotions. | <p>PUNCTUATION:</p> <ul style="list-style-type: none"> ➤ Recognize that a sentence ends with some form of punctuation, i.e. full-stop and question mark or an exclamation mark. ➤ Recognize and add comma for series of items in a sentence and after <i>Yes</i> and <i>No</i> in short informal dialogues, e.g. <i>yes, thank you.</i> etc. |

Benchmark III: Use and respond to simple requests, commands and questions verbally and **non-verbally**.

| Student Learning Outcomes | |
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| Grade I | Grade II |
| <p>TYPES OF SENTENCES</p> <ul style="list-style-type: none"> ➤ Use and physically respond to simple sentences showing request and command. ➤ Comprehend and respond to simple <i>wh-</i> questions. | <p>TYPES OF SENTENCES</p> <ul style="list-style-type: none"> ➤ Use and respond to simple sentences showing requests and command, both physically and in their speech. ➤ Comprehend and respond to simple <i>wh-</i> questions. |

Competency 5: Appropriate Ethical and Social Development

Standard 1: All students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

Please note: This competency will be developed and incorporated across the other four competencies; hence, the teaching and learning of the appropriate values and attributes is to be embedded in the chosen themes and topics of the reading texts, and through writing and speaking activities performed in the learning environment of the class.

Benchmark I: Recognize and practise values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy, etc., relevant for peaceful coexistence between individuals, groups and nations.

Benchmark II: Develop and portray through actions, a sense of importance of individual worth; simultaneously valuing diversity and equality among people.

Benchmark III: Understand and evaluate contemporary social, economic and scientific developments/ issues so as to participate in the global society as aware and thinking individuals.

Student Learning Outcomes Grades III, IV & V

Competency 1: Reading and Thinking Skills

Standard 1: All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.

Benchmark I: Identify **digraphs**, silent letters and **inflections** in words; comprehend words, sentences and paragraphs as meaningful units of expression.

| Student Learning Outcomes | | |
|---|---|---|
| Grade III | Grade IV | Grade V |
| <ul style="list-style-type: none"> ➤ Articulate and identify words containing digraphs and trigraphs in initial, middle and final position. ➤ Recognize specific parts of words including common inflectional endings. ➤ Read aloud for accurate reproduction of sounds of letters and words. ➤ Apply punctuation rules to assist accuracy and fluency in reading. | <ul style="list-style-type: none"> ➤ Articulate words containing digraphs, trigraphs and silent letters. ➤ Recognize specific parts of words including common inflectional endings, and compound words. ➤ Read aloud for accurate reproduction of sounds of words and sentences. ➤ Apply punctuation rules to assist accuracy and fluency in reading. ➤ Alternate reading aloud with silent reading for comprehension. | <ul style="list-style-type: none"> ➤ Articulate and syllabify words containing digraphs, trigraphs and silent letters. ➤ Recognize specific parts of words including common inflectional endings, compound words and affixes. ➤ Read aloud for accurate reproduction of sounds of individual words and connected speech. ➤ Apply punctuation rules to assist accuracy and fluency in reading. ➤ Read silently, and with comprehension. |

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| <ul style="list-style-type: none"> ➤ Recognize that <ul style="list-style-type: none"> • sentences join to make a paragraph. • in a paragraph, sentences join to make sense in relation to each other. ➤ Identify paragraph as larger meaningful unit of expression representing unity of thought. | <ul style="list-style-type: none"> ➤ Recognize that <ul style="list-style-type: none"> • in a paragraph, sentences join to make sense in relation to each other through transitional devices. ➤ Identify paragraph as larger meaningful unit of expression representing unity of thought. ➤ Recognize each paragraph in a text as a separate meaningful unit of expression. | <ul style="list-style-type: none"> ➤ Read a paragraph as a larger meaningful unit of expression to recognize that <ul style="list-style-type: none"> • the main idea in a paragraph is carried in a sentence, called a topic sentence. • other sentences in the paragraph support the topic sentence. ➤ Recognize each paragraph in a text as a separate meaningful unit of expression. |
| <ul style="list-style-type: none"> ➤ Identify and recognize the function of pronouns and transitional devices. ➤ Show relationships between sentences in a paragraph. | <ul style="list-style-type: none"> ➤ Identify and recognize the function of pronouns and transitional devices. ➤ Show relationships between sentences in a paragraph. | <ul style="list-style-type: none"> ➤ Identify and recognize the function of pronouns and transitional devices. ➤ Show relationships between sentences in a paragraph, and between paragraphs. |

Benchmark II: Interpret factual information, new processes and procedures, personal, school and public related information applying reading comprehension and thinking strategies.

| Student Learning Outcomes | | |
|---|---|---|
| Grade III | Grade IV | Grade V |
| <ul style="list-style-type: none"> ➤ Use pre-reading strategies to <ul style="list-style-type: none"> • predict some words that might occur in a text by looking at picture/ title. ➤ Apply critical thinking to interact with text using intensive reading strategies (while-reading) to <ul style="list-style-type: none"> • locate specific factual information to answer short questions based on the text. • use common graphical features such as pictures, and tables in texts to increase understanding. • predict what follows in the text using context and prior knowledge. • use context to infer missing words. • follow instructions in maps or short public notices or signs. • ask questions to understand text. ➤ Use summary skills to <ul style="list-style-type: none"> • provide the missing words in a gapped summary. | <ul style="list-style-type: none"> ➤ Use pre-reading strategies to <ul style="list-style-type: none"> • predict the content/ vocabulary of a text from picture and title etc. by using prior knowledge. • guess the meaning of unfamiliar words through context. ➤ Apply critical thinking to interact with text using intensive reading strategies (while-reading) to <ul style="list-style-type: none"> • locate specific information to answer short questions. • use common graphical features such as pictures, tables, diagrams in texts to increase understanding. • predict what follows in the text using context and prior knowledge. • guess meaning of difficult words from context. • use context to infer missing words. • locate an opinion. • distinguish fact from opinion. • follow instructions in maps or short public notices or signs. • generate questions to understand text. | <ul style="list-style-type: none"> ➤ Use pre-reading strategies to <ul style="list-style-type: none"> • predict the content of a text from topic / picture, title / headings etc. by using prior knowledge. • guess the meaning of difficult words through context. ➤ Scan a simple text for specific information. ➤ Apply critical thinking to interact with text using intensive reading strategies (while-reading) to <ul style="list-style-type: none"> • locate specific information to answer short questions. • use common graphical features such as pictures, tables, diagrams, maps and graphs, etc. in texts to increase understanding. • make simple inferences using context of the text and prior knowledge. • guess meaning of difficult words from context. • use context to infer missing words. • locate an opinion. |

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| <p>➤ Use critical thinking to respond to the text (post-reading):</p> <ul style="list-style-type: none"> • Apply world knowledge and own opinion to the text read. • Relate what is read to their own experiences. • Express understanding of story through pantomime. | <p>➤ Use summary skills to</p> <ul style="list-style-type: none"> • mark important points and develop a mind map to summarize a text. • provide the missing information in the gapped summary. <p>➤ Use critical thinking to respond to the text (post-reading):</p> <ul style="list-style-type: none"> • Apply world knowledge and own opinion to text read. • Relate what is read to their own feelings and experiences. • Express understanding of story through role play. | <ul style="list-style-type: none"> • distinguish fact from opinion. • follow instructions in maps or short public notices or signs. • generate questions to understand text. <p>➤ Use summary skills to</p> <ul style="list-style-type: none"> • mark important points and develop a mind map to summarize a text. • follow a process or procedure to provide the missing information in the gapped summary. <p>➤ Use critical thinking to respond to the text (post-reading):</p> <ul style="list-style-type: none"> • Apply world knowledge and own opinion to the text read. • Relate what is read to their own feelings and experiences. <p>➤ Express understanding of story through role play.</p> |
| <p>➤ Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types:</p> <ul style="list-style-type: none"> • Factual • Personal response • Interpretive | <p>➤ Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types:</p> <ul style="list-style-type: none"> • Factual • Personal response • Interpretive • Inferential | <p>➤ Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types:</p> <ul style="list-style-type: none"> • Factual • Interpretive • Inferential • Personal response • Open ended |

Benchmark III: Comprehend information from a **visual cue** or a **graphic organizer** to describe positions, directions, events, and to show comparison and contrast.

| Student Learning Outcomes | | |
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| Grade III | Grade IV | Grade V |
| <ul style="list-style-type: none"> ➤ Describe events in a picture and a photograph. ➤ Explain simple position on a picture, photograph or a map. ➤ Read and use symbols in a picture map. ➤ Locate specific simple information in a clock (by half hour). ➤ Locate specific information in a calendar (month of the year) or a class timetable (subject and period) by reading across and down. ➤ Read information in a picture graph and a pie chart. | <ul style="list-style-type: none"> ➤ Describe a series of events in a picture and a photograph. ➤ Explain position and direction on a picture, photograph or a map. ➤ Read and use symbols and directions in a picture/story map. ➤ Locate specific information in a clock. ➤ Locate specific information in a calendar and a class timetable. ➤ Recognize how information is presented in a pie chart and bar graph. Read to compare information given in a pie chart and a bar graph. | <ul style="list-style-type: none"> ➤ Describe a series of events or sequence in a picture, photograph and diagram. ➤ Explain position and direction on a picture, photograph or a map. ➤ Read and use symbols and directions in a map. ➤ Locate specific information in a clock. ➤ Locate specific information in a calendar, a class timetable and a report card. ➤ Read to compare information given in a pie chart and a bar graph. |

Benchmark IV: Gather and use information for a variety of purposes using various aids and study skills.

| Student Learning Outcomes | | |
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| Grade III | Grade IV | Grade V |
| <ul style="list-style-type: none"> ➤ Use alphabetical order (first and second alphabet to arrange words). ➤ Familiarize themselves with a dictionary in preparation for its use. ➤ Identify and utilize effective study skills e.g. brainstorm for ideas. ➤ Use textual aids such as table of content to locate a particular text. ➤ Read simple keys / legends on picture maps. ➤ Read tables and charts in the classroom. | <ul style="list-style-type: none"> ➤ Use alphabetical order to locate words in a dictionary for increase in vocabulary and aid in comprehension of texts. ➤ Identify and utilize effective study skills e.g., brainstorm for ideas, read a diagram, note-taking. ➤ Use textual aids such as table of content and glossary for greater comprehension of texts. ➤ Read simple keys / legends on maps. ➤ Read tables and charts in textbooks. | <ul style="list-style-type: none"> ➤ Use alphabetical order to locate words in a dictionary for increase in vocabulary and aid in comprehension of texts. ➤ Identify and utilize effective study skills e.g. brainstorm for ideas, read a diagram, make a mind map, note-taking. ➤ Use textual aids such as table of content and glossary for greater comprehension of texts. ➤ Read simple keys / legends on maps. ➤ Read tables and charts in textbooks. |

Competency 1: Reading and Thinking Skills

Standard 2: All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature.

Benchmark I: Describe basic elements of stories and simple poems; express personal preferences giving reasons.

| Student Learning Outcomes | | |
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| Grade III | Grade IV | Grade V |
| ➤ Recite poems with actions. | ➤ Recite poems with actions. | ➤ Recite poems with actions. ➤ Express opinion about them. |
| ➤ Find out the characters in a story and give brief general comments about them. ➤ Retell a story in few simple sentences. | ➤ Describe briefly story elements: <ul style="list-style-type: none">• Tell when and where the story is set.• Describe the characters in a story• Express preferences about them. ➤ Retell a story in few simple sentences. | ➤ Recognize and describe briefly story elements: <ul style="list-style-type: none">• Tell when and where the story is set.• Describe the characters in a story• Express preferences about them giving reasons. ➤ Retell a story briefly but sequentially. ➤ Summarize a short folktale through gapped summary exercise. |

Competency 2: Writing Skills

Standard 1: All students will produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process.

Benchmark I: Identify and use techniques for writing effective and unified sentences and a paragraph.

| Student Learning Outcomes | | |
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| Grade III | Grade IV | Grade V |
| <ul style="list-style-type: none"> ➤ Write multi-syllable words with correct spellings. ➤ Write numbers from 50 to 100 in words. ➤ Write ordinal numbers 'first to thirtieth'. | <ul style="list-style-type: none"> ➤ Write multi-syllable words with correct spellings. | <ul style="list-style-type: none"> ➤ Write multi-syllable words with correct spellings. |
| <ul style="list-style-type: none"> ➤ Use the reading texts as models for their own writing. ➤ Make sentences by replacing words and phrases in given sentences. ➤ Write sentences of their own using correct capitalization, punctuation and spellings. ➤ Write with reasonable accuracy, some sentences of their own on a given topic. ➤ Fill in the missing information to complete a simple paragraph. | <ul style="list-style-type: none"> ➤ Use the reading texts as models for their own writing. ➤ Make sentences by replacing words and phrases in given sentences. ➤ Write sentences of their own using correct capitalization, punctuation and spellings. ➤ Use some strategies to gather ideas for writing, such as brainstorming. ➤ Select and use some strategies to organize ideas for writing such as simple mind maps etc. ➤ Write a guided paragraph using ideas gathered and organized through various strategies. | <ul style="list-style-type: none"> ➤ Use the reading texts as models for their own writing. ➤ Write sentences of their own using correct capitalization, punctuation and spellings. ➤ Select and use some strategies to gather ideas for writing such as brainstorming. ➤ Select and use some strategies to organize ideas for writing such as outlines, mind maps etc. ➤ Write a guided paragraph using ideas gathered and organized through various strategies. |

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| | <ul style="list-style-type: none"> ➤ Recognize that <ul style="list-style-type: none"> • a simple paragraph comprises a group of sentences that develop a single main idea. • the main idea of a paragraph is given in the topic sentence. • other sentences in the paragraph support the topic sentence. ➤ Use the above organizing principles of paragraph writing to write an effective and unified paragraph. ➤ Use appropriate conjunctions to join sentences within a paragraph. | <ul style="list-style-type: none"> ➤ Analyze a simple paragraph to recognize that <ul style="list-style-type: none"> • a paragraph comprises a group of sentences that develop a single main idea. • the main idea of a paragraph is given in the topic sentence. • other sentences in the paragraph support the topic sentence. ➤ Analyze and use the above organizing principles of paragraph writing to write an effective and unified paragraph. ➤ Analyze and use appropriate conjunctions within a paragraph and between paragraphs. |
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Benchmark II: Write short descriptive, **expository** and **narrative** paragraphs and stories for academic and creative purposes.

| Student Learning Outcomes | | |
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| Grade III | Grade IV | Grade V |
| ➤ Make a list of items (e.g. vocabulary) required for a given task/ topic. | ➤ Classify items (e.g. vocabulary) required for a given task/ topic. | |
| ➤ Write a few simple sentences to describe / show sequence in a picture / series of pictures. | | |
| ➤ Recognize the function of different question words to write short answers. | ➤ Recognize the function of different question words and key words to write appropriate short answers. | ➤ Recognize the function of different question words and key words to write appropriate short answers. |

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| <p>➤ Complete a simple paragraph using the given words, phrases and sentences.</p> <p>➤ Write simple descriptive, narrative and expository paragraphs.</p> <p>➤ Use appropriate vocabulary and tense to write a simple guided paragraph by</p> <ul style="list-style-type: none"> • giving general physical description of a person/ object. • narrating an activity from immediate surroundings. • explaining a process or procedure. | <p>➤ Complete a simple paragraph using the given words, phrases and sentences.</p> <p>➤ Write simple descriptive, narrative and expository paragraphs.</p> <p>➤ Use appropriate vocabulary and tense to write a simple paragraph by</p> <ul style="list-style-type: none"> • giving description of a person/ object/ place. • narrating an activity from immediate surroundings. • explaining a process or procedure. | <p>➤ Complete a simple paragraph using the given words, phrases and sentences.</p> <p>➤ Identify descriptive, narrative and expository paragraphs to note differences.</p> <p>➤ Use appropriate vocabulary and tense to write a simple paragraph by</p> <ul style="list-style-type: none"> • giving physical description and character traits/ characteristics of a person/ object/ place moving from general to specific. • narrating an activity from immediate and extended surroundings. • explaining a process or procedure. |
| <p>➤ Identify the basic elements of a story :</p> <ul style="list-style-type: none"> • Beginning, middle and end • Characters • Place and time <p>➤ Write a guided story using these elements</p> | <p>➤ Identify the elements of a story:</p> <ul style="list-style-type: none"> • Beginning, middle and end of a conflict • Human/ animal, imaginary characters and their roles • Setting <p>➤ Write a guided story using the elements of story writing.</p> | <p>➤ Identify the elements of a story:</p> <ul style="list-style-type: none"> • Beginning, middle and end of a conflict • Human/ animal, imaginary characters and their roles • Dialogues • Setting <p>➤ Write a story using the elements of story writing.</p> |
| | <p>➤ Write a short passage, anecdote, fable, etc. for pleasure and creativity.</p> | <p>➤ Write a short passage, anecdote, fable, etc. for pleasure and creativity.</p> |
| <p>➤ Write a simple poem using a list of rhyming words.</p> | <p>➤ Write the central idea of a given poem in simple language.</p> <p>➤ Write a simple poem using a poem model.</p> | <p>➤ Write the central idea of a given poem in simple language.</p> <p>➤ Write a simple poem using a poem model.</p> |

Benchmark III: Write a variety of interpersonal and transactional texts e.g. short notes, informal invitations and letters, and dialogues (**speech bubbles, cartoon strips**) using vocabulary, **tone, style** of expression appropriate to the communicative purpose and **context**.

| Student Learning Outcomes | | |
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| Grade III | Grade IV | Grade V |
| <ul style="list-style-type: none"> ➤ Read short notes written for selected purposes to write guided short notes of their own to friends and family members. ➤ Write guided short informal invitations to friends and family members to demonstrate the use of following conventions: <ul style="list-style-type: none"> • Purpose • Date and time • Venue • Name of addressee and sender | <ul style="list-style-type: none"> ➤ Read short notes written for different purposes to write short notes of their own to friends and family members. ➤ Write short informal invitations to friends, family members and teachers to demonstrate the use of following conventions: <ul style="list-style-type: none"> • Purpose • Date and time • Venue • Name of addressee and sender ➤ Write replies accepting an invitation. | <ul style="list-style-type: none"> ➤ Read short notes written for different purposes to write short notes of their own to friends and family members. ➤ Write short informal invitations for a variety of purposes to demonstrate the use of conventions of short invitations. ➤ Write replies accepting or declining an invitation. |
| | | <ul style="list-style-type: none"> ➤ Demonstrate the use of conventions of letter writing: <ul style="list-style-type: none"> • Address • Date • Salutation • Body • Closing ➤ Write a reply to a short informal letter from friends and family members. |

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| ➤ Write sentences in speech bubbles and cartoon strips using vocabulary, tone , style of expression appropriate to the communicative purpose and context . | ➤ Write short texts in speech bubbles and cartoon strips using vocabulary, tone , style of expression appropriate to the communicative purpose and context . | ➤ Write short texts in speech bubbles and cartoon strips using vocabulary, tone , style of expression appropriate to the communicative purpose and context . |
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Benchmark IV: Revise and edit for word order, spelling and punctuation.

| Student Learning Outcomes | | |
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| Grade III | Grade IV | Grade V |
| ➤ Revise written work for layout , legibility, and punctuation. | ➤ Revise written work for correct <ul style="list-style-type: none"> • Spelling and punctuation. • Pronoun –antecedent agreement. • Subject -verb agreement. ➤ Revise written work for layout , legibility, vocabulary and grammar. | ➤ Revise written work to ensure correct <ul style="list-style-type: none"> • Spelling and punctuation. • Pronoun –antecedent agreement. • Subject -verb agreement ➤ Revise written work for layout , legibility, vocabulary and grammar. |

Competency 3: Oral Communication.

Standard 1: All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.

Benchmark I: Use limited **linguistic exponents** to communicate appropriately for **functions and co-functions** of opinions, apologies, requests and instructions in predictable environment of class and school.

| Student Learning Outcomes | | |
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| Grade III | Grade IV | Grade V |
| <ul style="list-style-type: none"> ➤ Identify and use previously learnt and more formulaic expressions for greetings and some routine social courtesies according to the age, gender and status of addressee. ➤ Use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to <ul style="list-style-type: none"> • offer and respond to greetings. • express and show gratitude. • express regret. • introduce self and talk about family. • listen and respond to commands. • express likes and dislikes. • express needs and feelings. • express opinions in simple sentences. • respond to simple instructions and directions. | <ul style="list-style-type: none"> ➤ Identify and use previously learnt and more formulaic expressions for greetings, routine social courtesies and some communicative functions according to the age, gender and status of addressee. ➤ Use appropriate expressions in conversation to <ul style="list-style-type: none"> • express regret. • express likes and dislikes . • express needs and feelings. • express opinions. • seek permission to do something. • show ability/ inability to do something. • respond to instruction and directions. | <ul style="list-style-type: none"> ➤ Identify and use previously learnt and more formulaic expressions for greetings and routine social courtesies according to the age, gender and status of addressee. ➤ Use appropriate expressions in conversation to <ul style="list-style-type: none"> • express and respond to opinion. • offer and accept apology. • request and respond to requests. • give and respond to simple instructions and directions. |

Benchmark II: Demonstrate through **role plays**, discussions, conversations, the social and academic conventions and dynamics to communicate information/ ideas.

| Student Learning Outcomes | | |
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| Grade III | Grade IV | Grade V |
| <p>➤ Demonstrate conventions and dynamics of group oral interaction to</p> <ul style="list-style-type: none"> • exchange routine greetings and courtesies. • Introduce self and others. • engage in conversation. • take turns. • use polite expressions to seek attention. • agree/ disagree politely. • lead and follow . • express likes and dislikes. • express needs and feelings. • express joy. | <p>➤ Demonstrate conventions and dynamics of group oral interaction to</p> <ul style="list-style-type: none"> • introduce self and others. • engage in conversation. • take turns. • use polite expressions to seek attention. • agree/ disagree politely. • lead and follow. • express needs and feelings. • express joy. | <p>➤ Demonstrate conventions and dynamics of group oral interaction to</p> <ul style="list-style-type: none"> • introduce self and others. • engage in conversation. • take turns. • use polite expressions to seek attention. • agree/ disagree politely. • lead and follow. • express needs, feelings and ideas. • express joy. • make polite requests for personal reasons. • take leave. |
| <p>➤ Identify and use appropriate tone and non-verbal cues for different communicative functions.</p> | <p>➤ Identify and use appropriate tone and non-verbal cues for different communicative functions.</p> | <p>➤ Identify and use appropriate tone and non-verbal cues for different communicative functions.</p> |

Competency 4: Formal and Lexical Aspects of Language.

Standard 1, Pronunciation: All students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication.

Benchmark I: Recognize and articulate **sound patterns** and **stress** in words; and basic intonation patterns in statements and questions as they occur in classroom texts.

| Student Learning Outcomes | | |
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| Grade III | Grade IV | Grade V |
| <ul style="list-style-type: none"> ➤ Articulate hard and soft sounds of the letters <i>c</i> and <i>g</i>. ➤ Pronounce and spell simple words with silent letters such as <i>wr</i> and <i>kn</i> in <i>write</i> and <i>know</i>. ➤ Pronounce and spell long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons. | <ul style="list-style-type: none"> ➤ Articulate hard and soft sounds of the letters <i>c</i> and <i>g</i> in different words. ➤ Pronounce and spell simple words with more silent letters such as <i>mb</i> in <i>lamb</i>. ➤ Pronounce and spell long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons and in speech. | <ul style="list-style-type: none"> ➤ Articulate hard and soft sounds of the letters <i>c</i> and <i>g</i>. ➤ Pronounce and spell more words with silent letters such as <i>tch</i> in <i>switch</i>, <i>sch</i> in <i>school</i>. ➤ Pronounce and spell long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons and in speech. |
| <ul style="list-style-type: none"> ➤ Pronounce, in minimal pairs, common problems in consonants for Pakistani speakers of English. | <ul style="list-style-type: none"> ➤ Pronounce, in minimal pairs, common problem consonants for Pakistani speakers of English. | <ul style="list-style-type: none"> ➤ Pronounce, in minimal pairs, common problem-consonants for Pakistani speakers of English. |
| <ul style="list-style-type: none"> ➤ Pronounce with reasonable accuracy, common two-consonant clusters in initial and final positions. ➤ Classify words that begin or end with the same two-consonant clusters. | <ul style="list-style-type: none"> ➤ Pronounce with reasonable accuracy, common three-consonant clusters in initial positions. ➤ Classify words that begin or end with the same three-consonant clusters. | <ul style="list-style-type: none"> ➤ Pronounce with reasonable accuracy, common three-consonant clusters in initial and final positions. ➤ Classify words that begin or end with the same consonant clusters. |

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| <ul style="list-style-type: none"> ➤ Identify and differentiate between vowel letters and sounds. ➤ Pronounce long and short vowel sounds in minimal pairs. | <ul style="list-style-type: none"> ➤ Identify and classify words that begin with vowel sounds. ➤ Pronounce long and short vowel sounds in minimal pairs. | <ul style="list-style-type: none"> ➤ Classify more words that begin with vowel sounds. ➤ Identify and pronounce long and short vowel sounds in different words. |
| <ul style="list-style-type: none"> ➤ Recognize that <i>ed</i> has three sounds i.e. /d/, /t/, /id/ as in <i>looked, danced</i> and <i>landed</i>. | <ul style="list-style-type: none"> ➤ Recognize that <i>ed</i> has three sounds i.e. /d/, /t/, /id/. | <ul style="list-style-type: none"> ➤ Recognize that <i>ed</i> has three sounds i.e. /d/, /t/, /id/. |
| <ul style="list-style-type: none"> ➤ Tell how many syllables each word has. | <ul style="list-style-type: none"> ➤ Tell how many syllables each word has. ➤ Recognize and use the conventions to demarcate a syllable. | <ul style="list-style-type: none"> ➤ Find out how many syllables a word has. ➤ Use a dictionary to find out how words are divided into syllables. |
| <ul style="list-style-type: none"> ➤ Pronounce the weak form of <i>have</i> in contractions. | <ul style="list-style-type: none"> ➤ Pronounce the weak form of <i>of, and, or</i> and <i>but</i> in simple phrases. | <ul style="list-style-type: none"> ➤ Pronounce weak form of <i>will/ shall</i> and <i>not</i> in contractions. |
| <ul style="list-style-type: none"> ➤ Differentiate between intonation patterns used in statements and questions. | <ul style="list-style-type: none"> ➤ Listen to and identify rising and falling tones in sentences. ➤ Recognize and use the convention to mark these intonation patterns. | <ul style="list-style-type: none"> ➤ Listen to and respond appropriately to the sentences with rising and falling intonation patterns. |
| <ul style="list-style-type: none"> ➤ Reproduce in speech, appropriate patterns of rhythm, stress and intonation of English language introduced through listening to stories and poems read aloud in class. | <ul style="list-style-type: none"> ➤ Produce in speech, appropriate patterns of rhythm, stress and intonation of English language by listening to stories and poems read aloud in class. | <ul style="list-style-type: none"> ➤ Produce in speech, appropriate patterns of rhythm, stress and intonation of English language by listening to stories and poems read aloud in class. |

Competency 4: Formal and Lexical Aspects of Language**Standard 2, Vocabulary:** All students will enhance vocabulary for effective communication.**Benchmark I:** Build vocabulary through simple word formation techniques and identifying **lexical sets**; and use with correct spellings, the vocabulary from immediate and extended environment.

