



ENGLISH LANGUAGE CURRICULUM

K-VIII

Sindh Revised Curriculum 2023-24



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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. leadership, 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-native speakers of English in Sindh. The document is general enough to be used by all school types in Sindh, however, it is specific at the level of benchmarks and 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 Sindh. It also has separate benchmarks and student learning outcomes for Early years, ages 3 and 4. Language is a developmental process and cannot be confined within the boundaries of the academic year. Hence, benchmarks have been defined for every stage of schooling in Sindh. 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 teachers and learners can use to gauge their progress towards the benchmarks, at the end of each year of study.

It is expected that while new knowledge and skills will be introduced in each grade, opportunities will be provided for the 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, guidelines have been provided for instruction and for materials development, both by the teacher and the textbook writers. Similarly, guidelines have been provided, in a separate section, for the 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 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 reviewed English Language Curriculum 2016 will need to be periodically reviewed and updated in the light of changing realities and growing experience of implementation at the grassroots 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

The information technology has revolutionised our world. It has made communication so easy that many things can now be accessed at the click of a button. This ease has raised the need for command over the common language of communication in the e-world: English. Countries that, till recent times, managed to make considerable progress on the basis of their national languages are now introducing English to enable their people to communicate with the world, have access to the global markets, avail educational opportunities across the world, and become aware of the latest research and technology, amongst a host of other things.

Today, the world, including Pakistan, is turning towards e-technology in all spheres of life. Online banking, shopping, applying for visas or jobs, business transactions, to mention just a few aspects, are now a part of everyday life. Hence, the children who are growing up in today's world will soon need good English skills for their economic and social survival. More than that, education is the key to Pakistan's economic development and progress, and to acquire meaningful education students need to access knowledge available on the internet, avail e-learning opportunities, and do online work, all of which requires strong English language skills. Hence, it is important that all students have access to quality education, with particular emphasis on the provision of strong English language skills.

In view of the requirement of a strong English base for students, in 2006, when education was still a federal subject, a curriculum document, based on Standards, Benchmarks, and Student Learning Outcomes (SLOs), was prepared to introduce the concept of an outcomes based curriculum. When education became a provincial subject in 2009, this document was adopted by the Bureau of Curriculum and Extension Wing, Sindh, with minor adaptations, for the teaching of English in Sindh. Subsequently, the Sindh Textbook Board started the development of textbooks based on this curriculum.

It was during this process of textbook writing that the need for further strengthening the 2006 English Curriculum document arose. It was felt that in order to make it more user-friendly for teachers, textbook writers, reviewers, and policy makers, in the context of Sindh, the curriculum needed to be reviewed for several reasons: to simplify it, to remove some of the overlaps, to have achievable number of SLOs for each competency, and to have clearly defined progression markers for skills to be taught at each level. This curriculum document aims to achieve this; however, this has been done keeping certain contextual realities in mind and within a very limited timeframe.

In Sindh, as across Pakistan, the contextual realities vary considerably; both teachers and students have varied degrees of command and exposure to English, and the resources available to them for the teaching and learning of English vary from almost none to fairly advanced. It is keeping these realities in mind that changes and adaptations have been made in this document; however, the bar has consciously been set slightly higher than what is realistically possible at this point in time, considering that the government of Sindh is making structural changes and focussing on programmes to enhance the quality of education in the province.

This document, as stated earlier, is not a new document. It has incorporated changes keeping some of the current and future English language needs of the learners in view. Hence, in many respects, the status quo has been maintained. The document has maintained the language competencies, standards, benchmarks, and the students' learning outcomes (SLOs) approach; it has also maintained all the other aspects included in the document. However, minor and major changes have been made where needed, to make the document more meaningful for all stakeholders and kept aligned with NCP (2022-2023). The changes have also been made based on the input received

from the stakeholders in the field both from the public and private sector, who spent a considerable amount of time in analysing the contextual realities vary considerably; both teachers and students have varied degrees of command and exposure to English, and the resources available to them for the teaching and learning of English vary from almost none to fairly advanced.

Keeping in view the realities, the changes and adaptations have been made in this document; At that time the 2006 curriculum was introduced, the focus was on teaching students from class I-XII; the concept of kindergarten or Katchi, as it is called in the local parlance, was mainly confined to the urban areas. With rising awareness about education, this concept has gained more popularity; hence, a need was felt to incorporate English at the Katchi level to refer only to the class (es) before class I.

Another change is that while the 2006 English language curriculum document includes Ethical and Social Development as a competency, it does not translate it into SLOs; even the benchmarks identified are the same from Class I to XII. Moreover, it is clearly stated in this competency that it needs to be incorporated and developed across all the other four competencies. Keeping this in mind, and realizing the importance of inculcating ethical and social attributes and values in the students to help them develop as responsible citizens, the benchmarks of competency 5 have been fine-tuned and included at each level. This will keep them constantly in the focus of teachers, textbook writers and material developers.

Additionally, the benchmarks across all the four competencies had to be tightened up to make them compatible with the SLOs and to bring about more consistency across levels. Moreover, the benchmarks needed to be articulated such that they clearly defined the levels that the students were expected to achieve before they could be considered ready for starting the next level.

However, the main area where it was felt that detailed work was needed was SLOs. Considerable time and effort have been invested in identifying and sharpening the SLOs for inclusion in this document. The key factors that guided the process were language learning targets, teaching time available, contextual realities, like material, financial and human resource constraints, and clearly defined progression across classes and levels.

With benchmarks and SLOs having been streamlined, and the Ethical and Social Development competency having been merged with the other four competencies, the next step that seemed to follow logically was making the themes and sub themes compatible with the Ethical and Social Development benchmarks. The only change made in the given themes was to split up some of them for greater clarity. However, some of the sub themes had to be altered to meet the benchmark and class level requirements. So, while the themes remain constant throughout the levels, the level and degree to which they need to be addressed varies across levels.

Language develops and changes with time; so do the language learning needs, resources and approaches. This document is not cast in stone; like its predecessors, in the next 5 to 10 years, it will have to be revised and upgraded to meet the needs and challenges of the time. However, it is hoped that this document will serve the purpose of meeting the language needs as per the contextual realities of today. Making the document user friendly has been one of the aims of this document. Hence, it is hoped that it will be extensively serve as a key reference point for all stakeholders, including policy makers. But, more than anything else, it is hoped that the document will become the teachers' best friend.

Process of Curriculum Development

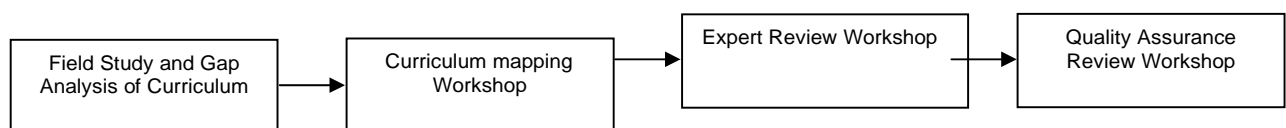
The English teaching field in Pakistan has experienced several paradigm shifts in methodology, at least on paper if not in practice, since 1947. It has moved from the grammar-translation method 1947 onwards, to the Direct Method in the 1960s, to the oral-structural approach (or the audio-lingual method) in the 1970s, to the communicative approach in the 1980s and the 1990s, and to the task-based approach since 1999. Very recently, the English Language curriculum, along with the remaining subjects' curriculum, has been made standards-based. There are four competencies 1) Reading and Critical thinking skills, 2) writing skills, 3) oral communication skills; 4) Vocabulary & Grammar. For each competency there is one standard.

Although the English curriculum 2006 claimed to place greater emphasis on the understanding and use of language in different academic and social contexts, the organization of standards and competencies at each grade level did not show a formulaic principle as written in the curriculum. Consequently, the curriculum became a blend of grammar translation and communicative approaches.

It is the norm in international practice that the curriculum (standards) is reviewed after five or more years (as per requirement). Hence, the National Curriculum 2006 needed a complete review. Moreover, a need was felt to make the SLOs more precise, with clear Command words and to have logical sequencing, so that teachers could easily understand what to teach (the level of content and assessment) and when to teach (pacing).

A study of the educational context, including the teachers and learners, particularly in the public sector schools, was conducted prior to the review of the curriculum. The findings portrayed overlaps and redundancy in the stated SLOs and Benchmarks. In the light of the above findings, suggestions, recommendations, identified constraints, and the limitations of teachers and learners, the English language curriculum review was undertaken, through a systematic process.

English Language Curriculum (2023-2024) Review Process.



The major findings of study:

1. The SLOs needed to be simplified so that the teachers could comprehend them
2. The number of SLOs needed to be rationalized, keeping the time and human resource constraints in view
3. Progressive development of language should be ensured from one level to the next
4. Phonics should form the basis of SLOs at the initial level
5. It should be aligned with National standards.

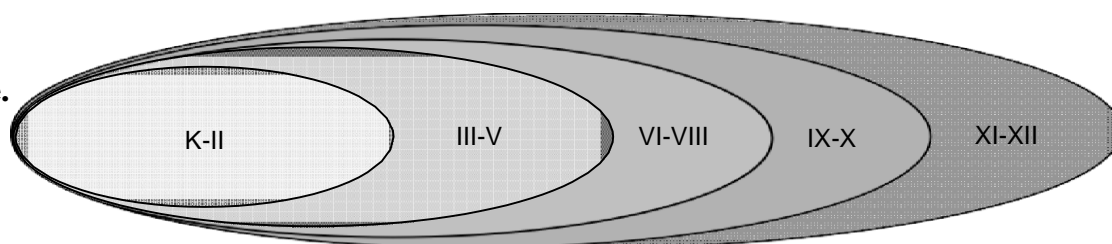
Organization of the Curriculum Framework

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 the age and intellectual level of the learners:

Developmental Levels

Grades	
K-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 the English language, which are parallel to their current level of command of their own language. Earliest activities are mostly lexical with structural activities playing a systematic role.
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 more structured and coherent approach for abstract and complex materials.
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 meaningful and effective learning rather than the teacher 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 enhancing knowledge in other disciplines. social contexts.
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.



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 structures, vocabulary and style in varied contexts of use, both in academic and social settings. The learners, therefore, need 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 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. Moreover, *it is not the students who lack the capacity to learn but the total academic setting whose capacity needs to be built up.* However, it is hoped that the competencies and standards defined in this curriculum will provide a roadmap for the development of both human and financial resources in schools for quality teaching and learning of English to all children in Sindh.

The curriculum is designed, particularly to promote the academic and employment language needs of 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 the 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 the development of language skills rather than on content. It is, therefore, recommended that functional, mass media, literary and every day texts be used to provide a context for the teaching of the micro skills and strategies used in listening, speaking, reading and writing. The teaching strategies should ensure that work in speaking, listening, reading and writing is integrated, So that 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. Besides knowledge of the language, listening comprehension also requires knowledge of the world. The former assists in decoding spoken language whereas the latter helps the learner understand the meaning of what is spoken and related it to the meaning in its own context. Use of authentic materials that suit the learners' needs should be encouraged. Currently, the understanding of appropriate

language use in different contexts is tested through the written exam designed for just this purpose, which may be replaced with assessment methods that particularly focus listening comprehension.

The curriculum also aims to provide language learning and teaching experiences within the 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. While such an approach acknowledges the importance of imparting knowledge about the language system, 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.

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

Competency: A key learning area

Standard: The standard defines 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 a minimum of thirteen years of schooling

Benchmark: A description of the extent to which a certain standard is required to be accomplished. The word is synonymous to a ‘learning target’. These provide at a glance, the continuum of the English language learning e.g. benchmarks for grades Katchi, I and II define what the students will be able to do by the end of grade II.

Students Learning Outcomes: These are built on the descriptions of the benchmarks and describe what students will accomplish at the end of each grade. Student Learning Outcomes (SLOs) indicate achievement levels in each skill set to be attained by the students as a result of the instruction derived from the standards. In other words, standards are the main boulevards with vivid directions (benchmarks) marked on the maps and SLOs are the specific streets in order to reach a destination. Interestingly, both main boulevards and the streets are traceable and can be verified from a variety of sources. In a similar fashion, standards and SLOs are realistic and attainable levels of achievement stipulated in this document.

The benchmarks and SLOs stated in this document have been redefined and reformulated, as compared to the 2006 document. This has been done keeping in mind, the particular context of this part of the world with regard to school settings, capacity of teachers, connections with the teaching material used in the K-XII classes, etc. Most importantly, logical progression, both in the skill area and grade level has been addressed.

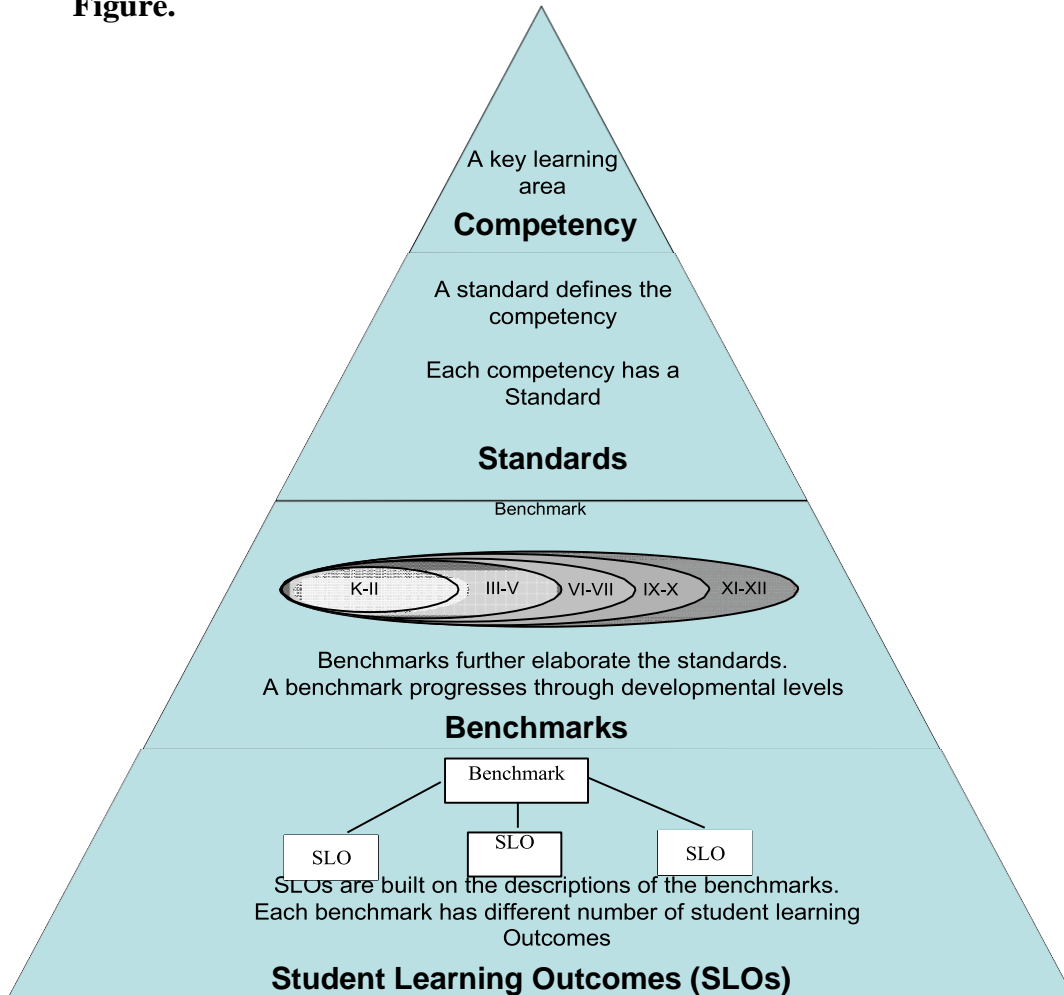
Student learning outcomes build on the descriptions of the benchmarks and describe what students will accomplish at the end of each grade. Most student learning outcomes progress and develop across grades, where each skill is revisited, revised and reinforced. It is important to remember that learning outcomes, within a competency or across competencies, overlap and are interrelated; progress towards one outcome is often dependent 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 from the National Curriculum Document 2006 (carried forward in this document) might not be testable in the Board examinations due to constraints, but considering their importance these have been retained and are to be tested during formative assessment in the classroom by the teachers.

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.

READING	WRITING	LISTENING	SPEAKING
Reading for understanding - Meaning Level	Language Rules & Mechanics	Listening for global understanding	Knowledge and understanding of the spoken language conventions
Reading for Comprehension	Writing Conventions	Listening for acquiring knowledge and understanding of language rules, patterns, and conventions	Use of language for social interaction
Reading for Critical Thinking	Writing for Variety of Purposes and Audiences	Listening for developing academic proficiency	Use of language for academic settings and contexts

This figure illustrates the organization of the curriculum framework:

Figure.



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

For example, Competency 1 is Reading and Critical Thinking Skills, and therefore its benchmarks are 1.1, 1.2, 1.3 etc. Each SLO under a specific benchmark is numbered as 1.1.1, 1.1.2, 1.1.3 and so on.

Competencies in English language

The curriculum identifies four competencies/standards in the English language. They are:

Competency 1: Reading and Critical Thinking Skills

Competency 2: Writing Skills

Competency 3: Oral Communication Skills

Competency 4: Vocabulary & Grammar

Rationale for Competencies and Standards

Competency 1: Reading and Critical Thinking Skills

Standard: Students will learn to read a variety of text types, both fiction and non-fiction, and also poetry, through tasks and activities that require multiple reading and thinking strategies for comprehension, seeking information, relating read texts to real life situations, fluency, and enjoyment.

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, and contemporary information and issues are proposed as content 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 springboard for the development of integrated language skills, and for enhancing the 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 need to be 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. Hence, the learners should 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 should 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: 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 the 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: Students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both formal and informal 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, and according to the occasion and audience.

Competency 4: Vocabulary & Grammar

Standard: Students will: understand and articulate widely acceptable pronunciation, stress, and intonation patterns of the English language for improved communication; enhance vocabulary for effective communication; and understand and use grammatical functions and the principles of grammar, punctuation, and sentence structure, for developing accuracy in their spoken and

written communication.