| Student Learning Outcomes | | |
|---|---|---|
| Grade III | Grade IV | Grade V |
| ➤ Recognize and use cognates from immediate and extended environment. | ➤ Recognize and use more cognates from immediate and extended environment. | ➤ Recognize and use more cognates from immediate and extended environment. |
| ➤ Classify into different categories, and use more naming, action and describing words, from pictures, signboards, labels etc. in their immediate and extended environment. | ➤ Classify into different categories, and use more naming, action and describing words, from pictures, signboards, labels etc. in their immediate and extended environment. | ➤ Classify into different categories, and use more naming, action and describing words, from pictures, signboards, labels etc. in their immediate and extended environment. |
| ➤ Recognize, find out, create and use more rhyming words. | ➤ Recognize, find out, create and use more rhyming words. | ➤ Recognize, find out, create and use more rhyming words. |
| ➤ Use more phrases and formulaic expressions learnt in class and from extended environment. | ➤ Use more phrases and formulaic expressions learnt in class and from extended environment. | ➤ Use more phrases and formulaic expressions learnt in class and from extended environment. |
| ➤ Make anagrams from simple one syllable words. | ➤ Make anagrams from simple one / two syllable words. | ➤ Make anagrams from simple two / three syllable words. |
| ➤ Identify the word class of a given word in context . | ➤ Identify in text, and change part of speech of a given word. | ➤ Change part of speech of a given word. |
| ➤ Recognize and use words similar and opposite in meaning. | ➤ Locate, provide, connect and use words similar and opposite in meaning. | ➤ Locate, provide, connect and use words similar and opposite in meaning. |
| | ➤ Locate, identify, differentiate between, and use few simple pairs of words including homophones . | ➤ Locate, identify, differentiate between, and use some simple pairs of words including homophones, homonyms . |
| | ➤ Understand and locate some compound words from various text sources. | ➤ Use common compound words in speech and own writing. |

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| | <ul style="list-style-type: none"> ➤ Break up some common compound words into words they are made of. ➤ Locate difference between the two. ➤ Use common compound words in speech and own writing. | <ul style="list-style-type: none"> ➤ Join some words to make common compound words and use them in speech and writing. |
| | <ul style="list-style-type: none"> ➤ Recognize meaning of common adjectives in relation to each other e.g. <i>huge-big</i>. | <ul style="list-style-type: none"> ➤ Recognize meaning of common adjectives and verbs in relation to each other |
| | <ul style="list-style-type: none"> ➤ Use some common similes in speech and writing e.g. <i>as black as coal</i>. | <ul style="list-style-type: none"> ➤ Analyze and use some analogies and more similes in speech and writing. |
| | <ul style="list-style-type: none"> ➤ Recognize and use some words and phrases that usually go with the verbs <i>have</i> and <i>go</i>. | <ul style="list-style-type: none"> ➤ Use more words and phrases that usually go with the verbs <i>have</i>, <i>go</i>, <i>take</i> and <i>make</i>. |
| <ul style="list-style-type: none"> ➤ Organise vocabulary items learnt in class in a notebook according to selected organizing principles, such as arranging words in alphabetical order and parts of speech. | <ul style="list-style-type: none"> ➤ Organise vocabulary items learnt in class and from extended environment (including media) in a notebook, according to parts of speech and word family. | <ul style="list-style-type: none"> ➤ Organise vocabulary items learnt in class and from extended environment (including media) in a notebook according to parts of speech and word family. |
| <ul style="list-style-type: none"> ➤ Recognize alphabetical arrangement of words as a preparation for glossary or dictionary use. | <ul style="list-style-type: none"> ➤ Recognize alphabetical arrangement of words in a glossary or a dictionary. ➤ Locate an entry for a word in a glossary or a dictionary. | <ul style="list-style-type: none"> ➤ Recognize alphabetical arrangement of words in a glossary or a dictionary. ➤ Locate an entry for a word in a glossary or a dictionary. |
| <ul style="list-style-type: none"> ➤ Spell some words studied in class both orally and in writing. | <ul style="list-style-type: none"> ➤ Spell some words studied in class both orally and in writing | <ul style="list-style-type: none"> ➤ Spell words studied in class both orally and in writing |
| <ul style="list-style-type: none"> ➤ Copy and take dictation of familiar words studied in class. | <ul style="list-style-type: none"> ➤ Copy and take dictation of words studied in class. | <ul style="list-style-type: none"> ➤ Copy and take dictation of words studied in class. |
| <ul style="list-style-type: none"> ➤ Recognize and apply spelling change in plural form of nouns and regular verb forms. | <ul style="list-style-type: none"> ➤ Apply spelling change in plural form of regular and irregular nouns and regular verb forms. | <ul style="list-style-type: none"> ➤ Apply spelling change in plural form of regular and irregular nouns and regular and irregular verb forms. |

Competency 4: Formal and Lexical Aspects of Language

Standard 3, Grammar and structure: All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written communication.

Benchmark I: Recognize **grammatical functions** of selected parts of speech, limited concepts of time, tense and aspect, and use them in their speech and writing.

| Student Learning Outcomes | | |
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| Grade III | Grade IV | Grade V |
| <p>NOUNS</p> <ul style="list-style-type: none"> ➤ Recognize naming words as nouns. Demonstrate use of some nouns from immediate and extended environment. ➤ Identify and differentiate between countable and uncountable nouns. ➤ Recall changing number of simple naming words by adding and removing <i>s</i> and <i>es</i>. Identify and change the number of nouns by adding <i>es</i> after words ending in <i>y</i>, <i>o</i>, etc. ➤ Change the number of irregular nouns. ➤ Classify and change the gender of nouns from immediate and extended environment (masculine / feminine/ neuter). | <p>NOUNS</p> <ul style="list-style-type: none"> ➤ Recall, and demonstrate use of more common, countable and uncountable nouns from immediate and extended environment. Identify and use collective nouns. ➤ Change the number of regular and irregular nouns. Recognize and use nouns with no change in number. ➤ Classify and change the gender of more nouns from immediate and extended environment (masculine / feminine/ neuter). ➤ Classify nouns as common and proper nouns (Names of people, pets, places, mountains, lakes, rivers, etc.). | <p>NOUNS</p> <ul style="list-style-type: none"> ➤ Recall, and demonstrate use of more common, countable and uncountable, collective nouns from immediate and extended environment. ➤ Change the number of more regular and irregular nouns, and nouns with no change in number. ➤ Classify and change the gender of more nouns from immediate and extended environment (masculine / feminine/ neuter). Recognize and identify the common gender used for both male and female. ➤ Classify more nouns as common and proper nouns (names of people, pets, places, mountains, lakes, rivers, etc.). |

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| <ul style="list-style-type: none"> ➤ Recognize general naming words as common nouns and particular naming words as proper nouns. Classify nouns as common and proper nouns (names of people, pets, places, holidays, etc.). | | |
| <p>PRONOUNS</p> <ul style="list-style-type: none"> ➤ Recall substitution words learnt earlier. ➤ Recognize substitution words as pronouns. Identify and use pronouns in sentences. ➤ Show possession by using the pronouns <i>my, your, his, her, its, our, and their</i> before nouns. ➤ Recognize that pronouns agree with their nouns in gender and number. ➤ Construct short sentences beginning with words that point to something such as <i>this, that, these, those, there</i> to describe pictures. ➤ Illustrate use of question words learnt earlier. Identify and use question words <i>who, whose, which, where</i>, etc. | <p>PRONOUNS</p> <ul style="list-style-type: none"> ➤ Illustrate use of pronouns learnt earlier. Show possession by using the pronouns <i>my, your, his, her, our, their</i> and <i>its</i>, before nouns. ➤ Use the personal pronouns <i>mine, ours, yours, his, hers, its, and theirs</i>. ➤ Demonstrate correct use of <i>my – mine, your – yours</i> etc. ➤ Recognize that pronouns agree with their nouns in gender and number. ➤ Illustrate use of words that point to something. Construct short sentences with the pronoun <i>it</i> as subject. ➤ Illustrate the use of question words learnt earlier. Identify and use question words <i>when, how many, and how much</i> etc. | <p>PRONOUNS</p> <ul style="list-style-type: none"> ➤ Illustrate use of pronouns learnt earlier. Use the personal pronouns <i>myself, yourself/ves, himself, herself, ourselves, themselves and itself</i>. ➤ Demonstrate correct use of <i>my – mine, your – yours</i> etc. ➤ Recognize that pronouns agree with their nouns in gender and number. ➤ Identify and illustrate extended use of words that point to something. ➤ Illustrate the use of question words learnt earlier. Identify and use question words: <i>why</i> and <i>how often</i> etc. |

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| <p>ARTICLES</p> <ul style="list-style-type: none"> ➤ Recall the rules for the use of <i>a</i> and <i>an</i>. Choose between <i>a</i> or <i>an</i>. Identify <i>a</i> or <i>an</i> as articles. Recognize that plural nouns do not take the articles <i>a</i> or <i>an</i>. | <p>ARTICLES</p> <ul style="list-style-type: none"> ➤ Recall the rules for the use of <i>a</i> and <i>an</i>. Choose between <i>a</i> or <i>an</i>. Choose between <i>a</i> or <i>an</i> before words that start with mute consonant letters. | <p>ARTICLES</p> <ul style="list-style-type: none"> ➤ Recall and apply the rules for the use of <i>a</i> and <i>an</i>. Choose between <i>a</i> or <i>an</i> before words that start with mute consonant letters. Identify and use the definite article <i>the</i>. Differentiate between use of definite and indefinite articles. |
| <p>VERBS</p> <ul style="list-style-type: none"> ➤ Recognize doing words as verbs. Use action verbs in speech and writing. ➤ Illustrate use of different forms of the verb <i>be</i>, <i>do</i> and <i>have</i> with their corresponding pronouns (<i>I, we, you, he, she, it, they</i>). ➤ Identify and make simple sentences with the verbs <i>be</i>, <i>done</i> and <i>have</i> as main verbs. ➤ Demonstrate use of the verb <i>can / cannot</i> to show ability and inability. Identify and use <i>may / may not</i> for seeking or giving permission and prohibition. ➤ Articulate and use forms of some simple regular verbs including <i>be</i>, <i>do</i> and <i>have</i>. | <p>VERBS</p> <ul style="list-style-type: none"> ➤ Recognize and use more action verbs from extended environment including other subjects in speech and writing. ➤ Recognize helping verb as aiding the main verbs. Identify the use of verbs <i>be</i>, <i>do</i> and <i>have</i> as helping verbs. Distinguish between <i>be</i>, <i>do</i> and <i>have</i> as main and helping verbs. ➤ Identify and make simple sentences with the verbs <i>be</i>, <i>do</i> and <i>have</i> as main and helping verbs. ➤ Illustrate use of <i>can / cannot</i>, <i>may / may not</i>. Identify and use <i>should / should not</i> to express permission and prohibition. ➤ Articulate, recognize and use forms of simple regular verbs and some irregular verbs. | <p>VERBS</p> <ul style="list-style-type: none"> ➤ Recognize and use more action verbs from extended environment including other subjects in speech and writing. ➤ Demonstrate the use of <i>be</i>, <i>do</i> and <i>have</i> as main or helping verbs in sentences. ➤ Illustrate use of <i>can / cannot</i>, <i>may / may not</i>, and <i>should / should not</i> to express permission, prohibition, doubt, and obligation. ➤ Recognize and use forms of more regular and irregular verbs. |

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| <p>TENSES</p> <ul style="list-style-type: none"> ➤ Recognize that action takes place in time (Present, past or future). Tense indicates time of action. ➤ Use Simple Present Tense for habitual actions and for timeless and universal statements. ➤ Use Present Continuous Tense for describing activities and for actions taking place at the time of speaking. ➤ Use Simple Past Tense for completed actions, with or without mention of specific time. | <p>TENSES</p> <ul style="list-style-type: none"> ➤ Illustrate the use of tenses previously learnt in their speech and writing. ➤ Use Past Continuous Tense for actions that were in progress at some time in the past and to give a descriptive background to a narrative / recount. ➤ Use Future Simple Tense for expressing actions in future. | <p>TENSES</p> <ul style="list-style-type: none"> ➤ Illustrate the use of tenses (Simple present and continuous, simple past and continuous, and simple future tense) previously learnt in their speech and writing. |
| <p>ADJECTIVES</p> <ul style="list-style-type: none"> ➤ Identify describing words as adjectives. Use adjectives of quantity, quality, size and colour. | <p>ADJECTIVES</p> <ul style="list-style-type: none"> ➤ Classify adjectives of quantity, quality, size, shape, colour, and origin. ➤ Articulate, identify and use degrees of regular adjectives. | <p>ADJECTIVES</p> <ul style="list-style-type: none"> ➤ Classify adjectives of quantity, quality, size, shape, colour, and origin. ➤ Articulate, identify and use degrees of regular and irregular adjectives. |
| | <p>ADVERBS</p> <ul style="list-style-type: none"> ➤ Recognize that an adverb qualifies verbs, adjectives and other adverbs. Identify and use simple adverbs of manner and time. | <p>ADVERBS</p> <ul style="list-style-type: none"> ➤ Identify and use adverbs of manner, time, place, and frequency. |

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| <p>WORDS SHOWING POSITION (PREPOSITIONS)</p> <ul style="list-style-type: none"> ➤ Demonstrate use of some words showing position. | <p>WORDS SHOWING POSITION, TIME AND MOVEMENT(PREPOSITIONS)</p> <ul style="list-style-type: none"> ➤ Use some words showing position, time and movement. | <p>WORDS SHOWING POSITION, TIME AND MOVEMENT(PREPOSITIONS)</p> <ul style="list-style-type: none"> ➤ Demonstrate use of words showing position, time and movement and direction. |
| <p>JOINING WORDS (CONJUNCTIONS)</p> <ul style="list-style-type: none"> ➤ Recognize function of joining words. ➤ Use joining words <i>and</i>, <i>or</i> and <i>but</i> to show addition, alternative and contrast within a sentence. Use <i>because</i> to express reason. | <p>JOINING WORDS (CONJUNCTIONS)</p> <ul style="list-style-type: none"> ➤ Demonstrate use of <i>and</i>, <i>or</i> and <i>but</i>. ➤ Recognize function of more joining words. ➤ Use words such as, <i>first</i>, <i>second</i>, <i>next</i> and <i>then</i> to show a sequence. | <p>JOINING WORDS (CONJUNCTIONS)</p> <ul style="list-style-type: none"> ➤ Demonstrate use of joining words learnt earlier. ➤ Recognize function of more joining words such as <i>for example</i>, <i>for instance</i>, to introduce an example etc. |

Benchmark II: Recognize and use punctuation including the use of hyphen, comma and colon to read and write lists and simple paragraphs

| Student Learning Outcomes | | |
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| Grade III | Grade IV | Grade V |
| <p>CAPITALIZATION</p> <ul style="list-style-type: none"> ➤ Use capitalization according to rules learnt earlier. ➤ Recognize and apply capitalization to the initial letter of proper nouns: days of the week and months of the year. | <p>CAPITALIZATION</p> <ul style="list-style-type: none"> ➤ Use capitalization according to rules learnt earlier. ➤ Recognize and apply capitalization to the initial letter of proper nouns: names of holidays, special events and groups. | <p>CAPITALIZATION</p> <ul style="list-style-type: none"> ➤ Use capitalization according to rules learnt earlier. ➤ Recognize and apply capitalization to the initial letter of the key words in the titles of stories and books. |
| <p>PUNCTUATION</p> <ul style="list-style-type: none"> ➤ Use punctuation according to rules learnt earlier. ➤ Recognize and use apostrophe to show possessions and exclamation mark to show strong feelings. | <p>PUNCTUATION</p> <ul style="list-style-type: none"> ➤ Recall the rules of punctuation learnt earlier. ➤ Recognize and use full stop with some abbreviations; apostrophe with contractions and hyphen to join two words that act as one unit. | <p>PUNCTUATION</p> <ul style="list-style-type: none"> ➤ Recall the rules of punctuation learnt earlier. ➤ Recognize and use hyphen to join numbers, quantities and fractions. ➤ Recognize the function of colon and use it before a series of items. |

Benchmark III: Recognize and use simple sentence structure and appropriate sentence types to write meaningful paragraphs.

| Student Learning Outcomes | | |
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| Grade III | Grade IV | Grade V |
| <p>SENTENCE STRUCTURE</p> <ul style="list-style-type: none"> ➤ Make simple sentences by using SV (subject + verb) and SVO (subject + verb + object) pattern. ➤ Demonstrate use of subject-verb agreement according to person and number. | <p>SENTENCE STRUCTURE</p> <ul style="list-style-type: none"> ➤ Make simple sentences by using SV (subject + verb) and SVO (subject + verb + object) pattern. ➤ Demonstrate use of subject-verb agreement according to person and number. | <p>SENTENCE STRUCTURE</p> <ul style="list-style-type: none"> ➤ Recognize and use simple SVO pattern sentences with direct and indirect objects. ➤ Demonstrate use of subject-verb agreement according to person and number. |
| <p>TYPES OF SENTENCES</p> <ul style="list-style-type: none"> ➤ Identify and use simple sentences that show instructions and commands. ➤ Identify simple sentences that show strong feelings. | <p>TYPES OF SENTENCES</p> <ul style="list-style-type: none"> ➤ Identify and make simple sentences to show instructions, commands and strong feelings. | <p>TYPES OF SENTENCES</p> <ul style="list-style-type: none"> ➤ Identify and make sentences to show instructions, commands, and strong feelings. ➤ Identify and write sentences that state/ negate something, or ask a question. |
| <ul style="list-style-type: none"> ➤ Recognize function of simple <i>wh</i> forms used in questions. ➤ Respond to, and ask simple <i>wh</i> questions. | <ul style="list-style-type: none"> ➤ Recognize function of more <i>wh</i> forms used in questions. ➤ Respond to, and ask more <i>wh</i> questions. | <ul style="list-style-type: none"> ➤ Recognize function of <i>wh</i> forms used in questions. ➤ Respond to, and ask <i>wh</i> questions. |

Competency 5: Appropriate Ethical and Social Development

Standard 1: All students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

Please note: This competency will be developed and incorporated across the other four competencies; hence, the teaching and learning of the appropriate values and attributes is to be embedded in the chosen themes and topics of the reading texts, and through writing and speaking activities performed in the learning environment of the class.

Benchmark I: Recognize and practise values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy, etc., relevant for peaceful coexistence between individuals, groups and nations.

Benchmark II: Develop and portray through actions, a sense of importance of individual worth; simultaneously valuing diversity and equality among people.

Benchmark III: Understand and evaluate contemporary social, economic and scientific developments/ issues so as to participate in the global society as aware and thinking individuals.

Student Learning Outcomes Grades VI, VII & VIII

Competency 1: Reading and Thinking Skills

Standard 1: All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.

Benchmark I: Analyze patterns of text organization, and function of various devices used in a paragraph.

| Student Learning Outcomes | | |
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| Grade VI | Grade VII | Grade VIII |
| <ul style="list-style-type: none"> ➤ Read and analyze a paragraph as a larger meaningful unit of expression to <ul style="list-style-type: none"> • identify that the main idea in a paragraph is carried in a sentence, called a topic sentence. • recognize that other sentences in the paragraph support the topic sentence. ➤ Analyze a text to <ul style="list-style-type: none"> • recognize each paragraph as a separate meaningful unit of expression with its own topic sentence and supporting details. | <ul style="list-style-type: none"> ➤ Analyze a paragraph to <ul style="list-style-type: none"> • identify a topic sentence. • identify sentences carrying supporting details. ➤ Recognize that text comprises a group of paragraphs that develop a single theme or idea. ➤ Analyze a larger text to <ul style="list-style-type: none"> • recognize each paragraph as a separate meaningful unit of expression with its own topic sentence and supporting details. | <ul style="list-style-type: none"> ➤ Analyze a paragraph to <ul style="list-style-type: none"> • identify a topic sentence. • identify sentences carrying supporting details. ➤ Recognize that text comprises a group of paragraphs that develop a single theme or idea. |

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| <ul style="list-style-type: none"> ➤ Analyze features of an effective topic sentence such as <ul style="list-style-type: none"> • specific words • vivid verbs • modifiers ➤ Analyze paragraphs to identify sentences that support the main idea through <ul style="list-style-type: none"> • definition • example • evidence | <ul style="list-style-type: none"> ➤ Analyze features of an effective topic sentence such as <ul style="list-style-type: none"> • specific words • vivid verbs • modifiers ➤ Analyze paragraphs to identify sentences that support the main idea through <ul style="list-style-type: none"> • definition • example • illustration • evidence • cause and effect | <ul style="list-style-type: none"> ➤ Analyze features of an effective topic sentence such as <ul style="list-style-type: none"> • specific words • vivid verbs • modifiers ➤ Analyze paragraphs to identify sentences that support the main idea through <ul style="list-style-type: none"> • definition • example • illustration • evidence • cause and effect • comparison and contrast |
| <ul style="list-style-type: none"> ➤ Recognize the functions of <ul style="list-style-type: none"> • pronoun – antecedent relationships . • transitional devices used for coherence and cohesion within and beyond a paragraph. | <ul style="list-style-type: none"> ➤ Recognize the functions of <ul style="list-style-type: none"> • pronoun – antecedent relationships. • anaphoric and cataphoric references. • transitional devices used for coherence and cohesion within a text. | <ul style="list-style-type: none"> ➤ Recognize the functions of <ul style="list-style-type: none"> • pronoun – antecedent relationships. • anaphoric and cataphoric references. • transitional devices used for coherence and cohesion at discourse level. |
| <ul style="list-style-type: none"> ➤ Recognize chronological order of arranging paragraph details. | <ul style="list-style-type: none"> ➤ Recognize chronological and spatial order of arranging paragraph details. | <ul style="list-style-type: none"> ➤ Analyze the order of arranging paragraphs: <ul style="list-style-type: none"> • Chronological or spatial. • General to specific, specific to general. • Most important to least important and vice versa. |

Benchmark II: Extend conceptual understanding of processes, procedures, events and issues, applying reading comprehension and thinking strategies.

| Student Learning Outcomes | | |
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| Grade VI | Grade VII | Grade VIII |
| <ul style="list-style-type: none"> ➤ Use pre-reading strategies to <ul style="list-style-type: none"> • predict the content of a text from topic / picture, title / headings etc. by using prior knowledge, asking questions and contextual clues. ➤ Skim text to <ul style="list-style-type: none"> • have a general idea of the text. • infer theme/ main idea. ➤ Apply critical thinking to interact with text, and use intensive reading strategies (while-reading) : <ul style="list-style-type: none"> • Scan to answer short questions. • Make simple inferences using context of the text and prior knowledge. • Distinguish between what is clearly stated and what is implied. • Deduce meaning of difficult words from context. • Use context to infer missing words. • Read silently with comprehension and extract main idea and supporting detail. | <ul style="list-style-type: none"> ➤ Use pre-reading strategies to <ul style="list-style-type: none"> • predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues. ➤ Skim text to <ul style="list-style-type: none"> • have a general idea of the text. • infer theme/ main idea. ➤ Apply critical thinking to interact with text, and use intensive reading strategies (while-reading) : <ul style="list-style-type: none"> • Scan to answer short questions. • Make simple inferences using context of the text and prior knowledge. • Distinguish between what is clearly stated and what is implied. • Deduce meaning of difficult words from context. • Use context to infer missing words. • Read silently with comprehension and extract main idea and supporting detail. | <ul style="list-style-type: none"> ➤ Use pre-reading strategies to <ul style="list-style-type: none"> • predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues. ➤ Skim text to <ul style="list-style-type: none"> • have a general idea of the text. • infer theme/ main idea. ➤ Apply critical thinking to interact with text, and use intensive reading strategies (while-reading) : <ul style="list-style-type: none"> • Scan to answer short questions. • Make simple inferences using context of the text and prior knowledge. • Distinguish between what is clearly stated and what is implied. • Deduce meaning of difficult words from context. • Use context to infer missing words. • Read silently with comprehension and extract main idea and supporting detail. |

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| <ul style="list-style-type: none"> • Scan to locate an opinion. • Distinguish fact from opinion. • Follow instructions in simple forms requiring personal information. • Comprehend/interpret text by applying critical thinking. • Generate questions to understand text. <p>➤ Use summary skills to</p> <ul style="list-style-type: none"> • extract salient points and develop a mind map to summarize a text. • transfer the written text to a diagram flow chart or cloze paragraph. <p>➤ Use critical thinking to respond to the text (post-reading) :</p> <ul style="list-style-type: none"> • Apply world knowledge and own feelings / opinion to the text read. • Explore causes and consequences of a problem and propose various solutions. | <ul style="list-style-type: none"> • Scan to locate an opinion. • Distinguish fact from opinion. • Locate examples to support an opinion. • Follow instructions in forms requiring information about school. • Comprehend/interpret text by applying critical thinking. • Generate questions to understand text. <p>➤ Use summary skills to</p> <ul style="list-style-type: none"> • extract salient points and develop a mind map to summarize a text. • transfer the written text to a diagram flow chart or cloze paragraph. <p>➤ Use critical thinking to respond to the text (post-reading) :</p> <ul style="list-style-type: none"> • Apply world knowledge and own feelings / opinion to the text read. • Explore causes and consequences of a problem and propose various solutions. | <ul style="list-style-type: none"> • Scan to locate an opinion. • Distinguish fact from opinion. • Locate examples to support an opinion. • Follow instructions in maps or user instruction manuals and simple forms requiring information about school. • Comprehend/interpret text by applying critical thinking. • Generate questions to understand text. <p>➤ Use summary skills to</p> <ul style="list-style-type: none"> • extract salient points and develop a mind map to summarize a text. • transfer the written text to a diagram flow chart or cloze paragraph. <p>➤ Use critical thinking to respond to the text (post-reading) :</p> <ul style="list-style-type: none"> • Apply world knowledge and own feelings / opinion to the text read. • Explore causes and consequences of a problem or an issue and propose various solutions. • Evaluate material read. |
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| <p>➤ Apply strategies to comprehend questions by marking key words, verbs and tenses in a variety of question types:</p> <ul style="list-style-type: none"> • Literal/ textual/ factual • Interpretive • Inferential • Evaluative • Personal response • Open ended <p>➤ Respond orally or in writing.</p> | <p>➤ Apply strategies to comprehend questions by marking key words, verbs and tenses in a variety of question types:</p> <ul style="list-style-type: none"> • Literal/ textual/ factual • Interpretive • Inferential • Evaluative • Personal response • Open ended <p>➤ Respond orally or in writing.</p> | <p>➤ Apply strategies to comprehend questions by marking key words, verbs and tenses in a variety of question types:</p> <ul style="list-style-type: none"> • Literal/ textual/ factual • Interpretive • Inferential • Evaluative • Personal response • Open ended <p>➤ Respond orally or in writing.</p> |
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Benchmark III: Interpret information from a **visual cue** or a **graphic organizer** to give directions, describe positions, simple processes and procedures and cause and effect relationships.

| Student Learning Outcomes | | |
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| Grade VI | Grade VII | Grade VIII |
| <p>➤ Interpret vocabulary and structures given in a mind map to write a short description of a person, place, object, and animal using basic connectors.</p> <p>➤ Follow the direction and understand the position on a map or a picture, to give directions and explain position orally or in writing.</p> <p>➤ Analyze information in a flow chart or diagram to describe a process through guided writing tasks.</p> | <p>➤ Interpret ideas, vocabulary and structures given in a mind map to compare people, object, places, animals, using connectors of comparison.</p> <p>➤ Analyze information in a variety of tables, flow charts or diagrams to describe processes, cause and effect relationships through guided writing tasks.</p> | <p>➤ Interpret ideas, vocabulary and structures given in a mind map to compare events using connectors of sequence and comparison.</p> <p>➤ Analyze information in a flow chart or diagram to describe procedures and processes, make comparisons, show cause and effect relations in a brief written report.</p> |

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| <ul style="list-style-type: none"> ➤ Organize information using sequential pattern. ➤ Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion. | <ul style="list-style-type: none"> ➤ Organize information using sequential pattern. ➤ Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion. | <ul style="list-style-type: none"> ➤ Organize information using various organizational patterns: sequence, comparison, classification, cause and effect. ➤ Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion. ➤ Recognize and use appropriate conventions (format, style, expression) of a brief written report. |
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Benchmark IV: Gather, analyze, and use information for a variety of purposes using various aids and study skills.

| Student Learning Outcomes | | |
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| Grade VI | Grade VII | Grade VIII |
| <ul style="list-style-type: none"> ➤ Use dictionary to <ul style="list-style-type: none"> • locate guide words. • locate entry word. • choose appropriate word definition. • identify pronunciation of a word with the help of pronunciation key. • identify syllable division, and stress pattern. • identify part of speech of a word through abbreviation used. • identify correct spellings. • identify phrases through key words. | <ul style="list-style-type: none"> ➤ Use dictionary to <ul style="list-style-type: none"> • locate guide words. • locate entry word. • choose appropriate word definition. • identify pronunciation with the pronunciation key. • identify syllable division, and stress pattern. • identify part of speech of a word through abbreviation used. • identify correct spellings. • identify phrases through key words. | <ul style="list-style-type: none"> ➤ Use dictionary to <ul style="list-style-type: none"> • locate guide words. • locate entry word. • choose appropriate word definition. • identify pronunciation with the pronunciation key. • identify syllable division, and stress pattern. • identify part of speech of a word through abbreviation used. • identify correct spellings • identify phrases through key words. |

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| | | <ul style="list-style-type: none"> • understand various abbreviations used in a dictionary. <p>➤ Use children’s encyclopedias to obtain information.</p> |
| ➤ Locate synonyms and antonyms in children’s thesaurus. | ➤ Locate synonyms and antonyms in children’s thesaurus. | ➤ Choose appropriate synonyms and antonyms from thesaurus. |
| <p>➤ Use library skills to</p> <ul style="list-style-type: none"> • alphabetize book titles, words and names. • locate fiction and non fiction books / books by subject. • understand card catalogue. • locate and use card catalogue. • identify three kinds of catalogue cards i.e. author card, title card, subject card. • use case and shelf labels in the library. • locate and use the reference section in the library. | <p>➤ Use library skills to</p> <ul style="list-style-type: none"> • alphabetize book titles, words and names. • locate fiction and non fiction books / books by subject. • understand card catalogue. • locate and use card catalogue. • identify three kinds of catalogue cards i.e. author card, title card, subject card. • use case and shelf labels in the library. • locate and use the reference section in the library. | <p>➤ Use library skills to</p> <ul style="list-style-type: none"> • alphabetize book titles, words and names. • locate fiction and non fiction books / books by subject. • understand card catalogue. • locate and use card catalogue. • identify three kinds of catalogue cards i.e. author card, title card, subject card. • use case and shelf labels in the library. • locate and use the reference section in the library. |
| ➤ Identify and utilize effective study skills e.g. note-taking / writing an outline, making a mind map , brainstorming for generating and developing ideas. | ➤ Identify and utilize effective study skills e.g. note-taking / writing an outline, making a mind map , brainstorming for generating and developing ideas. | ➤ Identify and utilize effective study skills e.g. note-taking / writing an outline, making a mind map , brainstorming for generating and developing ideas. |
| <p>➤ Use textual aids such as title page (author, publishing detail), blurbs, table of content, index, glossary of texts to</p> <ul style="list-style-type: none"> • comprehend texts. • identify and select relevant information in a book. | <p>➤ Use textual aids such as title page (author, publishing detail), blurbs, table of content, index, glossary of texts to</p> <ul style="list-style-type: none"> • comprehend texts. • identify and select relevant information in a book. | <p>➤ Use textual aids such as title page (author, publishing detail), blurbs, table of content, index, glossary of texts to</p> <ul style="list-style-type: none"> • comprehend texts. • identify and select relevant information in a book. |

Competency 1: Reading and Thinking Skills

Standard 2: All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature.

Benchmark I: Analyze short stories and poems; identify with characters' emotional response, motives and actions.

| Student Learning Outcomes | | |
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| Grade VI | Grade VII | Grade VIII |
| <ul style="list-style-type: none"> ➤ Make predictions about story line/ content, characters, using contextual clues and prior knowledge. ➤ Recognize and describe story elements: characters, events, setting, plot, theme. ➤ Read a story to <ul style="list-style-type: none"> • retell it sequentially. • summarize (through gapped summary exercises). ➤ Recognize the author's purpose. ➤ Identify the speaker or narrator in a selection. ➤ Describe characters orally and in writing. ➤ Express preferences about characters giving reasons. | <ul style="list-style-type: none"> ➤ Make predictions about story line/ content, characters, using contextual clues and prior knowledge. ➤ Recognize and describe story elements: characters, events, setting, plot, theme, tone. ➤ Read a story to <ul style="list-style-type: none"> • retell it sequentially. • summarize (through gapped summary exercises). ➤ Recognize the author's purpose. ➤ Identify the speaker or narrator in a selection. ➤ Read a text to describe orally and in writing, character traits using evidence from the text. | <ul style="list-style-type: none"> ➤ Make predictions about story line/ content, characters, using contextual clues and prior knowledge. ➤ Analyze story elements: characters, events, setting, plot, theme, tone. ➤ Read a story to <ul style="list-style-type: none"> • retell it sequentially. • summarize. ➤ Recognize the author's purpose. ➤ Identify the speaker or narrator in a selection. ➤ Read a text to analyze characters, their motives, actions and emotional responses. |

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| <ul style="list-style-type: none"> ➤ Recognize genres of literature e.g. fiction, poetry. | <ul style="list-style-type: none"> ➤ Express preferences about characters giving reasons. ➤ Recognize genres of literature e.g. fiction, poetry, legend, myth. | <ul style="list-style-type: none"> ➤ Present a character sketch orally and in writing. ➤ Give a personal response about the characters giving reasons to support the response. ➤ Recognize genres of literature e.g. fiction, poetry, legend, myth. |
| <ul style="list-style-type: none"> ➤ Read a poem and give orally or in writing: <ul style="list-style-type: none"> • Main idea • Summary (through gapped summary exercises) ➤ Identify line and stanza. | <ul style="list-style-type: none"> ➤ Read a poem and give orally or in writing: <ul style="list-style-type: none"> • Main idea • Summary (through gapped summary exercises • Personal response ➤ Identify line and stanza. ➤ Recognize literary techniques such as personification and alliteration. | <ul style="list-style-type: none"> ➤ Read a poem and give orally or in writing: <ul style="list-style-type: none"> • Main idea • Theme and its development • Summary • Personal response with justification • Paraphrase ➤ Recognize literary techniques such as personification and alliteration. |
| <ul style="list-style-type: none"> ➤ Understand how a writer/ poet uses language to <ul style="list-style-type: none"> • appeal to the senses through use of figurative language including similes. | <ul style="list-style-type: none"> ➤ Understand how a writer/ poet uses language to <ul style="list-style-type: none"> • appeal to the senses through use of figurative language including similes. | <ul style="list-style-type: none"> ➤ Analyze how a writer/ poet uses language to <ul style="list-style-type: none"> • appeal to the senses through use of figurative language including similes and metaphors. • affect meaning through use of synonyms with different connotations. |

Competency 2: Writing Skills

Standard 1: All students will produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process.

Benchmark I: Analyze written **discourse** to use in their own compositions, techniques for effective paragraph organization and development such as a clear **topic sentence** and **supporting details**.

| Student Learning Outcomes | | |
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| Grade VI | Grade VII | Grade VIII |
| ➤ Develop focus to write a paragraph for a given purpose and audience . | ➤ Develop focus to write a paragraph for a given purpose and audience . | ➤ Develop focus to write a paragraph for a given purpose and audience . |
| ➤ Use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc. | ➤ Use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc. | ➤ Use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc. |
| ➤ Analyze various paragraphs to recognize that a paragraph comprises a group of sentences that develop a single idea. ➤ Write a simple unified paragraph on a given topic: <ul style="list-style-type: none"> • Write a clear topic sentence using specific words, vivid verbs, modifiers, etc. • Add adequate supporting detail (example, definition or evidence) to develop the main idea. • Use appropriate pronoun – antecedent relationship and transitional devices within a paragraph. | ➤ Write a simple unified paragraph on a given topic: <ul style="list-style-type: none"> • Write a clear topic sentence using specific words, vivid verbs, modifiers, etc. • Add adequate supporting detail (example, illustration, definition, evidence, or cause and effect) to develop the main idea. • Use appropriate pronoun-antecedent relationship and transitional devices within a paragraph. • Use chronological/sequential/ spatial order of arranging detail. | ➤ Write a simple unified paragraph on a given topic: <ul style="list-style-type: none"> • Write a clear topic sentence using specific words, vivid verbs, modifiers, etc. • Add adequate supporting detail (example, illustration, definition, evidence, comparison, contrast, cause and effect) to develop the main idea. • Use appropriate pronoun-antecedent relationship and transitional devices within a paragraph. • Use chronological/sequential/ spatial order of arranging detail. |

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| <ul style="list-style-type: none"> • Use chronological/sequential order of arranging detail. | | <ul style="list-style-type: none"> • By order of importance (most important to least important and vice versa , general to specific and vice versa). |
| <ul style="list-style-type: none"> ➤ Write a composition of three or more paragraphs following conventions of essay writing: <ul style="list-style-type: none"> • Introductory paragraph • Body paragraphs • Concluding paragraphs ➤ Recognize that <ul style="list-style-type: none"> • introductory paragraph carries the main idea of the essay. • each one of the body paragraphs develops the main idea through key ideas. These key ideas are developed through supporting details. • the concluding paragraph contains a summary of the body paragraphs, and a general concluding statement. • paragraphs are linked through various transitional devices. | <ul style="list-style-type: none"> ➤ Write a composition of three or more paragraphs following conventions of essay writing: <ul style="list-style-type: none"> • Introductory paragraph • Body paragraphs • Concluding paragraphs ➤ Recognize that <ul style="list-style-type: none"> • introductory paragraph carries the main idea of the essay. • each one of the body paragraphs develops the main idea through key ideas. These key ideas are developed through supporting details. • the concluding paragraph contains a summary of the body paragraphs, and a general concluding statement. • paragraphs are linked through various transitional devices. | <ul style="list-style-type: none"> ➤ Write a composition of three or more paragraphs following conventions of essay writing: <ul style="list-style-type: none"> • Introductory paragraph • Body paragraphs • Concluding paragraphs ➤ Recognize that <ul style="list-style-type: none"> • introductory paragraph carries the main idea of the essay. • each one of the body paragraphs develops the main idea through key ideas. These key ideas are developed through supporting details. • the concluding paragraph contains a summary of the body paragraphs, and a general concluding statement. • paragraphs are linked through various transitional devices. |

Benchmark II: Write descriptive, **expository and **narrative** texts for different purposes and **audiences**.**

| Student Learning Outcomes | | |
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| Grade VI | Grade VII | Grade VIII |
| <p>➤ Analyze written texts to use in their own writing, features of a simple expository composition showing a process or a procedure:</p> <ul style="list-style-type: none"> • Correct verb form (present passive tense) for general descriptions of a process or a procedure. • Correct verb form (past passive tense) for reporting a particular procedure in the past. • Sequential order of ideas. • Appropriate sequence markers e.g. <i>first, next, then</i> etc. | <p>➤ Analyze written texts to use in their own writing, features of a simple expository composition showing cause and effect of an event or an action:</p> <ul style="list-style-type: none"> • Logical order of events or action. • Appropriate connectives of cause and effect. | <p>➤ Analyze written texts to use in their own writing, features of a simple expository composition showing cause and effect of an event or an action:</p> <ul style="list-style-type: none"> • Logical order of events or action. • Appropriate connectives of cause and effect. <p>➤ Analyze to use in their own writing, criteria for classification in a simple expository composition.</p> |
| <p>➤ Analyze written texts to use in their own writing, features of a simple descriptive composition about people, objects and places:</p> <p>PERSONS</p> <ul style="list-style-type: none"> • Physical description and personality traits (habits, etc.) of a person, moving from general to specific. | <p>➤ Analyze written texts to use in their own writing, features of a simple descriptive composition about people, objects and places:</p> <p>PERSONS</p> <ul style="list-style-type: none"> • Detailed physical description of face, build, clothes etc. of a person. • Personality traits e.g. habits, attitudes etc. | <p>➤ Analyze written texts to use in their own writing, features of a simple descriptive composition about people, objects and places:</p> <p>PERSONS</p> <ul style="list-style-type: none"> • Finer details of physical description of face, build, clothes etc. of a person. • Personality traits e.g. habits, attitudes, values etc. |

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| <p>OBJECTS AND PLACES</p> <ul style="list-style-type: none"> • Physical description and characteristics of an object/ place, moving from general to specific. • Correct verb form. • Appropriate adjectives and adverbs for vivid effect. • Details in appropriate order. | <p>OBJECTS AND PLACES</p> <ul style="list-style-type: none"> • Sufficient general details and finer details of size, color, shape and texture. • Defining characteristics of an object/ place. • Correct verb form. • Appropriate adjectives and adverbs for vivid effect. • Details in appropriate order. <p>➤ Write two paragraphs of comparison between persons, objects or places:</p> <ul style="list-style-type: none"> • Use appropriate similes for comparison. • Use correct connectors of comparison. | <p>OBJECTS AND PLACES</p> <ul style="list-style-type: none"> • Sufficient general details and finer details of size, color, shape and texture. • Defining characteristics of an object/ place. • Atmosphere of a place • Correct verb form. • Appropriate adjectives and adverbs for vivid effect. • Details in appropriate order. <p>➤ Write three paragraphs of comparison between persons, objects or places:</p> <ul style="list-style-type: none"> • Use appropriate similes for comparison. • Use correct connectors of comparison. |
| <p>➤ Write a short narrative in the first person which describes events:</p> <ul style="list-style-type: none"> • Use sequential order. • Use specific adjectives and adverbs. • Use appropriate tense. • Use appropriate transitional devices. <p>➤ Analyze to use in their own writing, the elements of a story:</p> <ul style="list-style-type: none"> • Beginning, middle and end. • Plot. • Human/ animal, imaginary characters and their roles. • Dialogues. • Setting. | <p>➤ Write a short narrative in the first person which describes events:</p> <ul style="list-style-type: none"> • Use sequential order. • Use specific adjectives and adverbs. • Use appropriate tense. • Use appropriate transitional devices. | <p>➤ Write a narrative in the first or third person which describes events / incidents:</p> <ul style="list-style-type: none"> • Use sequential order. • Use specific adjectives and adverbs. • Use appropriate tense. • Use appropriate transitional devices. • Include quotations (actual words spoken) and thoughts and emotions of the participants in the incident. |

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| <p>➤ Write a paragraph of free writing for fluency, creativity and pleasure.</p> | <p>➤ Write a paragraph of free writing for fluency, creativity and pleasure.</p> | <p>➤ Write a paragraph of free writing for fluency, creativity and pleasure.</p> |
| <p>➤ Analyze questions to write effective and focused answers of required length by</p> <ul style="list-style-type: none"> • marking key words • identifying verbs and tenses • recognizing question types such as <ul style="list-style-type: none"> ▪ Literal/ textual/ factual ▪ Interpretive ▪ Inferential ▪ Evaluative ▪ Personal response | <p>➤ Analyze questions to write effective and focused answers of required length by</p> <ul style="list-style-type: none"> • marking key words • identifying verbs and tenses • recognizing question types such as <ul style="list-style-type: none"> ▪ Literal/ textual/ factual ▪ Interpretive ▪ Inferential ▪ Evaluative ▪ Personal response ▪ Open ended | <p>➤ Analyze questions to write effective and focused answers of required length by</p> <ul style="list-style-type: none"> • marking key words • identifying verbs and tenses • recognizing question types such as <ul style="list-style-type: none"> ▪ Literal/ textual/ factual ▪ Interpretive ▪ Inferential ▪ Evaluative ▪ Personal response ▪ Open ended |
| <p>➤ Comprehend and use summary skills to</p> <ul style="list-style-type: none"> • write summary/ précis of simple passages. • summarize poems. | <p>➤ Use summary skills to</p> <ul style="list-style-type: none"> • write summary/ précis of simple passages. • summarize poems. | <p>➤ Apply summary skills to familiar / unseen passages and poems to</p> <ul style="list-style-type: none"> • write summary/ précis of simple passages. • summarize poems. |
| | | <p>➤ Use paraphrasing skills to paraphrase stanzas:</p> <ul style="list-style-type: none"> • Mark thought groups in the stanza. • Restate the message in simple prose. • Replace poetic words with simple ones. |

Benchmark III: Write a variety of interpersonal and transactional texts e.g. informal and formal letters, simple forms, dialogues (**speech bubbles, cartoon strips, role play**) using vocabulary, **tone, style** of expression appropriate to the communicative purpose and **context**.

| Student Learning Outcomes | | |
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| Grade VI | Grade VII | Grade VIII |
| <ul style="list-style-type: none"> ➤ Analyze and compare various informal letters to write short letters to people in immediate social and academic environment: <ul style="list-style-type: none"> • Identify parts of a letter. • Follow conventions of informal letter with respect to layout, salutations etc. • Recognize and demonstrate use of appropriate vocabulary, style and tone in informal letters. • Write the address on the envelope clearly and in proper format. ➤ Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context. | <ul style="list-style-type: none"> ➤ Write short informal letters to people in extended social and academic environment for various purposes: <ul style="list-style-type: none"> • Use correct conventions, appropriate vocabulary, tone and style. ➤ Revise for <ul style="list-style-type: none"> • correct format, layout. • appropriate vocabulary, style, tone. | <ul style="list-style-type: none"> ➤ Analyze and compare various informal and formal letters to note differences of conventions, vocabulary, style and tone. ➤ Write formal letters to people in immediate and extended social and academic environment for various purposes: <ul style="list-style-type: none"> • Follow conventions of formal letter with respect to layout, salutations etc. • Recognize and demonstrate use of appropriate vocabulary, style and tone in formal letters. • Write the address on the envelope clearly and in proper format. ➤ Write applications to people in extended environment. ➤ Revise for <ul style="list-style-type: none"> • correct format, layout. • appropriate vocabulary, style, tone. |
| | <ul style="list-style-type: none"> ➤ Analyze and compare various informal dialogues to write short informal dialogues: <ul style="list-style-type: none"> • Identify characters and their relationships. | <ul style="list-style-type: none"> ➤ Analyze and compare various informal and formal dialogues to note differences of features, vocabulary, style and tone. ➤ Write and revise short formal dialogues. |

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| | <ul style="list-style-type: none"> • Identify context. • Identify vocabulary, tone and style appropriate to context and relationship between addresser and addressee. • Recognize language forms depicting features of oral speech. | |
| ➤ Fill in correctly and legibly, simple forms requiring personal information. | ➤ Fill in correctly and legibly, simple forms requiring information about school. | ➤ Fill in correctly and legibly, forms requiring various kinds of simple information. |

Benchmark IV: Plan and draft their own writing; revise and edit for paragraph unity, clear central **topic sentence**, relevant and adequate **supporting details**, effective **style**, appropriate **transitional devices**, punctuation and vocabulary.

| Student Learning Outcomes | | |
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| Grade VI | Grade VII | Grade VIII |
| <ul style="list-style-type: none"> ➤ Plan their own writing: <ul style="list-style-type: none"> • Identify audience and purpose. • Develop focus for their own writing. • Use a variety of pre-writing strategies such as brainstorming, mind-mapping, outlining etc. ➤ Draft and revise a paragraph to ensure that it <ul style="list-style-type: none"> • has a main idea stated in the topic sentence. • provides relevant, specific and substantial supporting detail for the main idea. • uses transition words that contribute to a sense of cohesiveness. • has clear, specific sentences that use | <ul style="list-style-type: none"> ➤ Plan their own writing: <ul style="list-style-type: none"> • Identify audience and purpose. • Develop focus for their own writing. • Use a variety of pre-writing strategies such as brainstorming, mind-mapping, outlining etc. ➤ Draft and revise writing to ensure that it <ul style="list-style-type: none"> • has a main idea stated in the topic sentence. • has relevant, specific, and substantial supporting detail for each paragraph. • has reference and transition words that contribute to a sense of cohesion and cohesiveness. | <ul style="list-style-type: none"> ➤ Plan their own writing: <ul style="list-style-type: none"> • Identify audience and purpose. • Develop focus for their own writing. • Use a variety of pre-writing strategies such as brainstorming, mind-mapping, outlining etc. ➤ Draft and revise writing to ensure that it <ul style="list-style-type: none"> • has a main idea stated in the topic sentence. • has relevant, specific, and substantial supporting detail for each paragraph. • has reference and transition words that contribute to a sense of cohesion and cohesiveness. |

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| <p>exact names, lively verbs, modifiers and words that relate to senses.</p> <ul style="list-style-type: none"> • has an effective introductory and closing sentence. • gives a title based on the main idea. | <ul style="list-style-type: none"> • has varied sentence structure and length. • has an effective introduction and conclusion. | <ul style="list-style-type: none"> • has varied sentence structure and length. • has an effective introduction and conclusion. |
| <p>➤ Proof read and edit texts for errors of</p> <ul style="list-style-type: none"> • word order, verb form, articles etc. • reference words, connectives. • adverbs and adjectives. • punctuations and spelling. | <p>➤ Proof read and edit texts for errors of</p> <ul style="list-style-type: none"> • sentence structure. • subject / verb agreement. • noun / pronoun agreement. • reference words, connectives. • punctuation and spelling. | <p>➤ Proof read and edit texts for errors of</p> <ul style="list-style-type: none"> • sentence structure. • subject / verb agreement. • noun / pronoun agreement. • reference words, connectives. • punctuation and spelling. |

Competency 3: Oral Communication Skills

Standard 1: All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.

Benchmark I: Use selected **linguistic exponents** to communicate appropriately for various **functions and co-functions** of opinions, feelings, emotions, instructions in immediate social environment.

| Student Learning Outcomes | | |
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| Grade VI | Grade VII | Grade VIII |
| <ul style="list-style-type: none"> ➤ Use various functions to <ul style="list-style-type: none"> • ask and answer simple questions of personal relevance. • engage in conversation. • express reasons for likes and dislikes. • seek and respond to permission. • request and respond to requests. • show willingness and unwillingness to do something. • give and follow directions /instructions. • express ability/ inability to do something. • express personal needs. | <ul style="list-style-type: none"> ➤ Use various functions to <ul style="list-style-type: none"> • ask and answer questions of personal interest and general every day aspects. • express surprise. • express pleasure and displeasure. • express anger and impatience. • express disappointment. • give reasons for expressing ability/inability to do something. • express personal needs. | <ul style="list-style-type: none"> ➤ Use various functions to <ul style="list-style-type: none"> • ask and respond to questions of personal interest and general every day aspects. • ask and express opinions, emotions, wishes needs and requirements by giving reasons. • express dissatisfaction, disapproval, and disagreement politely. • agree/ disagree partially • make plans. • express personal needs. |

Benchmark II: Demonstrate through dialogues, **panel discussions**, talks on particular topics, the social and academic conventions and dynamics to communicate information/ ideas.

| Student Learning Outcomes | | |
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| Grade VI | Grade VII | Grade VIII |
| <p>➤ Use conventions and dynamics of group discussion and interaction to</p> <ul style="list-style-type: none"> • offer and respond to greetings, compliments, invitations, introductions and farewells. • follow directions to form groups. • take turns. • lead and follow. • engage in conversation. • get personal needs met. • use polite expressions to seek attention. • agree/ disagree politely. • show and accept apology. • ask and restate directions. • express regret. • relate what they have to say to what has been said before. • take into account different view points. | <p>➤ Use conventions and dynamics of group discussion and interaction to</p> <ul style="list-style-type: none"> • offer and respond to greetings, compliments, invitations, introductions and farewells. • show gratitude apologize, express anger or impatience. • ask and restate directions and instructions. • take turns . • relate what they have to say to what has been said before. • take into account different view points. • extend their ideas in the light of discussion. • give reasons for opinions and actions. • identify a problem and propose a solution. • join in a group response at the appropriate time. | <p>➤ Use conventions and dynamics of group discussion and interaction to</p> <ul style="list-style-type: none"> • offer and respond to greetings, compliments, invitations, introductions and farewells. • demonstrate an understanding of ways to show gratitude, apologize, express anger or impatience. • ask, restate and simplify directions and instructions. • present and explain one's point of view clearly. • support or modify one's opinions with reasons. • acknowledge others' contributions. • agree and disagree politely at appropriate times. • share ideas. • clarify ideas. • modify a statement made by a peer. • identify problem, propose solution. • summarize the main points of discussion for the benefit of the whole group. • join in a group response at the appropriate time. • use polite forms to negotiate and reach consensus. |

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| | <p>➤ Recognize and demonstrate appropriate expressions and etiquettes for a telephonic conversation to</p> <ul style="list-style-type: none"> • make polite introductions. • ask someone to say something again. • check understanding of message. • take and leave a message. • infer and draw conclusions about meaning, intention and feeling communicated by the speaker. • recognize and respond to moods showing appreciation, pleasure, displeasure, surprise, disappointment. • make and respond to inquiries. • make and respond to requests. | <p>➤ Recognize and demonstrate appropriate expressions and etiquettes for a telephonic conversation to</p> <ul style="list-style-type: none"> • make polite introductions. • ask someone to say something again. • check understanding of message . • take and leave a message. • infer and draw conclusions about meaning, intention and feeling communicated by the speaker. • recognize and respond to moods showing appreciation, pleasure, displeasure, surprise, disappointment. • make and respond to inquiries. • make and respond to requests. |
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Competency 4: Formal and Lexical Aspects of Language.

Standard 1, Pronunciation: All students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication.

Benchmark I: Pronounce (acceptably) words, identify and apply **stress** shift and intonation patterns for communicating different meanings.

| Student Learning Outcomes | | |
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| Grade VI | Grade VII | Grade VIII |
| ➤ Recognize and articulate English sounds given in the pronunciation key in the dictionary. | ➤ Recognize and articulate English sounds given in the pronunciation key in the dictionary. | ➤ Recognize and articulate English sounds given in the pronunciation key in the dictionary. |
| ➤ Identify and pronounce in minimal pairs common problem consonants including /v/, /w/, /ya/, /th/, /l/, /r/, etc. | ➤ Identify and pronounce in minimal pairs common problem consonants including /v/, /w/, /ya/, /th/, /l/, /r/, etc. | ➤ Identify and pronounce in minimal pairs common problem consonants including /v/, /w/, /ya/, /th/, /l/, /r/, etc. |
| ➤ Identify and correctly pronounce diphthongs and triphthongs in words. | ➤ Identify and correctly pronounce diphthongs and triphthongs in words. | ➤ Identify and correctly pronounce diphthongs and triphthongs in words. |
| ➤ Differentiate between long and short vowel sounds and recognize how vowel length can change the meaning. | ➤ Differentiate between long and short vowel sounds and recognize how vowel length can change the meaning. | ➤ Differentiate between long and short vowel sounds and recognize how vowel length can change the meaning. |
| ➤ Identify and pronounce consonant clusters with developing accuracy in initial and final positions. | ➤ Identify and pronounce consonant clusters with developing accuracy in initial and final positions. | ➤ Identify and pronounce consonant clusters with developing accuracy in initial and final positions. |
| ➤ Recognize and pronounce silent letters in words. | ➤ Recognize and pronounce silent letters in words. | ➤ Recognize and pronounce silent letters in words. |
| ➤ Recognize syllable division of words in aural and written text. ➤ Demarcate words into syllables with the help of a dictionary. | ➤ Recognize syllable division of words in aural and written text. ➤ Demarcate words into syllables with the help of a dictionary. | ➤ Recognize syllable division of words in aural and written text. ➤ Demarcate words into syllables with the help of a dictionary. |

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| ➤ Comprehend and apply in speech the word stress rules for example stress shift for emphasis and change in meaning in parts of speech. | ➤ Comprehend and apply in speech the word stress rules for example stress shift for emphasis and change in meaning in parts of speech. | ➤ Comprehend and apply in speech the word stress rules for example stress shift for emphasis and change in meaning in parts of speech. |
| | | ➤ Recognize, pronounce and represent primary and secondary stress in words with the help of a dictionary. |
| ➤ Pronounce weak form of personal pronouns, modal verbs , their negatives, prepositions, articles and conjunctions. | ➤ Pronounce weak form of personal pronouns, modal verbs , their negatives, prepositions, articles and conjunctions. | ➤ Pronounce weak form of personal pronouns, modal verbs , their negatives, prepositions, articles and conjunctions. |
| ➤ Recognize and use varying intonation patterns to show attitude. | ➤ Recognize and use varying intonation patterns to show attitude and emotions. | ➤ Recognize and use varying intonation patterns to show attitude and emotions. |
| ➤ Articulate complex tongue twisters. | ➤ Articulate complex tongue twisters. | ➤ Articulate complex tongue twisters. |

Competency 4: Formal and Lexical Aspects of Language

Standard 2, Vocabulary: All students will enhance vocabulary for effective communication.