Rationale:

Formal aspects of a language, i.e. the sound system and grammar, are the tools 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, they are all equally important.

Appropriate Ethical and Social Development

This competency was included in the previous curriculum as a separate competency, whereas in the revised curriculum it has been integrated with all the four competencies.

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 worldview. 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.

Section 3: Standards, Benchmarks, and Student Learning Outcomes

Class K-II

Competency 1: Reading and Critical Thinking Skills

Note: In this document, Katchi (K) refers only to the pre-primary classes (Nursery or KG I and KG II).

Standard: *Students will learn to read a variety of text types, both fiction and non-fiction, and also poetry, through tasks and activities that require multiple reading and thinking strategies for comprehension, seeking information, relating read texts to real life situations, fluency, and enjoyment.*

Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

These attributes and values are constant throughout and need to be incorporated with increasing levels of awareness and understanding, as indicated in the themes/ sub-themes section of the curriculum document. The table below states the theme numbers against each attribute/ value, for easy navigation. All these attributes and values need to be incorporated in all texts/ tasks/ activities, across all competencies, to enable their absorption by the students through constant reinforcement, so that they develop as ethically and socially sound members of the society.

S. No.	Ethical and Social Attributes and Values	Theme No.
1.	Recognise and practise things such as Ethics, Values, Peaceful Coexistence, Gender Equality, and Dignity of Labour, as they play an important role in societies and nations living in peace and harmony.	1, 2, 3, 9, 10
2.	Develop and portray an appreciation for People, Places, Nature, Environmental Education, and Travel, and about how diversity enriches life.	4, 7, 8, 12
3.	Develop awareness about Media, Technology, Education and Careers/ Occupations, and Population Growth as important factors in determining a person's life style and standard of living in the future.	13, 14, 15, 18
4.	Develop an understanding about things that affect the health and safety of people in a society, by realizing the importance of factors such as Healthy Lifestyle, Things Harmful for Health, Safety, and Crisis Awareness and Management.	16, 17, 19, 20
5.	Recognise and portray the importance of Patriotism/ National Pride, Role Models, Festivals and Cultural Events, Participatory Citizenship, and Life Skills for people to become proud citizens of a proud state.	5, 6, 11, 21, 22

Benchmarks: Class K-II

S. No.	Benchmarks
1.1	Develop and use reading readiness strategies.
1.2	Recognise that reading material comprises a variety of text types, both fiction and nonfiction. Read and develop an interest in stories.
1.3	Recognise, pronounce and use letters of the alphabet and simple words, and identify that both words and pictures carry meaning.
1.4	Progressively extend their reading horizon to include words of everyday use and words from the environment.
1.5	Gather and locate simple information for specific purposes, using various aids and study skills.
1.6	Recite nursery rhymes; recall stories and express personal reactions to the characters in them.

SLOs: Class K-II

S. No.	Katchi (K)	Class I	Class II
1.1	Benchmark: <i>Develop and use reading readiness strategies.</i>		
1.1.1	Enjoy looking through books. (Example: big picture books, animal stories, fairy tales, etc.)	Select books of personal interest for reading.	Select books of personal interest for reading, stating reasons for their choice.
1.1.2	Hold and open pages of a book with care. (Children at this age need to be taught how to hold and open books carefully)	Open the book on the basis of page number.	Check the title and page number to confirm the required text.
1.1.3	Understand that English print moves from left to right.	Demonstrate understanding of print concept.	---
1.1.4	Recognize and articulate the different sounds of the letters of the alphabet	Read aloud letters in a word and recognize how alphabets are joined to form words, based on their sounds.	Read aloud words and recognize how words are joined to form sentences.
1.1.5	Repeat simple repetitive actions/ words in a story by looking at the pictures.	Read and repeat simple stories.	Read and retell simple stories in the correct order and sequence.

1.2	Benchmark: <i>Recognise that reading material comprises a variety of text types, both fiction and nonfiction. Read and develop an interest in stories.</i>		
1.2.1	Recognize that some books tell stories (fiction) and others give information (nonfiction).	Identify fiction and nonfiction books.	Select fiction/ nonfiction books for reading.
1.2.2	Look at pictures in the text and say what is happening, in one or two words.	Use pictures in the texts to make reasonable predictions.	Predict the story by looking at pictures in texts.
1.2.3	Demonstrate the story, read by the teacher, through actions.	Portray understanding of the story read, through actions / role-play.	Interact with the text and answer in a word or two, simple short questions.
1.2.4	Express their like/ dislike for a story read by the teacher by clapping/ making a sad face.	Respond to the story after reading by expressing likes /dislikes about the story.	Respond to the story after reading by expressing their feelings about the characters.
1.2.5	---	Recognise the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation (period).	Recognise the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation (period and question mark).
1.3	Benchmark: <i>Recognise, pronounce and use letters of the alphabet and simple words, and identify that both words and pictures carry meaning.</i>		
1.3.1	Recognize the letters of the alphabet, in both upper and lower case, in print, colour, and in tactile forms.	Recognize the letters of the alphabet in random order, in both upper and lower case.	Recognise how letters of the alphabet join to form words.
1.3.2	Read their first names in both upper and lower case.	Read their full names in both upper and lower case.	Read the names of their immediate family members in both upper and lower case.
1.3.3	Articulate the sounds of individual letters.	Articulate the sounds of individual letters fluently.	Articulate the sounds of individual letters in simple words.
1.3.4	Recognize that both words and pictures carry meaning. (Example: Look at pictures in the storybook to see how the story is conveyed in pictures)	Identify the relationship between words and pictures. (Example: Tell the names of some birds, animals, fruits, etc. in surroundings by looking at their pictures.)	Name some common objects in a picture. (Example: bus, cycle, radio, cup, glass, etc.)
1.3.5	Read the letters of the alphabet in the right order.	Identify the alphabetical order, i.e., tell what comes before and after an	Identify alphabetical order at the word level.

		alphabet. (Example: D comes before E and F comes after E)	
1.3.6	Identify letter sounds using the phonics.	Identify the sounds of individual letters in a word using the phonics approach.	Read aloud words and simple sentences with reasonable level of accuracy in pronunciation using the phonics approach.
1.3.7	Associate the initial letter sounds with the names of objects in their classroom environment.	Read Consonant Vowel Consonant (CVC) words.	Read simple sentences.
1.4	Benchmark: <i>Progressively extend their reading horizon to include words of everyday use and words from the environment.</i>		
1.4.1	Recognize simple sight words	Identify sight words in sentences.	Read sight words fluently at the sentence level.
1.4.2	Recognize familiar words in and out of the classroom.	Read familiar words around the environment. (Example: food labels, advertisements, etc)	Read familiar words appearing on a variety of reading material (Example: food labels, advertisements, coins, currency notes, media, etc.)
1.4.3	Name a variety of objects beginning with the same letter of the alphabet.	Name a variety of objects ending on the same letter of the alphabet.	Find objects from the environment beginning/ ending with the same letter of the alphabet.
1.4.4	Read the numbers from 1 to 12 on the face of a clock.	Tell the time (by the hour) by looking at the position of the hands of the clock.	Tell the time by the half an hour by looking at the position of the hands of the clock.
1.4.5	Get familiar with the names of days in the week and months in the year.	Identify the names of days /months from the calendar.	Find the month and day in a calendar by reading across and down.
1.5	Benchmark: <i>Gather and locate simple information for specific purposes, using various aids and study skills.</i>		
1.5.1	Choose a book that they want the teacher to read to them.	Identify a book by looking at its title.	Match titles with pictures.
1.5.2	Identify the location of the title of a book.	Identify the location of the table of contents in a book.	Read the table of contents to understand its organization.
1.5.3	Look at picture books to understand simple vocabulary items.	Use a picture dictionary to understand unfamiliar vocabulary.	Use a picture dictionary to find meanings of simple words.
1.5.4	---	Identify tables and charts in the classroom.	Read tables and charts in the classroom.

1.5.5	---	Recognise the silent letters in words.	Identify basic common words with silent letters.
1.6	Benchmark: <i>Recite nursery rhymes; recall stories and express personal reactions to the characters in them.</i>		
1.6.1	Recite nursery rhymes with actions.	Read and recite short poems or nursery rhymes with actions.	Show expressions while reading a poem.
1.6.2	Repeat a simple story/ fairy tale read aloud by the teacher.	Identify and name characters in a story while reading it.	Identify characters as being good/ bad in their opinion.

Class K-II
Competency 2: Writing Skills

Note: In this document, Katchi (K) refers only to the pre-primary classes (Nursery or KG I and KG II).

Standard: *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.*

Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

Note: These attributes and values are constant throughout and need to be incorporated with increasing levels of awareness and understanding, as indicated in the themes/ sub-themes section of the curriculum document. The table below states the theme numbers against each attribute/ value, for easy navigation. All these attributes and values need to be incorporated in all texts/ tasks/ activities, across all competencies, to enable their absorption by the students through constant reinforcement, so that they develop as ethically and socially sound members of the society.

S. No.	Ethical and Social Attributes and Values	Theme No.
1.	Recognise and practise things such as Ethics, Values, Peaceful Coexistence, Gender Equality, and Dignity of Labour, as they play an important role in societies and nations living in peace and harmony.	1, 2, 3, 9, 10
2.	Develop and portray an appreciation for People, Places, Nature, Environmental Education, and Travel, and about how diversity enriches life.	4, 7, 8, 12
3.	Develop awareness about Media, Technology, Education and Careers/ Occupations, and Population Growth as important factors in determining a person's life style and standard of living in the future.	13, 14, 15, 18
4.	Develop an understanding about things that affect the health and safety of people in a society, by realizing the importance of factors such as Healthy Lifestyle, Things Harmful for Health, Safety, and Crisis Awareness and Management.	16, 17, 19, 20
5.	Recognise and portray the importance of Patriotism/ National Pride, Role Models, Festivals and Cultural Events, Participatory Citizenship, and Life Skills for people to become proud citizens of a proud state.	5, 6, 11, 21, 22

Benchmarks: Class K-II

S. No.	Benchmarks
2.1	Getting ready to write by developing the motor skills and coordination.
2.2	Write alphabets, simple words and sentences, using basic punctuation rules. Respond to basic ‘Wh’ questions.
2.3	Relate writing to own world and use basic norms of writing and punctuation.
2.4	Recognise the unity in sentences/ groups of sentences.

SLOs: Class K-II

S. No.	Katchi (K)	Class I	Class II
2.1	Benchmark: <i>Getting ready to write by developing the motor skills and coordination.</i>		
2.1.1	Hold a pencil correctly; make marks, scribble and draw.	---	---
2.1.2	Colour a simple picture keeping within a designated space.	---	---
2.1.3	Colour different shapes, such as circles, squares, triangles and rectangles within designated space.	---	---
2.1.4	Trace different shapes, such as circles, squares, triangles and rectangles.	---	---
2.1.5	Trace vertical, horizontal, and wavy lines and simple patterns made up of lines, circles, semi circles and other simple shapes.	---	---
2.1.6	Draw different shapes, such as circles, squares, triangles and rectangles.	---	---
2.1.7	Draw vertical, horizontal, and wavy lines and simple patterns made up of	---	---

	lines, circles, semi circles and other simple shapes.		
2.2	Benchmark: Write alphabets, simple words and sentences, using basic punctuation rules. Respond to basic ‘Wh’ questions.		
2.2.1	Trace the letters of the English alphabet.	---	---
2.2.2	Copy the letters of the English alphabet.	Write simple one syllable words with correct spellings. Leave regular spaces between words.	Write simple two / three syllable words with correct spellings. Leave spaces between words.
2.2.3	Trace patters and join letters to make words.	Write simple naming and action one/ two syllable word(s) by identifying an object or an action in a picture. Join words to make simple sentences	Write appropriate naming and action two/ three syllable word(s) by identifying an object or an action in a picture.
2.2.4	Write the small letters of the English alphabet in series and in random order.	Identify a series of actions in a picture by writing action verbs.	Describe persons/ objects in a picture by writing describing words.
2.2.5	Write the capital letters of the English alphabet in series and in random order.	List items of a similar category from a given text.	List items of a similar category from a given picture.
2.2.6	Recognise numbers from 1 to 10.	Write the cardinal numbers from 1 to 50 in words.	Write the cardinal numbers from 50 to 100 in words.
2.2.7	Copy one syllable words from the provided source.	Copy simple sentences from the text, leaving spaces between words, using correct spellings, capitalization and punctuation – period (.).	Re-write sentences by replacing words in given sentences, using correct spellings, capitalization and punctuation – period (.) and question mark (?).
2.2.8	Take dictation of the alphabets.	Take dictation of simple one syllable words.	Take dictation of simple one/ two syllable words.
2.2.9	---	Copy one/ two syllable rhyming words from a poem.	Copy two/ three syllable rhyming words from a poem.
2.2.10	---	Write two to four sentences to describe a picture.	Write a few sentences to describe a series of three pictures.
2.2.11	---	Write sentences to answer simple questions starting with <i>what</i> .	Write sentences to answer simple questions starting with <i>who</i> .

2.2.12	---	Write ordinal numbers ‘first to tenth’ in words.	Identify and write the position of objects using the ordinal numbers.
2.3	Benchmark: <i>Relate writing to own world and use basic norms of writing and punctuation.</i>		
2.3.1	Write their own names in English, using the appropriate upper and lower case letters.	Write the names of their father, mother, brothers, and sisters, in English, using the appropriate upper and lower case letters.	Write their name and address and the name of their school, using the appropriate upper and lower case letters.
2.3.2		Draw margins and write the date on the top of the page.	Write date and captions on the top of the page.
2.3.3		Construct simple sentences of three/four words, leaving spaces between words, using correct spellings, capitalization and punctuation – period (.).	Construct simple sentences of four-to six words, leaving spaces between words, using correct spellings, capitalization and punctuation – period (.) and question mark (?).
2.4	Benchmark: <i>Recognize the unity in sentences/ groups of sentences.</i>		
2.4.1	Fill in the missing three letter words to complete a simple sentence.	Fill in the missing one/ two syllable words to complete a simple paragraph.	Fill in the missing two/ three syllable words to complete a simple paragraph.
2.4.2	Identify one syllable words in a story book and copy them	Fill in one/ two syllable words to complete a very simple story.	Fill in two/ three syllable words to complete a simple story.
2.4.3	Match simple one syllable words with pictures and write them in the order that they appear in the story.	Replace rebus (objects) with words to complete a given story.	Replace rebus (actions) with words to complete a given story.

Class K-II
Competency 3: Oral Communication Skills

Note: In this document, Katchi (K) refers only to the pre-primary classes (Nursery or KG I and KG II).

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

Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

These attributes and values are constant throughout and need to be incorporated with increasing levels of awareness and understanding, as indicated in the themes/ sub-themes section of the curriculum document. The table below states the theme numbers against each attribute/ value, for easy navigation. All these attributes and values need to be incorporated in all texts/ tasks/ activities, across all competencies, to enable their absorption by the students through constant reinforcement, so that they develop as ethically and socially sound members of the society.

S. No.	Ethical and Social Attributes and Values	Theme No.
1.	Recognise and practise things such as Ethics, Values, Peaceful Coexistence, Gender Equality, and Dignity of Labour, as they play an important role in societies and nations living in peace and harmony.	1, 2, 3, 9, 10
2.	Develop and portray an appreciation for People, Places, Nature, Environmental Education, and Travel, and about how diversity enriches life.	4, 7, 8, 12
3.	Develop awareness about Media, Technology, Education and Careers/ Occupations, and Population Growth as important factors in determining a person's life style and standard of living in the future.	13, 14, 15, 18
4.	Develop an understanding about things that affect the health and safety of people in a society, by realizing the importance of factors such as Healthy Lifestyle, Things Harmful for Health, Safety, and Crisis Awareness and Management.	16, 17, 19, 20
5.	Recognise and portray the importance of Patriotism/ National Pride, Role Models, Festivals and Cultural Events, Participatory Citizenship, and Life Skills for people to become proud citizens of a proud state.	5, 6, 11, 21, 22

Benchmarks: Class K-II

S. No.	Benchmarks
3.1	Demonstrate basic social courtesies.
3.2	Use formulaic and common everyday statements.
3.3	Express needs, feelings, ideas, opinions, and preferences.
3.4	Talk about everyday things and events.
3.5	Recite nursery rhymes/ poems with actions, narrate/ act out stories with expressions, and participate in role play.