Benchmark I: Build vocabulary through **word roots, contextual clues**, dictionary, thesaurus, and the environment; use words, phrases and idioms in **context** and with correct spellings.

| Student Learning Outcomes | | |
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| Grade VI | Grade VII | Grade VIII |
| <p>➤ Build and use appropriate vocabulary and correct spelling for effective communication:</p> <ul style="list-style-type: none">• Illustrate the use of dictionary for finding appropriate meaning and correct spellings.• Use a simple thesaurus to locate synonyms.• Examine and interpret transitional devices that show comparison, sequence, result, and conclusion.• Utilize comparison clues, synonyms to deduce the meaning of unfamiliar words.• Understand and utilize similes given in the text.• Comprehend the role of compound words in vocabulary building, and create compound words. | <p>➤ Build and use appropriate vocabulary and correct spelling for effective communication:</p> <ul style="list-style-type: none">• Illustrate the use of dictionary for finding appropriate meaning and correct spellings.• Use a simple thesaurus to locate synonyms and antonyms.• Examine and interpret transitional devices that show comparison, sequence, cause and effect.• Utilize comparison, appositive phrases, and synonyms to deduce the meaning of unfamiliar words.• Understand and utilize similes given in the text.• Analyze analogies; complete analogies correctly.• Understand and use correctly, phrasal verbs given in the text / glossary. | <p>➤ Build and use appropriate vocabulary and correct spelling for effective communication:</p> <ul style="list-style-type: none">• Illustrate the use of dictionary for finding appropriate meaning and correct spellings.• Use a simple thesaurus to locate synonyms and antonyms.• Examine and interpret transitional devices that show comparison, sequence, result, conclusion, cause and effect, addition, reason.• Utilize comparison, appositive phrases, and synonyms to deduce the meaning of unfamiliar words.• Understand and utilize similes and metaphors given in the text.• Analyze analogies; complete analogies correctly.• Understand and use correctly, phrasal verbs given in the text / glossary. |

Competency 4: Formal and Lexical Aspects of Language

Standard 3, Grammar and Structure: All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written communication.

Benchmark I: Recognize **grammatical functions** of parts of speech, selected concepts of tense, aspect, limited **transitional devices** and **modal verbs**, and use them in their speech and writing.

| Student Learning Outcomes | | |
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| Grade VI | Grade VII | Grade VIII |
| <p>NOUNS</p> <ul style="list-style-type: none"> ➤ Demonstrate use of common and proper nouns. Differentiate between collective, countable and uncountable nouns. ➤ Change the number of regular and irregular nouns, and nouns with no change in number. ➤ Recognize and demonstrate use of nouns that are written in plural form but are in fact singular e.g. <i>scissors</i>. ➤ Recognize and demonstrate use of words that have only plural form. ➤ Change the gender of nouns. ➤ Differentiate between, and demonstrate use of possessive forms of animate and inanimate nouns. | <p>NOUNS, NOUN PHRASES AND CLAUSES</p> <ul style="list-style-type: none"> ➤ Demonstrate use of common and proper, collective, countable and uncountable nouns. ➤ Apply the rules of change of number of nouns learnt earlier. ➤ Change the number of compound nouns. Differentiate between plurals and possessive forms of compound nouns. ➤ Change the number of some foreign words e.g. <i>basis-bases</i>. ➤ Change the gender of nouns. ➤ Recognize, differentiate and demonstrate use of possessive forms of more animate and inanimate nouns. | <p>NOUNS, NOUN PHRASES AND CLAUSES</p> <ul style="list-style-type: none"> ➤ Demonstrate use of more common and proper, collective, countable and uncountable nouns. ➤ Differentiate between, and demonstrate use of material and abstract nouns. ➤ Apply the rules of change of number of nouns learnt earlier. ➤ Recognize and demonstrate use of certain nouns whose plural form has two meanings in some cases e.g. <i>arm-arms; (limbs), weapons</i>. ➤ Some nouns change their meaning in the plural form e.g. <i>air- atmosphere, airs-pride</i>. ➤ Change the gender of nouns. ➤ Recognize, differentiate and demonstrate use of possessive forms of more animate and inanimate nouns. |

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| <p>PRONOUNS</p> <ul style="list-style-type: none"> ➤ Demonstrate use of pronouns as subject and object. Recognize function of, and use possessive and reflexive pronouns. ➤ Demonstrate use of question words. ➤ Use few indefinite pronouns. ➤ Demonstrate use of pronoun-antecedent agreement recognizing their relationship. | <p>PRONOUNS</p> <ul style="list-style-type: none"> ➤ Demonstrate use of pronouns as subject and object. Recognize function of, and use possessive and reflexive pronouns. ➤ Demonstrate extended use of question words. ➤ Use some indefinite pronouns. ➤ Demonstrate use of pronoun-antecedent agreement recognizing their relationship. | <p>PRONOUNS</p> <ul style="list-style-type: none"> ➤ Demonstrate use of pronouns as subject and object. Recognize function of, and use possessive, reflexive and emphatic pronouns. ➤ Demonstrate extended use of question words. ➤ Identify, and demonstrate function and use of relative pronouns <i>which, who</i> and <i>that</i>. ➤ Use more indefinite pronouns. ➤ Demonstrate use of pronoun-antecedent agreement recognizing their relationship. |
| <p>ARTICLES</p> <ul style="list-style-type: none"> ➤ Recall and apply rules for use of <i>a</i> and <i>an</i> in speech and writing. ➤ Demonstrate use of definite article, <i>the</i>, when noun is particularized. | <p>ARTICLES</p> <ul style="list-style-type: none"> ➤ Apply rules of <i>a</i>, <i>an</i>, and <i>the</i> wherever applicable in speech and writing. | <p>ARTICLES</p> <ul style="list-style-type: none"> ➤ Apply rules of <i>a</i>, <i>an</i>, and <i>the</i> wherever applicable in speech and writing. |

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| <p>VERBS</p> <ul style="list-style-type: none"> ➤ Demonstrate use of <i>be, have, do</i> and <i>need</i> as main or helping verbs in sentences. ➤ Recognize and demonstrate function and use of linking verbs. ➤ Recognize and demonstrate function and use of modal verbs <i>can/ cannot, may/ may not</i> and <i>should/ should not</i> to express ability, inability, permission, prohibition, doubt, and obligation, etc. ➤ Recognize and demonstrate function and use of <i>could, might, shall, must, and ought</i> in affirmative, negative and interrogative sentences. ➤ Illustrate use of regular and irregular verbs in speech and writing. ➤ Illustrate use of transitive and intransitive verbs. | <p>VERBS</p> <ul style="list-style-type: none"> ➤ Illustrate use of helping verbs in speech and writing. ➤ Illustrate use of linking verbs. ➤ Recognize and demonstrate function and use of modal verbs learnt earlier. ➤ Recognize and demonstrate function and use of <i>would, need</i> and <i>dare</i> in affirmative, negative and interrogative sentences. ➤ Illustrate use of regular and irregular verbs in speech and writing. ➤ Illustrate use of transitive and intransitive verbs. | <p>VERBS</p> <ul style="list-style-type: none"> ➤ Illustrate use of helping verbs in speech and writing. ➤ Illustrate use of linking verbs. ➤ Recognize and demonstrate function and use of modal verbs learnt earlier. ➤ Illustrate use of regular and irregular verbs in speech and writing. ➤ Illustrate use of transitive and intransitive verbs. ➤ Convert and use present and past participles. ➤ Recognize and demonstrate function and use of infinitives. |
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| <p>TENSES</p> <ul style="list-style-type: none"> ➤ Recognize the form and various functions; and illustrate use of Simple Present, Present Continuous, Simple Past, Past Continuous and Future Simple tenses. | <p>TENSES</p> <ul style="list-style-type: none"> ➤ Illustrate use of tenses learnt earlier. ➤ Recognize the form and various functions; and illustrate use of Present Perfect Tense. | <p>TENSES</p> <ul style="list-style-type: none"> ➤ Illustrate use of tenses learnt earlier. ➤ Recognize the form and various functions; and illustrate use of Past Perfect Tense. |
| <p>ADJECTIVES</p> <ul style="list-style-type: none"> ➤ Classify adjectives of quantity, quality, size, shape, colour, and origin. ➤ Change and use degrees of regular and irregular adjectives. ➤ Recognize and use absolute adjectives. | <p>ADJECTIVES</p> <ul style="list-style-type: none"> ➤ Classify adjectives into different types. Change and use degrees of adjectives with reference to <i>than</i> and <i>the</i>. ➤ Recognize and use absolute adjectives. ➤ Locate the varying position of adjectives in sentences. ➤ Form adjectives from nouns. | <p>ADJECTIVES AND ADJECTIVE PHRASES</p> <ul style="list-style-type: none"> ➤ Classify adjectives into different types. Change and use degrees of adjectives with reference to <i>than</i> and <i>the</i>. ➤ Recognize and use absolute adjectives. ➤ Locate the varying position of adjectives in sentences. ➤ Form adjectives from nouns and verbs. ➤ Identify and use adjective phrases. |
| <p>ADVERBS</p> <ul style="list-style-type: none"> ➤ Use adverbs of manner, time, place, frequency, degree and reason. | <p>ADVERBS AND ADVERBIALS</p> <ul style="list-style-type: none"> ➤ Classify and use different kinds of adverbs learnt earlier. ➤ Recognize varying positions of adverbs in sentences according to their kinds and importance. | <p>ADVERBS AND ADVERBIALS</p> <ul style="list-style-type: none"> ➤ Classify and use different kinds of adverbs learnt earlier. ➤ Recognize varying positions of adverbs in sentences according to their kinds and importance. ➤ Identify and use degrees of comparison of adverbs. ➤ Use some adverbial phrases. |

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| <p>PREPOSITIONS</p> <ul style="list-style-type: none"> ➤ Illustrate use of prepositions of position, time, movement and direction. ➤ Use compound prepositions. | <p>PREPOSITIONS</p> <ul style="list-style-type: none"> ➤ Illustrate use of prepositions of position, time, movement and direction. ➤ Illustrate use of compound prepositions. ➤ Illustrate use of <i>since</i> and <i>for</i>. | <p>PREPOSITIONS AND PREPOSITIONAL PHRASES</p> <ul style="list-style-type: none"> ➤ Illustrate use of prepositions of position, time, movement and direction. ➤ Illustrate use of compound prepositions. ➤ Illustrate use of <i>since</i> and <i>for</i>. ➤ Use some prepositional phrases. |
| <p>TRANSITIONAL DEVICES</p> <ul style="list-style-type: none"> ➤ Use in speech and writing, transitional devices of addition, alternative, comparison, contrast, illustrations, sequence, conclusion, cause and effect. | <p>TRANSITIONAL DEVICES</p> <ul style="list-style-type: none"> ➤ Use in speech and writing, transitional devices of addition, alternative, comparison, contrast, illustrations, sequence, conclusion, cause and effect. | <p>TRANSITIONAL DEVICES</p> <ul style="list-style-type: none"> ➤ Use in speech and writing, transitional devices of addition, alternative, comparison, contrast, illustrations, means of, consequence, sequence, conclusion, cause, effect and extent. |

Benchmark II: Recognize and use punctuation including use of semicolons, dash, parenthesis and quotation marks to denote direct speech.

| Student Learning Outcomes | | |
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| Grade VI | Grade VII | Grade VIII |
| <ul style="list-style-type: none"> ➤ Apply rules of capitalization wherever applicable. ➤ Use full stop, question mark and exclamation mark wherever applicable. ➤ Recognize and rectify faulty punctuation in given passages and own work. ➤ Recognize and use comma: <ul style="list-style-type: none"> • for a series of items. • before a short quotation. ➤ Recognize and use colon to <ul style="list-style-type: none"> • introduce a list of items. ➤ Recognize and use quotation marks to <ul style="list-style-type: none"> • enclose a direct quotation. ➤ Recognize and use hyphen to <ul style="list-style-type: none"> • join a single letter to another word. ➤ Recognize and use dash as <ul style="list-style-type: none"> • a separator to indicate that a sentence has been broken off. | <ul style="list-style-type: none"> ➤ Apply rules of capitalization wherever applicable. ➤ Illustrate use of, punctuation marks learnt earlier. ➤ Recognize and rectify faulty punctuation in given passages and own work. ➤ Recognize and use comma: <ul style="list-style-type: none"> • for a series of items. • before a short quotation. ➤ Recognize and use colon to <ul style="list-style-type: none"> • introduce a list of items. • introduce a long quotation. ➤ Recognize and use quotation marks to <ul style="list-style-type: none"> • enclose a direct quotation. ➤ Recognize and use hyphen to <ul style="list-style-type: none"> • join words and to avoid ambiguity. ➤ Recognize and use dash as <ul style="list-style-type: none"> • a separator to indicate that a sentence has been broken off. | <ul style="list-style-type: none"> ➤ Apply rules of capitalization wherever applicable. ➤ Illustrate use of punctuation marks learnt earlier. ➤ Recognize and rectify faulty punctuation in given passages and own work. ➤ Recognize and use comma to <ul style="list-style-type: none"> • separate an introductory phrase containing a verb from the main sentence. ➤ Recognize and use colon to <ul style="list-style-type: none"> • introduce a list of items. • introduce a long quotation. ➤ Recognize and use semicolon to <ul style="list-style-type: none"> • emphasize parts of a series of clearly defined units. ➤ Recognize and use quotation marks to <ul style="list-style-type: none"> • enclose a direct quotation. ➤ Recognize and use hyphen to |

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| <ul style="list-style-type: none"> ➤ Recognize and use parenthesis (Round Brackets) to <ul style="list-style-type: none"> • enclose numbers or letters in enumerations in the text. • express an amount in numbers previously expressed in words. | <ul style="list-style-type: none"> ➤ Recognize and use parenthesis (Round Brackets) to <ul style="list-style-type: none"> • enclose numbers or letters in enumerations in the text • express an amount in numbers previously expressed in words. | <ul style="list-style-type: none"> • indicate the division of a word at the end of a line. ➤ Recognize and use dash as <ul style="list-style-type: none"> • a separator to indicate that a sentence has been broken off. • an indicator of a new direction of thought. ➤ Recognize and use parenthesis (Round Brackets) to <ul style="list-style-type: none"> • enclose numbers or letters in enumerations in the text. • express an amount in numbers previously expressed in words. • mark off explanatory or supplementary material. ➤ Recognize and use omission marks or ellipses to signify the omission or deletion of letters or words in sentences. |
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Benchmark III: Identify sentence types and structure, recognize and apply the concept and functions of **voice** and **narration** in reading and writing.

| Student Learning Outcomes | | |
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| Grade VI | Grade VII | Grade VIII |
| <p>SENTENCE STRUCTURE</p> <ul style="list-style-type: none"> ➤ Use simple SVO pattern sentences with direct and indirect objects. | <p>SENTENCE STRUCTURE</p> <ul style="list-style-type: none"> ➤ Use sentences with direct and indirect objects. | <p>SENTENCE STRUCTURE</p> <ul style="list-style-type: none"> ➤ Analyze and use sentences with direct and indirect objects. ➤ Identify and differentiate between a sentence, clause and a phrase. Identify and differentiate between main and subordinate clause. |
| <p>TYPES OF SENTENCES</p> <ul style="list-style-type: none"> ➤ Classify, use, and make declarative (affirmative and negative), interrogative, exclamatory and imperative sentences. | <p>TYPES OF SENTENCES</p> <ul style="list-style-type: none"> ➤ Classify, use, convert and make declarative (affirmative and negative), interrogative, exclamatory and imperative sentences. | <p>TYPES OF SENTENCES</p> <ul style="list-style-type: none"> ➤ Classify, use, convert and make declarative (affirmative and negative), interrogative, exclamatory, and imperative sentences. ➤ Identify and differentiate between simple and compound sentences. |
| <ul style="list-style-type: none"> ➤ Use first conditional sentences. | <ul style="list-style-type: none"> ➤ Use first and second conditional sentences. | <ul style="list-style-type: none"> ➤ Use first and second conditional sentences. ➤ Recognize and use the variant form of first conditional to express automatic or habitual results. |
| <ul style="list-style-type: none"> ➤ Identify active and passive voice in simple sentences. | <ul style="list-style-type: none"> ➤ Identify active and passive voice in sentences. | <ul style="list-style-type: none"> ➤ Identify active and passive voice in sentences. |

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| ➤ Recognize and use passive voice to write short notices and instructions. | ➤ Recognize and use passive voice to write sentences in which action is more important than the doer of the action. | ➤ Recognize and use passive voice for various purposes. |
| ➤ Identify function of direct and indirect speech in simple texts. ➤ Recognize the rules of, and change the narration of simple statements. | ➤ Identify function of direct and indirect speech in texts. ➤ Recognize the rules of, and change the narration of statements and requests/orders. | ➤ Identify function of direct and indirect speech in texts. ➤ Recognize the rules of, and change the narration of statements, requests/orders and questions. |

Competency 5: Appropriate Ethical and Social Development

Standard 1: All students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

Please note: This competency will be developed and incorporated across the other four competencies; hence, the teaching and learning of the appropriate values and attributes is to be embedded in the chosen themes and topics of the reading texts, and through writing and speaking activities performed in the learning environment of the class.

Benchmark I: Recognize and practise values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy, etc., relevant for peaceful coexistence between individuals, groups and nations.

Benchmark II: Develop and portray through actions, a sense of importance of individual worth; simultaneously valuing diversity and equality among people.

Benchmark III: Understand and evaluate contemporary social, economic and scientific developments/ issues so as to participate in the global society as aware and thinking individuals.

Student Learning Outcomes Grades IX & X

Competency 1: Reading and Thinking Skills

Standard 1: All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.

Benchmark I: Analyze patterns of text organization, and function of various devices used within and beyond a paragraph in a text.

| Student Learning Outcomes | |
|---------------------------|--|
| Grade IX & X | |
| ➤ | Analyze passages in the text to identify the theme/ general subject, key idea/ central thought (a statement about the general subject), and supporting details . |
| ➤ | Analyze paragraphs to identify words, phrases or sentences that support the main idea through <ul style="list-style-type: none"> • definition • example/ illustration • cause and effect • comparison and contrast • facts, analogies, anecdotes and quotations. |
| ➤ | Identify and recognize the functions of <ul style="list-style-type: none"> • pronoun – antecedent relationships. • anaphoric and cataphoric references. • transitional devices used for coherence and cohesion at discourse level. |
| ➤ | Analyze the order of arranging paragraphs: <ul style="list-style-type: none"> • Chronological or spatial. • General to specific, specific to general. • Most important to least important and vice versa. |

Benchmark II: Analyze complex processes, procedures, events, issues, and various viewpoints, applying reading comprehension and thinking strategies.

Student Learning Outcomes

Grade IX and X

- Use **pre-reading** strategies to
 - predict the content of a text from topic / picture, title / headings, **key words** and **visuals** etc. by using prior knowledge, asking questions and **contextual clues**.
- **Skim** text to
 - have general idea of the text.
 - infer theme/ main idea.
- Apply **critical thinking** to interact with text and use intensive reading strategies (**while-reading**) to
 - **scan** to answer short questions.
 - make simple **inferences** using **context** of the text and prior knowledge.
 - distinguish between what is clearly stated and what is implied .
 - deduce meaning of difficult words from **context**.
 - use **context** to infer missing words.
 - read silently with comprehension and extract main idea and supporting detail.
 - **scan** to locate an opinion.
 - distinguish fact from opinion in letters to editors, texts supporting an opinion, etc.
 - locate examples to support an opinion e.g. a personal **anecdote**, quotations, examples and **analogy**, etc.
 - recognize arguments and counter arguments.
 - explore viewpoints/ ideas and issues.
 - follow instructions in maps or user instruction manuals and forms related to extended social and academic environment.
 - comprehend/interpret text by applying **critical thinking** .
 - **generate questions** to understand text.

- Use summary skills to
 - extract salient points and develop a **mind map** to summarize a text.
 - follow a process or procedure to summarize the information to transfer the written text to a diagram flow chart or **cloze** paragraph.
- Use critical thinking to respond orally and in writing to the text (**post-reading**) to
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences .
 - explore causes and consequences of a problem or an issue and propose various solutions.
 - evaluate material read.
- Apply strategies to comprehend questions by marking **key words**, verbs and tenses in a variety of **question types**:
 - Literal/ textual/ factual
 - Interpretive
 - **Inferential**
 - Evaluative
 - Personal response
 - **Open ended**
- Respond orally and in writing.

Benchmark III: Analyze information from a **visual cue** or a **graphic organizer** to show complex processes, procedures, comparisons, contrasts, and cause and effect relationships.

Student Learning Outcomes

Grade IX & X

- Interpret the situation in a **visual cue** and with the help of **mind map** giving vocabulary, structure and **sensory details** to write a short description.
- Analyze information in bar graphs, line graphs, and diagrams describing complex processes and procedures, comparisons and contrast to write a short written report.
- Organize information using various organizational patterns: sequence, comparison, contrast, classification, cause and effect.
- Recognize and use appropriate transitional words within and beyond paragraphs for better **coherence** and **cohesion**.
- Recognize and use appropriate conventions (**format, style, expression**).

Benchmark IV: Gather, analyze, evaluate and synthesize information to use for a variety of purposes including a research project using various aids and study skills.

Student Learning Outcomes

Grade IX & X

- Use dictionaries to
 - locate **guide words**.
 - locate **entry word**.
 - choose appropriate word definition.
 - identify pronunciation through pronunciation key.
 - identify **syllable** division, and **stress** pattern.
 - identify parts of speech.
 - identify correct spellings .

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| <ul style="list-style-type: none"> • identify phrases through key words. • recognize abbreviations used in a dictionary. • locate phrases and idioms. • comprehend notes on usage. |
| <p>➤ Locate appropriate synonyms and antonyms in a thesaurus.</p> |
| <p>➤ Use library skills to</p> <ul style="list-style-type: none"> • alphabetize book titles, words and names. • locate fiction and non fiction books / books by subject. • understand card catalogue. • locate and use card catalogue. • identify three kinds of catalogue cards i.e. author card, title card, subject card. • use case and shelf labels in the library. • use the reference section in the library. • use computer catalogue. |
| <p>➤ Utilize effective study strategies e.g. note-taking / note-making, writing a summary and creating a mind map to organize ideas.</p> |
| <p>➤ Use textual aids such as table of contents, footnote, glossary, preface, sub headings etc. to</p> <ul style="list-style-type: none"> • comprehend texts. • identify and select relevant information in a book. |
| <p>➤ Utilize appropriate informational sources including encyclopedias and internet sources.</p> |

Competency 1: Reading and Thinking Skills

Standard 2: All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature.

Benchmark I: Analyze short stories, poems, and essays; make connections between literary texts and their own lives.

| Student Learning Outcomes | |
|----------------------------------|---|
| Grade IX & X | |
| ➤ | Read text to make predictions about story line / content, characters, using contextual clues and prior knowledge. |
| ➤ | Analyze story elements: characters, events, setting, plot , theme, tone, point of view . |
| ➤ | Identify the speaker or narrator in a selection. |
| ➤ | Recognize the author's purpose and point of view . |
| ➤ | Read a text to <ul style="list-style-type: none">• make connections between their own lives and the characters, events, motives, and causes of conflict in texts.• make inferences and draw conclusion about character using supportive evidence from the text .• compare characters in a literary selection to near similar one's in real life. |
| ➤ | Recognize genres of literature, fiction, nonfiction, poetry, legend, myth . |
| ➤ | Read a poem and give orally and in writing <ul style="list-style-type: none">• Theme and its development.• Personal response with justification.• Paraphrase/ summary. |
| ➤ | Read and analyze how a writer/ poet uses language to <ul style="list-style-type: none">• appeal to the senses through use of figurative language including similes and metaphors.• affect meaning through use of synonyms with different connotations and denotations.• create imagery. |
| ➤ | Read and recognize literary techniques such as repetition, personification and alliteration . |

Competency 2: Writing Skills

Standard 1: All students will produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process.

Benchmark I: Analyze a variety of written **discourse** to use in their own compositions, techniques for effective text organization, development, and author's techniques that influence reader.

Student Learning Outcomes

Grades IX and X

- Develop focus for own writing by identifying **audience** and purpose.
- Select and use a variety of **pre-writing** strategies such as **brainstorming, mind mapping, outlining** etc.
- Write a unified paragraph on a given topic to show
 - Clear **topic sentence** using specific words, vivid verbs, **modifiers**, etc.
 - Adequate supporting detail (example, illustration, definition, evidence, comparison, contrast, cause and effect, clarification, explanation) to develop the main idea.
 - Appropriate **pronoun-antecedent relationship** and **transitional devices** within a paragraph.
 - Chronological / sequential / spatial order of arranging detail.
 - Order of importance (most important to least important and vice versa, general to specific and vice versa).
- Analyze an essay to identify the general subject, main idea (a statement about the general subject), **key ideas, supporting details** and **transitional devices**.
- Write an essay on a general subject:
 - Write an introductory paragraph with a clear central thought.
 - Provide **key ideas** which prove, explain or support the central thought.
 - Use a separate paragraph for each key idea.
 - Incorporate evidence (facts, quotations, etc), examples (analogies, **anecdotes**, etc.), or different points of view (elaborating an idea/opinion) to support each key idea.
 - Use appropriate **transitional devices** to connect ideas within and between paragraphs.
 - Add a closing or summary paragraph with a synthesis of central idea, syntheses of each supporting idea, a general concluding statement.
 - Use correct conventions of grammar and punctuation.
 - Use appropriate vocabulary.