SLOs: Class K-II

S. No.	Katchi (K)	Class I	Class II
3.1	Benchmark: <i>Demonstrate basic social courtesies.</i>		
3.1.1	Use non-verbal clues, like raising hand, to seek attention.	Use verbal signals, like ‘me please’, to seek attention.	Use polite statements, like ‘excuse me’, to seek attention.
3.1.2	Express apology in one word: ‘sorry’.	Express apology by saying: ‘I’m sorry’.	Express apology by saying: ‘I’m very sorry’.
3.1.3	Listen attentively when peers or teachers are talking.	Listen and follow simple classroom rules/ routines (take out your books, open your books, raise your hands, don’t talk, etc.).	Listen and respond to simple instructions (close the door/ window, do this for homework, etc.).
3.1.4	Wait for their turn to speak and not interrupt when others are talking.	Raise their hands if they want to say something.	Wait for their turn to speak and not interrupt when others are talking. Raise their hands if they want to say something.
3.2	Benchmark: <i>Use formulaic and common everyday statements.</i>		
3.2.1	Practice basic routine greetings (like Salam, hi, hello).	Exchange basic routine greetings, including saying ‘how are you?’	Offer and respond to basic routine greetings (I’m fine thank you).
3.2.2	Express some social courtesies (thank	Express social courtesies (excuse me).	Seek permission (May I go to drink

	you, sorry, please).	Respond to social courtesies (you are welcome, it's ok/ alright, sure).	water? May I take this? May I go to the washroom? etc.).
3.3	Benchmark: <i>Express needs, feelings, ideas, opinions, and preferences.</i>		
3.3.1	Express basic needs.	Express needs according to the situation.	Express feelings (happiness, sadness, etc.).
3.3.2	Share their thoughts, feelings, experiences through gestures and simple words, with the teacher helping by providing the basic vocabulary.	Share their thoughts, feelings, experiences through gestures and simple words and sentences, with the teacher helping by providing the basic vocabulary.	Share their thoughts, feelings, experiences and daily routines through gestures and simple words and sentences, with the teacher helping by providing the basic vocabulary.
3.3.3	Express their ideas, with constant support from the teacher.	Express their ideas by giving examples, with constant support from the teacher.	Express their ideas with clarity, with some support from the teacher.
3.3.4	----	Participate in pair discussion.	Participate in small group discussion on given topics.
3.4	Benchmark: <i>Talk about everyday things and events.</i>		
3.4.1	Talk about self and family using basic words (father, mother, sister, brother, etc.).	Talk about friends and other people in the family.	Talk about themselves and others (I like, don't like, want, etc.).
3.4.2	Develop confidence to talk to teachers and peers in English, using very basic vocabulary.	Describe qualities of people and things around them, using basic describing words.	Provide simple reasons for doing/ not doing things (able to respond to WHY?).
3.4.3	Pronounce basic words correctly.	Say simple sentences using the correct pronunciation.	Use the correct pronunciation in speech.
3.4.4	Name some things in their environment.	Identify and name some things in their environment (like pencil, toy, fruits, etc.).	Describe things and objects in their surroundings, using describing words.
3.4.5	Verbally describe some items and actions in pictures.	Categorise and talk about objects according to group (transport = cars, buses, rickshaws, etc., fruits = banana, apple, grapes, etc.).	Categorise and talk about objects according to their usage (used in kitchen = spoon, bowl, etc., clothes worn by children = shirt, frock, etc.).
3.5	Benchmark: <i>Recite nursery rhymes/ poems with actions, narrate/ act out stories with expressions, and participate in role play.</i>		

3.5.1	Recite nursery rhymes by joining in as they are recited.	Recite nursery rhymes with actions, in groups.	Recite poems with actions, in groups and individually.
3.5.2	Listen and respond to stories told/ read by the teacher, through words/ actions/ expressions.	Listen and participate in stories told/ read by the teacher by adding their thoughts and ideas.	Listen and predict what will happen in stories told/ read by the teacher.
3.5.3	Act out some parts of the story as the teacher tells/ reads it.	Act out some parts of the story as the teacher tells/ reads it, using some words and phrases.	Act out some parts of the story as the teacher tells/ reads it, using gestures and facial expressions.

Class K-II
Competency 4: Vocabulary & Grammar

Note: In this document, Katchi (K) refers only to the pre-primary classes (Nursery or KG I and KG II).

Standard: *Students will understand and articulate widely acceptable pronunciation, stress, and intonation patterns of the English language for improved communication; enhance vocabulary for effective communication; and understand and use grammatical functions and the principles of grammar, punctuation, and sentence structure, for developing accuracy in their spoken and written communication.*

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

These attributes and values are constant throughout and need to be incorporated with increasing levels of awareness and understanding, as indicated in the themes/ sub-themes section of the curriculum document. The table below states the theme numbers against each attribute/ value, for easy navigation. All these attributes and values need to be incorporated in all texts/ tasks/ activities, across all competencies, to enable their absorption by the students through constant reinforcement, so that they develop as ethically and socially sound members of the society.

S. No.	Ethical and Social Attributes and Values	Theme No.
1.	Recognise and practise things such as Ethics, Values, Peaceful Coexistence, Gender Equality, and Dignity of Labour, as they play an important role in societies and nations living in peace and harmony.	1, 2, 3, 9, 10
2.	Develop and portray an appreciation for People, Places, Nature, Environmental Education, and Travel, and about how diversity enriches life.	4, 7, 8, 12
3.	Develop awareness about Media, Technology, Education and Careers/ Occupations, and Population Growth as important factors in determining a person's life style and standard of living in the future.	13, 14, 15, 18
4.	Develop an understanding about things that affect the health and safety of people in a society, by realizing the importance of factors such as Healthy Lifestyle, Things Harmful for Health, Safety, and Crisis Awareness and Management.	16, 17, 19, 20
5.	Recognise and portray the importance of Patriotism/ National Pride, Role Models, Festivals and Cultural Events, Participatory Citizenship, and Life Skills for people to become proud citizens of a proud state.	5, 6, 11, 21, 22

Benchmarks: Class K-II

S. No.	Benchmarks
4.1	Recognize and articulate basic sounds, letters, and words.
4.2	Recognize and use naming, doing, describing words.
4.3	Recognize grammatical functions of parts of speech and simple tenses and use them in speech and writing.
4.4	Recognise and use capitalization, full stops, and question marks in reading and writing simple words and sentences.
4.5	Recognise and use simple sentences for a variety of task purposes.

SLOs: Class K-II

S. No.	Katchi (K)	Class I	Class II
4.1	Benchmark: <i>Recognize and articulate basic sounds, letters, and words.</i>		
4.1.1	Articulate the sounds of the letters of the alphabet.	Articulate the sounds of mono-syllable words.	Articulate the sounds of di-syllable and tri-syllable words.
4.1.2	Recognize the initial sound of common words shown in pictures.	Match the initial sound of common words depicted in pictures with their corresponding letters.	Pronounce the initial and final sound of the letters depicted in the pictures.
4.1.3	Match simple spoken words with written words.	Recognize and identify consonant and vowels in the English alphabet.	Recognize and identify the multiple sounds of some consonant and vowels in the English alphabet.
4.1.4	Identify simple words that begin with the same sound.	Identify words that end with the same sound.	Identify/ classify words that begin/ end with the same sound.
4.1.5	Pronounce some common sight words.	Pronounce some common consonant digraphs in the initial position.	Pronounce common consonant digraphs in the initial and final positions.
4.1.6	Get familiar with rhythm by listening to poems read aloud in the class.	Get familiar with stress and intonation by listening to simple stories read aloud in the class.	Get familiar with rhythm, stress, and intonation by listening to poems and stories read aloud in the class.
4.1.7		Differentiate between words ending with /s/ and /z/ sounds in the plural form	Differentiate between words ending with /s/, /z/ and /iz/ sounds in the plural form

		of a word.	of a word.
4.2	Benchmark: <i>Recognize and use naming, doing, describing words.</i>		
4.2.1	Identify words with pictures arranged alphabetically.	Recognize words arranged alphabetically based on the first letter.	Arrange words alphabetically based on the first two letters.
4.2.2	Recognize simple naming words (fruits, animals, parts of the body, objects in the classroom, etc.).	Recognize simple naming words from pictures (vegetables, objects at home, etc.).	Recognize naming words from pictures and immediate surroundings.
4.2.3	Recognize simple doing words through actions (run, sit, stand, read, sleep, eat, etc.).	Use simple action words from the immediate surroundings (talk, jump, drink, etc.).	Use simple action words in pictures and from the immediate surroundings.
4.2.4	Physically respond to common doing words.	Physically respond to some common action words used in the classroom.	Physically respond to some common action words used in daily routine.
4.2.5	Recognize simple describing words showing colour (blue, red, etc.).	Use some describing words showing size (big, small, etc.).	Identify and match some pairs of describing words showing colour, size, and quality (black-white, big-small, soft-hard, etc.).
4.2.6	Spell simple two to three letter words.	Spell simple one/ two syllable words.	Spell simple two/ three syllable words.
4.2.6	Provide the missing letter in simple three letter words.	Provide the missing letter in simple one/ two syllable words.	Provide the missing letter in simple two/ three syllable words.
4.2.7	----	Match the familiar words with opposites through pictures.	Match the words with appropriate opposites.
4.2.8	----	Identify and differentiate the use of “a” or “an” article	Use “a” or “an” article in sentences.
4.2.9	----	----	Recognize the apostrophe of possession with naming words.
4.3	Benchmark: <i>Recognize grammatical functions of parts of speech and simple tenses and use them in speech and writing.</i>		
4.3.1	----	Change the number of simple naming words by adding or removing <i>s</i> in singular/ plural.	Change the number of simple naming words by adding or removing <i>s</i> and <i>es</i> .

4.3.2	----	Identify the gender of common naming words (masculine / feminine) (mother-father, boy-girl, etc.).	Identify and classify the gender of naming words from immediate environment (masculine / feminine) (uncle-aunt, ladies-gents, cock-hen).
4.3.3	----	Recognize names of people as proper nouns.	Recognise proper nouns (names of people, place, pet)
4.3.4	----	Recognize and use the pronouns <i>I, you, he, she, it</i> (singular pronouns).	Recognize and use the pronouns <i>we, you, they</i> (plural pronouns).
4.3.5	----	Identify and use words showing possession: <i>my, your, his, her, its</i> (singular).	Identify and use words showing possession: <i>our, your, their</i> (plural).
4.3.6	----	Use words that point to something: <i>this, that</i> (singular).	Use words that point to something: <i>these, those</i> (plural).
4.3.7	----	Use <i>am, is</i> in short sentences to identify and describe a person, place, or thing.	Use <i>are</i> in short sentences to identify and describe more than one person, place, or thing.
4.3.8	----	Identify and use a few words showing position, (e.g. up/down, here/there).	Identify and use a few words showing position (e.g. near/far, on/under)
4.4	Benchmark: <i>Recognise and use capitalization, full stops, and question marks in reading and writing simple words and sentences.</i>		
4.4.1	Use initial capital letters to write the names of people.	Use initial capital letters for the first word of a sentence.	Use initial capital letters to write the names of places and pets.
4.4.2	Recognise the pause at a full stop at the end of a sentence while reading.	Recognise the pause at a question mark at the end of a sentence while reading.	Pause at a full stop and question mark at the end of a sentence while reading.
4.4.3	Use a full stop at the end of a sentence.	Use a question mark at the end of a question.	Use a full stop at the end of a sentence and a question mark at the end of a question.
4.5	Benchmark: <i>Recognise and use simple sentences for a variety of task purposes.</i>		

4.5.1		Recognise simple sentences showing request and command (in speech).	Recognise and respond to simple sentences showing requests and commands through their actions and speech.
4.5.2		Comprehend simple <i>wh</i> -questions.	Comprehend and respond to simple <i>wh</i> -questions.

Class III-V
Competency 1: Reading and Critical Thinking Skills

Standard: *Students will search for, discover, and understand a variety of text types, both fiction and non-fiction, through tasks and activities that require multiple reading and thinking strategies for comprehension, seeking information, relating read texts to real life situations, fluency, and enjoyment.*

Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

These attributes and values are constant throughout and need to be incorporated with increasing levels of awareness and understanding, as indicated in the themes/ sub-themes section of the curriculum document. The table below states the theme numbers against each attribute/ value, for easy navigation. All these attributes and values need to be incorporated in all texts/ tasks/ activities, across all competencies, to enable their absorption by the students through constant reinforcement, so that they develop as ethically and socially sound members of the society.

S. No.	Ethical and Social Attributes and Values	Theme No.
1.	Recognise and practise things such as Ethics, Values, Peaceful Coexistence, Gender Equality, and Dignity of Labour, as they play an important role in societies and nations living in peace and harmony.	1, 2, 3, 9, 10
2.	Develop and portray an appreciation for People, Places, Nature, Environmental Education, and Travel, and about how diversity enriches life.	4, 7, 8, 12
3.	Develop awareness about Media, Technology, Education and Careers/ Occupations, and Population Growth as important factors in determining a person's life style and standard of living in the future.	13, 14, 15, 18
4.	Develop an understanding about things that affect the health and safety of people in a society, by realizing the importance of factors such as Healthy Lifestyle, Things Harmful for Health, Safety, and Crisis Awareness and Management.	16, 17, 19, 20
5.	Recognise and portray the importance of Patriotism/ National Pride, Role Models, Festivals and Cultural Events, Participatory Citizenship, and Life Skills for people to become proud citizens of a proud state.	5, 6, 11, 21, 22

Benchmarks: Class III-V

S. No.	Benchmarks
1.1	Fluently read and pronounce simple words and identify diagraphs in words; comprehend words, sentences and paragraphs as

	meaningful units of expression.
1.2	Predict content and vocabulary in a text; use context to infer meaning and missing words; comprehend and answer simple questions; respond to and summarize a text.
1.3	Read and use extended vocabulary to describe objects, analyse events, and to follow instructions, and arrange words in alphabetical order.
1.4	Gather and use information for a variety of purposes using various aids and study skills.
1.5	Interpret simple stories and simple poems; express personal preferences giving reasons.

SLOs: Class III-V

Note: The SLOs given below focus mainly on each new aspect to be covered at a particular class level. However, where considered necessary or appropriate, certain SLOs have been repeated across classes. Read these SLOs in conjunction with the SLOs of previous classes for clarity and understanding of progression across classes, for any needed reinforcement, and for developing tasks and activities by building up on earlier SLOs.

S. No.	Class III	Class IV	Class V
1.1	Benchmark: <i>Fluently read and pronounce simple words and identify digraphs in words; comprehend words, sentences and paragraphs as meaningful units of expression.</i>		
1.1.1	Identify and articulate the sounds of individual letters in initial, middle, and final positions in words.	Identify and articulate the sounds of digraphs in initial, middle, and final positions in a word.	Identify and articulate words containing tri-graphs and silent letters.
1.1.2	Read aloud for accurate reproduction of sounds of words and sentences.	Use punctuation rules to assist fluency in reading.	Read silently, using punctuation rules learnt earlier to assist with comprehension.
1.1.3	Identify & use more common words with silent letters.	Identify and use complex words with silent letters	Find common & complex words with silent letters in the text.
1.1.4	Recognise a paragraph as a larger meaningful unit of expression than a sentence Identify the key idea of a paragraph.	Read a paragraph to recognise that the main idea of a paragraph is carried in the topic sentence Recognise the topic sentence	Read a paragraph to identify the relationships between sentences in a paragraph, by identifying the topic sentence and its controlling ideas, and the supporting details.
1.2	Benchmark: <i>Predict content and vocabulary in a text; use context to infer meaning and missing words; comprehend and</i>		

	<i>answer simple questions; respond to and summarize a text.</i>		
1.2.1	Use pre-reading strategies to predict some words that might occur in a text, by looking at the pictures.	Use pre-reading strategies to predict the vocabulary of a text from the pictures and title.	Use pre-reading strategies to predict the content and vocabulary of a text from the pictures and title.
1.2.2	Guess the meaning of difficult words from the context.	Guess the meaning of unfamiliar words from the context.	Use the context to infer missing words.
1.2.3	Identify main purpose of the text.	Identify main purpose, theme, and ideas in the given text.	Identify main purpose, theme, and ideas in a variety of texts.
1.2.4	Apply critical thinking to interact with the text to locate specific factual information and to answer short questions based on the text.	Apply critical thinking to interact with the text to answer literal questions.	Use critical thinking to locate information within the text to answer inferential questions.
1.2.5	Apply strategies to comprehend questions for appropriate response by marking key words in a variety of question types.	Apply strategies to comprehend questions for appropriate response by marking verbs and tenses in a variety of question types.	Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of question types.
1.2.6	Express understanding of a story through role-play.	Apply world knowledge and own opinion to the text read.	Relate what is read to their own feelings and experiences.
1.2.7	Summarise the text by providing the missing words in a gapped summary.	Use summary skills to mark important points and develop a mind map to summarize a text.	Use summary skills to write a summary of the text read.
1.3	Benchmark: <i>Read and use extended vocabulary to describe objects, analyse events, and to follow instructions, and arrange words in alphabetical order.</i>		
1.3.1	Read multi-syllable naming words and match with pictures.	Read multi-syllable action words and match with pictures.	Read multi-syllable describing words and match with pictures.
1.3.2	Describe objects in a picture.	Describe events in a picture/ photograph.	Describe and analyse events in a picture/ photograph.
1.3.3	Read aloud simple sentences with a reasonable level of accuracy in pronunciation, applying the phonics approach & rules to assist comprehension.	Read aloud long sentences with a reasonable level of accuracy in pronunciation, applying the phonics approach & rules to assist comprehension.	Read aloud paragraphs with a reasonable level of accuracy in pronunciation, applying the phonics approach & rules to assist comprehension.

1.3.4	Read and follow instructions in the class.	Read and follow instructions in the school.	Read and follow instructions in short public notices or signs.
1.3.5	Read posters, flyers, magazines to enhance fluency & comprehension.	Read posters, flyers, magazines and consider how they engage readers.	Read and identify the purpose and clarity of Non-fiction texts.
1.4	Benchmark: <i>Gather and use information for a variety of purposes using various aids and study skills.</i>		
1.4.1	Use the table of contents to locate the page number of a chapter/unit/ topic.	Use the table of contents to locate different chapters / units and topics.	Use the table of contents to select the chapters/units and topics for reading.
1.4.2	Locate specific information in a class timetable (subject and period) by reading across and down.	Read tables and charts displayed in the class.	Read tables and charts in text books.
1.4.3	Use the alphabetical order (first letter) to arrange words, in preparation for dictionary use.	Use the alphabetical order (first and second letter) to arrange words, in preparation for dictionary use.	Use the alphabetical order (first, second and third letter) to arrange words, in preparation for dictionary use.
1.4.4	Tell the time in a clock by the quarter hour.	Tell the time in a clock in a clock by minutes.	Read the time in a digital clock by hour and minutes, e.g., 2:30 is half past two.
1.5	Benchmark: <i>Interpret simple stories and simple poems; express personal preferences giving reasons.</i>		
1.5.1	Recite poems with actions.	Recite poems with actions and express opinions about them	Recite poem with actions and express opinions about them, giving reasons.
1.5.2	Retell a story in a few simple sentences.	Narrate a story in own words.	Retell the story in their own words through role play
1.5.3	Describe the characters in a story and identify the characters that are liked/ disliked.	Describe briefly the location of/ situation in a story.	Describe in some detail the characters in a story and express preferences about them, giving reasons

Class III-V
Competency 2: Writing Skills

Standard: *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.*

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

These attributes and values are constant throughout and need to be incorporated with increasing levels of awareness and understanding, as indicated in the themes/ sub-themes section of the curriculum document. The table below states the theme numbers against each attribute/ value, for easy navigation. All these attributes and values need to be incorporated in all texts/ tasks/ activities, across all competencies, to enable their absorption by the students through constant reinforcement, so that they develop as ethically and socially sound members of the society.

S. No.	Ethical and Social Attributes and Values	Theme No.
1.	Recognise and practise things such as Ethics, Values, Peaceful Coexistence, Gender Equality, and Dignity of Labour, as they play an important role in societies and nations living in peace and harmony.	1, 2, 3, 9, 10
2.	Develop and portray an appreciation for People, Places, Nature, Environmental Education, and Travel, and about how diversity enriches life.	4, 7, 8, 12
3.	Develop awareness about Media, Technology, Education and Careers/ Occupations, and Population Growth as important factors in determining a person's life style and standard of living in the future.	13, 14, 15, 18
4.	Develop an understanding about things that affect the health and safety of people in a society, by realizing the importance of factors such as Healthy Lifestyle, Things Harmful for Health, Safety, and Crisis Awareness and Management.	16, 17, 19, 20
5.	Recognise and portray the importance of Patriotism/ National Pride, Role Models, Festivals and Cultural Events, Participatory Citizenship, and Life Skills for people to become proud citizens of a proud state.	5, 6, 11, 21, 22

Benchmarks: Class III-V

S. No.	Benchmarks
2.1	Identify and use techniques for writing effective and unified sentences and unified short paragraphs.
2.2	Write short descriptive, narrative, expository, process, compare and contrast, and cause and effect paragraphs, complete

	stories, and add and use rhyming words.
2.3	Write short notes and informal invitations, using vocabulary, tone, and style of expression appropriate to the communicative purpose and context.
2.4	Revise and edit for spelling, punctuation, correct words and word order, tenses, and linking words learnt.

SLOs: Class III-V

Note: The SLOs given below focus mainly on each new aspect to be covered at a particular class level. However, where considered necessary or appropriate, certain SLOs have been repeated across classes. Read these SLOs in conjunction with the SLOs of previous classes for clarity and understanding of progression across classes, for any needed reinforcement, and for developing tasks and activities by building up on earlier SLOs.

S. No.	Class III	Class IV	Class V
2.1	Benchmark: <i>Identify and use techniques for writing effective and unified sentences and unified short paragraphs.</i>		
2.1.1	Write multi-syllable words with correct spellings.	Take dictation of sentences containing multi-syllable words.	Take dictation of short paragraphs containing multi-syllable words.
2.1.2	Read simple four to six word sentences and use them as models to compose their own sentences.	Read simple four to six line paragraphs and use them as models to compose their own paragraphs.	Read small paragraphs from their texts and use them as models to compose their own paragraphs.
2.1.3	Make sentences by replacing words in given sentences.	Make sentences by replacing words and phrases in given sentences.	Add words in simple cloze passages in which every tenth word is removed.
2.1.4	Write a few sentences about themselves, using correct spellings, capitalization and punctuation – period (.), question mark (?).	Write a few sentences about their class/ house, using correct spellings, capitalization and punctuation – period (.), question mark (?).	Write a few sentences about their school/ neighbourhood, using correct spellings, capitalization and punctuation – period (.), question mark (?).
2.1.5	Write sentences to answer simple questions starting with ‘where’.	Write sentences to answer simple questions starting with ‘when’.	Write sentences to answer simple questions starting with ‘why’.
2.1.6	Make a list of words related to a given topic.	Classify a list of words related to a given topic as naming, action, and describing words.	Use naming, action, and describing words related to a given topic in own sentences.
2.1.7	Use some strategies to gather ideas for writing, such as brainstorming.	Use some strategies to gather ideas for writing, such as listing.	Use some strategies to gather ideas for writing, such as clustering.

2.2	Benchmark: Write short descriptive, narrative, expository, process, compare and contrast, and cause and effect paragraphs, complete stories, and add and use rhyming words.		
2.2.1	Write a guided paragraph using ideas gathered and organized through brainstorming.	Write a guided paragraph using ideas gathered and organized through listing.	Write a guided paragraph using ideas gathered and organized through clustering.
2.2.2	Recognize the topic sentence and the supporting sentences. Put jumbled up sentences of a paragraph in order, in simple descriptive and narrative paragraphs.	Recognize the topic sentence and supporting the sentences. Put jumbled up sentences in order, in simple expository and process paragraphs.	Recognize the topic sentence and supporting the sentences. Put jumbled up sentences in order, in simple compare and contrast and cause and effect paragraphs.
2.2.3	Write guided descriptive and narrative paragraphs related to the immediate surrounding by using appropriate vocabulary and tense.	Write guided expository and process paragraphs related to the immediate surrounding by using appropriate vocabulary and tense.	Write guided compare and contrast and cause and effect paragraphs related to the immediate surrounding by using appropriate vocabulary and tense.
2.2.4	Fill in blanks the names of characters in a given story; the characters can be humans, animals, or imaginary creatures.	Fill in blanks the names of places and the time when something happened in a given story.	Fill in blanks to complete a story by adding names of characters, the names of places, and the time when something happened in a given story.
2.2.5	Read a poem and write down the rhyming words. Add one more rhyming word.	Read a poem and write down the rhyming words. Add two more rhyming words.	Read a poem and write down the rhyming words. Add three more rhyming words.
2.2.6	Write two sentences ending with rhyming words. Example: I like rain. I saw a train.	Write three sentences ending with rhyming words. Example: I like rain. I saw a train. The boy is in pain.	Write four sentences ending with rhyming words. Example: I like rain. I saw a train. The boy is in pain. The cat fell in the drain.
2.3	Benchmark: Write short notes and informal invitations, using vocabulary, tone, and style of expression appropriate to the communicative purpose and context.		
2.3.1	Fill blanks in short notes written to friends inviting them to lunch/ dinner.	Fill blanks in short notes written to class fellows inviting them to the school sports day/ annual function.	Fill blanks in short notes written to parents inviting them to come to parents-teachers meeting.
2.3.2	Write guided short informal invitations	Write guided short informal invitations to	Write guided short informal invitations

	to friends (stating the name of the person being invited, purpose of the invitation, the date and time, the venue, and the name of the sender).	teachers (stating the name of the person being invited, purpose of the invitation, the date and time, the venue, and the name of the sender)..	to family members (stating the name of the person being invited, purpose of the invitation, the date and time, the venue, and the name of the sender).
2.3.3	Fill blanks in replies written accepting an invitation.	Fill blanks in replies written declining an invitation.	Write replies accepting or declining an invitation.
2.4	Benchmark: <i>Revise and edit for spelling, punctuation, correct words and word order, tenses, and linking words learnt.</i>		
2.4.1	Revise written work for correct spellings.	Revise written work for correct pronoun-antecedent agreement.	Revise written work for correct use of tenses.
2.4.2	Revise written work for correct punctuation.	Revise written work for correct subject - verb agreement.	Revise written work for correct use of linking words.

Class III-V
Competency 3: Oral Communication Skills

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

Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

These attributes and values are constant throughout and need to be incorporated with increasing levels of awareness and understanding, as indicated in the themes/ sub-themes section of the curriculum document. The table below states the theme numbers against each attribute/ value, for easy navigation. All these attributes and values need to be incorporated in all texts/ tasks/ activities, across all competencies, to enable their absorption by the students through constant reinforcement, so that they develop as ethically and socially sound members of the society.

S. No.	Ethical and Social Attributes and Values	Theme No.
1.	Recognise and practise things such as Ethics, Values, Peaceful Coexistence, Gender Equality, and Dignity of Labour, as they play an important role in societies and nations living in peace and harmony.	1, 2, 3, 9, 10
2.	Develop and portray an appreciation for People, Places, Nature, Environmental Education, and Travel, and about how diversity enriches life.	4, 7, 8, 12
3.	Develop awareness about Media, Technology, Education and Careers/ Occupations, and Population Growth as important factors in determining a person's life style and standard of living in the future.	13, 14, 15, 18
4.	Develop an understanding about things that affect the health and safety of people in a society, by realizing the importance of factors such as Healthy Lifestyle, Things Harmful for Health, Safety, and Crisis Awareness and Management.	16, 17, 19, 20
5.	Recognise and portray the importance of Patriotism/ National Pride, Role Models, Festivals and Cultural Events, Participatory Citizenship, and Life Skills for people to become proud citizens of a proud state.	5, 6, 11, 21, 22

Benchmarks: Class III-V

S. No.	Benchmarks
3.1	Demonstrate basic social courtesies.
3.2	Use some formulaic and common everyday statements.

3.3	Express needs, feelings, ideas, opinions, and preferences.
3.4	Talk about everyday things and events.
3.5	Recite poems with actions, narrate/ act out stories with expressions, and participate in role play.

SLOs: Class III-V

Note: The SLOs given below focus mainly on each new aspect to be covered at a particular class level. However, where considered necessary or appropriate, certain SLOs have been repeated across classes. Read these SLOs in conjunction with the SLOs of previous classes for clarity and understanding of progression across classes, for any needed reinforcement, and for developing tasks and activities by building up on earlier SLOs.

S. No.	Class III	Class IV	Class V
3.1	Benchmark: <i>Demonstrate basic social courtesies.</i>		
3.1.1	Introduce self and state one or two statements about self (I am in class three).	Introduce a friend and state one or two statements about the friend (He/ she lives near my house).	Ask for introduction (May I know your name?).
3.1.2	Portray basic courtesies while working in pairs/ groups.	Share thoughts and ideas while working in pairs/ groups.	Give comments and feedback while working in pairs/ groups.
3.1.3	Use polite words and phrases, like ‘excuse me’, when interrupting.	Use polite words and phrases, like ‘excuse me’, while sneezing/ coughing.	Use polite words and phrases, like ‘I beg your pardon’, when asking someone to repeat.
3.1.4	Demonstrate conventions and dynamics of group oral interaction by taking turns, i.e. allowing everyone to speak.	Demonstrate conventions and dynamics of group oral interaction by using polite expressions to seek attention.	Demonstrate conventions and dynamics of group oral interaction by agreeing/ disagreeing politely.
3.2	Benchmark: <i>Use some formulaic and common everyday statements.</i>		
3.2.1	Use simple formulaic expressions (Can I help you? Have you done your homework? etc.).	Use common formulaic expressions (What did you do yesterday? It’s very hot/ cold today isn’t it? etc.)	Use common formulaic expressions (Can you help me please? Why are you sad/ upset/ angry? etc.)
3.2.2	Make and respond to requests using	Ask politely for doing/ using something	Offer and accept apology (I’m sorry.

	polite language (Please give me your book. Please close the door. etc.) (Here it is. Sure. Ok. etc.).	(May I go with you? May I use your pen? etc.) (Sure. Ok. Please do. Sure, you can. etc.).	Please accept my apologies. etc.) (That's alright. That's Ok. etc.).
3.2.3	Use appropriate expressions in conversation to express ability/ inability to do something.	Use appropriate expressions in conversation to give reasons for ability/ inability to do something.	Use appropriate expressions in conversation to take leave.
3.2.4	Listen and respond to instructions for carrying out a task (close the window, clean the table, etc.).	Listen and respond to instructions for making something (making tea, etc).	Listen and respond to instructions for planning something. (picnic, journey, party etc)
3.2.4	Listen and understand short conversations with pictures.	Listen and understand conversations of familiar topics.	Listen and understand longer conversations of different texts.
3.3	Benchmark: <i>Express needs, feelings, ideas, opinions, and preferences.</i>		
3.3.1	Use appropriate expressions in conversation to express likes and dislikes.	Use appropriate expressions in conversation to give reasons for likes/ dislikes.	Use appropriate expressions in conversation to express preferences.
3.3.2	Use appropriate expressions in conversation to express needs.	Use appropriate expressions in conversation to express joy.	Use appropriate expressions in conversation to express anger.
3.3.3	Express and show gratitude.	Express and show regrets.	Express and show appreciation.
3.4	Benchmark: <i>Talk about everyday things and events.</i>		
3.4.1	Briefly describe their family members and what they do.	Briefly describe a family event/ occasion; what happened, what they did, etc.	Briefly describe a school event/ celebration; what happened, what they did, etc.
3.4.2	Talk about their basic daily routine, i.e., what time they wake up, go to school, etc.	Talk about their daily routine in some detail, i.e., what they do on a normal working day.	Talk about their routine, i.e., what they do on a holiday.
3.4.3	Use the correct pronunciation and basic intonation patterns of statements in speech, when talking to friends/ elders.	Use the correct pronunciation and basic intonation patterns of questions in speech.	Use the correct pronunciation and the appropriate intonation patterns of statements, question, and exclamations in speech.
3.4.4	Tell teachers and peers what they want	Talk to people in the immediate	Talk to people in the extended

	to do and why.	environment and say what they want to do and why.	environment and say what they want to do and why.
3.4.5	Recognize and differentiate between a normal statement and one expressing joy and excitement.	Recognize and differentiate between a normal statement and one expressing fear.	Recognize and differentiate between a normal statement and one expressing disapproval/ anger.
3.5	Benchmark: <i>Recite poems with actions, narrate/ act out stories with expressions, and participate in role play.</i>		
3.5.1	Recite poems with actions, in groups and individually.	Recite poems loudly and express their ideas about the poem recited, in a few words.	Recite poems loudly and express their ideas about the poem recited, giving reasons for their opinions.
3.5.2	Recite a poem loudly and demonstrate their enjoyment of the rhythm of the poem through gestures and facial expressions.	Recite a poem loudly and demonstrate their understanding of the poem through gestures and facial expressions.	Act out a poem read aloud by paraphrasing some parts of it.
3.5.3	Fill gaps in a story being told orally.	Orally, provide the ending of a story.	Orally, provide the beginning and ending of a story.
3.5.4	Engage in role play to perform character.	Engage in role play to perform character in small groups	Engage in role play to perform character in large group
3.5.5	Act out some parts of the story as the teacher tells/ reads it, using gestures and facial expressions.	Provide the ending of a story through a brief role play.	Provide the beginning and ending of a story through role play.

Class III-V
Competency 4: Vocabulary & Grammar

Standard: *Students will: understand and articulate widely acceptable pronunciation, and stress and intonation patterns of the English language for improved communication; enhance vocabulary for effective communication; and understand and use grammatical functions and the principles of grammar, punctuation, and sentence structure for developing accuracy in their spoken and written communication.*

Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

These attributes and values are constant throughout and need to be incorporated with increasing levels of awareness and understanding, as indicated in the themes/ sub-themes section of the curriculum document. The table below states the theme numbers against each attribute/ value, for easy navigation. All these attributes and values need to be incorporated in all texts/ tasks/ activities, across all competencies, to enable their absorption by the students through constant reinforcement, so that they develop as ethically and socially sound members of the society.

S. No.	Ethical and Social Attributes and Values	Theme No.
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2.	Develop and portray an appreciation for People, Places, Nature, Environmental Education, and Travel, and about how diversity enriches life.	4, 7, 8, 12
3.	Develop awareness about Media, Technology, Education and Careers/ Occupations, and Population Growth as important factors in determining a person's life style and standard of living in the future.	13, 14, 15, 18
4.	Develop an understanding about things that affect the health and safety of people in a society, by realizing the importance of factors such as Healthy Lifestyle, Things Harmful for Health, Safety, and Crisis Awareness and Management.	16, 17, 19, 20
5.	Recognise and portray the importance of Patriotism/ National Pride, Role Models, Festivals and Cultural Events, Participatory Citizenship, and Life Skills for people to become proud citizens of a proud state.	5, 6, 11, 21, 22

Benchmarks: Class III- V

S. No.	Benchmarks
4.1	Recognize and articulate the basic sounds and sound patterns, using the appropriate stress and intonation of the English language, at the word and sentence level.
4.2	Recognize and use naming, action, describing and compound words with correct spellings from immediate surroundings and from the subject texts.
4.3	Recognize grammatical functions of parts of speech and simple tenses by using them in speech and writing.
4.4	Recognize and use punctuation such as, full stop for specific purposes, commas for a variety of purposes and capitalization in reading and writing.
4.5	Use and respond to simple instructions, commands and show feelings, verbally and non-verbally.

SLOs: Class III-V

Note: The SLOs given below focus mainly on each new aspect to be covered at a particular class level. However, where considered necessary or appropriate, certain SLOs have been repeated across classes. Read these SLOs in conjunction with the SLOs of previous classes for clarity and understanding of progression across classes, for any needed reinforcement, and for developing tasks and activities by building up on earlier SLOs.