Benchmark II: Write a variety of **expository**, **persuasive**, analytical essays, and personal **narratives** for different purposes and **audiences**.

| Student Learning Outcomes | |
|--|--|
| Grades IX and X | |
| ➤ Analyze to use in their own writing, features of an expository composition showing comparison and contrast between things, events, situations, places, action, idea or a problem: | <ul style="list-style-type: none">• Methods for organizing comparison and contrast.• Connectives of comparison and contrast.• Similes and metaphors for comparison and contrast. |
| ➤ Write a personal narrative (autobiographical): | <ul style="list-style-type: none">• Include choice of time period in one's life.• Include clear statement of personality traits at that time.• Include significant details and an incident used to portray personality. |
| ➤ Write a persuasive /argumentative essay on a given topic: | <ul style="list-style-type: none">• Distinguish fact from opinion.• State an opinion on the topic.• List ideas and arguments that support opinion.• Organize ideas and supporting arguments in a clear, structured and logical manner.• Distinguish between language used for persuasion and propaganda.• Use persuasive language to enhance ideas.• Use special devices to support arguments (e.g. Appeal to logic through reasoning, appeal to emotion or ethical belief, relating a personal anecdote or analogy). |
| ➤ Anticipate and respond to opposing arguments by defending point of view with factual evidence, quotations, expert opinion, logical reasoning, and commonly held beliefs. | |

- Analyze a simple sample book review of a story book to write one.
- Write a book review of a simple story book:
 - Write a summary of the book.
 - Gather information about the author.
 - Evaluate the **plot**, character and **setting**.
 - Prepare an outline for the book review.
 - Write, revise, and proof read the review.
- Analyze questions to write effective and focused answers of required length:
 - Mark **key words**.
 - Identify verbs and tenses.
 - Recognize **question types** such as
 - i. Literal/ textual/ factual
 - ii. Interpretive
 - iii. **Inferential**
 - iv. Evaluative
 - v. Personal response
 - vi. **Open ended**
- Use summary skills to write summary/ précis of simple passages / poems.
- Use paraphrasing skills to paraphrase stanzas:
 - Mark **thought groups** in the stanza.
 - Restate the message in simple prose.
 - Replace poetic words with simple ones.

Benchmark III: Write **expository, persuasive**, analytical essays, and personal **narratives** to produce a variety of academic and creative texts for various **audiences**.

| Student Learning Outcomes |
|---|
| Grades IX and X |
| ➤ Write and revise formal letters to people in extended social and academic environment for various purposes. Write the address on the envelope clearly and in proper format . |
| ➤ Write and revise applications to people in extended environment using correct format, layout and tone . |
| ➤ Analyze letters to editor to recognize effective ways of explaining and presenting an idea, a point, or an opinion. |
| ➤ Write and revise letters to editor expressing ideas, points, or opinions by supporting it with anecdotes , quotations, examples, analogies, etc. |
| ➤ Analyze and compare various informal and formal emails to note differences of conventions, vocabulary, style and tone . |
| ➤ Write informal and formal e mails in extended social and academic environment. |
| ➤ Analyze various forms currently required in extended social and academic environment. |
| ➤ Fill in forms legibly, following instructions and supplying correct information. |

Benchmark IV: Plan and draft their writing; revise and edit for various organization patterns of sequence, comparison, contrast, classification, cause and effect, logical flow of ideas through flexible and clear signal and **reference words**, **point of view**, supporting evidence, overall effect, appropriate punctuation and vocabulary.

| Student Learning Outcomes | |
|----------------------------------|--|
| Grades IX and X | |
| ➤ | Develop focus for own writing by identifying audience and purpose. |
| ➤ | Select and use a variety of pre-writing strategies such as brainstorming , mind mapping , outlining etc |
| ➤ | Plan, draft and revise writing to ensure that it <ul style="list-style-type: none">• is focused, purposeful and reflects insight into the writing situation.• has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words.• uses writing strategies as are appropriate to the purpose of writing.• has varied sentence structure and length.• has a good command of language with precision of expression. |
| ➤ | Proof read and edit their own, peers' and given texts for <ul style="list-style-type: none">• faulty sentence structure.• errors of subject / verb agreement.• unclear pronoun reference.• errors of correct word form.• errors of punctuation and spelling. |

Competency 3: Oral Communication Skills

Standard 1: All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.

Benchmark I: Use extended **linguistic exponents** to communicate appropriately for various **functions and co-functions** of advice, hopes, fears, queries, in extended social environment.

Student Learning Outcomes

Grade IX & X

- Select and use appropriate expression for various functions:
 - Ask and respond to questions of academic and social nature.
 - Ask and express preferences, emotions, wishes needs and requirements by giving reasons.
 - Express satisfaction/ dissatisfaction, approval/ disapproval, and agreement/ disagreement (fully and partially) politely.
 - Express hopes and fears.
 - Express refusal politely.
 - Seek and offer advice.
 - Express personal needs, feelings, emotions and ideas.

Benchmark II: Demonstrate through formal talks, group oral presentations, informal interviews, the social and academic conventions and dynamics to communicate information/ ideas.

| Student Learning Outcomes | |
|----------------------------------|---|
| Grade IX & X | |
| ➤ | Demonstrate heightened awareness of conventions and dynamics of group discussion and interaction: <ul style="list-style-type: none">• Offer and respond to greetings, compliments, invitations, introductions and farewells.• Demonstrate an understanding of ways to show gratitude, apology, anger and impatience.• Ask, restate and simplify directions and instructions.• Present and explain one's point of view clearly.• Support or modify one's opinions with reasons.• Acknowledge others' contributions.• Agree and disagree politely at appropriate times.• Share information and ideas.• Clarify and restate information and ideas.• Modify a statement made by a peer.• Exhibit appropriate conventions of interruptions.• Negotiate solutions to problems, interpersonal misunderstandings, and disputes.• Express humour through verbal and non verbal means.• Summarize the main points of discussion for the benefit of the whole group.• Join in a group response at the appropriate time.• Use polite forms to negotiate and reach consensus. |
| ➤ | Identify and analyze appropriate expressions and interviewing techniques to conduct and give short interviews of a friend or relative on specific topics: <ul style="list-style-type: none">• Introduce self and others.• Prepare and ask relevant questions for an interview.• Give appropriate responses using reciprocal ability.• Make notes of the responses in an interview.• Respond appropriately and effectively to questions.• Use language that is appropriate.• Demonstrate sensitivity and respect to others.• Compile the oral responses of the interview in written form. |

- Create and deliver simple group/ class presentations on various themes, problems and issues:
 - Negotiate verbally to identify roles in preparations for presentations.
 - Present and explain one's **point of view** clearly.
 - Support or modify one's opinions with reasons.
 - Acknowledge others' contributions.
 - Present with clarity, the main point or subject of the presentation.
 - Support the topic or subject with effective factual information.
 - Structure ideas and arguments in a coherent logical fashion.
 - Exhibit appropriate etiquettes of interacting with **audience**.
 - Demonstrate appropriate conventions for use of various **audio-visual aids**.

- Evaluate to comment orally on the presentation of peers against a pre-developed student/ teacher criteria:
 - Clear and cohesive main idea.
 - Consistent organization of ideas.
 - Sufficient supporting detail.
 - Effective speaking **style**.
 - Appropriate body language, dress and posture.
 - Suitable **tone**.
 - Appropriate interaction with **audience**.
 - Appropriate selection and use of **audio-visual aids**.

Competency 4: Formal and Lexical Aspects of Language.

Standard 1, Pronunciation: All students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication.

Benchmark I: Pronounce (acceptably) new words, and use appropriate **stress** and intonation pattern in sustained speech to communicate effectively.

Student Learning Outcomes

Grade IX & X

- Use the pronunciation key (in a dictionary) to pronounce words with developing accuracy.
- Recognize silent letters in words and pronounce them with developing accuracy.
- Recognize, pronounce and represent primary and secondary **stress** in words. Refer to a dictionary, if required.
- Recognize and use varying intonation patterns as aids in spoken and written **discourse** to
 - show attitude.
 - highlight focus in meaning.
 - divide speech into **thought groups**.

Competency 4: Formal and Lexical Aspects of Language

Standard 2, Vocabulary: All students will enhance vocabulary for effective communication.

Benchmark I: Analyze different kind of texts to identify how **lexical items** are used to convey different meanings; use **lexical items** in **context** and with correct spellings; use **lexical items** to show different meanings in their own speech and writing.

Student Learning Outcomes

Grade IX & X

- Enhance and use appropriate vocabulary and correct spelling in speech and writing:
 - Illustrate the use of dictionary for finding appropriate meaning and correct spellings.
 - Use a thesaurus to locate the synonyms closest to the meaning of the given word in the **context**.
 - Examine and interpret **transitional devices** that show comparison, contrast, reason, concession, condition, emphasis.
 - Deduce the meaning of unfamiliar words from the **context** using **contextual clues**.
 - Analyze and understand common roots and use that knowledge to recognize the meaning of new words.
 - Analyze and understand common prefixes and suffixes; use that knowledge to determine the meaning of unfamiliar words.
 - Understand **connotations** and **denotations**; explore the use of synonyms with varying shades of meaning used for various purposes e.g. propaganda, **irony**, parody and satire.
 - Examine and focus the vocabulary that indicates the writer's attitude.
 - Recognize words that vary in meaning according to their **connotations**.
 - Use appropriate connotation in their own writing.
 - Identify and avoid verbosity; use one word substitution, eliminate redundancy.

- Show cultural and gender sensitivity by making appropriate adjustments in language for social, academic and daily life situations.
- Understand that **cognates** increase comprehension of spoken and written languages. Identify commonly occurring **cognates** in English and Urdu.
- Translate passages from English to Urdu:
 - Use the knowledge of literal and figurative meaning, grammatical gender and **syntax** to translate passages from English to Urdu.
 - Understand that most phrases and idioms do not translate literally from one language to another.

Competency 4: Formal and Lexical Aspects of Language

Standard 3, Grammar and Structure: All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written communication.

Benchmark I: Recognize **grammatical functions** and concepts of tense and aspect, selected **transitional devices** and **modal verbs**, and use them in their speech and writing.

| Student Learning Outcomes |
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| Grade IX & X |
| NOUNS, NOUN PHRASES AND CLAUSES |
| <ul style="list-style-type: none">➤ Demonstrate use of more collective, countable and uncountable, material and abstract nouns.➤ Apply rules of change of number of nouns learnt earlier.➤ Recognize and demonstrate use of some nouns that change meaning in the plural form e.g. arm-arms (a part of body), arms (weapons). |
| PRONOUNS |
| <ul style="list-style-type: none">➤ Illustrate use of pronouns learnt earlier.➤ Identify, and demonstrate use of relative pronouns.➤ Recognize the rules for using indefinite pronouns.➤ Illustrate use of pronoun-antecedent agreement.➤ Illustrate use of cataphoric and anaphoric references. |

ARTICLES

- Apply rules for use of *a, an and the*, wherever applicable in speech and writing.

VERBS AND VERB PHRASES

- Illustrate use and functions of all **modal verbs**.
- Illustrate use of regular and irregular verbs in speech and writing.
- Illustrate use of **transitive** and **intransitive verbs**.
- Make and use present and past participles.
- Illustrate use of **infinitives** and infinitive phrases.
- Illustrate use of **gerunds** and gerund phrases.

TENSES

- Illustrate use of tenses learnt earlier.
- Identify, change the form of, and use **Present** and **Past Perfect Continuous** tenses.

ADJECTIVES AND ADJECTIVE PHRASES AND CLAUSES

- Classify adjectives into different types. Change and use degrees of adjectives.
- Follow order of adjectives in sentences.
- Form adjectives from nouns and verbs.
- Use adjective phrases and **clauses**.

ADVERBS AND ADVERBIALS

- Illustrate use of adverbs learnt earlier.
- Recognize varying positions of adverbs in sentences according to their kinds and importance.
- Identify and use degrees of comparison of adverbs.
- Use adverbial phrases and **clauses**.

PREPOSITIONS AND PREPOSITIONAL PHRASES

- Illustrate the use of prepositions of position, time and movement and direction.
- Use prepositional phrases and **clauses**.

TRANSITIONAL DEVICES

- Use **transitional devices** learnt earlier.

Benchmark II: Recognize and use punctuation including use of commas in phrases, complex **clauses** and sentences

| Student Learning Outcomes | |
|----------------------------------|---|
| Grade IX & X | |
| ➤ | Apply rules of capitalization wherever applicable. |
| ➤ | Illustrate use of punctuation marks learnt earlier. |
| ➤ | Recognize and rectify faulty punctuation in given passages and own work. |
| ➤ | Recognize and use comma to separate <ul style="list-style-type: none">• a subordinate clause which precedes a main clause.• a non-defining relative clause.• coordinate clauses joined by one of the pure conjunctions. |
| ➤ | Recognize and use colon to separate independent clauses when there is a sharp antithesis . |
| ➤ | Recognize and use semicolon between <ul style="list-style-type: none">• parts of a compound sentence when no conjunction is used.• the clauses of a compound sentence before conjunctive adverbs. |
| ➤ | Recognize and use quotation marks to enclose <ul style="list-style-type: none">• both parts of an interrupted quotation.• unusual or peculiar terms to which attention is directed to make the meaning clear. |
| ➤ | Recognize and use hyphen to indicate the division of a word at the end of a line. |
| ➤ | Recognize and use dash as a separator to indicate that a sentence has been broken off, or to indicate a new direction of thought. |
| ➤ | Recognize and use parenthesis (Round Brackets) to <ul style="list-style-type: none">• enclose numbers or letters in enumerations in the text.• express an amount in numbers previously expressed in words.• mark off explanatory or supplementary material. |
| ➤ | Recognize and use omission marks or ellipses to signify the omission or deletion of letters or words in sentences. |

Benchmark III: Analyze sentence types and structure, recognize and apply the concept and function of coordination and subordination in extended writing tasks.

| Student Learning Outcomes |
|---|
| Grade IX & X |
| SENTENCE STRUCTURE ➤ Analyze sentences for clauses and phrases . Identify and differentiate between main , subordinate and relative clause . |
| TYPES OF SENTENCES ➤ Classify, use, convert and make declarative (affirmative and negative), interrogative, exclamatory, and imperative sentences. ➤ Identify and differentiate between simple, compound and complex sentences . ➤ Use conditional sentences. |
| ➤ Use active and passive voice appropriately in speech and writing according to the required communicative function. |
| ➤ Recognize the rules of and change the narration of statements, requests/ orders and questions. |

Competency 5: Appropriate Ethical and Social Development

Standard 1: All students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

Please note: This competency will be developed and incorporated across the other four competencies; hence, the teaching and learning of the appropriate values and attributes is to be embedded in the chosen themes and topics of the reading texts, and through writing and speaking activities performed in the learning environment of the class.

Benchmark I: Recognize and practise values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy, etc., relevant for peaceful coexistence between individuals, groups and nations.

Benchmark II: Develop and portray through actions, a sense of importance of individual worth; simultaneously valuing diversity and equality among people.

Benchmark III: Understand and evaluate contemporary social, economic and scientific developments/ issues so as to participate in the global society as aware and thinking individuals.

Student Learning Outcomes Grades XI & XII

Competency 1: Reading and Thinking Skills

Standard 1: All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.

Benchmark I: Evaluate patterns of text organization, and function of various devices used within and beyond a paragraph in a text.

| Student Learning Outcomes | |
|--|--|
| Grade XI & XII | |
| <ul style="list-style-type: none"> ➤ Analyze passages in the text to identify the theme/ general subject, key idea/ central thought (a statement about the general subject), and supporting details. ➤ Recognize that the theme of a text is carried in a thesis statement. ➤ Analyze paragraphs to identify sentences that support the main idea through <ul style="list-style-type: none"> • definition • example/ illustration • cause and effect • comparison and contrast • facts, analogies, anecdotes and quotations. ➤ Recognize that support can be in the form of a single word, a phrase, a sentence or a full paragraph. | |
| <ul style="list-style-type: none"> ➤ Identify and recognize the functions of <ul style="list-style-type: none"> • pronoun – antecedent relationships. • anaphoric and cataphoric references . • transitional devices used for coherence and cohesion at discourse level. | |
| <ul style="list-style-type: none"> ➤ Analyze the order of arranging paragraphs: <ul style="list-style-type: none"> • Chronological or spatial. • General to specific, specific to general. • Most important to least important and vice versa. | |

Benchmark II: Analyze, synthesize and evaluate events, issues, ideas and viewpoints, applying reading comprehension and thinking strategies.

Student Learning Outcomes

Grade XI and XII

- Use **pre-reading** strategies to predict the content of a text from topic / picture, title / headings, **key words** and **visuals** etc. by using prior knowledge, asking questions and **contextual clues**.
- **Skim** text to
 - have general idea of the text.
 - infer theme/ main idea.
- Apply **critical thinking** to interact with text, use intensive reading strategies (**while-reading**) to
 - **scan** to answer short questions.
 - make simple **inferences** using **context** of the text and prior knowledge.
 - distinguish between what is clearly stated and what is implied .
 - deduce meaning of difficult words from **context**.
 - use **context** to infer missing words.
 - read silently with comprehension and extract main idea and supporting detail.
 - **scan** to locate an opinion .
 - distinguish fact from opinion in news articles, editorials, articles supporting a position, etc.
 - locate examples to support an opinion e.g. appeal to emotions, appeal to logic or ethical belief, etc.
 - recognize arguments and counter arguments.
 - explore viewpoints/ ideas and issues.
 - follow instructions in maps or user instruction manuals and forms requiring real life information .
 - comprehend/interpret text by applying **critical thinking**.
 - **generate questions** to understand text.
 - explore various options given in a reading text, to decide on a specific course of action relating to work place decision e.g. deciding which job to apply for, etc.

- Use summary skills to
 - extract salient points and develop a **mind map** to summarize a text.
 - follow a process or procedure to summarize the information to transfer the written text to a diagram flow chart or **cloze** paragraph.
- Use critical thinking to respond orally and in writing to the text (**post-reading**) to
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
 - explore causes and consequences of a problem or an issue and propose various solutions.
 - evaluate material read.
- Apply strategies to comprehend questions by marking **key words**, verbs and tenses in a variety of **question types**:
 - i. Literal/ textual/ factual
 - ii. Interpretive
 - iii. **Inferential**
 - iv. Evaluative
 - v. Personal response
 - vi. **Open ended**
- Respond orally and in writing.

Benchmark III: Analyze and synthesize information from a **visual cue** or a **graphic organizer** to summarize, highlighting the key areas and main trends.

Student Learning Outcomes

Grade XI & XII

- Interpret the situation in a **visual cue** and using concrete **sensory details** of sights, sounds and smells of a scene, and the specific actions, movements, gestures and feeling of characters write a short description. Create a **mind map** for organizing ideas.
- Analyze complex information in line/bar/circle graphs and diagrams. Synthesize and summarize the information in a written report.
- Highlight the key areas, and the main trends.
- Organize information using various organizational patterns: sequence, comparison, contrast, classification, cause and effect.
- Recognize and use appropriate transitional words within and beyond paragraphs for better **coherence** and **cohesion**.
- Recognize and use appropriate conventions (**format, style**, expression).

Benchmark IV: Gather, analyze, evaluate and synthesize information to use for variety of purposes including a research project using various aids and study skills.

Student Learning Outcomes

Grade XI & XII

- Use dictionaries to
 - locate **guide words**.
 - locate **entry word**.
 - choose appropriate word definition.
 - identify pronunciation with the pronunciation key.
 - identify **syllable** division, and **stress** pattern.
 - identify parts of speech.

| |
|---|
| <ul style="list-style-type: none"> • identify correct spellings. • identify phrases through key words. • recognize abbreviations used in a dictionary. • locate phrases and idioms. • comprehend notes on usage. • identify word etymology. <p>➤ Locate appropriate synonyms and antonyms in a thesaurus.</p> <p>➤ Utilize appropriate informational sources including encyclopedias and internet sources.</p> |
| <p>➤ Use library skills to</p> <ul style="list-style-type: none"> • alphabetize book titles, words and names. • locate fiction and non fiction books / books by subject. • understand card catalogue. • locate and using card catalogue. • identify three kinds of catalogue cards i.e. author card, title card, subject card. • use Dewey decimal system. • use numbers on books and catalogue cards. • use case and shelf labels in the library. • use the reference section in the library. • use computer catalogue. |
| <p>➤ Utilize effective study strategies e.g. note taking / note making, writing a summary, creating a mind map to organize ideas.</p> |
| <p>➤ Use textual aids such as table of contents, footnote, glossary, preface, sub headings etc. to</p> <ul style="list-style-type: none"> • comprehend texts. • identify and select relevant information in a book. |

Competency 1: Reading and Thinking Skills

Standard 2: All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature.

Benchmark I: Analyze and evaluate short stories, poems, essays and one-act plays; relate how texts affect their lives and connect the texts to contemporary / historical ideas and issues across cultures.

| Student Learning Outcomes | |
|---------------------------|---|
| Grade XI & XII | |
| ➤ | Make predictions about story line / content, characters, using contextual clues and prior knowledge. |
| ➤ | Analyze story elements: characters, events, setting, plot , theme, tone, point of view . |
| ➤ | Identify the speaker or narrator in a selection. |
| ➤ | Recognize the author's purpose and point of view and their effects on the texts. |
| ➤ | Identify universal themes present in literature across all cultures. |
| ➤ | Read a text to <ul style="list-style-type: none">• make connections between characters, events, motives and causes of conflicts in texts across cultures.• distinguish between flexible and inflexible characters .• describe how a character changes over the course of story .• express justification for change in character. |
| ➤ | Recognize genres of literature e.g. fiction, nonfiction, poetry, legend , one act play, etc. |
| ➤ | Analyze the conflict in a story or literary selection. Explore options to resolve the conflict . Propose another resolution . |
| ➤ | Identify and describe the function of set design, dialogue, soliloquies, and asides in one act plays. |

- Read a given poem and give orally and in writing:
 - Theme and its development.
 - Personal response with justification.
 - Recognize literary techniques such as personification and **alliteration**.

- Analyze how a writer/ poet uses language to
 - appeal to the senses through use of **figurative language** including **similes**, **metaphors** and **imagery**.
 - affect meaning through use of synonyms with different **connotations** and **denotations**.
 - set **tone**.
 - influence reader for various purposes e.g. propaganda, **irony**, parody and satire. Analyze their effect on communication.

Competency 2: Writing Skills

Standard 1: All students will produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process.

Benchmark I: Analyze and evaluate a variety of written **discourse** to use in their own compositions, techniques for effective text organization, development, and author's techniques that influence reader.

Student Learning Outcomes

Grades XI and XII

- Develop focus for own writing by identifying **audience** and purpose.
- Select and use a variety of **pre-writing** strategies such as **brainstorming, mind mapping**, outlining etc.
- Analyze an essay to identify the general subject, main idea (a statement about the general subject), **key ideas, supporting details** and **transitional devices**.
- Write an essay on a general subject:
 - Write an introductory paragraph with a clear central thought.
 - Provide **key ideas** which prove, explain or support the central thought.
 - Use a separate paragraph for each key idea.
 - Incorporate evidence (facts, quotations, etc), examples (analogies, **anecdotes**, etc.), or different points of view (elaborating an idea/opinion) to support each key idea.
 - Use appropriate **transitional devices** to connect ideas within and between paragraphs.
 - Add a closing or summary paragraph with a synthesis of central idea, synthesis of each supporting idea, a general concluding statement.
 - Use correct conventions of grammar and punctuation.
 - Use appropriate vocabulary.

Benchmark II: Write **expository, persuasive**, analytical essays, research reports, and extended **narratives** for multiple purposes and **audiences**.

| Student Learning Outcomes | |
|--|--|
| Grades XI and XII | |
| ➤ Analyze to use in their own writing, features of an expository composition showing comparison and contrast between things, events, situations, places, action, idea or a problem: | |
| | <ul style="list-style-type: none">• Methods for organizing comparison and contrast.• Connectives of comparison and contrast.• Similes and metaphors for comparison and contrast. |
| ➤ Write an extended narrative incident: | |
| | <ul style="list-style-type: none">• Include action, spoken words, observations, thoughts, and feelings.• Use concrete sensory details to describe and support impressions of people, places, things or experiences.• Give a proper beginning, middle and end to the narrative.• Write a beginning that sets the scene for the following action.• Write middle with the climax in the story (tension and suspense).• Write an end which comes immediately after climax. |
| ➤ Write a persuasive /argumentative essay on a given topic: | |
| | <ul style="list-style-type: none">• Distinguish fact from opinion.• State an opinion on the topic.• List ideas and arguments that support opinion.• Organize ideas and supporting arguments in a clear, structured and logical manner.• Distinguish between language used for persuasion and propaganda.• Use persuasive language to enhance ideas.• Use special devices to support arguments e.g. appeal to logic through reasoning, appeal to emotion or ethical belief, relating a personal anecdote or analogy.• Anticipate and respond to opposing arguments by defending point of view with factual evidence, quotations, expert opinion, logical reasoning, and commonly held beliefs. |

- Write a research report:
 - Analyze a sample research report.
 - Choose and narrow a topic for a report.
 - List thoughts on the topic.
 - Gather information using library and internet sources.
 - List gathered information.
 - Write bibliography cards.
 - Select the information to be used.
 - Organize facts into an outline.
 - Write an effective introduction and conclusion.
 - Revise for clarity, organization, and appropriate vocabulary, conventions of research report, punctuation and grammar.
 - Compile a bibliography.

Benchmark III: Write a variety of interpersonal and transactional texts e.g. business letters / applications / job advertisements, resume, forms for a range of purposes in real life situations, using vocabulary, **tone, style** of expression, conventions appropriate to the communicative purpose and **context**.

Student Learning Outcomes

Grades XI and XII

- Analyze and compare various business letters, to write effective business letters in extended social environment for various purposes (complaint, appreciation, request, asking for and providing information, etc.):
 - Identify the parts of a business letter.
 - Recognize the **audience** and purpose.
 - Provide clear and **purposeful** information and address the intended **audience** appropriately.
 - Use appropriate vocabulary, **style** and **tone** according to the relationship with, and the knowledge and the interests of the recipient.
 - Emphasize the central idea(s).
 - Follow the conventions of business letter with formats, fonts, and spacing in order to improve the document's impact and readability.
 - Write and revise business letters using correct **format** and **style** of expression.

- Comprehend various job advertisements to write in response, an effective job application, a resume´ and a covering letter:
 - Identify the skills required for a specific job and match/ organize information to suit that purpose.
 - Recognize the purpose of writing job applications, resumes´ and covering letters.
 - Follow the conventions and **style** of resume´/ covering letter with **format**, fonts, and spacing that contribute to the document’s readability and impact.
 - Emphasize the skills and accomplishments.
 - Give clear and **purposeful** information, and address the intended **audience** appropriately in a covering letter/ job application.
 - Use appropriate vocabulary, **style** and **tone** for a covering letter/ job application/ resume´.

Benchmark IV: Plan, draft, revise edit their own texts in areas such as **cohesion** and coherence, effectiveness of arguments / opinions, sufficient **supporting details**, creativity, appropriate punctuation and vocabulary.

| Student Learning Outcomes |
|--|
| Grade XI & XII |
| ➤ Develop focus for his or her writing. |
| ➤ Select and use a variety of pre-writing strategies such as brainstorming , mind mapping , outlining etc. |
| <ul style="list-style-type: none"> ➤ Plan draft and revise writing to ensure that it <ul style="list-style-type: none"> • is focused, purposeful, includes a sense of audience, and shows insight into the writing situation. • has an appropriate writing style (expository, narrative, etc.) for a given purpose. • has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words . • uses writing strategies as are appropriate to the purpose of writing. • has varied sentence structure and length. • has a good command of language with precision of expression. |
| <ul style="list-style-type: none"> ➤ Proof read and edit their own, peers’, and given texts for errors of usage and style: <ul style="list-style-type: none"> • Faulty sentence structure. • Unclear pronoun reference. • Incomplete comparison. • Dangling modifiers. |

- Misplaced **modifiers**.
- Subject / verb agreement.
- Inconsistencies in verb / tense.
- Faulty **parallelism**.
- Confusion of adjectives and adverbs.
- Wordy phrases.
- Redundancy.
- Vague language.
- Inappropriate diction.
- **Clichés**.
- Conventions of **format**.
- Errors of punctuation and spelling.

Competency 3: Oral Communication Skills

Standard 1: All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.

Benchmark I: Use a variety of **linguistic exponents** to communicate appropriately for various **functions and co-functions** of inquiries, persuasions, arguments, comparisons, evaluations, in a wide range of **contexts**.

Student Learning Outcomes

Grade XI & XII

- Evaluate and use expressions for various **functions and co-functions**:
 - Recount
 - Describe
 - Inquire
 - Compare
 - Contrast
 - Summarize
 - Suggest
 - Request
 - Encourage
 - Persuade
 - Complain
 - Argue
 - Assess and relate future plans and probability concerning practical and academic goals.