S. No.	Class III	Class IV	Class V
4.1	Benchmark: <i>Recognize and articulate the basic sounds and sound patterns, using the appropriate stress and intonation of the English language, at the word and sentence level.</i>		
4.1.1	Articulate the hard and soft sounds of the letter c in different words.	Articulate the hard and soft sounds of the letter g in different words.	Articulate the hard and soft sounds of the letters c and g in different words.
4.1.2	Pronounce simple words with silent letters: ‘wr’ in write.	Pronounce simple words with silent letters: ‘mb’ in lamb.	Pronounce simple words with silent letters: ‘kn’ in know.
4.1.3	Identify and differentiate between vowel letters and sounds.	Pronounce long and short vowels as they occur in practice items and sentences in reading lessons.	Identify the change in the meaning of a sentence by incorrectly pronouncing long and short vowels.
4.1.4	Pronounce diphthongs as they occur in practice items and sentences in reading	Pronounce trip thongs as they occur in practice items and sentences in reading	Pronounce trip thongs as they occur in practice items and sentences in reading

	lessons.	lessons.	lessons and in speech.
4.1.5	Identify, in minimal pairs, common problems in consonants for Pakistani speakers of English (drama, grade, etc.).	Practise, in minimal pairs, some common problem consonants for Pakistani speakers of English.	Pronounce with developing accuracy minimal pairs of common problem consonants for Pakistani speakers of English.
4.1.6	Identify words that begin with the same two-consonant clusters.	Identify words that end with the same two-consonant clusters.	Identify words that begin or end with the same two-consonant clusters.
4.1.7	Pronounce with reasonable accuracy, common two-consonant clusters in initial and final positions (black, bread, trip, twin, fast, bowl).	Pronounce with reasonable accuracy, common three-consonant clusters in initial positions (string, spring, etc.).	Pronounce with reasonable accuracy, common three-consonant clusters in initial and final positions (screw, spray, month, health, etc.).
4.1.8	Recognize that 'ed' has three sounds, i.e. /d/, /t/, /id/ as in received, stopped, invited.	Use the three sounds of 'ed', i.e. /d/, /t/, /id/ given in the text.	Use with increasing accuracy the three sounds of 'ed', i.e. /d/, /t/, /id/.
4.1.9	Pronounce the weak form of will/ shall (I'll, she'll, etc.).	Pronounce the weak form of not in contractions (can't, haven't, etc.).	Pronounce the weak form of have in contractions (they've, you've, etc.).
4.1.10	Listen to and identify the intonation patterns used in statements and questions.	Differentiate between the intonation patterns used in statements and questions.	Listen to and respond appropriately to the intonation patterns used in statements and questions.
4.1.11	Reproduce, orally, appropriate patterns of stress and intonation of English language in speech and loud reading.	Reproduce, orally, appropriate patterns of stress and intonation of English language in speech and loud reading.	Reproduce, orally, appropriate patterns of stress and intonation of English language in speech and loud reading.
4.2	Benchmark: Recognize and use naming, action, describing and compound words with correct spellings from immediate surroundings and from the subject texts.		
4.2.1	Identify naming, action, and describing words, from pictures, signboards, labels etc. in their immediate and extended environment.	Classify into different categories naming, action, and describing words, from pictures, signboards, labels etc. in their immediate and extended environment.	Use naming, action and describing words, from pictures, signboards, labels etc. in their immediate and extended environment, in their speech and writing.
4.2.2	Identify the syllables in words having two syllables.	Identify the syllables in words having three syllables.	Identify the syllables in words having four syllables.
4.2.3	Make word chains, with the next word beginning with the same letter on	Make anagrams from simple one syllable words.	Make anagrams from simple two syllable words.

	which the first word ended. (run – nut – tub – bun, and so on)	(are-ear, keen-knee, etc.)	(below-elbow, amble-blame)
4.2.4	Understand and locate some compound words from various text sources. (toothbrush, doorstep, fireball)	Break up some common compound words into words they are made of. (tooth and brush, door and step, fire and ball)	Find some common compound words and use them in speech and writing.
4.2.5	Recognize and use words similar in meaning (synonyms).	Recognize and use words opposite in meaning (antonyms).	Find the synonyms and antonyms of the some words given in the text and use them in own sentences.
4.2.6	Organise vocabulary items learnt from textbooks, in a notebook, by arranging the words in an alphabetical order.	Organise vocabulary items learnt in the class and school environment, in a notebook, in an alphabetical order.	Organise vocabulary items learnt from the extended environment (including the media), in a notebook, in an alphabetical order.
4.2.7	Recognize the alphabetical arrangement of words as used in a dictionary.	Locate a word in a simple dictionary.	Find the meaning of a word in a simple dictionary.
4.2.8	Spell some words studied in class, both orally and in writing.	Spell some words studied in class, both orally and in writing.	Spell some words studied in class, both orally and in writing.
4.2.9	Copy and take dictation of familiar words studied in class.	Take dictation of words studied in class.	Take dictation of words studied in class.
4.3	Benchmark: <i>Recognize grammatical functions of parts of speech and simple tenses by using them in speech and writing.</i>		
4.3.1	Recognize naming words as nouns. Identify and use some common nouns from the immediate and extended environment.	Identify and use some common countable and uncountable nouns from the immediate and extended environment.	Identify and use some collective nouns from the immediate and extended environment.
4.3.2	Change the number of simple naming words by adding and removing ‘s’.	Change the number of simple naming words by adding and removing ‘es’.	Change the number of simple naming words ending in ‘y’ by removing ‘y’ and adding ‘ies’.
4.3.3	Change the gender of some nouns used in the textbook (masculine / feminine).	Identify the nouns that have no gender, from texts and the immediate and extended environment (neuter).	Recognize and identify the nouns that have a common gender, i.e. they are used for both males and females.
4.3.4	Recognize general naming words as common nouns and particular naming	Classify more nouns as common and proper nouns (names of holy books,	Classify more nouns as common and proper nouns (names of organizations,

	words as proper nouns. Classify nouns as common and proper nouns (names of people, pets, places, etc.).	cities, countries, mountains, lakes, rivers, etc.).	industries, educational institutions, etc.).
4.3.5	Recognize substitution words as pronouns. Recognize that pronouns agree with their nouns in gender and number.	Identify and use pronouns in sentences. Recognize that pronouns agree with their nouns in gender and number.	Identify and use pronouns in sentences. Recognize that pronouns agree with their nouns in gender and number.
4.3.6	Show possession by using the pronouns my, your, his, her, its, our, and their before nouns, such that the pronouns agree with their nouns in gender and number.	Show possession by using the personal pronouns mine, ours, yours, his, hers, its, and theirs, such that the pronouns agree with their nouns in gender and number.	Use the personal pronouns myself, yourself, himself, herself, itself, ourselves, yourselves and themselves, such that the pronouns agree with their nouns in gender and number.
4.3.7	Identify ‘a’ or ‘an’ as articles and use them appropriately. Recognize that plural nouns do not take the articles ‘a’ or ‘an’.	Use ‘a’ or ‘an’ according to the vowel or consonant sound. Choose between ‘a’ or ‘an’ before words that start with mute consonant letters.	Identify and use the definite article ‘the’ when referring to particular people, places, or things.
4.3.8	Identify and use the question words ‘who’ and ‘what’.	Identify and use the question words ‘how’ and ‘when’.	Illustrate the use of question words learnt earlier. Identify and use the question words ‘which’ and ‘where’.
4.3.9	Recognize doing words as verbs. Identify the action verbs in the text.	Identify the action verbs in the text and categorise them as present and past forms. Add the present/ past form, as needed, to have both forms of each verb. Demonstrate their usage.	Identify the action verbs in the text and categorise them as present, past and past participle forms. Add the present/ past/ past participle form, as needed, to have all three forms of each verb. Demonstrate their usage.
4.3.10	Demonstrate the use of can/ cannot to show ability and inability.	Demonstrate the use of may/ may not to express doubt.	Demonstrate the use of should/ should not to express prohibition.
4.3.11	Recognize that action takes place in time (present, past or future). Tense indicates time of action. Use the Simple Present Tense for habitual actions and for timeless and universal statements.	Recognize that action takes place in time (present, past or future). Tense indicates time of action. Use the Simple Past Tense for completed actions, with or without mention of specific time.	Recognize that action takes place in time (present, past or future). Tense indicates time of action. Use the Future Tense for actions that are expected to take place at some point in the future.
4.3.12	Use the Present Continuous Tense for	Use the Past Continuous Tense for	Use the Future Continuous Tense for

	describing activities and actions taking place at the time of speaking.	actions that were in progress at some time in the past.	actions that are likely to be in progress at some point in the future.
4.3.13	Identify describing words as adjectives. Use adjectives of size and colour.	Identify describing words as adjectives. Use adjectives of quantity.	Identify describing words as adjectives. Use adjectives of quality.
4.3.14	Identify and use degrees of regular adjectives.	Identify and use degrees of irregular adjectives.	Identify and use degrees of regular and irregular adjectives.
4.3.15	Demonstrate the use of some words showing position.	Demonstrate the use of some words showing time.	Demonstrate the use of words showing movement.
4.3.16	Recognize the function of joining words. Use the joining word 'and' to show addition.	Recognize the function of joining words. Use the joining word 'but' to show alternative.	Recognize the function of joining words. Use the joining word 'because' to express reason.
4.3.17	Identify root words, prefixes and suffixes.	Join prefixes and suffixes to make new words.	Use prefixes and suffixes with the root words in sentences.
4.3.18	Understand prepositions of time and position.	Identify & use prepositions of position and time.	Identify and use prepositions of movement.
4.4	Benchmark: Recognize and use punctuation such as, full stop for specific purposes, commas for a variety of purposes and capitalization in reading and writing.		
4.4.1	Recognize and apply capitalization to the initial letter of proper nouns: days of the week and months of the year.	Apply capitalization to the initial letter of proper nouns: names of holidays, special events, and groups of people.	Recognize and apply capitalization to the initial letter of the key words in the titles of stories, books, and films.
4.4.2	Use the comma (,) for a series of items.	Use the full stop (.) with some abbreviations.	Use the comma (,) before a simple quotation.
4.4.3	Use of apostrophe for contractions with verbs.	Identify the use of the apostrophe for indicating possession and in contractions.	Use apostrophe for indicating possession and in contractions
4.5	Benchmark: Use and respond to simple instructions, commands and show feelings, verbally and non-verbally.		
4.5.1	Make simple sentences using the SV (subject + verb) and the SVO (subject + verb+ object) pattern.	Demonstrate the use of subject-verb agreement according to person(s).	Demonstrate the use of subject-verb agreement according to number.
4.5.2	Make simple sentences that show instructions.	Make simple sentences that show commands.	Make sentences that show strong feelings.

Class VI-VIII
Competency 1: Reading and Critical Thinking Skills

Standard: *Students will search for, discover, and understand a variety of text types, both fiction and non-fiction, through tasks and activities that require multiple reading and thinking strategies for comprehension, seeking information, relating read texts to real life situations, fluency, and enjoyment.*

Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

These attributes and values are constant throughout and need to be incorporated with increasing levels of awareness and understanding, as indicated in the themes/ sub-themes section of the curriculum document. The table below states the theme numbers against each attribute/ value, for easy navigation. All these attributes and values need to be incorporated in all texts/ tasks/ activities, across all competencies, to enable their absorption by the students through constant reinforcement, so that they develop as ethically and socially sound members of the society.

S. No.	Ethical and Social Attributes and Values	Theme No.
1.	Recognise and practise things such as Ethics, Values, Peaceful Coexistence, Gender Equality, and Dignity of Labour, as they play an important role in societies and nations living in peace and harmony.	1, 2, 3, 9, 10
2.	Develop and portray an appreciation for People, Places, Nature, Environmental Education, and Travel, and about how diversity enriches life.	4, 7, 8, 12
3.	Develop awareness about Media, Technology, Education and Careers/ Occupations, and Population Growth as important factors in determining a person's life style and standard of living in the future.	13, 14, 15, 18
4.	Develop an understanding about things that affect the health and safety of people in a society, by realizing the importance of factors such as Healthy Lifestyle, Things Harmful for Health, Safety, and Crisis Awareness and Management.	16, 17, 19, 20
5.	Recognise and portray the importance of Patriotism/ National Pride, Role Models, Festivals and Cultural Events, Participatory Citizenship, and Life Skills for people to become proud citizens of a proud state.	5, 6, 11, 21, 22

Benchmarks Class VI-VIII

S. No.	Benchmarks
1.1	Analyse the patterns of text organization, and the functions of various devices used in a paragraph.

1.2	Use a variety of reading strategies to comprehend the text; respond and relate to the text.
1.3	Interpret information from a variety of graphic organizers and other cues, including tables, mind maps, charts, forms, etc.
1.4	Gather, analyse, and use information for a variety of purposes using various aids and study skills.
1.5	Read and interpret a poem, respond to it, and summarize it. Describe the basic story elements in short stories, identify with the characters, and summarize the story.

SLOs: Class VI-VIII

Note: The SLOs given below focus mainly on each new aspect to be covered at a particular class level. However, where considered necessary or appropriate, certain SLOs have been repeated across classes. Read these SLOs in conjunction with the SLOs of previous classes for clarity and understanding of progression across classes, for any needed reinforcement, and for developing tasks and activities by building up on earlier SLOs.

S. No.	Class VI	Class VII	Class VIII
1.1	Benchmark: Analyse the patterns of text organization, and the functions of various devices used in a paragraph.		
1.1.1	Read texts to identify how descriptive and narrative paragraphs are organised, by identifying the topic sentence, controlling ideas, and supporting details.	Read texts to identify how expository and process paragraphs are organised, by identifying the topic sentence, controlling ideas, and supporting details.	Read texts to identify how compare and contrast and cause and effect paragraphs are organised, by identifying the topic sentence, controlling ideas, and supporting details.
1.1.2	Find the main idea of a paragraph by reading its first and last sentence.	Find the main idea of a text by reading its first and last paragraph.	Find the key information in a text by reading its first and last paragraphs and the first and last sentence of each of the body paragraphs.
1.1.3	Read paragraphs to identify sentences that support the main idea through definition/ examples.	Read paragraphs to identify sentences that support the main idea through illustrations/ evidence.	Read paragraphs to identify sentences that support the main idea by showing cause and effect/ comparison and contrast.
1.1.4	Recognize the transitional devices used for coherence and cohesion within descriptive and narrative paragraphs.	Recognize the transitional devices used for coherence and cohesion within expository and process paragraphs.	Recognize the transitional devices used for coherence and cohesion within compare and contrast and

			cause and effect paragraphs.
1.1.5	Recognize the transitional devices used for coherence and cohesion between paragraphs in descriptive and narrative texts.	Recognize the transitional devices used for coherence and cohesion between paragraphs in expository and process texts.	Recognize the transitional devices used for coherence and cohesion between paragraphs in compare and contrast and cause and effect texts.
1.1.6	Recognize the chronological/ spatial order of arranging paragraph details.	Recognize the sequential/ general to specific and vice versa order of arranging paragraph details.	Recognize the most important to least important/ least important to most important order of arranging paragraph details.
1.2	Benchmark: Use a variety of reading strategies to comprehend the text; respond and relate to the text.		
1.2.1	Predict the content of a text from topic/ pictures/ headings, using prior knowledge.	Predict the content of a text from topic/ pictures / headings/ key words, by asking questions.	Predict the content of a text from topic/ pictures / headings/ key words, by using contextual clues.
1.2.2	Skim text to have a general idea of the text.	Skim text to infer the theme/ main idea.	Skim text to infer some key ideas/ aspects.
1.2.3	Scan to answer short questions.	Scan to locate an opinion.	Scan to locate examples to support an opinion.
1.2.4	Find the meaning of words in a dictionary and use them.	Guess the meaning of the word and phrases in the text.	Determine the meanings of words & phrases as they are used in the text.
1.2.5	Deduce the meanings of simple words from the context.	Deduce the meanings of difficult words from the context.	Use the context to infer missing words.
1.2.6	Read silently with comprehension to make simple inferences.	Read silently with comprehension to distinguish fact from opinion.	Read silently with comprehension to distinguish between what is clearly stated and what is implied.
	Determine the figurative language such as metaphors & similes in the text	Determine the figurative and connotative meanings of words and phrases as they are used in a text.	Interpret the figurative and connotative meanings of words and phrases as they are used in a text.
1.2.7	Summarize a paragraph covering its key aspects.	Summarize a text including the main idea and some details.	Summarize a text including the main idea and all significant supporting details.
1.2.8	Comprehend and respond to questions by marking key words, verbs, and	Comprehend and respond to questions by marking key words, verbs, and tenses in	Comprehend and respond to questions by marking key words, verbs, and

	tenses in various types of Yes/ No questions.	various types of ‘Wh’ questions.	tenses in various types of Yes/ No and ‘Wh’ questions.
1.2.9	Use critical thinking to respond to the text by expressing own feelings/ opinions about the text read.	Use critical thinking to respond to the text by identifying the problem mentioned in the text and suggesting possible solutions.	Use critical thinking to respond to the text by exploring the causes and consequences of a problem and proposing various solutions.
1.3	Benchmark: Interpret information from a variety of graphic organizers and other cues, including tables, mind maps, charts, forms, etc.		
1.3.1	Interpret ideas, vocabulary, and structures given in a table comparing people.	Interpret ideas, vocabulary, and structures given in a table comparing objects.	Interpret ideas, vocabulary, and structures given in a table comparing places.
1.3.2	Interpret ideas, vocabulary and structures given in a mind map to compare people.	Interpret ideas, vocabulary and structures given in a mind map to compare objects.	Interpret ideas, vocabulary and structures given in a mind map to compare places.
1.3.3	Analyse information in a flow chart or diagram to make comparisons.	Analyse information in a flow chart or diagram to describe procedures and processes.	Analyse information in a flow chart or diagram to show the cause and effect relationship.
1.3.4	Follow instructions in simple forms requiring personal information.	Follow instructions in forms requiring information about self and family.	Follow instructions in forms requiring various types of information.
1.4	Benchmark: Gather, analyse, and use information for a variety of purposes using various aids and study skills.		
1.4.1	Use the dictionary to locate words and choose appropriate word definition.	Use the dictionary to check spellings and identify the part of speech of a word through the abbreviations used.	Use the dictionary to find the meanings of phrases through keywords.
1.4.2	Use the dictionary to locate synonyms.	Use the dictionary to locate antonyms.	Use the dictionary to locate both synonyms and antonyms.
1.4.3	Use the table of content, index, and glossary of texts to identify and select relevant information in a book.	Use textual aids such as the title page and blurbs to identify and select relevant books.	Use the internet/ mobile phone to search relevant information.
1.5	Benchmark: Read and interpret a poem; respond to it and summarize it. Describe the basic story elements in short stories, identify with the characters, and summarize the story.		
1.5.1	Read a poem and express orally its	Read a poem and express the main idea	Read a poem and express orally the

	main idea.	of each verse/ stanza.	main idea of the poem and of each verse/ stanza. Also give a personal response.
1.5.2	Summarize a poem, giving the title of the poem, the name of the poet and its main idea.	Summarize a poem giving the title of the poem, the name of the poet, its main idea and the key ideas in each verse/ stanza.	Summarize a poem giving the title of the poem, the name of the poet, its main idea, the key ideas in each verse/ stanza, and a personal response.
1.5.3	Make predictions about the story line, using contextual clues and prior knowledge.	Make predictions about the content, using contextual clues and prior knowledge.	Make predictions about the characters, using contextual clues and prior knowledge.
1.5.4	Read a story and recognize and describe the story elements: scenes, characters and theme.	Read a story and recognize and describe the story elements: problem, events and time.	Read a story and recognize and describe the story elements: problem plot and key characters and their role and solution.
1.5.5	Identify and briefly describe the characters orally and in writing. Identify at least one character that they like or dislike and give reasons.	Identify and briefly describe the characters orally and in writing. Identify at least one character that they like and one character that they dislike and give reasons.	Identify and briefly describe the characters orally and in writing. Identify one character that they can associate themselves with and give reasons.
1.5.6	Identify the narrator of a poem or story (e.g., first person, third person.)	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Determine different point of view or purpose in a text and how the author distinguishes his or her position.
1.5.7	Read a story and retell it sequentially.	Read a story and identify the key characters, giving reasons.	Read a story and identify the key events/ happenings, giving reasons.
1.5.8	Summarize a story through a gapped summary exercise.	Summarize a story giving the title of the story, the name of the writer, its main idea and conclusion.	Summarize a story giving the title of the story, the name of the writer, its main idea and conclusion, adding a personal response to the story.

Class VI-VIII
Competency 2: Writing Skills

Standard: *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.*

Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

These attributes and values are constant throughout and need to be incorporated with increasing levels of awareness and understanding, as indicated in the themes/ sub-themes section of the curriculum document. The table below states the theme numbers against each attribute/ value, for easy navigation. All these attributes and values need to be incorporated in all texts/ tasks/ activities, across all competencies, to enable their absorption by the students through constant reinforcement, so that they develop as ethically and socially sound members of the society.

S. No.	Ethical and Social Attributes and Values	Theme No.
1.	Recognise and practise things such as Ethics, Values, Peaceful Coexistence, Gender Equality, and Dignity of Labour, as they play an important role in societies and nations living in peace and harmony.	1, 2, 3, 9, 10
2.	Develop and portray an appreciation for People, Places, Nature, Environmental Education, and Travel, and about how diversity enriches life.	4, 7, 8, 12
3.	Develop awareness about Media, Technology, Education and Careers/ Occupations, and Population Growth as important factors in determining a person's life style and standard of living in the future.	13, 14, 15, 18
4.	Develop an understanding about things that affect the health and safety of people in a society, by realizing the importance of factors such as Healthy Lifestyle, Things Harmful for Health, Safety, and Crisis Awareness and Management.	16, 17, 19, 20
5.	Recognise and portray the importance of Patriotism/ National Pride, Role Models, Festivals and Cultural Events, Participatory Citizenship, and Life Skills for people to become proud citizens of a proud state.	5, 6, 11, 21, 22

Benchmarks: Class VI-VIII

S. No.	Benchmarks
2.1	Write simple descriptive, narrative, expository, process, compare and contrast, and cause and effect essays.

2.2	Analyse stories to recognise that a story has some basic elements; summarise stories, passages, and poems; and analyse questions to respond to them appropriately.
2.3	Recognise and use conventions of writing short formal and informal letters, e-mails, and dialogues in their own writing. Fill simple forms for various purposes. Do free writing and cloze passages for holistic language development.
2.4	Revise and edit to see that the work meets the requirements of the particular writing task, uses correct spellings and punctuation, and appropriate grammar, vocabulary, and transitional devices.

SLOs: Class VI-VIII

Note: The SLOs given below focus mainly on each new aspect to be covered at a particular class level. However, where considered necessary or appropriate, certain SLOs have been repeated across classes. Read these SLOs in conjunction with the SLOs of previous classes for clarity and understanding of progression across classes, for any needed reinforcement, and for developing tasks and activities by building up on earlier SLOs.

S. No.	Class VI	Class VII	Class VIII
2.1	Benchmark: Write simple descriptive, narrative, expository, process, compare and contrast, and cause and effect essays.		
2.1.1	Develop ideas for writing a paragraph, with the help of pre-writing strategies (brain-storming and clustering)	Develop mind maps to determine inclusion/ exclusion of ideas based on the topic focus.	Develop a Venn diagram for compare and contrast pieces of writing.
2.1.2	Recognize that essay writing involves writing four or more paragraphs. An essay has: <ul style="list-style-type: none"> • an Introductory paragraph that carries the main idea of the essay • two or more Body paragraphs, in which each of the body paragraphs develops the main idea through key ideas that are developed through supporting details • a Concluding paragraph that contains a summary of the body 	Recognize that essay writing involves writing four or more paragraphs. An essay has: <ul style="list-style-type: none"> • an Introductory paragraph that carries the main idea of the essay • two or more Body paragraphs, in which each of the body paragraphs develops the main idea through key ideas that are developed through supporting details • a Concluding paragraph that contains a summary of the body 	Recognize that essay writing involves writing four or more paragraphs. An essay has: <ul style="list-style-type: none"> • an Introductory paragraph that carries the main idea of the essay • two or more Body paragraphs, in which each of the body paragraphs develops the main idea through key ideas that are developed through supporting details

	<p>paragraphs, and a general concluding statement</p> <p>Put four jumbled up descriptive/ narrative paragraphs in the right order, as mentioned above</p>	<p>paragraphs, and a general concluding statement</p> <p>Put four jumbled up expository/process paragraphs in the right order, as mentioned above.</p>	<ul style="list-style-type: none"> a Concluding paragraph that contains a summary of the body paragraphs, and a general concluding statement <p>Put four jumbled up compare and contrast/cause and effect paragraphs in the right order, as mentioned above</p>
2.1.3	Use pre-writing strategies, including brainstorming, listing, clustering and mind mapping, to develop ideas for writing descriptive and narrative essays.	Use pre-writing strategies, including brainstorming, listing, clustering and mind mapping, to develop ideas for writing expository and process essays.	Use pre-writing strategies, including brainstorming, listing, clustering, mind mapping and Venn diagram, to develop ideas for writing compare and contrast and cause and effect essays.
2.1.4	Write descriptive and narrative essays of four paragraphs that have an introductory paragraph, two body paragraphs, and a concluding paragraph.	Write expository and process essays of four paragraphs that have an introductory paragraph, two body paragraphs, and a concluding paragraph.	Write compare and contrast and cause and effect essays of four paragraphs that have an introductory paragraph, two body paragraphs, and a concluding paragraph.
2.1.5	Use sequential/ general to specific and vice versa order of arranging details in essays.	Use chronological/ spatial order of arranging details in essays.	Use most important to least important/ least important to most important order of arranging details in essays.
2.1.6	Use appropriate transitional words within and between paragraphs in descriptive and narrative essays.	Use appropriate transitional words within and between paragraphs in expository and process essays.	Use appropriate transitional words within and between paragraphs in compare and contrast and cause and effect essays.
2.2	Benchmark: Analyse stories to recognise that a story has some basic elements; summarise stories, passages, and poems; and analyse questions to respond to them appropriately.		
2.2.1	<p>Put a jumbled story in order, considering some basic elements of a story, that it has:</p> <ul style="list-style-type: none"> - a beginning, middle and end - a plot - human/ animal/ imaginary characters 	<p>Write a story on the basis of a given outline, considering some basic elements of a story, that it has:</p> <ul style="list-style-type: none"> - a beginning, middle and end - a plot - human/ animal/ imaginary characters 	<p>Complete a story in which the beginning, middle or end, or any two of these are missing, considering some basic elements of a story, that it has:</p> <ul style="list-style-type: none"> - a beginning, middle and end - a plot

	that deliver particular dialogues according to their roles - a setting in which events take place	that deliver particular dialogues according to their roles - a setting in which events take place	- human/ animal/ imaginary characters that deliver particular dialogues according to their roles - a setting in which events take place
2.2.2	Use summary skills to write a summary/ précis of simple passages.	Use summary skills to write a summary/ précis of longer familiar passages.	Use summary skills to write a summary/ précis of unseen passages.
2.2.3	Analyse questions to write effective and focused answers of required length by: - marking keywords - identifying verbs and tenses - recognizing question types, i.e. factual or inferential	Analyse questions to write effective and focused answers of required length by: - marking keywords - identifying verbs and tenses - recognizing question types, i.e. factual, inferential, or evaluative	Analyse questions to write effective and focused answers of required length by: - marking keywords - identifying verbs and tenses - recognizing question types, i.e. factual, inferential, evaluative, open ended, or require a personal response
2.2.4	Use summary skills to write a summary of poems.	Summarize and paraphrase short familiar poems.	Summarize and paraphrase longer familiar poems.
2.2.5	Write a poem describing an object or place.	Write a poem narrating an event.	Write a poem narrating a scene or story.
2.3	Benchmark: <i>Recognise and use conventions of writing short formal and informal letters, e-mails, and dialogues in their own writing. Fill simple forms for various purposes. Do free writing and cloze passages for holistic language development.</i>		
2.3.1	Put jumbled up informal letters written to people in the immediate social environment in order, based on the conventions of informal letters, (i.e., salutations, layout, ending, etc.)	Put jumbled up formal letters written to people in the immediate academic environment in order, based on the conventions of formal letters, (i.e., salutations, layout, ending, etc.)	Separate jumbled up informal and formal letters written to people in the immediate social and academic environment in order, based on the conventions of informal and formal letters, (i.e, salutation, layout, ending, etc.)
2.3.2	Write short informal letters to people in the immediate social environment for various purposes, using the correct conventions and appropriate vocabulary.	Write short formal letters to people in the immediate academic environment for various purposes, using the correct conventions and appropriate vocabulary.	Write short informal and formal letters to people in the immediate social and academic environment for various purposes, using the correct conventions and appropriate vocabulary.
2.3.3	Write short informal letters to people in the extended social environment for	Write short formal letters to people in the extended academic environment for	Write short informal and formal letters to people in the extended social and

	various purposes, using the correct conventions and appropriate vocabulary.	various purposes, using the correct conventions and appropriate vocabulary.	academic environment for various purposes, using the correct conventions and appropriate vocabulary.
2.3.4	Recognise the format of short informal e-mails and write them for a variety of purposes.	Recognise the format of short, formal e-mails (to friends and colleagues asking for / about something) and write them for a variety of purposes.	Recognise the format of more detailed formal and informal e-mails (to teachers, principals, heads of institutions such as electric supply, water and sewage board, etc.) and write them for a variety of purposes.
2.3.5	Put jumbled up dialogues between two people in the correct order (3-4 sets of dialogues).	Put jumbled up dialogues among three people in the correct order (5-6 sets of dialogues).	Put jumbled up dialogues among four people in the correct order (7-8 sets of dialogues).
2.3.6	Write dialogues between two people in a given situation (3-4 sets of dialogues), using appropriate vocabulary and style.	Write dialogues among three people in a given situation (5-6 sets of dialogues), using appropriate vocabulary and style.	Write brief dialogues among four people in a given situation (7-8 sets of dialogues), using appropriate vocabulary and style.
2.3.7	Fill in correctly and legibly, simple forms requiring personal information.	Fill in correctly and legibly, simple forms requiring information about class, school, future plans, etc.	Fill in correctly and legibly, simple forms requiring various kinds of simple information, e.g. identity card form, exam form, etc.
2.3.8	Add words in simple cloze passages in which every ninth word is removed, for holistic language development.	Add words in simple cloze passages in which every eighth word is removed, for holistic language development.	Add words in simple cloze passages in which every seventh word is removed, for holistic language development.
2.3.9	Do free writing on a regular basis to overcome the writer's block and to achieve fluency.	Do free writing on a regular basis to overcome the writer's block and to achieve fluency.	Do free writing on a regular basis to overcome the writer's block and to achieve fluency.
2.4	Benchmark: Revise and edit to see that the work meets the requirements of the particular writing task, uses correct spellings and punctuation, and appropriate grammar, vocabulary, and transitional devices.		
2.4.1	Revise all written work to ensure that it follows the rules of that particular written task (i.e., requirements of paragraphs, essays, story writing, summarization/ précis writing, writing formal and informal notes, letter	Revise all written work to ensure that it follows the rules of that particular written task (i.e., requirements of paragraphs, essays, story writing, summarization/ précis writing, writing formal and informal notes, letter writing, and	Revise all written work to ensure that it follows the rules of that particular written task (i.e., requirements of paragraphs, essays, story writing, summarization/ précis writing, writing formal and informal notes, letter

	writing, and answering questions, as mentioned in the respective sections).	answering questions, as mentioned in the respective sections).	writing, and answering questions, as mentioned in the respective sections).
2.4.2	<p>Proof read and edit all written work to rectify errors of:</p> <ul style="list-style-type: none"> - word order - verb form - articles - adverbs and adjectives - joining words - transitional words - punctuations - spellings 	<p>Proof read and edit all written work to rectify errors of:</p> <ul style="list-style-type: none"> - word order - verb form - articles - adverbs and adjectives - joining words - transitional words - punctuations - spellings 	<p>Proof read and edit all written work to rectify errors of:</p> <ul style="list-style-type: none"> - word order - verb form - articles - adverbs and adjectives - joining words - transitional words - punctuations - spellings

Class VI-VIII
Competency 3: Oral Communication Skills

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

Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

These attributes and values are constant throughout and need to be incorporated with increasing levels of awareness and understanding, as indicated in the themes/ sub-themes section of the curriculum document. The table below states the theme numbers against each attribute/ value, for easy navigation. All these attributes and values need to be incorporated in all texts/ tasks/ activities, across all competencies, to enable their absorption by the students through constant reinforcement, so that they develop as ethically and socially sound members of the society.

S. No.	Ethical and Social Attributes and Values	Theme No.
1.	Recognise and practise things such as Ethics, Values, Peaceful Coexistence, Gender Equality, and Dignity of Labour, as they play an important role in societies and nations living in peace and harmony.	1, 2, 3, 9, 10
2.	Develop and portray an appreciation for People, Places, Nature, Environmental Education, and Travel, and about how diversity enriches life.	4, 7, 8, 12
3.	Develop awareness about Media, Technology, Education and Careers/ Occupations, and Population Growth as important factors in determining a person's life style and standard of living in the future.	13, 14, 15, 18
4.	Develop an understanding about things that affect the health and safety of people in a society, by realizing the importance of factors such as Healthy Lifestyle, Things Harmful for Health, Safety, and Crisis Awareness and Management.	16, 17, 19, 20
5.	Recognise and portray the importance of Patriotism/ National Pride, Role Models, Festivals and Cultural Events, Participatory Citizenship, and Life Skills for people to become proud citizens of a proud state.	5, 6, 11, 21, 22

Benchmarks: Class VI-VIII

S. No.	Benchmarks
3.1	Demonstrate basic social courtesies.
3.2	Use formulaic and common everyday statements.

3.3	Express feelings, ideas, opinions, and preferences.
3.4	Talk about everyday things and events.
3.5	Participate in debates and discussions.

SLOs: Class VI-VIII

Note: The SLOs given below focus mainly on each new aspect to be covered at a particular class level. However, where considered necessary or appropriate, certain SLOs have been repeated across classes. Read these SLOs in conjunction with the SLOs of previous classes for clarity and understanding of progression across classes, for any needed reinforcement, and for developing tasks and activities by building up on earlier SLOs.

S. No.	Class VI	Class VII	Class VIII
3.1	Benchmark: <i>Demonstrate basic social courtesies.</i>		
3.1.1	Use conventions and dynamics of group discussion and interaction to engage in conversation.	Use conventions and dynamics of group discussion and interaction to ask and answer simple questions of personal relevance.	Use conventions and dynamics of group discussion and interaction to ask and answer questions about general every day aspects.
3.1.2	Use conventions of interaction to offer and respond to greetings and farewells.	Use conventions of interaction to offer and respond to compliments.	Use conventions of interaction to offer and respond to introductions.
3.1.3	Follow directions to form groups.	Acknowledge others' contributions.	Use polite forms to negotiate and reach consensus.
3.1.4	Take into account different viewpoints.	Present and explain one's point of view clearly.	Support or modify one's opinions with reasons.
3.2	Benchmark: <i>Use formulaic and common everyday statements.</i>		
3.2.1	Identify a problem and propose a solution.	Relate what they have to say to what has been said before.	Summarize the main points of discussion for the benefit of the whole group.
3.2.2	Ask for directions.	Explain directions.	Restate directions.
3.2.3	Seek and respond to permission.	Show willingness and unwillingness to do something.	Express personal needs.
3.3	Benchmark: <i>Express feelings, ideas, opinions, and preferences.</i>		

3.3.1	Use appropriate expressions in conversation to ask opinions.	Use appropriate expressions in conversation to ask about emotions.	Use appropriate expressions in conversation to ask about wishes.
3.3.2	Use appropriate expressions in conversation to express opinions by giving reasons.	Use appropriate expressions in conversation to express emotions by giving reasons.	Use appropriate expressions in conversation to express wishes by giving reasons.
3.3.3	Use appropriate expressions in conversation to express agreement/ disagreement politely.	Use appropriate expressions in conversation to express satisfaction/ dissatisfaction politely.	Use appropriate expressions in conversation to express approval/ disapproval politely.
3.3.4	Use appropriate expressions in conversation to express surprise.	Use appropriate expressions in conversation to express disappointment.	Use appropriate expressions in conversation to express pleasure and displeasure.
3.4	Benchmark: <i>Talk about everyday things and events.</i>		
3.4.1	Talk about what career/ occupation they want to pursue and why.	Talk about the career/ occupation they want to pursue; what are its key aspects.	Analyse and state the reasons of why they want to pursue a particular career/ occupation.
3.4.2	Narrate an incident that they witnessed personally or saw on the TV.	Narrate a funny incident or joke.	Narrate an unforgettable incident.
3.4.3	Use the appropriate tone and stress while conveying a message.	Use the appropriate tone and stress while talking to convey enjoyment.	Use the appropriate tone and stress while talking to convey emphasis.
3.5	Benchmark: <i>Participate in debates and discussions.</i>		
3.5.1	Use the appropriate vocabulary and structures to plan a class event.	Use the appropriate vocabulary and structures to plan a school event.	Use the appropriate vocabulary and structures to plan a family event.
3.5.2	Use the appropriate vocabulary and structures, and tone and stress, to debate on a topic of interest related to the school.	Use the appropriate vocabulary, structures, tone and stress, to debate on a topic of common interest.	Use the appropriate vocabulary, structures, tone and stress, to debate on a topic of interest at the societal level.

Class VI-VIII
Competency 4: Vocabulary & Grammar

Standard: *Students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication; enhance vocabulary for effective communication; and understand and use grammatical functions and the principles of grammar, punctuation, and sentence structure for developing accuracy in their spoken and written communication.*

Students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

These attributes and values are constant throughout and need to be incorporated with increasing levels of awareness and understanding, as indicated in the themes/ sub-themes section of the curriculum document. The table below states the theme numbers against each attribute/ value, for easy navigation. All these attributes and values need to be incorporated in all texts/ tasks/ activities, across all competencies, to enable their absorption by the students through constant reinforcement, so that they develop as ethically and socially sound members of the society.