Benchmark II: Demonstrate through formal talks, individual oral presentations and job interviews, the social and academic conventions and dynamics to communicate information/ ideas.

| Student Learning Outcomes | |
|---|---|
| Grade XI & XII | |
| ➤ Demonstrate heightened awareness of conventions and dynamics of group discussion and interaction: | <ul style="list-style-type: none">• Offer and respond to greetings, compliments, invitations, introductions and farewells.• Show gratitude, apology, anger and impatience.• Present and explain one's point of view clearly.• Support or modify one's opinions with reasons.• Acknowledge others' contributions.• Agree and disagree politely at appropriate times.• Share information and ideas.• Clarify, rephrase, explain, expand and restate information and ideas.• Modify, elaborate and extend a statement made by a peer or others.• Exhibit appropriate conventions of interruptions.• Negotiate solutions to problems, interpersonal misunderstandings, and disputes.• Express humour through verbal and non verbal means.• Summarize the main points of discussion for the benefit of the whole group.• Join in a group response at the appropriate time.• Use polite forms to negotiate and reach consensus. |
| ➤ Demonstrate use of appropriate conventions to give a job interview: | <ul style="list-style-type: none">• Preempt the questions for a job interview.• Formulate and practice responses.• Learn proper etiquettes and conventions of dress, appearance, tone and body language.• Introduce self.• Demonstrate good listening skills.• Give appropriate responses using reciprocal ability.• Request for repetition or restatement of a query.• Repeat, restate coherently to clarify own opinions and ideas.• Support ideas and opinions with solid evidence. |

- Use clear, concise, cohesive and effective language.
 - Avoid statements or gestures showing bias.
 - Exhibit a positive attitude and confidence.
 - Self-evaluate the effectiveness of the interview.
- Create and deliver group/ class presentations on various themes, problems and issues:
- Present and explain one's **point of view** clearly.
 - Support or modify one's opinions with reasons.
 - Acknowledge others' contributions.
 - Present with clarity, the main point or subject of the presentation.
 - Support the topic or subject with effective factual information.
 - Structure ideas and arguments in a coherent logical fashion.
 - Exhibit appropriate etiquettes of interacting with **audience**.
 - Demonstrate appropriate conventions for use of various **audio-visual aids**.
- Evaluate to comment orally on the presentation of peers against a pre-developed student/ teacher criteria:
- Clear and cohesive main idea.
 - Consistent organization of ideas.
 - Sufficient supporting detail.
 - Effective speaking **style**.
 - Appropriate body language, dress and posture.
 - Suitable **tone**.
 - Appropriate interaction with **audience**.
 - Appropriate selection and use of **audio-visual aids**.

Competency 4: Formal and Lexical Aspects of Language.

Standard 1, Pronunciation: All students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication.

Benchmark I: Pronounce (acceptably) new **lexical items**, and use appropriate **stress** and intonation pattern in sustained speech to communicate effectively.

Student Learning Outcomes

Grade XI & XII

- Use the pronunciation key to pronounce words with developing accuracy.
- Recognize silent letters in words and pronounce them with developing accuracy.
- Recognize, pronounce and represent primary and secondary **stress** in words with the help of a dictionary.
- Recognize and use varying intonation patterns as aids in spoken and written **discourse** to
 - show attitude.
 - highlight focus in meaning.
 - divide speech into **thought groups**.

Competency 4: Formal and Lexical Aspects of Language

Standard 2, Vocabulary: All students will enhance vocabulary for effective communication.

Benchmark I: Evaluate different kind of texts to understand how **lexical items** change meaning and **style**; use **lexical items** to show finer shades of meaning and **style** in their own speech and writing.

Student Learning Outcomes

Grade XI & XII

- Use appropriate vocabulary and correct spelling in their own writing:
 - Illustrate the use of dictionary for finding appropriate meaning and correct spellings.
 - Use a thesaurus to locate the synonyms closest to the meaning of the given word in the **context**.
 - Examine and interpret **transitional devices** that show comparison, contrast, reason, concession, condition, emphasis.
 - Deduce the meaning of unfamiliar words from the **context** using **contextual clues**.
 - Use the knowledge of roots, suffixes and **affixes** to determine the meaning of unfamiliar words.
 - Understand and use **colloquial** and idiomatic expressions given in the text / glossary.
 - Explore the use of synonyms with varying shades of meaning used for various purposes e.g. propaganda, **irony**, parody and satire.
 - Use various reference sources to refine vocabulary for interpersonal, academic and work place situations, including figurative, idiomatic and technical vocabulary.
- Use the knowledge of literal and figurative meaning, grammatical gender and **syntax** to translate passages from English to Urdu.
 - Understand that most phrases and idioms do not translate literally from one language to another.

Competency 4: Formal and Lexical Aspects of Language

Standard 3, Grammar and Structure: All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written communication.

Benchmark I: Apply **grammatical functions** and concepts of tense and **aspect, transitional devices** and **modal verbs** in their speech and writing.

Student Learning Outcomes

Grade XI & XII

NOUNS, NOUN PHRASES AND CLAUSES

- Demonstrate use of collective, countable and uncountable, material and abstract nouns.
- Demonstrate use of nouns, noun phrases and **clauses** in **apposition**.
- Apply rules of change of number of nouns.
- Recognize and demonstrate use of words that have double plurals.

PRONOUNS

- Illustrate use of pronouns.
- Identify, and demonstrate use of **relative pronouns**.
- Recognize rules for using **indefinite pronouns**.
- Illustrate use of **pronoun-antecedent agreement**.
- Illustrate use of **cataphoric and anaphoric references**.

ARTICLES

- Apply rules for the use of *a*, *an* and *the*, wherever applicable in speech and writing.

VERBS AND VERB PHRASES

- Illustrate the use and all functions of **modal verbs**.
- Illustrate use of regular and irregular verbs.
- Illustrate use of **transitive** and **intransitive verbs**.
- Make and use present and past participles.
- Identify, recognize the function and use of perfect participles.
- Illustrate the use of **infinitives** and infinitive phrases.
- Illustrate the use of **gerunds** and gerund phrases.

TENSES

- Illustrate use of tenses.
- Identify, change the form of, and use Future Continuous Tense.
- Identify form and use **Future Continuous, Future Perfect** and **Future Perfect Continuous** Tenses.

ADJECTIVES AND ADJECTIVE PHRASES AND CLAUSES

- Classify adjectives into different types. Change and use degrees of adjectives.
- Follow order of adjectives in sentences.
- Identify and use adjective phrases and **clauses**.

ADVERBS AND ADVERBIALS

- Illustrate use of adverbs.
- Recognize varying positions of adverbs in sentences according to their kinds and importance.
- Identify and use adverbial phrases and **clauses**.

PREPOSITIONS AND PREPOSITIONAL PHRASES

- Illustrate use of prepositions of position, time and movement and direction.

TRANSITIONAL DEVICES

- Use in speech and writing, all the appropriate **transitional devices**.

Benchmark II: Recognize and use punctuation to evaluate complex texts for **style** and changes in meaning and to use in writing of bibliographies and reference lists.

| Student Learning Outcomes | |
|--|--|
| Grade XI & XII | |
| ➤ Apply rules of capitalization wherever applicable. | |
| ➤ Illustrate use of all punctuation marks wherever applicable. | |
| ➤ Recognize and rectify faulty punctuation in given passages and own work. | |
| ➤ Recognize and use comma to mark a dependent word or word group that breaks the continuity of the sentence. | |
| ➤ Recognize and use colon between two independent groups not joined by a connecting word, when the first group points forward to the second. | |
| ➤ Recognize and use semicolon: <ul style="list-style-type: none">• Before certain expressions when they introduce an illustration that is a complete clause or an enumeration that consists of several items.• To separate serial phrases or clauses which have a common dependence on something that precedes or follows. | |
| ➤ Recognize and use quotation marks to enclose titles of published works and titles of their subdivisions. | |
| ➤ Recognize and use hyphen to indicate the division of a word at the end of a line. | |
| ➤ Recognize and use dash to mark a parenthesis or apposition to give strong emphasis, to mark off a contrasting or summarizing statement. | |
| ➤ Recognize and use parenthesis (Square Brackets) to enclose explanation, comment or criticism inserted by someone other than the person quoted. | |
| ➤ Recognize and use omission marks or ellipses to signify the omission or deletion of letters or words in sentences. | |

Benchmark III: Analyze sentence types and structure, recognize and apply the concept and function of coordination and subordination in extended writing tasks for increased effectiveness in communication.

| Student Learning Outcomes |
|---|
| Grade XI & XII |
| SENTENCE STRUCTURE |
| ➤ Analyze sentences for different clauses and phrases ; evaluate how their positions in sentences change meaning and affect communicative function. |
| TYPES OF SENTENCES |
| ➤ Recognize and use sentence inversion for various purposes. |
| ➤ Analyze and construct simple, compound and complex sentences . |
| ➤ Identify, analyze and construct conditional sentences. |
| ➤ Use active and passive voice appropriately in speech and writing according to the required communicative function. |
| ➤ Use direct and indirect speech appropriately in speech and writing according to the required communicative function. |

Competency 5: Appropriate Ethical and Social Development

Standard 1: All students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

Please note: This competency will be developed and incorporated across the other four competencies; hence, the teaching and learning of the appropriate values and attributes is to be embedded in the chosen themes and topics of the reading texts, and through writing and speaking activities performed in the learning environment of the class.

Benchmark I: Recognize and practise values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy, etc., relevant for peaceful coexistence between individuals, groups and nations.

Benchmark II: Develop and portray through actions, a sense of importance of individual worth; simultaneously valuing diversity and equality among people.

Benchmark III: Understand and evaluate contemporary social, economic and scientific developments/ issues so as to participate in the global society as aware and thinking individuals.

Section 4: Text Types / Themes and Sub-Themes

Texts are written to communicate information, ideas, feelings etc; therefore, they are shaped by the purpose of writing, the **context** of communication, and the reader. These elements are interdependent so that, for example, the form of writing in a particular text type is adapted to the writer's aim and the intended reader.

It is essential that the students are exposed to a variety of writing, its readership and variations in form and style of expression; only then will students acquire flexible strategies to understand various texts, and to display their understanding by producing well written texts for various purposes and **audiences**.

This section gives various text types; their examples, the range of purposes or intentions and the focus of writing of each text type.

Suggested themes and sub-themes are also listed to enable teachers and materials writers to build text content. **Context** should be so designed so as to build a wide range of reading experiences that have literary, informational, **persuasive**, analytical, and practical purposes.

4.1 Text Types

| Text Type | Examples |
|--|---|
| <p>Narrative/expressive/reflective texts (Literary texts)</p> <p>Intention: To entertain, explore, imagine, enlighten, share experiences so as to get the reader involved in story and characters.</p> <p>Focus: Literary, creative and aesthetic appeal.</p> | <ul style="list-style-type: none"> ○ Stories ○ Poems (lyrics, ballads, sonnets) ○ Play scripts ○ Biographies ○ Anecdotes ○ Diary, journal entries ○ Fantasy, adventure, science, fiction |
| <p>Persuasive/ argumentative texts</p> <p>Intention: To persuade, argue, advise.</p> <p>Focus: Influence the readers or viewers to change their mind about something.</p> | <ul style="list-style-type: none"> ○ Brochures ○ Advertisement of consumer products ○ Letters to the editor conveying opinions ○ Editorials ○ Campaign literature ○ Magazine articles supporting a position |
| <p>Expository(factual/ Informative texts)</p> <p>Intention: To inform, explain and describe print and computer-based informative and reference texts.</p> <p>Focus: Document, organize and convey information and ideas.</p> | <ul style="list-style-type: none"> ○ News reports ○ Magazine articles ○ Memos ○ Menus, blurbs ○ Indices, forms ○ Maps ○ Recipes ○ Minutes |

| Text Type | Examples |
|---|--|
| | <ul style="list-style-type: none"> ○ Tables ○ Flowcharts ○ Diagrams ○ Fact sheets ○ Information leaflets ○ Prospectuses ○ Plans ○ Summaries ○ Records |
| <p>Expository (analytical texts)</p> <p>Intention: To analyze, review and comment.</p> <p>Focus: Present weighed and evaluative views of ideas and issues.</p> | <ul style="list-style-type: none"> ○ Commentaries ○ Analytical articles ○ Essays and reports ○ Reviews |
| <p>Texts used for Interpersonal / Transactional Communication</p> <p>Intention: To communicate a message for transactional or interpersonal purpose.</p> <p>Focus: To communicate and share ideas, feelings and information.</p> | <ul style="list-style-type: none"> ○ Dialogues (informal/ formal) ○ Letters (informal/ formal) ○ Greeting cards ○ E mails ○ Notices ○ Talks ○ Interviews ○ Job advertisements ○ Resumes |

4.2 Themes and Sub-Themes

The following themes along with their sub- themes are suggested for selection of topics and content of teaching material. These themes should primarily nurture ethical and social attitudes relevant to Pakistani context, and also create an awareness, tolerance and understanding of global audiences. The chosen material should demonstrate gender and cultural neutrality, and should not contain any hate material.

Material on the recommended themes should be used to teach various language skills. There is no direct relation between a thematic topic and a particular skill. Any topic can be exploited for teaching any number of skills, and at a higher grade should incorporate wider content areas and higher vocabulary range justifying the spiral approach of the curriculum.

Some of the listed themes lend themselves better to teaching basic transactional skills by providing an immediate communicative purpose and are, therefore, more suitable for conversational and functional texts. Several themes can also be combined in one unit e.g. Nature and Environmental Education can be dealt with through range of text types and activities on Environmental Pollution in one unit.

An indicative list of themes is given on the following pages.

Please note: This list is not exhaustive. Textbook writers can select from the given themes and/or add related sub-themes to suit the developmental level of the students.

4.2.1 Themes and Sub-Themes

| Themes | Sub-Themes | | | | |
|---|--|--|---|--|--|
| | I-II | III-V | VI-VIII | IX-X | XI-XII |
| <p>1. Ethics and Values Ethics (Moral character in accordance with rules of right and wrong)</p> <p>Values (established ideals of life, objects, customs, ways of acting that given members of a society regard as desirable)</p> | <ul style="list-style-type: none"> Honesty Bravery Sense of fair play Respect for elders | <ul style="list-style-type: none"> Truthfulness Courage Respect and regard for family, neighbours, peers | <ul style="list-style-type: none"> Humanism Patience Respect for rules and laws | <ul style="list-style-type: none"> Tolerance Simplicity Justice Handling of trust Self discipline Respecting self and others | <ul style="list-style-type: none"> Character building Austerity Respect for Pakistani values and those of other nations Tolerance, humanism, equity between groups and nations |
| <p>2. Peaceful co-existence / Peace education</p> | <ul style="list-style-type: none"> Making friends Sharing Co operating | <ul style="list-style-type: none"> Friendship Keeping promises Helping others Resolving quarrels | <ul style="list-style-type: none"> Friendship and co-operation Awareness of, and empathy with special people | <ul style="list-style-type: none"> Learning to live together in extended society; inter-culturally and at national level | <ul style="list-style-type: none"> Handling /sharing responsibilities Conflict resolution |
| <p>3. Self, people and places</p> | <ul style="list-style-type: none"> Myself My family My home My village / city | <ul style="list-style-type: none"> Knowing children from all provinces The market My country | <ul style="list-style-type: none"> Knowing children from other nations Places of historical and cultural importance and of interest in Pakistan | <ul style="list-style-type: none"> Understanding national cultural diversity Places of historical/ cultural importance and of interest around the world | <ul style="list-style-type: none"> Understanding international cultural diversity The World |

| Themes | Sub-Themes | | | | |
|--|--|---|---|--|--|
| | I-II | III-V | VI-VIII | IX-X | XI-XII |
| 4. Patriotism / National Pride | <ul style="list-style-type: none"> • Love for Pakistan | <ul style="list-style-type: none"> • Showing / exhibiting Patriotism through deeds | <ul style="list-style-type: none"> • Understanding national pride | <ul style="list-style-type: none"> • Practising patriotism | <ul style="list-style-type: none"> • Rise of nations through national pride |
| 5. Nature | <ul style="list-style-type: none"> • Animate/inanimate • Animals/birds • Seasons • Colors • Fruits/ Vegetables • Flowers/trees | <ul style="list-style-type: none"> • Hills, rivers, lakes, plains, deserts, mountains etc | <ul style="list-style-type: none"> • Natural beauty in Pakistan | <ul style="list-style-type: none"> • Appreciation and preservation of Nature | <ul style="list-style-type: none"> • Appreciation and preservation of Nature |
| 6. Gender equality | <ul style="list-style-type: none"> • Little boys and girls are equal | <ul style="list-style-type: none"> • Importance of female education | <ul style="list-style-type: none"> • Role of women in development of society | <ul style="list-style-type: none"> • Understanding / practicing gender equality | <ul style="list-style-type: none"> • gender inequality detrimental to society |
| 7. Festivals and cultural events | <ul style="list-style-type: none"> • Enjoying festivals | <ul style="list-style-type: none"> • Religious/cultural festivals in Pakistan | <ul style="list-style-type: none"> • Festivals and cultural events around the world | <ul style="list-style-type: none"> • Festivals and cultural events around the world | |
| 8. Role models Male/female (Past and Present.) | <ul style="list-style-type: none"> • Heroic deeds of children depicting personal bravery / courage / honesty | <ul style="list-style-type: none"> • Notable special people as role models; national and international | <ul style="list-style-type: none"> • Role models depicting noble cause, national cause | <ul style="list-style-type: none"> • Role models depicting integrity, professionalism | |
| 9. Environmental education | <ul style="list-style-type: none"> • Knowledge / awareness of immediate natural environment | <ul style="list-style-type: none"> • Understanding and appreciation of natural environment | <ul style="list-style-type: none"> • Effects of man's actions on environment | <ul style="list-style-type: none"> • Effects of atmospheric pollution; noise pollution | <ul style="list-style-type: none"> • Environment and health |
| 10. Population education | | | <ul style="list-style-type: none"> • Impact of population growth on health and nutrition | <ul style="list-style-type: none"> • Impact of population growth on environment, health and nutrition | <ul style="list-style-type: none"> • Population growth and its implications |

| Themes | Sub-Themes | | | | |
|--|--|--|---|---|---|
| | I-II | III-V | VI-VIII | IX-X | XI-XII |
| 11. Travel and Transport | <ul style="list-style-type: none"> Different modes of transport | <ul style="list-style-type: none"> Taking a tour | <ul style="list-style-type: none"> Traveling Etiquettes | <ul style="list-style-type: none"> Traveling through Pakistan; means and modes | <ul style="list-style-type: none"> Tourism, its impact on society |
| 12. Technology | | <ul style="list-style-type: none"> Amazing inventions / discoveries | <ul style="list-style-type: none"> True accounts of inventions, explorations and discoveries | <ul style="list-style-type: none"> Technology in everyday life | <ul style="list-style-type: none"> Technology and society of future |
| 13. Education and Employment (careers / occupations) | <ul style="list-style-type: none"> My school | <ul style="list-style-type: none"> Good study habits | <ul style="list-style-type: none"> Exploring educational opportunities | <ul style="list-style-type: none"> Understanding careers / occupations Equal opportunity for boys and girls | <ul style="list-style-type: none"> Choosing careers / occupations |
| 14. Dignity of labor | <ul style="list-style-type: none"> Doing small chores | <ul style="list-style-type: none"> Helping at home and school | <ul style="list-style-type: none"> Appreciating value of labor | <ul style="list-style-type: none"> Understanding worth of different professions | <ul style="list-style-type: none"> Respect for all professions. (Valuing disparity and equality among professions) |
| 15. Media | <ul style="list-style-type: none"> Media as a source of learning and holistic development | <ul style="list-style-type: none"> Media as a source of general information | <ul style="list-style-type: none"> Media as a source of specialist knowledge | <ul style="list-style-type: none"> Role and impact of media | <ul style="list-style-type: none"> Media skills and communication |
| 16. Crisis awareness and management | <ul style="list-style-type: none"> Avoiding accidents at home Recognizing danger signs/signals | <ul style="list-style-type: none"> Safety at school / play ground /streets | <ul style="list-style-type: none"> Awareness of crisis, accidents and natural calamities | <ul style="list-style-type: none"> Locating help in an emergency First aid | <ul style="list-style-type: none"> Role of youth in crisis management |

| Themes | Sub-Themes | | | | |
|------------------------------------|---|---|--|---|--|
| | I-II | III-V | VI-VIII | IX-X | XI-XII |
| 17. Participatory Citizenship | <ul style="list-style-type: none"> • Simple traffic education • Making queues • Keeping the classroom clean | <ul style="list-style-type: none"> • Traffic education • Obeying rules and regulations • Effects of littering on surroundings | <ul style="list-style-type: none"> • Traffic education • Respecting Community resources • Using public facilities • Practising cleanliness | <ul style="list-style-type: none"> • Avoiding accidents • Civic responsibilities • Importance of community living | <ul style="list-style-type: none"> • Public behavior • Sense of individual and public responsibility |
| 18. Health, Safety, Drug education | <ul style="list-style-type: none"> • Personal cleanliness • Healthy food • Playing games / exercising • Confiding in family members • Learning to say no | <ul style="list-style-type: none"> • Benefits of hygiene • Healthy food • Playing sports • Avoid befriending strangers • Knowing medicines | <ul style="list-style-type: none"> • Understanding physical well-being • Visiting a doctor • Knowing harmful medicines and dangerous drugs | <ul style="list-style-type: none"> • Practice and promotion of physical and mental well-being • Recognising crime • Learning to say no • Recognition of problems related to drugs, tobacco, intoxicants | <ul style="list-style-type: none"> • Prevention from crime • Youth's role in prevention of drug abuse, related diseases (HIV, AIDS, hepatitis) |

| Themes | Sub-Themes | | | | |
|---------------------------|--|--|--|---|---|
| | I-II | III-V | VI-VIII | IX-X | XI-XII |
| 19. Life Skills education | <ul style="list-style-type: none"> • Taking responsibility / care of small things (animate / inanimate) • Good habits • Listening to others • Curiosity and learning | <ul style="list-style-type: none"> • Taking/ handling responsibility • Organizing personal belongings • Good behavior • Practicing personal etiquettes • Curiosity and learning • Sports and sportsmanship | <ul style="list-style-type: none"> • Learning organized approach through identifying, prioritizing and following schedules • Social etiquettes and manners • Learning through personal interests, abilities and hobbies • Sports and sportsmanship | <ul style="list-style-type: none"> • Updating life skills • Dealing with change • Understanding motivation | <ul style="list-style-type: none"> • Character building • Practicing adaptability • Accommodating family and work responsibilities • Positive work ethics |

Section 5: Classroom Methodology

5.1 Essentials of classroom methodology

Below are given some essentials relating to the general classroom methodology regarding English language teaching. These essentials would not only be beneficial to the teachers, but also to the text book writer while devising material.

- Language learning will be effective if teacher does less of the talking in class and puts the learners in a communicative situation where they are provided with a purpose to speak, read, write or listen.
- In early years of schooling or primary grades, the natural sequence of observing, listening and then speaking should be followed; once the child has developed considerable facility in using oral English, he or she should be encouraged to express ideas in writing.
- At higher grades, emphasis should be shifted to reading and writing. It is, however, important to realize the need of integrated language teaching; if the focus of a lesson is on reading or writing, the oral/aural skills should not at all be neglected.
- Activities should be so devised and conducted that students have an opportunity for individual work, as well as, pair work and group work.
- Peer corrections should be encouraged; this is especially a good tool in large classes.
- Mistakes and errors should be taken as a learning opportunity. Teachers should not be over critical, and should facilitate students to communicate and learn through activities and tasks which are enjoyable and intellectually stimulating.

Teachers should first find out the number of hours they can spend on each unit and the core SLOs of a unit. Then add materials that will enhance the objectives and fit into the given time e.g. If the teacher feels the text book's reading passage lacks relevant activities, he/she can develop other activities for vocabulary enhancement, discussion and comprehension questions and other reading activities that will develop the theme/main points of the reading and/or give the required language practice.

The teacher should have an overview of what each week's lessons will look like

- based on the language skills, text material/topic
- variety of activities and methodology to be used
- teacher's supplemental materials
- quizzes or tests to check student progress of the given SLOs.

5.2 Teaching of Language skills

It should be understood that the language skills of listening, speaking reading and writing are taught separately or are integrated according to need and purpose. Although taught through their sub skills, these skills are holistic acts that have emerging, beginning, developing, effective and advanced stages. All forms of communication serve as vehicles for language learning, as well as, means for exploring ideas about life and human nature.

It is important to develop students' oral skills of listening and speaking throughout. Verbal and non-verbal effectiveness in both speech and response, should focus on appropriate and effective use of language, and on development of ideas and their organization for a specific audience, setting, and occasion. Teaching oral presentations from early years of schooling,

whether a simple 'show and tell', a recital, a story, a speech or a report, are excellent ways to develop listening and speaking skills.

Reading is the first visual process that needs to be connected to an oral and aural experience. Reading instructions must take into consideration the general academic developmental needs of students, as well as, their individual abilities. Focus on conventions, comprehension, interpretation and context is integral. Textual aids such as blurbs footnotes, graphs, figures, table of contents, indexes, appendices, preface etc. aid comprehension.

Reading is done in different ways for different purposes e.g. we read an instructional manual, a humorous magazine, a course text and a diagram in different ways and for different purposes.

Reading aloud for pronunciation development, stress and intonation is different from reading for comprehension which is an individual, silent activity. Silent reading must be modeled by the teacher and class time must be provided for students to engage in sustained silent reading.

A teacher must explicitly model the critical reading and thinking through guided reading instruction and independent reading time. Open-ended activities and questions during guided reading encourage diverse responses, and critical and creative thinking. Meaningful and supportive intervention, which makes students feel that they are being helped through their problems in reading, is important.

It is the teacher's responsibility to encourage students to experience the joy and satisfaction of fiction (literature), and devise ways to extend students' interest in it. This will also help develop higher order skills of prediction, evaluation, judgment etc. The natural setting of a book will provide the native use of forms and vocabulary which will help develop language skills.

Teachers and material writers can structure the reading comprehension lessons using different kinds of questions related to Literal comprehension, Reorganization, Inferential comprehension, Evaluative comprehension, Comparison and Appreciation.

Writing abilities are mainly acquired by practice and frequent writing. Writing is a complex process interwoven with thinking as it allows writers to explore thoughts and ideas, and make them visible and concrete. The ultimate aim of teaching writing through school years should be to make students fully independent writers. It is important for the teacher to realize that it is not only the final product that is important in teaching writing, but also the process in which learners and teachers collaborate for the benefit, advantage and encouragement of the learners.

Students' ability to write stories and nonfiction narratives is derived substantially from the models of these types of writing through their experiences of such texts (heard or read). It is important to understand that models, in this sense are not blue prints for close imitation. They are simply examples from which a child develops generalized rules about the nature, structure and content of stories; the models that are provided and discussed will over a period of time be internalized.

Students should be gradually introduced to the practice of editing and proof reading their own work. Initially, this should be done in collaboration with teachers; as a next stage, pairs of children might help each other.

For indicating errors, teachers should introduce a set of conventions to be followed by all. Text book writers can give such a checklist as an appendix to text books so that there is an accepted checklist of proofreading conventions.