S. No.	Ethical and Social Attributes and Values	Theme No.
1.	Recognise and practise things such as Ethics, Values, Peaceful Coexistence, Gender Equality, and Dignity of Labour, as they play an important role in societies and nations living in peace and harmony.	1, 2, 3, 9, 10
2.	Develop and portray an appreciation for People, Places, Nature, Environmental Education, and Travel, and about how diversity enriches life.	4, 7, 8, 12
3.	Develop awareness about Media, Technology, Education and Careers/ Occupations, and Population Growth as important factors in determining a person's life style and standard of living in the future.	13, 14, 15, 18
4.	Develop an understanding about things that affect the health and safety of people in a society, by realizing the importance of factors such as Healthy Lifestyle, Things Harmful for Health, Safety, and Crisis Awareness and Management.	16, 17, 19, 20
5.	Recognise and portray the importance of Patriotism/ National Pride, Role Models, Festivals and Cultural Events, Participatory Citizenship, and Life Skills for people to become proud citizens of a proud state.	5, 6, 11, 21, 22

Benchmarks: Class VI-VIII

S. No.	Benchmarks
4.1	Recognize and articulate the sound patterns with appropriate stress and intonation of the English language as they occur in classroom texts and activities.
4.2	Build vocabulary through simple word formation techniques and use with correct spellings, the vocabulary from the immediate and extended environment.
4.3	Recognize grammatical functions of selected parts of speech, limited concepts of time, tense and aspect, and transitional devices and use them in their speech and writing.
4.4	Recognize and use appropriate punctuation, including the use of exclamation mark, quotation marks, hyphen, apostrophe, and colon, as and when required.
4.5	Recognize and use simple sentence structure and appropriate sentence types to write meaningful paragraphs and essays.

SLOs: Class VI-VIII

Note: The SLOs given below focus mainly on each new aspect to be covered at a particular class level. However, where considered necessary or appropriate, certain SLOs have been repeated across classes. Read these SLOs in conjunction with the SLOs of previous classes for clarity and understanding of progression across classes, for any needed reinforcement, and for developing tasks and activities by building up on earlier SLOs.

S. No.	Class VI	Class VII	Class VIII
4.1	Benchmark: <i>Recognize and articulate the sound patterns with appropriate stress and intonation of the English language as they occur in classroom texts and activities.</i>		
4.1.1	Identify the common problem of consonant /v/ and pronounce it correctly	Identify the common problem of consonants /v/w/ and pronounce them correctly	Identify the common problems of the consonant /th/ and pronounce it correctly
4.1.2	Comprehend and apply in speech the word stress rules, for example, stress shift for emphasis.	Comprehend and apply in speech the word stress rules, for example, stress shift for change in meaning.	Comprehend and apply in speech the word stress rules, for example, stress shift for emphasis and change in meaning.
4.1.3	Recognize and use varying intonation patterns to show attitude.	Recognize and use varying intonation patterns to show emotions.	Recognize and use varying intonation patterns to show attitude and emotions.

4.1.4	Articulate simple tongue twisters.	Articulate complex tongue twisters.	Articulate complex tongue twisters.
4.2	Benchmark: Build vocabulary through simple word formation techniques and use with correct spellings, the vocabulary from the immediate and extended environment.		
4.2.1	Utilize comparison clues to deduce the meaning of unfamiliar words.	Utilize synonyms to deduce the meaning of unfamiliar words.	Utilize comparison clues and synonyms to deduce the meaning of unfamiliar words.
4.2.2	Modify the root word by using prefixes.	Modify the root word by using suffixes	Modify the root word by using prefixes and suffixes.
4.2.3	Recognise and use simple binomial pairs (neat and tidy/far and wide).	Differentiate between homophones and homographs	Use the homophones and homographs in own sentences
4.2.4	Comprehend and use simple phrasal verbs	Comprehend and use simple adverbial phrases	Use contemporary Idioms and proverbs in the different texts and in their speech
4.3	Benchmark: Recognize grammatical functions of selected parts of speech, limited concepts of time, tense and aspect, and transitional devices and use them in their speech and writing.		
4.3.1	Identify and use abstract nouns from the immediate environment.	Identify and use abstract nouns from the extended environment.	Identify and use abstract nouns from both the immediate and extended environment.
4.3.2	Recognize and demonstrate the use of nouns with no change in number.	Recognize and demonstrate the use of nouns that are written in plural form but are in fact singular e.g. scissors.	Change the number of compound nouns.
4.3.3	Recognize the function of and use possessive pronouns. (e.g.: mine, ours, yours, his, hers etc)	Recognize the function of and use reflexive pronouns. (e.g: myself, herself etc.)	Recognize the function of and use emphatic pronouns. (e.g: myself, ourselves etc)
4.3.4	Demonstrate the use of pronoun-antecedent agreement, recognizing their relationship in the texts used in the class.	Demonstrate the use of pronoun-antecedent agreement, recognizing their relationship in the texts used in the class.	Demonstrate the use of pronoun-antecedent agreement, recognizing their relationship in the texts used in the class.
4.3.5	Identify and demonstrate the function and use of the relative pronoun: 'which'.	Identify, and demonstrate the function and use of the relative pronoun: 'who'.	Identify, and demonstrate the function and use of the relative pronoun: 'that'.
4.3.6	Demonstrate the use of the definite article 'the' with the names of heavenly	Demonstrate the use of the definite article 'the' with the names of rivers,	Demonstrate the use of the definite article, the, with the names of holy

	bodies, superlative degrees, and directions.	lakes, seas, oceans, mountains, and deserts.	books, titles, nationalities, institutions, and industries.
4.3.7	Demonstrate the use of ‘be’ as a main or helping verb in sentences.	Demonstrate the use of ‘do’ as a main or helping verb in sentences.	Demonstrate the use of ‘have’ as a main or helping verb in sentences.
4.3.8	Recognize and demonstrate the function and use of ‘must’ in affirmative, negative, and interrogative sentences.	Recognize and demonstrate the function and use of ‘might’ in affirmative, negative, and interrogative sentences.	Recognize and demonstrate the function and use of ‘shall’ in affirmative, negative, and interrogative sentences.
4.3.9	Transform Simple Present sentences into Simple Past ones.	Transform Present Continuous sentences into Past Continuous ones.	Transform Future Simple sentences into Future Continuous ones.
4.3.10	Recognize the form and various functions, and illustrate the use of the Present Perfect Tense.	Recognize the form and various functions, and illustrate the use of the Past Perfect Tense.	Recognize the form and various functions, and illustrate the use of the Future Perfect Tense.
4.3.11	Change and use the degrees of adjectives with reference to ‘er’ and ‘est’.	Change and use the degrees of adjectives with reference to ‘than’.	Change and use the degrees of adjectives with reference to ‘the’.
4.3.12	Change and use the degrees of regular and irregular adjectives.	Locate the varying positions of adjectives in sentences.	Form adjectives from nouns and verbs.
4.3.13	Use the adverbs of manner and time.	Use the adverbs of place and frequency.	Use the adverbs of degree and reason.
4.3.14	Use in speech and writing, transitional devices of addition, alternative, and conclusion.	Use in speech and writing, transitional devices of illustrations, examples, and sequence.	Use in speech and writing, transitional devices of comparison and contrast, and cause and effect.
4.3.15	Use prepositions of position, time, movement and direction Use “since” and “for” as prepositions.	Identify compound prepositions and prepositional phrases.	Use compound prepositions and prepositional phrases.
4.3.16	Comprehend & identify simple phrases and clauses.	Illustrate the use of different phrases and clause in sentences.	Use variety of phrases and clauses in own sentences.
4.4	Benchmark: <i>Recognize and use appropriate punctuation, including the use of exclamation mark, quotation marks, hyphen, apostrophe, and colon, as and when required.</i>		
4.4.1	Recognize and use colon to introduce a list of items.	Recognize and use colon to introduce a list of items and long quotations.	Recognize and use quotation marks to enclose a direct quotation.
4.4.2	Recognize and use the exclamation mark to show strong feelings.	Recognize and use the apostrophe to show possessions.	Recognize and use the hyphen for joining two words.
4.5	Benchmark: <i>Recognize and use simple sentence structure and appropriate sentence types to write meaningful paragraphs</i>		

	<i>and essays.</i>		
4.5.1	Make and use declarative (affirmative and negative) sentences.	Make and use interrogative (affirmative and negative) sentences.	Make and use imperative (affirmative and negative) sentences.
4.5.2	Make and use first conditional sentences.	Make and use second conditional sentences.	Make and use first and second conditional sentences.
4.5.3	Identify active and passive voice in simple sentences	Change active into passive voice in sentences.	Change passive into active voice in sentences.
4.5.4	Recognize the rules of, and change the narration of simple statements.	Recognize the rules of, and change the narration of requests/ orders.	Recognize the rules of, and change the narration of questions.

Section 4: Text Types, Themes and Sub Themes

Text Types

It is essential that students are exposed to a variety of text types. This will allow them to develop the language needed for a variety of purposes. It will help them appreciate and understand that different types of contexts require a variety of vocabulary and structures, and style and expression for effective delivery. Hence, such exposure and understanding will provide them the needed support in the production of language.

This section gives various text types, the range of purpose or intentions, and the examples of writing of each text type. The choice of the types will depend on the writer's purpose and the target language that needs to be focussed. However, the text types, purposes and examples given below are by no means exhaustive; the purpose of listing them here is to set the mental ball rolling.

S. No.	Text Types	Purpose	Examples
1.	Descriptive	To describe a person, object, place	Articles in magazines/ newspapers/ on the internet Brochures
2.	Narrative	To entertain, imagine, enlighten, share experiences	Stories Play scripts Anecdotes Autobiographies Media accounts of incidents
3.	Expository	To provide information or explanation	Informative articles Reports Reviews
4.	Process	To explain steps in an orderly manner for carrying doing/ making something	Recipes Manuals
5.	Compare and Contrast	To show the similarities and differences	Articles showing advantages/ disadvantages, harms/benefits Advertisements showing the above
6.	Cause and Effect	To show how actions affect consequences	Articles showing the impact of certain things Medical articles
7.	Interpersonal and Transactional Communication	To communicate and share ideas, feelings, information	Dialogues Formal and informal notes, e-mails, letters Forms

A variety of text types and themes/ sub themes should be used when identifying/ developing texts,

materials, tasks and activities. Additionally, the context and level of the intended audience, and contextual norms and values should be given due consideration when determining text types and content.

Themes and Sub Themes

The themes and sub themes listed below have been aligned with the Ethical and Social Development benchmarks. The purpose of including the themes and sub themes is mainly to guide teachers, textbook writers and material developers in using grade and level appropriate material. They can also be of use to independent assessors. Moreover, coverage of these themes and sub themes will help inculcate and nurture some of the ethical and social attitudes and values relevant to the Pakistani context. They can also promote awareness, understanding, and tolerance at the global level, and gender equality and cross-cultural neutrality.

The list below does not suggest or indicate any direct relationship between a particular theme and language skill focus. In fact, where needed, more than one theme can be covered in a particular text, task or activity. A point to note is that this list not exhaustive; other existing, new and emerging themes can be incorporated.

It is recommended that the following sub themes be used by the textbook writers and teachers while selecting material and designing activities and tasks for the teaching of all the four competencies, so as to inculcate these aspects in the minds of the students for them to develop as ethically and socially sound members of the society, through constant reinforcement of these values and attributes.

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11.	Process	To explain steps in an orderly manner for carrying doing/ making something	Recipes Manuals
12.	Compare and Contrast	To show the similarities and differences	Articles showing advantages/ disadvantages, harms/benefits Advertisements showing the above
13.	Cause and Effect	To show how actions affect consequences	Articles showing the impact of certain things Medical articles
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S.No	Themes	K-II	III-V	VI-VIII
1.	Ethics	<ul style="list-style-type: none"> ▪ Patience / tolerance ▪ Truthfulness ▪ Sense of fair play 	<ul style="list-style-type: none"> ▪ Honesty ▪ Courage/ bravery ▪ Patience / tolerance ▪ Trustworthiness ▪ Empathy 	<ul style="list-style-type: none"> ▪ Patience ▪ Humanity ▪ moral courage ▪ Selflessness ▪ Empathy
2.	Values	<ul style="list-style-type: none"> • Respect for elders • Respect others • Respect for rule and law 	<ul style="list-style-type: none"> ▪ Respect for family members ▪ Respect others ▪ Respect for rule and law ▪ Respect of diverse culture. 	<ul style="list-style-type: none"> ▪ Respect for peers and neighbours ▪ Integrity ▪ Respect of diverse culture.
3.	Peaceful Coexistence/ Peace Education	<ul style="list-style-type: none"> ▪ Making friends ▪ Cooperation with friends & peers ▪ Know diverse people 	<ul style="list-style-type: none"> ▪ Helping others ▪ Resolving quarrels ▪ Friendship and co-operation ▪ Awareness of challenges faced by differently abled people ▪ Diversity and acceptance of diversity ▪ Resolving conflicts peacefully 	<ul style="list-style-type: none"> ▪ Empathy with special people ▪ Living amicably with all kinds of people ▪ Diversity and acceptance ▪ Resolving conflicts peacefully
4.	Self, people and places	<ul style="list-style-type: none"> ▪ My Family ▪ My village/city ▪ Parks & picnic spots ▪ Knowing children of other provinces ▪ Places of historical cultural, geographical importance in my province 	<ul style="list-style-type: none"> ▪ Knowing people of different religions, ethnicity, languages and nationalities. ▪ Places of historical cultural, geographical importance in my country 	<ul style="list-style-type: none"> ▪ Knowing children from other nations ▪ Respecting other religions, cultures ethnicities and other countries. ▪ Places of historical cultural, geographical importance in other countries
5.	Patriotism/ National Pride	<ul style="list-style-type: none"> ▪ Love for Pakistan 	<ul style="list-style-type: none"> ▪ Showing patriotism through deeds 	<ul style="list-style-type: none"> ▪ Depicting pride in being a Pakistani
6.	Role Models	<ul style="list-style-type: none"> ▪ Local, National and International role models depicting noble national cause ▪ Exemplary deeds of children of Pakistan ▪ Contemporary Heroes 	<ul style="list-style-type: none"> ▪ Local, National and International role models depicting noble national cause ▪ Exemplary deeds of the common Pakistani people ▪ Contemporary Heroes 	<ul style="list-style-type: none"> ▪ Local, National and International role models depicting noble cause/national cause ▪ Contributions of notable Pakistanis ▪ Contemporary Heroes
7.	Nature	<ul style="list-style-type: none"> ▪ Birds, animals, flowers and trees ▪ Natural beauty of Province 	<ul style="list-style-type: none"> ▪ Mountains, hills, rivers, lakes, deserts and forests. ▪ Natural diverse beautiful 	<ul style="list-style-type: none"> ▪ Natural beauty of Pakistan. ▪ Famous Natural tourist spots of the world.

			and geographical spots of Pakistan	
8.	Environmental Education	<ul style="list-style-type: none"> ▪ Taking care of birds, animals, flowers and trees ▪ Keeping the resorts clean 	<ul style="list-style-type: none"> ▪ Taking small steps to control pollution ▪ Impact of climate change. ▪ Plantation 	<ul style="list-style-type: none"> ▪ The effect of people’s actions on the environment ▪ Conservation of natural resources ▪ Greenhouse effect
9.	Gender Equality & equity	<ul style="list-style-type: none"> ▪ Little boys and little girls are equal ▪ Balanced access of needs 	<ul style="list-style-type: none"> ▪ Importance of female education ▪ Balanced access of needs 	<ul style="list-style-type: none"> ▪ The role of women in the development of a society ▪ Balanced access of needs
10.	Dignity of Labour	<ul style="list-style-type: none"> ▪ Doing small chores at home and in the school 	<ul style="list-style-type: none"> ▪ Keeping the home and surroundings clean 	<ul style="list-style-type: none"> ▪ Undertaking steps to keep the village/ city safe and clean
11.	Culture & Heritage	<ul style="list-style-type: none"> ▪ Participating in cultural festivals ▪ Historical monuments 	<ul style="list-style-type: none"> ▪ The main national festivals ▪ Cultural Symbolism & rituals 	<ul style="list-style-type: none"> ▪ Specific festivals of the different provinces ▪ Cultural Heritage and its safety.
12.	Travel & tourism	<ul style="list-style-type: none"> ▪ Modes of travel ▪ Local tourist places 	<ul style="list-style-type: none"> ▪ Travelling for pleasure ▪ Tourism spots in our country. 	<ul style="list-style-type: none"> ▪ Travel requirements and etiquettes ▪ Some famous tourist places.
13.	Media	<ul style="list-style-type: none"> ▪ Various Information Sources ▪ Watching TV/social media for fun and information 	<ul style="list-style-type: none"> ▪ The impact of media (print/electronic) on our health ▪ Making good use of the media. 	<ul style="list-style-type: none"> ▪ The impact of media on our education ▪ Computers as a source of knowledge and learning ▪ Social media
14.	Science & Technology	<ul style="list-style-type: none"> ▪ Some everyday use modern inventions 	<ul style="list-style-type: none"> ▪ How technology has influenced our lives 	<ul style="list-style-type: none"> ▪ Technologies of the future
15.	Education and Careers/ Occupations	<ul style="list-style-type: none"> • Doing all class work and homework regularly • Awareness of study skills 	<ul style="list-style-type: none"> • Good study habits • Awareness of emerging professions 	<ul style="list-style-type: none"> ▪ Exploring occupation/ career options ▪ Career Counseling
16.	Population Growth	<ul style="list-style-type: none"> ▪ Children in small families 	<ul style="list-style-type: none"> ▪ Impact of population growth on healthcare and education 	<ul style="list-style-type: none"> ▪ Impact of population growth on natural resources and environment
17.	Safety & Drug Education	<ul style="list-style-type: none"> ▪ Safety at home ▪ Safety at school and in playgrounds. 	<ul style="list-style-type: none"> ▪ Knowing about harmful medicines ▪ Hazardous effects drugs ▪ Learning to say “no” in strange/danger situation. 	<ul style="list-style-type: none"> ▪ Safety on the roads ▪ Learning to say “no” in strange/danger situation
18.	Health &	<ul style="list-style-type: none"> ▪ Practising 	<ul style="list-style-type: none"> ▪ Eating healthy food 	<ul style="list-style-type: none"> ▪ Having healthy