5.3 Instructional strategies

A range of instructional strategies should be used to create learning environments and achieve learning objectives which cater to the differing interests, abilities and learning styles of students in order to make them independent and confident learners. These are:

a) *Input*: Input about different aspects of language such as grammar can be interspersed with tasks and activities to develop students' ability to use language skills in real-life situations. This can be made interesting and effective by identifying its purpose, by posing questions to check conceptual understanding, and by inviting students' questions for clarification.

b) *Discussion*: A unique form of group interaction that helps students develop their listening and speaking skills through exploring a diversity of views and investigating assumptions in the light of different perspectives. Discussion can also be helpful in developing reading and writing skills such as enhancing comprehension of complex ideas in reading texts and generating ideas for writing argumentative essays.

c) *Role-Play*: A teaching strategy in which students learn by acting and observing. It helps to develop language and social skills through problem-solving and communication. Role plays can be used beneficially at the post-reading stage for elaborating ideas gained from reading texts and for practice of dialogue writing.

d) *Inquiry/Investigation*: A process of framing questions, gathering information about language structure and use, analyzing texts and drawing conclusions about author's purpose etc. It encourages students to actively engage with texts and take responsibility for their learning.

e) *Cooperative Learning*: Students group together in small groups to maximize their own and each other's language learning through student-student interaction. It helps them to use language spontaneously in a 'natural' setting, as well as, read and write texts collaboratively. It also helps develop students' social skills and increases their higher order thinking.

f) *Projects*: In project work, students develop all the four language skills while learning to work independently of the teacher. It also allows for creativity and development of research skills.

g) *Presentations*: Oral presentation on group and individual tasks and projects help shift the focus from teacher talk to the learners' active participation in classroom discourse. This also helps develop confidence and enhances listening and speaking skills.

5.4 Supplementary materials

Along with the printed materials i.e. prescribed textbooks and teachers' guides, teachers are encouraged to use the following:

1. Encyclopedias, source books, newspapers, journals, magazines etc.
2. Auditory materials such as radio broadcasts and tape recordings.
3. Visual materials such as cue cards, cutouts, pictures, maps, charts, posters, overhead projectors, television, computers (audio-visual), etc.
4. Environment, community and the outdoor.

Section 6: Assessment

The focus of the curriculum is to prepare students for an assessment of their acquisition and use of language skills rather than memorization of the text book contents. Discouraging rote learning will enable students to approach different texts independently. Skill-based assessment using unseen texts and materials is, therefore, recommended for testing students' ability to use language in spoken and written communication.

6.1 Assessment forms

The two forms of assessment recommended are

6.1.1. Periodic/ Formative Assessment: It is an ongoing process throughout the academic session, and is generally done through homework, quizzes, class tests and group discussions. Periodic assessment tests encourage most students to do more revision work. It helps the teacher to assess students' performance and learning in relation to course objectives, and also to improve his/her own teaching accordingly. The teacher must provide feedback to the students on a regular basis.

6.1.2 End- of- term / Summative Assessment: It is the traditional end-of-term or final examination. It involves the whole course and determines promotion of the most suitable candidates to a higher class, course or university. Conducting only end-of –term assessments is of little benefit; it helps neither the students, who have not been trained to take examinations, nor the teachers who remains unaware about success/failure of their methodology and the course content. The same variety of assessment tools should be used for both types of assessments.

6.2 Characteristics of a good test

A good test has the following characteristics:

Validity: It tests what it is supposed to test. The test items should be closely related to curriculum objectives to ensure content validity.

Reliability: This is of two kinds: **inter-rater reliability** and test-retest reliability. If the test is reliable, the students will get similar grades if they take the test on another occasion without any additional language training. Reliability can be achieved through providing the assessors with clear and easy to use marking schemes, as well as, their training, wherever possible, in using these marking schemes.

Practicality: A good test is easy to administer. An effort should be made, particularly in large-scale testing, to ensure that testing conditions are uniform across a range of contexts in which the test is administered. Also, the testing conditions should be similar to the conditions under which standardization and norming has taken place during the test development stage.

Testing is closely related to teaching. A good test can have a beneficial **backwash effect** in terms of focusing the teaching on curriculum objectives (SLOs).

The assessment system for the present curriculum should include

- A clear statement of the specific purpose(s) for which the assessment is being carried out.
- A wide variety of assessment tools and techniques that measure students' ability to use language effectively for different purposes.
- Criteria to be used for determining performance levels for the SLOs for each grade level.
- Procedures for interpretation and use of assessment results to evaluate the learning outcomes.

6.3 Purposes of Assessment

Primary purpose of all assessment, periodic (formative) or end-of-term (summative), is improving the teaching-learning and assessing by providing feedback to both teachers and students.

More specifically, assessment helps the teachers to

- Check the knowledge the students already have so that teachers know from where to start teaching.
- Find out students' strengths and weaknesses.
- Explore the cause of students' weaknesses and address them through improved teaching methodology and/or materials.
- Find out if feedback to students is helpful and effective.
- Compare the ability of students of one school with the ability of students of a similar grade in other schools.

6.4 Methods of Assessment

Students' abilities and acquired skills can be tested through a range of assessment methods, and the process of selecting the most appropriate one must consider the purpose of a particular assessment, time and resources available, and age and developmental level of the students. A fully planned and balanced test can include any combination of objective and subjective methods. A brief description and merits and demerits of some commonly used assessment methods and their tools are given below.

6.4.1 Selected Response (Objective type):

Students select the answer to a question from two or more given choices. Their short response time allows more information to be assessed in a short time. Scoring is quick and objective, since teachers need only check if the single correct or best answer was identified for each item.

Assessment tools: Multiple Choice Items, Binary Choice Items, Matching Items, Interpretive Exercises.

Multiple choice items

The different types of multiple choice items are

- Correct answer type: It assesses knowledge and comprehension.
- Best answer type: This measures higher order thinking such as reasoning and critical analysis.
- Multiple response type: It assesses knowledge, comprehension and critical thinking. This is used in dealing with questions to which more than one clearly correct answer exists.
- Incomplete statement: This measures knowledge, skills and higher order thinking. The stem is an incomplete statement rather than a question.

If we analyze tests in which multiple choice items are used, we find that in most cases, the items test 'knowledge' only. Multiple choice items must test application or analysis along with knowledge and comprehension. However, it is recommended that only correct answer type and best answer type multiple choice items should be used.

Binary Choice Items

These items, such as marking statements as True or False can be used to assess knowledge, values and opinions depending on which binary choices are given. Guessing allows students a 50% chance of being right. These need to be avoided at higher grades.

Matching Items

These effectively assess students' knowledge and associations/relationships of one or more concepts or linguistic items, and can assess a great amount of factual information within a single topic.

Interpretive Exercises

Interpretive exercises contain brief information or data, followed by a variety of questions. The questions are based on the information or data, which can take the form of maps, paragraphs, charts, figures, a story, tables or pictures. Multiple questions about the same information allow higher cognitive skills and their application to be measured in greater depth.

Interpretive exercises:

- Can assess interpretation, analysis, application, critical thinking, and other reasoning skills separately from content knowledge of the subject.
- Allow students to focus on applying and connecting knowledge.
- Use information in formats that students encounter daily such as pictures, maps, charts, figures, tables and newspaper articles, which increase meaning and relevance of the exercise.
- Help test the development of reading ability.

6.4.2 Constructed Response (Semi-objective and Subjective type)

This requires students to create or produce their own answer in response to a question or task. This allows teachers to gain insight into students' thinking and creative processes, and to assess higher order thinking along with their ability to use language in oral or written communication. However, such items are time-consuming to answer and score. Although they eliminate guesswork, scoring is more subjective and thus clear criteria are necessary to maintain reliability.

a) Brief constructed response items (Semi-objective): These require students to provide a very short, clearly delineated answer. They are objectively scored because there is typically a single correct answer that is easily identified.

Assessment tools: Fill-in items, short answers

Fill-in Items

Fill-in items assess more knowledge and factual information in less time. These ask students to label diagrams or write a one word answer to a short question. These cannot check understanding or higher order thinking.

Short Answers

Short-answer items are questions that call for students to write short answers (3-4 sentences at most). They assess knowledge, understanding and reasoning. It is important to decide what knowledge, ideas and skills are to be tested and then allocate marks accordingly. *Short answers* may test more than recognition and recall, and they demand a certain amount of coherence in the answer. They are more objectively scored than an essay and provide less opportunity for guessing.

b) Constructed response: Restricted response, extended response (Subjective)

Assessment tools: Essay-type questions

Essay-type questions

These may have students construct restricted-responses that limit the length, content and nature of the answer; or extended-responses that allow greater freedom in response. These essay-type questions are easier to construct, provided appropriate command words are used, than objective and semi-objective type questions but require a lot of time and skill in marking. Clear criteria need to be developed to ensure consistency of marking by different assessors.

c) Performance tasks: These require students to construct a more extensive response to a well-defined task, often involving deep understanding and/ or higher order thinking skills needed in real-world application. Performance tasks can be used to evaluate both processes, such as dramatic reading, and their resultant products, for example a play. Another example is project work that can evaluate a range of skills such as research skills, analysis and synthesis of information, presentation skills etc.

6.4.3 Teacher observation

Informal teacher observation is so common that it is often ignored as a form of assessment. However, teachers constantly observe and listen to students as they work. Non-verbal communication, such as inattention, looks of frustration, and other cues, gives greater insight than verbal feedback. However, formal observation is important in assessing both products and skills in performance tasks such as oral presentations and interviewing skills. Planned observation focuses on specific behavior(s). It can be done by the teacher as a spectator or as a participant. Observational tools include a listing of pre-selected behaviors/skills. After observing, the teacher checks off whether each item listed was shown or not shown. Pre-determined assessment criteria should be worked out.

6.4.4 Student assessment

a) Self-assessment: In self-evaluation of academic achievement, students rate their own performance in relation to established standards and criteria. As part of their self-reporting, students may also be asked to answer questions that reveal their attitudes and beliefs about themselves or other students.

b) Peer assessment: This develops collaborative learning with students helping their peers through providing feedback on their work. Often some prior training of students is required in using the marking criteria for peer assessment to be of maximum benefit to the students. This is a very useful technique in large classes where the teacher cannot mark the work of each student in the class.

6.5 Constructing a test

The way teachers test affects the way students learn. Tests should be written well in advance of an assessment. Also, care should be taken to ensure that the test adequately includes the whole area of understanding and abilities in relation to the curriculum objectives. A teacher should have a bank of questions previously written or write parallel items. A question has to be clearly written so that students know exactly what response is required. An examination question, clearly worded using the appropriate command words defines the student's task exactly.

6.5.1 Steps in constructing a test

The steps outlined below will help in writing better tests:

- Decide the purpose of the test.
- State the objectives of the test.
- Produce a 'grid' or a table of test specifications clearly identifying what is to be tested in relation to the syllabus objectives.
- Decide on type of questions to be used.
- Write the test items making sure that the items test what they are supposed to test (Validity).
- Devise a marking scheme which is easy to understand and use.
- Do an **item analysis** to find out the validity and reliability of the test.

6.6 Marking various test items

It is important to understand the nature of the various test items and the criteria by which they are marked. A marking scheme must be made and consulted while marking the scripts; otherwise, the results will be unreliable.

It has often been noticed that assessors use their own criteria for marking exam papers at secondary and higher secondary level. While it is acknowledged that all assessors have wide experience of teaching and assessment, training of assessors in large-scale testing is recommended to reduce subjectivity and ensure reliability of scoring of student scripts.

6.6.1 Marking selected response items (Objective type)

Objective items are either right or wrong, so there is no difficulty in marking them. Spelling, knowledge of grammar and sentence construction can all be tested using objective type items.

6.6.2 Marking constructed response items (Semi-objective, Subjective type items)

a) Marking brief constructed response items (semi-objective items)

Semi-objective items are easier to mark than the essay type as we can break the task up into two or three smaller portions and allocate marks for each section; thus marks are distributed according to the importance of a particular step.

b) Marking constructed response items (essay type items)

The most difficult items to mark are essay type items as markers vary in their opinion over the marks a particular student deserves for his/her essay type answer. Essay type items may be used to test creativity, opinion or interest etc., in addition to other writing skills. These item types should not be used to test those objectives which can be tested more reliably by other means e.g. marking spelling mistakes at the cost of ignoring creative use of language that has a variety of vocabulary.

Making Scoring Rubrics (a checklist with criteria and points)

Carefully planned marking schemes and focused rubrics guide essay marking and help in reducing subjectivity and ensure accurate professional judgment. The rubric should preferably be shared with the students before they begin the task. Scoring rubrics consist of performance criteria and a way to rate them.

Table 6.1: Sample rubric for marking essays at grade X level

| | | |
|--|----|-----|
| Content: Convincing, pertinent, specific, perceptive | 5 | 2.5 |
| Point of View: Clear, consistent, appropriate in approach | 3 | 1.5 |
| Essay Organization: Logical, coherent, unified, suitable to purpose, orderly development to an effect or conclusion | 5 | 2.5 |
| Language use and style: <i>Sentence Structure:</i> Skilful use of a variety of sentence patterns (such as contrast, balance, repetition, and exclamation). <i>Diction:</i> Vocabulary appropriate for grade level, vivid, precise. <i>Style:</i> Interesting, original, expression suited to content, flow | 5 | 2.5 |
| Mechanics: Correctness in punctuation, spelling, and grammar | 2 | 1 |
| TOTAL | 20 | 10 |

Note: Rubrics for other grades can be made using or improvising this sample.

c) Marking Performance tasks

Observation, peer and self assessment are particularly useful in assessing performance tasks. Rubrics such as the following can be worked out for various performance tasks.

Table 6.2: Sample rubric for assessment of students' oral presentations

Performance Criteria

| Put a (✓) in the column when students demonstrate the skills | Student name/roll no. | Student name/roll no. | Student name/roll no. |
|--|---|-----------------------|-----------------------|
| 1. Introduction was short, clear and interesting | | | |
| 2. Topic was clearly explained | | | |
| 3. Used relevant information | | | |
| 4. Used facts and examples to support claims | | | |
| 5. Spoke clearly and distinctly | | | |
| 6. Was confident throughout the presentation | | | |
| 7. Maintained eye contact with the audience | | | |
| 8. Used visual aids(charts, OHP, slides) effectively | | | |
| 9. Handled questions and comments properly | | | |
| Note: this can be adapted as | | | |
| | <ul style="list-style-type: none"> • “Agree/Disagree/Don't Know” for peer evaluation. • Description and marks for criteria 1-9 for analytic marking | | |

By using a set of clearly defined criteria and the standards for rating performance on them, the outcome of an assessment may be a list of marks. However, using the performance criteria, it would be easy to explain the ability of each candidate being examined in relation to the particular benchmarks and SLOs in the curriculum document.

6.6.3 Assessing language skills

Competencies, Standards and Benchmarks in the curriculum document should serve as the basis for teaching and assessment. The aim of assessment, as stated earlier, is to find out students' progress through ongoing formative assessment in class, using teacher-made tests, and their overall achievements of the benchmarks for each developmental level through end-of-year final examinations or summative assessment.

6.6.4 Assessing affective traits, ethical and social values

These include attitudes, values, motivation, social relationships, classroom environment, and concept of one's own academic ability. Positive, well-developed affective traits motivate students to learn effectively now and in the long-term. Students have a better self-concept, higher productivity and become more involved citizens of their society. In addition, they learn to analyze themselves and refine behaviors and disposition.

6.7 Recommendations

English language will be examined through a board examination, at the end of grades X and XII.

- There will be two papers, Paper A/1 and Paper B/2.
- Paper A/1 to consist of reading comprehension and critical thinking.
- Paper B/2 to consist of writing skills, grammar and sentence structure.
- Each paper to have objective and subjective sections.
- It is recommended that 60% marks should be allocated to knowledge and understanding: 40% marks should be allocated to application.

Table 6.3: Recommended allocation of marks in relation to standards, benchmarks and SLOs for Grades IX-X

Note: Table of specifications for Grades XI-XII can be developed on a similar pattern.

| Reference | Benchmarks: language and skill focus (please see detailed benchmarks) | No. of SLOs | Weighting | | | |
|--------------------|--|-------------|-------------|-----------|-------------|-----------|
| | | | Paper A | | Paper B | |
| | | | Percentage | Marks | Percentage | Marks |
| C1, S1 | Patterns of text organization | 4 | 15% | 11 | - | - |
| | Reading comprehension strategies | 7 | 30% | 23 | - | - |
| | Interpretation of visual organizers | 5 | 15% | 11 | - | - |
| | Study skills | 6 | CA | CA | CA | CA |
| C1, S2 | Interaction with literary texts | 9 | 25% | 19 | - | - |
| C2, S1 | Techniques for effective text organization, development and writer's craft | 5 | - | | 15% | 11 |
| | Descriptive, narrative, expository, persuasive, analytical writing | 8 | - | | 20% | 15 |
| | Interpersonal and transactional writing | 8 | - | | 20% | 15 |
| | Editing and revising | 4* | CA | CA | CA | CA |
| C3, S1 | Functions and co-functions* | 1 | FA | FA | FA | FA |
| | Group dynamics* | 4 | FA | FA | FA | FA |
| C4, S1 | Pronunciation development* | 4 | FA | FA | FA | FA |
| C4, S2 | Vocabulary enhancement | 2 | 15% | 11 | - | - |
| C4, S3 | Grammatical functions | 9 | - | - | 25% | 19 |
| | Mechanics of punctuation | 3 | - | - | 10% | 7.5 |
| | Sentence structure | 4 | - | - | 10% | 7.5 |
| C5, S1 | Attributes for peaceful co-existence | CA | CA | CA | CA | CA |
| | Valuing self and diversity | CA | CA | CA | CA | CA |
| | Approach contemporary issues as thinking individuals | CA | CA | CA | CA | CA |
| Total Marks | | | 100% | 75 | 100% | 75 |

* The development of these skills in C3S1 and C4S1 will be tested on an ongoing basis over a period of two years of study through Formative Assessment and will, therefore, not be tested in the final examinations till such time conditions are available for testing of these skills.

CA = Classroom Activity.

FA = Formative Assessment.

Note: It has been clearly stated in the curriculum and guidelines for textbook writers that not more than 25% of the texts will be of a literary nature to encourage focus on using English as a tool for academic purposes and real-life communication.

Section 7: Guidelines for Selection and Development of Textbook / Materials Writing

7.1 Purpose of the guidelines

A textbook remains one of the most extensively used resources in Pakistani classrooms as learning materials are not easily available in some teaching-learning contexts. It is, therefore, important to improve both the quality of content and presentation to support the successful implementation of the present curriculum.

The main purpose of these guidelines is

- a) To provide sufficient knowledge of the basic steps involved in designing innovative learning materials.
- b) To help develop an insight into writing relevant and contextually appropriate textbooks and developing teachers' guides, keeping in mind the learning objectives, the assessment procedures specified in the present curriculum document.

These guidelines will also be helpful to teachers and reviewers in assessing the educational value of different teaching materials.

7.2 Process of textbook development

Writing a good textbook requires an insight into the teaching / learning situation, the specific learning objectives at a particular developmental level, and the tools for formative and summative evaluation. Moreover, sustained practice is required to plan and develop textbooks that provide sufficient and appropriate input to students.

Criteria, therefore, needs to be set not only for the production of quality material design and development, but also for the textbook writers. The textbook writers must

- a) be able to develop a variety of well-structured, skills-balanced material that caters for a complete developmental level and not for a single grade;
- b) have the requisite background, experience and expertise in English language teaching and materials writing; a bio-data of the authors' background, experience, and expertise should be provided at the end of the textbook.

It is to be noted that textbook will not be the only resource used for assessment. In fact, a textbook will be a contributing resource for acquisition of the SLOs given in this document. For a language curriculum, most of the material chosen should be contemporary and reflect the specified themes. The reading texts as specified earlier, will comprise a variety of text types interpersonal and transactional, expository, descriptive and narrative with literary texts comprising 25% of the reading material.

Although it is not desirable to have rigid rules for textbook development, it is necessary that textbook writers develop a common framework to serve as a reference point. This can be done through the stages described below:

7.2.1 Stages of Textbook development

Textbook development involves at least five stages:

1. Planning
2. Materials writing
3. Editing
4. Review
5. Piloting testing and Revision

Planning

Planning is necessary for writing quality materials. Therefore, maximum time should be spent on the planning stage.

In the planning stage

- Consider the number of periods (class hours) in an academic year allocated to the teaching of English Language.
- Read carefully the curriculum document to familiarize yourself with the competencies and standards for development of English language skills during 12 years of schooling.
- Review the benchmarks for the specific developmental stage for which the textbooks are to be written.
- Review SLOs and learning outcomes for each grade level within the given developmental stage.
- Identify learning outcomes for each unit of the textbook.
- Select topics from the given themes / sub-themes in relation to the age level and interests of the students.
- Avoid an overload of topics; instead add more activities as these are a better way of realizing the targets of the SLOs.
- Decide on the key ideas, skills, sub-skills, grammar points, etc to be included in each unit.
- Decide the weighting to be given to different skills within each unit.
- Organize the key ideas, skills, sub-skills, grammar points, vocabulary items etc.
- Decide kind of activities appropriate for text type, age level and SLOs.
- Plan on a detailed page of contents.

Materials writing

In the material writing stage

- Select a range of **authentic reading texts** in a variety of styles. If required, adapt these texts to match the age and grade level of the students. Give complete reference details for the selected texts.
- Write the texts, where necessary, to match the age and grade level of the students.
- Develop activities on selected skills, sub-skills, vocabulary, grammar, etc. Make sure the activities a) are in line with the SLOs for a particular grade; b) provide sufficient independent and integrated language practice of listening, speaking, reading and writing.
- Include sufficient review exercises.
- Write a summary of the knowledge and skills focused on in the unit, and grammar and spelling rules (if any) at end of each unit.
- Provide a progress test after two or three units to assess the SLOs focused upon in these units.
- Decide which illustrations are to be used, and prepare an art brief with instructions for the illustrator and designer.

Editing

In the Editing stage, ensure

- Clarity of instructions, illustrations, captions etc.
- Format of each unit (level headings).
- Mechanics such as grammar and spelling.

Peer Review: Self Review and Peer Review

This stage is necessary to ensure

- Accuracy and authenticity of facts.
- Relevance to SLOs.
- Appropriateness to Pakistani teaching / learning environment.
- Variety and appropriateness of activities.
- Sufficient review activities / exercises.

Pilot testing and revision

In this stage

- Give the materials to selected teachers for trialing in their classrooms.
- Revise the materials according to feedback received from the teachers.

7.3 Process of teachers' guide development

Teachers' guide serves to educate teachers and thus, could be seen as a means of helping teachers develop professionally. Therefore, all textbooks should be accompanied by a teachers' guide aimed at informing teachers as to best use it to facilitate student learning. For example, the teachers' guide should provide detailed explanation of key concepts, ways to teach a particular topic and further examples that could be given to facilitate learning.

7.3.1 Basic functions of teachers' guide

Teachers' guide should be easy to understand and use. It must be based on accompanying textbook skills, knowledge, and strategies for teacher, grouped according to unit, and sequenced to correspond with the text.

Teachers' guide should:

- Expand and develop teacher's repertoire of knowledge and skills.
- Help a teacher teach text, and extend activities by keeping contextual realities in view.
- Provide various teaching strategies and rationale for suggested teaching.
- Familiarize teachers with various assessment strategies.
- Provide additional teaching-learning resources e.g. photocopiable material that teachers can use in their classrooms.
- Contain information sources for teachers' ongoing professional development.
- Provide extended activities and show how to conduct them.

7.3.2 Stages of teachers' guide development

A teachers' guide should have the following components:

- Title
- Introduction
- Overview of SLOs
- Detailed instructions regarding methodology, learning activities, and assessment procedures
- Further reading material.

Planning

- Identify teaching strategies appropriate to context of teaching and learning, according to textbook, and rationale for each strategy.
- Identify which teaching strategies are suitable for teaching knowledge, skills, and dispositions in each unit.
- Identify what extended activities students could do with teacher's help to develop target knowledge, skills and dispositions.

- Identify resources needed for teaching strategies and extension activities.
- Identify sources of information that teachers can use to develop their content and pedagogical knowledge and skills.
- Identify gaps in resources or strategies that will need to be developed or explained.
- Identify assessment strategies that require further explanation for effective use by the teachers.

Writing

- Address the teacher(s).
- In introduction, give general philosophy of the curriculum.
- Give brief overview of structure of the textbook and various units; also include skill focus and main teaching points for each unit.
- State SLOs for each unit.
- Write each unit sequence corresponding to textbook for ease of cross-referencing.
- Identify constraints and strengths of each strategy or activity, especially if these are likely to be new for teachers.
- Explain how to implement each instructional strategy, adding resources or sources of information, as needed.
- Explain each assessment strategy (strengths, weaknesses, procedures for implementation) and give examples of questions, tests.
- Explain how and where teachers can develop low-cost or no-cost resources.
- Decide where illustrations are needed, and prepare brief for illustrator.
- Recommend additional reading material for teachers.

Editing

- Check guide is error-free.
- Check that steps for each strategy / activity are easily understood.

Piloting and revision

- Ask teachers to use the guide for teaching the textbook.
- Revise according to feedback from teachers.

7.4 Checklist for textbook writers, teachers and reviewers

The following questions can help in reviewing the quality of textbooks:

1. Is the textbook material related to the goals of the curriculum?
2. Is a teachers' guide included?
3. Layout
 - a) Is it attractive, appealing and user friendly?
 - b) Is it colorful and affordable?
 - c) Does it have adequate page size, line spacing, font size, title and sub- titles?
 - d) Does it use consistent format throughout in language, content and activities?
4. Does it have
 - a) an introduction explaining how to use the textbook?
 - b) detailed content page?
 - c) glossary / vocabulary index / appendices?
5. Do the illustrations (maps, pictures, drawings, graphs) help us to understand the content better?
6. Are there suggestions for
 - a) further reading in the area?
 - b) websites for further information?

7. Content

- a) Is the content accurate, authentic and up to date?
- b) Is the content culturally and contextually relevant?
- c) Is the content relevant to the needs, age and level of understanding of the students?
- d) Is the content suitable for the skills it is supposed to develop?
- e) Is the language readable, understandable, and easy to follow? Appropriate for the students who will use it?
- f) Does the content provide sufficient English language exposure and practice through
 - o variety of text types / genres?
 - o variety of spoken and written language forms (both formal and informal)?
- g) Does it include current issues, problems, and happenings?
- h) Does the textbook present issues from different perspectives?
- i) Does it avoid biases? i) religion ii) national origin iii) gender iv) occupation v) class vi) any other.

8. Methodology

- a) Do the activities / exercises encourage students to
 - o think
 - o develop their skills
 - o be creative?
- b) Are activities
 - o suitable for the needs of the learner?
 - o such that they ensure student participation in real life issues?

9. Is a variety of assessment strategies suggested e.g. fill-in-the-blank, binary choice, multiple-choice, short answers (all levels), essay type answers, memorized answers, project work, exhibitions, open-ended and divergent responses, etc.?

10. Do the text, questions and suggested activities stimulate interest that would lead to further study?

11. Review and revision

- 1) Is there a built-in review system?
- 2) Is the review system sufficient to develop an awareness of what is learnt?
- 3) Are the review activities effective to recall and check previous learning?
- 4) Do the review exercises engage students to develop their creativity and engage them in higher order thinking?
- 5) Is the review system adequate to prepare for terminal tests?
- 6) Are there samples for tests and exams after a few units?

Section 8: Teacher Training

For the present curriculum to be implemented successfully, it is important that both pre-service and in-service teacher training programs, should aim at familiarizing the teachers with the new curriculum, and training them for its implementation at classroom level in varied teaching and learning contexts. The overall objective of teacher training programs should be to develop critically aware “self directed”, reflective and analytical teachers who do not merely passively teach a text book but are willing to adapt and supplement the existing material with their own teaching materials and classroom activities. However, short in-service teacher training programs need to be conducted with the aim of enabling teachers to understand and teach the new curriculum using prescribed textbooks and handling supplementary materials. Similarly, longer teacher education programs at the diploma and bachelor’s level should also focus on introducing the teachers to the new curriculum and its underlying philosophy, principles, related methodology and assessment procedures. Teachers, on their part should also be willing to improve and go through an attitudinal change, if required.

Majority of English language teachers in Pakistan have limited proficiency in English in general, and low proficiency in oral skills or in speaking English. It is a well-known fact that students learn from listening to the teacher and interacting with him/her both inside and outside the classroom. Hence, teacher training programs, wherever possible, should also aim at providing training in English language skills to improve the English language proficiency of the teachers. Moreover, teachers need to know that errors are likely to occur in foreign/second language learning; they can make use of this valuable information and can improve the general linguistic environment in their schools and classrooms.

Glossary

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| Absolute Adjective | Adjectives that do not have degrees e.g. <i>alive, honest</i> . |
| Accelerated reading | Accelerated reading under timed conditions in order to develop fluency along with comprehension. |
| Affix | A component part of a word which is added to a root word . An affix can be a prefix or a suffix e.g. <i>disables, development, unemployment</i> . |
| Alliteration | The repetition of consonant sounds - usually at the beginning of words to create poetic effect e.g. "The sun <i>set</i> slowly" has the alliteration of /s/. |
| Anagram | A word or phrase formed from another by transposing or rearranging the letters e.g. <i>action – act, on, cat, tin; north – thorn, rot, horn</i> . |
| Analogy | A likeness in some ways: (i) Between things that are otherwise unlike e.g. <i>human heart and a pump</i> . (ii) Similarity between two things or situations e.g. <i>sheep is to lamb as cat is to kitten</i> . |
| Anecdote | A brief narrative of an interesting, unusual or biographical event often used to illustrate a point. |
| Antecedent | A noun or a word that a pronoun refers to e.g. This is a <i>book</i> . <i>It</i> has nice stories. |
| Antithesis | Contrast of ideas e.g. <i>to err is human, to forgive divine</i> . |
| Apposition | A construction consisting of two or more adjacent units that have identical referents and serve the same grammatical function e.g. In the sentence, "Mr. Jamil, our neighbour, works in a factory", <i>Mr. Jamil</i> and <i>our neighbour</i> are words in apposition. |
| Appropriate | Numerous correct linguistic choices used in speech and in writing, according to purpose and situation. |
| Aside | Words spoken by an actor which the other actors are not supposed to hear. These are usually spoken to the audience . |
| Aspect | Aspect in a verb shows whether the action or state is complete or not e.g. "she <i>is playing</i> badminton" (progressive aspect) "They <i>have succeeded</i> " (perfect aspect). |
| Audience | The person or persons receiving a speech or a piece of writing. |
| Aural | Stimulation of hearing. |
| Authentic Texts | Oral and written texts that occur naturally in the target language environment and that have not been created, structured or edited specifically for language learners. |
| Backwash effect | The effect of testing on teaching and learning. Backwash can be harmful or beneficial. If test content and testing techniques are at variance with the course objectives, then the backwash is harmful, e.g. if the skill of writing is tested only by multiple choice items then the students will not practise the skill of writing itself. |
| Benchmark | An indication of what the students will be able to accomplish at the end of each developmental level in order to meet the standard . |

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| Blurb | A brief description on the jacket of a book. |
| Brainstorming (brain storm) | A creativity technique of generating ideas to solve a problem. A pre-writing technique in which students, either alone or in groups, think of, or write down all words or phrases that come to mind, then chose to expand the range of available ideas, for a given topic. |
| Cartoon strip | A sequence of drawings telling a story in a newspaper or comic book. |
| Cataphoric and anaphoric references (see also pronoun antecedent relationship) | An expression that co-refers with a later expression in the discourse is said to have a cataphoric reference e.g. <i>A little girl, Salma, was playing on the swings.</i> (the description, <i>a little girl,</i> is provided in advance of the name). An expression that co-refers with an earlier expression in the discourse is said to have an anaphoric reference e.g. <i>The monkey took the banana and ate it.</i> (<i>it</i> refers to the banana, mentioned earlier) |
| Clause | A collection of words containing a subject and verb which forms part of a sentence. A clause may be independent/main or dependent/subordinate. An independent/main clause is a complete statement and can stand by itself e.g. <i>I plan to enroll for summer school.</i> A dependent/subordinate clause is not a complete statement and cannot stand by itself e.g. <i>Since I want to enroll for summer school.</i> |
| Cliché | An expression so often used that its originality and effectiveness has been lost e.g. <i>white as snow, all in all.</i> |
| Climax | A high point of interest or suspense in a story; point where the rising action reverses and becomes the falling action of the story. |
| Cloze | An assessment or activity of reading or listening comprehension that involves having the student supply words which have been systematically deleted from a text e.g. "This is an ---- of cloze text. ---- Fourth word in ---- is deleted for ---- to fill in ---- missing words. |
| Competency | A key learning area. |
| Consonant Cluster | A series of consonants pronounced together e.g. the sound /spl/ in <i>splash,</i> /st/ in <i>stamp.</i> |
| Cognate | Words that are the same or nearly the same in spelling, pronunciation, and meaning in two different languages e.g. English and Urdu words <i>telephone, pen, bus, cricket</i> are cognates. |
| Coherence/ Cohesion | Coherence refers to the unity of meaning(s) within and between sentences; while cohesion refers to unity of grammatical and lexical relationships among the elements of a sentence or between sentences. |
| Cohesive devices | Various devices used to make clear the relationship between the parts of a sentence, between sentences, or between paragraphs e.g. repetition of key words, use of reference words, sequence markers, and transitional devices. |
| Collocate/ collocation | Words that typically co-occur or usually go together e.g. <i>heavy rain, pitch dark</i> |
| Colloquial/ colloquialism | Conversational, informal language e.g. <i>what's up, etc.</i> |
| Complex sentence | A sentence made up of one main clause and at least one subordinate clause e.g. <i>Although my friend invited me to a party, I do not want to go.</i> |

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| Compound preposition | Two or more words working together as a one-work preposition e.g. <i>in front of, Out of.</i> |
| Compound sentence (see also Complex sentence) | A sentence made up of two or more independent clauses but no subordinate clauses e.g. <i>My friend invited me to a party, but I do not want to go.</i> |
| Compound word/ noun | A combination of two or more words (nouns) that function as a single unit of meaning e.g. <i>bookshop, timetable.</i> |
| Communicative functions | Reasons for communication e.g. <i>to compliment, to apologize, to agree.</i> |
| Conflict | The struggle between opposing forces that brings about the action within a story or drama. Conflict can be internal or external. |
| Connected speech | The changes that influence the pronunciation of individual words in natural, fluent speech. This is because fluent speech flows with a rhythm and the words bump into each other. To make speech flow smoothly the way we pronounce the end and beginning of some words can change depending on the sounds at the beginning and end of those words e.g. <i>a chair 'n a table.</i> |
| Connotation (see also Denotation) | The attitudes and feelings associated with a word as opposed to its literal meaning e.g. <i>chair</i> has connotation of <i>power.</i> |
| Context | The setting in which speech or writing takes place. |
| Contextual clues | Sources of information outside of words that readers may use to predict the identities and meanings of unknown words. Context clues may be drawn from the immediate sentence containing the word, from text already read, from pictures accompanying the text, or from definitions, restatements, examples, or descriptions in the text. |
| Contraction | A word shortened by leaving out some letters. The missing letters are indicated by an apostrophe e.g. <i>I'll</i> for <i>I shall</i> , <i>don't</i> for <i>do not</i> . |
| Creative writing/ text | A term used to distinguish certain imaginative or different types of writing e.g. poems, stories, and autobiography. |
| Critical thinking | Critical thinking is the practice of thinking things through, in which one carefully describes something (an event, a book, a person, etc) and evaluates it according to some relevant criterion, considering significant alternatives. |
| Dangling modifiers | A phrase or clause which says something different from what is meant because words are left out or misplaced. The meaning of the sentence, therefore, is left "dangling." e.g. "After reading the original study, the article remains unconvincing" (<i>The article--the subject of the main clause--did not read the original study.</i>) |
| Denotation (see also Connotation) | The literal or "dictionary" meaning of a word. |
| Derivation | A process of deriving words from the entry word in a dictionary. |
| Dewey decimal | A classification system to classify library materials. It organizes human knowledge into ten main classes or topic areas. |

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| Digraph | A group of two successive letters that represent a single sound e.g. <i>ph</i> for the sound /f/. |
| Diphthong | A sequence of two vowels in the same syllable e.g. <i>the sound /ei/ in age, the sound /ai/ in right</i> , etc. |
| Direct object | A noun or pronoun that receives the action of a verb or shows the result of the action. It answers the question "What?" or "Whom?" after an action verb e.g. "She helped <i>me</i> ", "we watched <i>a play</i> ". |
| Discourse | Connected speech or writing which is longer than a conventional sentence. |
| Ellipses | Three dots in a row signify that words or figures are missing. If there are four dots in a row, the fourth dot signifies a full-stop. |
| Entry | The basic section of a dictionary which deals with a single word and is arranged in alphabetical order. An entry deals with every aspect of the word, including: spelling, pronunciation, grammar, meaning or meanings, expressions (idioms) that include the word, and the derivatives of the word. |
| Entry word | A head word. One of the thousands of words that are arranged in alphabetical order in a dictionary |
| Etymology | (The study of) the origin of words. How their meaning changes or develops over time and how they fall into disuse. |
| Expository (Text) | Text written to explain and convey information about a specific topic. |
| Fable | A story intended to enforce a useful truth, especially one in which animals speak and act like human beings. |
| Figurative language | Expressive use of language in non-literal form to produce striking effect e.g. simile, metaphor, imagery . |
| Fluency | To read or speak smoothly without hesitation and with comprehension. |
| Format (see also layout) | The way a document / piece of writing or presentation is arranged. |
| Formulaic expression | A type of word or phrase expressing greetings, farewells, and apologies, e.g. <i>hello, goodbye, sorry</i> . |
| Free writing | Writing quickly, without stopping, without editing, or self-correcting to discover what one knows, thinks, or feels. The purpose is to develop confidence, creativity and fluency. |
| Front to back | Refers to how text runs from the front to the backside of a page. |
| Function and Co-function | A function is the purpose for which language is used e.g. <i>to gratitude, to invite, to ask</i> . A co-function responds to these functions e.g. <i>to accept gratitude, to accept or decline an invitation, to reply</i> . |
| Gapped summary | A summary with gaps to be filled in by the learner. It is used for structured or guided response from the learner. |
| Generate questions | Generating questions involves teaching students to ask their own questions. This strategy improves students' active processing of text and comprehension. For example, a student might be taught to ask main idea questions that relate to important information in a text. |

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| Genre | A type of literature, such as a <i>novel</i> , <i>poem</i> , a <i>play</i> or a <i>short story</i> . |
| Gerund | A verb ending in <i>-ing</i> and used as a noun or an adjective e.g. “ <i>swimming</i> is good for health.” |
| Grammatical function | Purposes for which words and structures are used from grammar point of view e.g. the grammatical function of an <i>adjective</i> is to <i>modify a noun</i> . |
| Graphic organizer | Pictorial devices (such as diagrams, graphs, maps, etc.) used to summarize or illustrate concepts and show interrelationships among information and concepts in a text. |
| Graphical unit | A section of text that visually stands out as a separate part on the page. It is normally contrasted with meaningful unit where a part of text is identified with meaning. |
| Graphical features | Visual elements used to aid text e.g. <i>pictures</i> , <i>diagrams</i> , <i>tables</i> , etc. |
| Group dynamics | Phenomena that occur in groups based upon their interactions and interrelations. |
| Guide word | A word printed at the top of the page of a dictionary or other reference book to indicate the first or last item on that page. |
| Guided writing | Writing in which the teacher provides support to the learner where ever required. The purpose is to teach a specific skill or strategy. |
| Hard c | The /k/ sound represented by the letter <i>c</i> in <i>cat</i> , <i>car</i> , <i>act</i> , etc. |
| Hard g | The /g/ sound represented by the letter <i>g</i> in <i>goat</i> , <i>again</i> , <i>legal</i> , etc. |
| Homonym | A word which is spelled and pronounced identically to another word, but which has a different meaning e.g. spring - a <i>water spring</i> , spring - a <i>season</i> , spring - <i>to jump</i> , spring - a <i>stretchable coil</i> . |
| Homophone | A word which is spelled differently from another word, but which is pronounced identically e.g. <i>hoarse</i> versus <i>horse</i> ; or <i>two</i> versus, <i>to</i> or <i>too</i> . |
| Imagery | Figurative language used to produce mental pictures and appeal to senses e.g. <i>He could still hear the melody in his imagination</i> . |
| Indefinite pronoun | A pronoun that does not refer to a specific person/ place/ thing e.g. <i>all</i> , <i>anybody</i> , <i>anything</i> , <i>each</i> , and <i>everybody</i> . |
| Indirect object | An indirect object precedes the direct object and tells to whom or for whom the action of the verb is done, and who is receiving the direct object. There must be a direct object to have an indirect object e.g. She gave <i>us</i> the report. |
| Inference | The reasoning involved in drawing a conclusion or making a logical judgment on the basis of circumstantial evidence and prior conclusions rather than on the basis of direct observation. |
| Inferential question (see also question types) | A question that asks a responder to draw a conclusion. |
| Infinitive | The basic form of a verb without tense e.g. <i>to work</i> or <i>work</i> . |

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| Inflection (see also derivation) | A grammatical change in the form of a word which leaves the 'base meaning' and the grammatical category of the word unchanged e.g. <i>walk, walks, walked</i> . |
| Inter-rater reliability | The consistency with which two or more judges / assessors rate the performance of test takers. |
| Intransitive verb | An intransitive verb is an action verb (i.e. it is neither a linking verb nor an auxiliary verb) which does not require a direct object e.g. The boy <i>laughed</i> . |
| Irony | Saying [or writing] one thing, whilst meaning the opposite e.g. to say <i>well done</i> when someone did not perform well. |
| Item analysis | Analysing each item on a test to determine the proportion of students selecting each answer. It helps to evaluate students' strengths and weaknesses, and may point to problems with the tests' validity and to possible bias. |
| Key idea | The main idea of each paragraph. Key ideas are used to develop the main idea of a composition. |
| Key word | Word or words that relate to a particular topic. A key word helps find out the required information. |
| Layout (see also format) | Visual presentation of text. |
| Left to right | Refers to how text in English runs from left to right across the page. |
| Legend | (1) A traditional story or collection of related stories popularly regarded as true but actually containing a mixture of fact and fiction. (2) A key to understand information about the colors and symbols used in a map. |
| Lexical items | An item of vocabulary which has a single element of meaning. It may be a compound word, phrase, idioms, multiword, prefabricated chunk, etc. |
| Lexical set | A group or family of words related to one another by some semantic principle: e.g. <i>mutton, chicken, beef</i> are all different types of meat and form a lexical set. |
| Linguistic exponent | Various language expressions that can be used to perform one communicative function e.g. In order to "express regret", one may say <i>I am sorry, I'm very sorry + that-clause, I regret + noun, I regret + Verb + ing, etc.</i> |
| Linking verb | A verb that does not show an action. Rather, it links or establishes a relationship between the subject and additional information about the subject e.g. <i>be, appear, become, feel, seem, smell, taste, and sound</i> . |
| Long and short vowel | (i) Relative duration of a vowel sound e.g. <i>the /i/ sound in ship is short; the /i:/ sound in sheep is long.</i> (ii) A vowel sound associated with the name of the vowel letter (examples: <i>a</i> in <i>lane</i> , <i>e</i> in <i>lean</i> , <i>i</i> in <i>line</i> , <i>o</i> in <i>bone</i> , <i>u</i> in <i>lute</i>); note that long <i>u</i> imperfectly expresses the letter name of <i>u</i> . |
| Metaphor | A figure of speech in which one thing is described in terms of another e.g. <i>All the world's a stage</i> . |
| Mind map | a diagram used to represent words and ideas linked to and arranged radially around a central key word or idea. It is used to generate, visualize, structure and classify ideas, and as an aid in study, organization, problem solving, and decision making. |

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| Minimal pair | A pair of items differing by one phonological feature; e.g. <i>sit/set, ship/sheep, pen/pan, fan/pan, pan/pat</i> . |
| Modal verb | An auxiliary verb like <i>can, may, must</i> etc. that modifies the main verb and expresses possibility, probability etc. |
| Modifier | An adjective or adverb that describes a word or makes the meaning of the word more specific. In English there are two parts of speech which are modifiers; adjectives and adverbs. Adjectives modify nouns and pronouns. Adverbs modify verbs, adjectives, and other adverbs. |
| Myth | An imaginary story that helps explain events in nature. |
| Narration | Direct and indirect speech. |
| Narrator (speaker) | The person (named or unknown) who is telling a story. |
| Narrative (text) | Text which conveys a story or which relates events or dialogue. |
| Neuter gender | A grammatical gender that includes nouns which refer to things that do not have natural distinction of sex e.g. <i>chair, table</i> . |
| Non-verbal (Communication) | Communication without the use of words, using, for example, sound effects, music, gesture, facial expression, posture, or other elements to contribute particular shades of meaning. |
| Open ended question (see also Question types) | A type of question intended to produce a free response rather than a structured or one-word response. |
| Panel discussion | A kind of interaction in which a group of people discuss a topic in the presence of an audience. |
| Pantomime | A performance using gestures and body movements without words. |
| Parallelism | The phrasing of language so as to balance (grammatically) ideas of equal importance. Parallelism may apply to phrases, sentences, paragraphs, longer passages or whole selections e.g. <i>eat, drink and be merry</i> . |
| Persuasive (see types of paragraph) | Writing that convinces the designated audience to support a point of view, make a decision, or take an action. |
| Phrasal verb | A verb that is made up of a verb together with a preposition or an adverb e.g. <i>Get up, finish with somebody, fish for something, pull out, put up with somebody/something</i> . These present particular problems for learners, as their meaning often bears no relation to the usual meaning of the verb alone. |
| Phrase (see also Clause) | A set of words which is a single indivisible unit and makes its sense clear only when used in a sentence e.g. <i>to supply goods, into the house..</i> |
| Plot | The careful sequencing of events in a story generally built around a conflict. Stages of plot include exposition, rising action, climax, falling action and resolution. |
| Point of view | A term from literary studies which describes the perspective or source of a piece of writing. |

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| Post-reading | A group of reading strategies employed after reading a text such as <i>responding to the text, providing a title</i> . |
| Pre-reading | A group of reading strategies employed before reading a text such as <i>predicting the content, anticipating vocabulary</i> . |
| Pre-writing | The thinking and planning the writer does before drafting, which includes <i>considering the topic, audience, and purpose; gathering information; choosing a form; determining the role of the writer; and making a plan</i> . |
| Problem consonants | Consonant sounds that pose problem for learners. These can vary in different linguistic backgrounds. |
| Pronoun-antecedent relationship/agreement | The connection between the pronoun and what it refers to e.g. In the sentence, "This is my <i>book</i> . <i>It</i> is interesting", <i>book</i> is antecedent for the pronoun <i>it</i> . A pronoun must agree with its antecedent in number and gender. |
| Purposeful | A text/ activity or task for real life purpose. Learning should not focus on mechanical drills; rather it should always be in a meaningful context with a clear purpose. |
| Question types | Types of comprehension question including (1) "right there" (literal/ textual/ factual), (2) "bring out meaning" (interpretive) "think and search" (inferential), (3) "author and me" (personal response), and (4) "on my own" (open ended). |
| Reading readiness strategies | Skills that help prepare learners (non readers) for the task of reading such as, <i>holding a book, phonemic awareness, discerning shapes, conventions of print, etc.</i> |
| Rebus | A puzzle where you decode a message consisting of pictures representing syllables and words e.g. <i>I like playing</i> 🎮. |
| Reciprocal ability | Ability to form a response while listening. |
| Reference words | Words (usually pronouns and nouns) that refer to other words, phrases or clauses in the same text e.g. Look at the following example: " <i>Something's gone wrong with my computer. I can't find a solution. Do you have an idea?</i> " The words <i>solution</i> and <i>idea</i> are reference words because they refer to the problem identified as <i>something's gone wrong with my computer</i> . |
| Relative pronoun | A pronoun that "relates" a subordinate clause to the rest of the sentence. A relative pronoun links two simple sentences (or clauses) into a single complex clause e.g. (1) This is a house. Ali built this house. (2) This is the house <i>that</i> Ali built. |
| Resolution | The ending of a story where conflicts are resolved and loose ends are tied together. |
| Role play | An instance or situation in which one deliberately acts out or assumes a particular character or role. Role play is used as a means to teach language for various communicative purposes. |
| Root/ root word (see also Stem) | The meaningful base form of a complex word as it appears after all affixes are removed. A root may be independent or free, as <i>read</i> in <i>unreadable</i> , or may be dependent or bound, as <i>-liter-</i> in <i>illiterate</i> . |
| Salutation | Any one of the various conventional forms of address with which a letter is begun, such as <i>My Dear Friend, Dear Sir</i> . |

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| Sensory details | Details perceived by sight, hearing, smell or any mode by which one perceives stimuli outside or within the body. |
| Scanning | A type of reading used to locate a particular piece of information without necessarily attending to the other parts of a text. |
| Thought group | A group of words/ phrases that forms a brief unit of sense. A thought group is discretely spoken with a short pause to distinguish from other thought groups in the passage e.g. The sentence, " <i>The cat went over the wall, through the lawn, into the kitchen</i> ", can be easily broken into three thought groups marked by commas. |
| Sequence marker | A word or phrase that shows the sequence of information or ideas in a passage e.g. <i>firstly, secondly, then, after that</i> . |
| Setting | The time and place of the action of a story. |
| Show-and-tell | The process of showing an audience something and telling them about it. It is an elementary school technique for teaching young children the skills of public speaking. Usually, children will bring an item from home. They will explain to the class why they chose this item, where they got it from, and other relevant information. |
| Sight word | A word that is immediately recognized as a whole and does not require word analysis for identification. |
| Simile | A figure of speech in which one thing is directly likened to another e.g. <i>as hard as nails</i> . |
| Soft c | The /s/ sound that the letter c represents in <i>city, percent, race</i> , etc. |
| Soft g | The /j/ sound that the letter g represents in <i>gentle, giant, age</i> , etc. |
| Sound pattern | The regular (permissible) combinations of sounds in any language e.g. /str/, /sk/, /dr/. |
| Skimming | Getting the main idea of a story by looking quickly for the main topics and ideas. One can look at titles, headings, bold and italic words, and picture captions. |
| Speech bubbles | A graphic convention used in comic books, strips, and cartoons to allow words to be understood as representing the speech or thoughts of a given character. |
| Standard | A description of a particular competency by specifying broadly the knowledge, skills and attitudes which students will acquire throughout the developmental levels. |
| Stem (see also derivation and root) | The form of a word as it appears after all affixes are removed e.g. the combination of the basic form of a word (called the root) plus any derivation but excluding inflectional elements. This means, alternatively, that the stem is the form of the word to which inflections can be added, if applicable. For example, the root of the English verb form <i>destabilized</i> is <i>stabil-</i> (alternate form of <i>stable</i>); the stem is <i>de-stabil-ize</i> , which includes the derivational affixes <i>de-</i> and <i>-ize</i> , but not the inflectional past tense suffix <i>-(e)d</i> . |
| Stress | The relative emphasis given to certain syllable(s) in a word. Such syllables are uttered with more than usual force e.g. apPEAR, acCEPT, TIMber. |
| Student Learning Outcome | A statement that describes what students will be able to do as a result of instruction at a particular grade. |
| Style | Aspects of writing (or speech) which have an identifiable character generally used in a positive sense to indicate 'pleasing effects'. |

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| Subject-verb agreement | The grammatical logic and coherence between subject and verb. The subject and verb must agree in number: both must be singular, or both must be plural e.g. “ <i>He is honest</i> ”; “ <i>they are friendly</i> ”. |
| Supporting details (see also unified paragraph) | Sentences that support the topic sentence or provide more detail about the topic sentence |
| SV / SVO pattern | SV pattern is Subject + Verb pattern in a sentence e.g. <i>he laughs</i> . SVO pattern is Subject + Verb + Object pattern in a sentence e.g. <i>She likes mangoes</i> . |
| Syllable | A word or part of a word that can be pronounced with one impulse from the voice e.g. <i>beau-ti-ful</i> (three syllables), <i>ap-pear</i> (two syllables), etc. |
| Syntax | The arrangement of words to show relationships of meaning within a sentence. |
| Textual aid | Clues in the text that aid comprehension. |
| Top to bottom | Refers to how text runs down the page after completion of each line. |
| Thesis statement | The sentence(s) carrying basic argument advanced by a speaker or writer who then attempts to prove it; the subject or major argument of a speech or composition. |
| Tone | An author's or speaker's attitude, as revealed in 'quality of voice' or 'selection of language'. |
| Topic sentence | The sentence, usually at the beginning of a paragraph, which tells what the main idea of the paragraph. |
| Transactional writing | Writing which is intended to convey factual information or to argue the validity of a point of view with objective evidence. Transactional writing is typical of the language of science, technology, trade, reporting, persuasion, legal argument, and debate. |
| Transitional device | Word(s) that show the flow of ideas to help readers along through a text e.g. <i>first, for instance, to conclude, therefore</i> . |
| Transitive verb (see also intransitive verb) | An action or linking verb whose meaning is incomplete without a direct object e.g. <i>The child broke</i> is an incomplete sentence unless we add a direct object like <i>The child broke a plate</i> . |
| Trigraph | A three-letter sequence representing a single sound e.g. <i>igh</i> in the words <i>high, thigh</i> , etc. |
| Triphthong | A vowel combination usually involving a quick, but smooth movement from one vowel to another that passes over a third one e.g. vowel sounds in the words <i>higher, flower, layer</i> etc. |
| Usage | The usage of a language item is the grammatical rules for making it. The (most simple) usage of the second conditional is <i>If + past simple, would + infinitive</i> . <i>Example</i> The second conditional: If I had enough money, I would take a vacation. |

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| Use | The use of a language item is its communicative purpose as used by native speakers. The use of the second conditional is <i>Talking about the consequences of hypothetical situations in the present or future.</i> |
| Visual cue | Information presented in a visual form e.g. <i>pictures, photographs, etc.</i> |
| Visuals/ audio-visual aids | Training or educational materials directed at both, the sense of hearing and the sense of sight. Materials that provide pictures and/or sounds to assist learning or teaching e.g. <i>flip charts, overhead transparencies, graphical presentations, computer-based presentations, chalkboards, slide presentations, videos, films etc.</i> |
| Voice | Active and passive voice. |
| Weak form | A form (of function words) that may be used when the word has no stress e.g. “bread ‘n butter”. |
| While-reading | Reading strategies to be applied during reading a text e.g. skimming, scanning. |
| Word class | Parts of speech. |
| Word family | A group of words sharing the same root or base, as <i>phon-</i> in <i>phonemic, phonation, telephone, etc.</i> |
| Writer’s craft | Choices an author/poet makes when writing a text (e.g., organizational pattern, style , vocabulary, images, symbols, point of view, and audience). |
| Writing process | A sequence of steps in writing, typically including: (1) planning, (2) drafting, (3) revising, (4) editing, and (5) publishing. |
| Writing readiness | Skills that help prepare learners for the task of writing e.g. <i>motor skills, holding a pencil correctly, drawing, copying, tracing, making loops, strokes, etc.</i> |

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The Education Ministry gratefully appreciates the involvement, expertise and valuable input of all stakeholders; educational institutions, school systems, educationists, teachers, students and parents.

Acknowledgement is also due to numerous curriculum framework models of various countries; England, Finland, Australia; Queensland, USA; Michigan, Mississippi, Singapore, India, Malaysia, Bangladesh and Pakistan. These were consulted and studied in depth to comprehend the teaching and learning of English as a first, second and a foreign language