	wellbeing.	<p>cleanliness</p> <ul style="list-style-type: none"> ▪ Avoiding too many sweets and drinks ▪ Understating Physical well-being ▪ Healthy eating habits ▪ Playing sports 	<ul style="list-style-type: none"> ▪ Exercising regularly ▪ Refusing to eat items/things harmful for health ▪ Health and hygiene. ▪ Impact of games/sports on health 	<p>lifestyle (eating, drinking and sleeping habits)</p> <ul style="list-style-type: none"> ▪ Participating in sports ▪ Avoiding harmful items that can destroy one's health/ life Importance of Self esteem ▪ Awareness campaign about Health and hygiene ▪ Games/sports & wellbeing.
19.	Crisis Management & risk reduction	<ul style="list-style-type: none"> ▪ Crisis at home ▪ Basic knowledge of first aid. ▪ Awareness about contacting relevant people in case of an emergency 	<ul style="list-style-type: none"> ▪ Crisis in the surroundings. ▪ Knowledge of first aid. ▪ Awareness of crisis, (accidental/natural calamities and pandemics ▪ Measures to be taken before, during and after any natural hazards. 	<ul style="list-style-type: none"> ▪ Crisis on a large scale. ▪ Staying tuned to the media for updates ▪ Learning about basic first aid skills. ▪ Calamities/hazards/pandemics and precautionary measures.
20.	Participatory Citizenship	<ul style="list-style-type: none"> ▪ Simple traffic rules & signs ▪ Making queues ▪ Keeping the home/classroom clean ▪ Knowing about Human rights. 	<ul style="list-style-type: none"> ▪ Traffic rules for pedestrians ▪ Following basic rules at home and in the school ▪ Keeping the playground and neighbourhood clean ▪ Respecting Human rights. 	<ul style="list-style-type: none"> ▪ Traffic rules for vehicle users ▪ Following societal rules and norms ▪ Utilising public resources and facilities with care ▪ Respecting Human rights.
21.	Avoiding social evils	<ul style="list-style-type: none"> • Avoid irritating others. 	<ul style="list-style-type: none"> • Avoid bullying • Avoid discrimination 	<ul style="list-style-type: none"> • Say no to corruption • Discouraging social discrimination
22.	Life skills	<ul style="list-style-type: none"> ▪ Taking responsibility at the home and class level ▪ Practising basic social etiquettes and manners ▪ Learning to do/make simple things 	<ul style="list-style-type: none"> ▪ Keeping one's things in an organised manner, at home and in the school ▪ Social etiquettes at school and in the playground ▪ Acquiring basic survival skills 	<ul style="list-style-type: none"> ▪ Organising time and keeping schedules ▪ Social etiquettes at the societal level ▪ Acquiring skills that can help future growth and development

Section 5: Approaches and Strategies for Curriculum Implementation in Classrooms

Curriculum for teaching English demands that language skills and competencies be developed as a result of the instruction carried out in educational institutions. This section of the document spells out the difference among the core language skills and competencies and explains other related skills.

Essentially, the aim of all instruction in a language classroom is attaining a certain degree of proficiency and mastery of the language by the learners. Proficiency in the language can be quantified in many concrete ways, and can be observed and assessed. This is why classroom instruction is tied with standards and benchmarks in order to clearly determine the desired level of proficiency to be achieved. Besides standards and benchmarks, outcomes of classroom instruction to be accomplished as part of language skills-building by the learners are also interpreted to simplify the specific level of masteries.

The reason to repeat this explanation is to help the classroom teacher realize the fact that a curriculum is simply a design for a series of instruction-based tasks carried out in the classrooms and beyond. A curriculum helps in maintaining a uniform level of learning and achievement levels as an outcome of classroom instruction. Besides, it also ensures quality and fair teaching and learning opportunities for the learners. In addition, a curriculum provides access to shared knowledge and understanding of the content areas. In conclusion, the curriculum is a document to be used as a teaching resource and guide to refer to frequently.

Approaches to Teaching for Curriculum Implementation and Achievement of Outcomes

Approach Explained

Philosophical belief and understanding of what teaching is, and *'how to teach'* can be termed as an approach to teaching. Approaches to teaching are the broadest tier, which most often consist of psychological, biological, sociological, political and contextual aspects. Therefore, approaches form the basics and explain themselves in the form of practical, real and doable methodology.

The goals and aims of developing mastery level of language skills in learners is directly proportional to the quality of teaching. Similarly, quality of teaching largely depends on teachers' philosophies and beliefs about teaching in general, and teaching of the content areas in particular. The goals and aims included in the curriculum can be attained in almost all the contexts of teaching if approach and instructional strategies are purposefully and deliberately employed by the teachers.

This section covers some effective and easy-to-practice approaches in order to make this document more user friendly and increase the opportunities for teachers to confidently design their lessons in line with the standards and outcomes. The approaches are categorized into two distinct parts;

- Approaches to Teaching
- Approaches to Language Teaching

The Approaches to Teaching and Learning

Inductive Approach: Inductive Approach to teaching is the most vital approach to adopt in teaching if the teacher wishes to develop independent learners, critical thinkers and active problem solvers. The gist of inductive approach is that it advocates on leaving learners to derive and infer meaning on their own and reach some logical conclusion to a case or a problem. Theoretically, it is constructivism; from the perspective of instructional strategies, it is activity-based learning. Questions, cases, and problems are its raw material.

Deductive Approach: This approach to teaching language begins by providing rules to learners, followed by examples, then practice. Compared to the Inductive Approach which is more learner-centred, the Deductive Approach is usually teacher-centred in presenting new language and content, and therefore sometimes may be suitable with lower level learners who need a clear base or who are not trained in finding rules for themselves.

Experiential Learning: This is a cyclic approach to learning which passes through four phases. Experiential learning emphasizes that every act be followed by reflective observation. The reflections are analytically reviewed to refine the strategy and actions. Finally, they are put together into action again and the cycle is repeated.

Adopting an inductive approach in teaching and promoting experiential learning approach amongst learners creates a culture of lifelong learning which encourages children to take risks, design their own learning and enhance achievement levels of learning. Both the approaches clearly define that learning is a developing phenomenon. Hence, knowledge should be constructed through a variety of real life experiences, and the experiences are to be reviewed in a systematic manner – experiential learning cycle.

Simply, the approaches inspire you to create opportunities and design lessons in such a manner that learners are encouraged and appreciated to construct knowledge and develop deeper understanding of the concepts. They are groomed to reflect on their learning, analyze their strategies and revise their planning. Learning is deepened when learners are facilitated and appreciated to think and correct their mistakes rather than discouraged.

The Approaches to Language Teaching

Teaching of languages has long been studied in the field of education. A large number of studies from past several decades have extensively researched and explored the nature of language teaching and learning. The beginning of the studies on teaching English as foreign and second language may be traced back from post-World War II, when war prisoners and others were taught to learn English in camps. Due to such events, a number of methods and techniques were proposed and then extensively used. At the same time, the advancement in the field of education in the form of research and influence of psychology, new language teaching approaches and philosophies were put forward. Immigration, an increase in cultural exchanges, swift mode of communications and transportations, spread of industries, and innovations in technology considerably contributed in bringing forward new approaches and methods in language teaching. Despite a number of shortcomings in each method, no method was outrightly discarded or rejected. Thus, the context of teaching, content of teaching and audience are the most essential and crucial elements to be taken into consideration before deciding on any method.

The standards and outcomes can be attained if varied and eclectic approaches are employed in classroom instruction. A broader view and deeper understanding of the language teaching approaches will facilitate in attaining the outcomes.

Natural Approach, Functional Notional Approach and Communicative Language Teaching Approach are the most relevant to the context of English language teaching in this region as they are theoretically rich and practically doable. They are underpinned by sound psychological basis, which note how languages are acquired and learnt in effortless and natural manner rather than in a drilling and artificial manner.

1. ***The Natural Approach*** is a second language acquisition philosophy, which is the proponent of learning second languages in a natural manner. To elaborate, it advocates that acquisition of the second language begins from the period of implicit and subconscious learning where learners pick up a language by actively interacting with the users. As a matter of fact, learners grow in the environment of the second language where they are exposed to wider opportunities to use the target language. This approach further stipulates that along with affective development and traits, orientation to the target language in the manner of ***comprehensible input*** helps build deeper and effortless linguistic competency than mere understanding and collection of the rules and isolated bits of the second language.

To understand it pedagogically, learners from our contexts and situations should be exposed to rich language in an unconscious manner, which does not aim to teach language directly and as a hard component. Providing listening – read aloud from classroom teachers and reading opportunities, less focus on the scores but on the achievement level, effective teaching strategies such as wall dictation, use of visuals, community-based teaching especially for teens and adult learners are instrumental in classroom instruction in the natural manner.

2. ***Communicative Approach to Language Teaching*** is a more obvious and clearer form of the natural approach in teaching and learning a language. It is the most referred to approach or method in the ELT discipline; a buzzword. Most significantly, this approach encourages learning a second language with the focus on motivation and confidence building as the prime requirements; and compromising accuracy over fluency as a bargain in order to sustain interest of the learners. The shift from accuracy to fluency is one of the core tenets of this theory. However, it does not restrict itself to it. The approach is progressive in nature, and proposes that language is an evolving social phenomenon mastered by its utilization in reciprocal, interactive and communicative manner. Thus teaching of language should be embedded in social contexts and situations so that learners can use it effectively as a daily discourse rather than only a literary competency to be used in restricted situations.

Practically speaking, the tasks, activities and instructions should be planned and designed in a manner where learners have prospects to use language naturally and systematically. For example, if writing skills are to be built in the learners, the tasks using writing processes should be designed where they get to interact with real audience and writing for a purpose. Role plays, drama, debates, discussions, presentations, creating posters and advertisements, panel discussions, conversations in real life situations etc. are some of the powerful strategies which are underpinned by communicative language teaching approach.

3. **The Functional-Notional Approach** is the way of planning and delivering instruction in linguistically sizeable manner. In this approach, teaching of language is focused on the notion of application of language. Each bit of language (beyond the issue of L1 or L2) is intended to produce and impact differently affecting discourse, conversation and communication. Similarly, situations, relationship of interlocutors (participants of a conversation), discourse, audience and purpose affect on the selection of correct language items for expression. Real life situations are referred to as functions; for instance, greetings, use of language to negotiate in an argument, complimenting someone, use of language to turn down invitations politely, etc.

Methods and Strategies – Effective Language Lessons

Theories and approaches provide logical standings of any phenomenon; they explain under what principles a phenomenon operates. Methods and strategies evoke clearer and vivid pictures of theories and approaches explaining how the philosophical or theoretical framework is implemented.

As explained earlier, Communicative Language Teaching and Functional Notional are both approaches and methods. In addition to them, Task based Learning – TBL is another powerful method of delivering language lessons.

Task Based Learning – TBL: Task based learning is a stage-based language learning and teaching method. TBL focuses on the authentic use of language to build communicative competency. It engages learners in *doing* the language, rather than passively learning it. It weans away from *form* and isolated learning of chunks to more meaningful and authentic use of the language.

TBL lessons are designed into three distinct stages. **Pre-Task, Task Cycle and Post Task**

- **Pre-Task** – At this stage, the language is introduced to the learners; the language or the material, which is related to a *Task*. Audio, visuals, brainstorming, and other warm up or lead-in activities are used to help the learners prepare for the *Main Task*. The learners gather either knowledge about the process or content they are required to work for at the *main stage*; or learn language items directly in order to fulfil the *task*.
- **Main Task** – The teacher presents the main task to the learners which they would complete in pairs or groups. The task is a process which engages learners in meaningful activities. The main task can be anything, for instance, reserving a library book, solving a community problem, writing uses of a tool, counselling their peers, setting up routines for their sports team, etc. The main task can take any shape such as *information gap activities, solving puzzles, reading a piece of text, listening to a tape followed by discussion, etc.*

The second most important phase of this stage is *Reporting*. After completing the task, learners are required to develop a report (either oral or/and written) followed by the *Presentation*; the learners orally present to the class their progress and also talk about the process they followed during the task.

- **Post-Task** – The culmination of the lesson focuses on the identification of the language item that was the focus of the lesson, along with the feedback on the language to the learners in an

appropriate manner, which can be explicit or implicit. The language that comes up from the *main task* can range from grammar (forms and functions) to structures, and vocabulary. The teacher can draw attention to, explain and elaborate the language, the process and other significant aspects of language learning.

Useful Strategies and Activities for Language Lessons

Language development is a process which becomes effortless when it is simulated in real life situations – the immersion and acquisition approach. It becomes more fascinating when a wide range of strategies and activities are employed in language lessons. Therefore, it is highly recommended to blend a lesson with rich, diverse and challenging activities to accomplish linguistic competency and mastery. At the same time, the style of teaching – technique (the fashion in which a teacher manipulates and conducts a lesson) is what mars or makes, builds or breaks what needs to be attained in a lesson. Even an excellent, tested and tried activity carried out in half-hearted or less skilled manner can effect on the intended result and performance of the learners. Thus, beliefs about learners' learning, views on progress and performance, acknowledgement of learners' strengths and weaknesses in planning and designing the lesson, ability to involve all the learners in the lessons, sustaining their interests and motivation are the essential characteristics of an effective and efficient language teacher. These characteristics are what shape and mould the course of a lesson more powerfully compared to only following a globally acclaimed theory or method.

The following techniques and traits may guide and assist in becoming an effective language teacher.

1. *Positive Intention and Integrity*

Planning and designing activities with earnest promise to help all learners succeed in their own capacity is what actually impacts learners even before the lesson starts. Integrity and positive intention have subtle but profound impact on the learners. Intuitional trait shapes the opinion even before the display of performances or actual pieces of evidences; hence well-intentioned teachers are warmly welcomed and revered by the learners.

2. *Personalised Style*

Using learners' names to call them makes them feel that their teachers care for them. Knowing all the learners and their areas of interests increases bonding between teachers and their learners. Paying focused attention to learners' responses especially during the language lesson instils a sense of self-trust in the learners and they start feeling that they are doing well and making progress in the lessons.

3. *Use of Media and Resources*

Use of wide array of resources not only help learners experience a variety of mediums but also enhances their linguistic competency by exposing them to different sets of texts, semantics, structures, audiences, authors and purposes. Additionally, it conveys the message that the language learners can tap into resources that are handy to them for developing their language mastery. There is a range of indigenous, and most often low-cost resources that can be used in language lessons. These range from magazines, books, newspapers, postcards, audio visual supplies, cards, posters, charts, realia, radio, television, drama, plays, interviews, technology, social media, cell phones, etc.

4. *Learner Involvement*

Facilitating learners in their work, going to their seats and showing genuine interests in their work than policing increases their interests and sustains their attention to the task. Spreading the discussion in whole group, in the feedback session in non-linear fashion saves learners from distraction in thoughts.

5. *Opportunities for the Learners*

Taking stock of and analysing the share as a teacher you had and the share the learners claimed in a lesson determines the opportunities you created for your learners to practise language. Teacher Talking Time (TTT) over Student Talking Time (STT) is a serious reflection point in language lessons especially when working in under-resourced classrooms in foreign and second language contexts where languages are mostly taught as a subject. Besides, giving opportunities to learners to practise independently and freely – with zero focus on correction - boosts self-esteem and make learners confident in using the target language. Remember, self-esteem and ego matters more compared to learning a language or seeking education in any setting for any age group.

Besides the techniques mentioned above, the following strategies can impact the quality of instruction and make a lesson successful in attaining the intended SLOs.

Scaffolding – It is a system of support created in a lesson by using activities and exercises, which enable learners to initially work with some assistance, and later on, develop insights into the task and work independently. For example, providing an information gap activity with little support embedded in the task and with prior language experiences.

Another specific example is that if you aim to build paragraph writing skill covering the SLOs, which focus on producing a unified piece of text, theme sentence, topic sentence, etc, you provide exercises to the learners asking them to

- a) write the topic sentence for the paragraph,
- b) add connectors,
- c) order/arrange sentences in the paragraph etc.

This will work as scaffolding for the learners to develop mastery in paragraph writing.

TIPS – Think, Ink, Pair and Share is another interesting way of engaging learners in tasks getting them to work more and generate a lot of ideas. You first ask them to think on a given aspect of the language item, ask them to write in their own words, pairing them with peers to discuss and improve it and finally sharing it with the whole group. In this way, learners get opportunities to use the target language with their peers, and practice a simulation to use it confidently in their everyday academic and social lives.

Kinaesthetic Activities - Activities like role play, debates, panel discussions, presentations, poster presentations, documentary making are some of the most powerful and effective strategies in developing independent language learners. These activities, if expanded and presented to real audiences profoundly help learners in becoming confident and proficient users of the target language. Environments in these activities fascinate the learners to act and perform voluntarily in contrast to drilling, repetition and construed dialogue activities under the Direct Method. The essence of these activities is preserved in learners' use of language compared to providing pre-written scripts to them.

Section 6: Assessment

The Sindh Education and Literacy Department (SELD) has notified the assessment policy 2015. As per the Assessment Policy and School Education and Curriculum ACT 2015, Assessment has been clearly explained and its implementation is defined upfront. The key features and principles of the assessment policy are;

1. All continuous/internal and external assessment and examinations shall be aligned with the curriculum: content, skills, attitudes, performance standards, benchmarks and students learning outcomes outlined in the SESLOAF for improved content validity.
2. The examination at the key exit points 3, 5, 8 and external examination at 9, 10, 11 and 12 shall employ the contemporary approaches and techniques in assessments, technology and research.
3. The Sindh Education and Student Learning Outcome based Assessment Frame work (SESLOAF) shall be applied for all types of student's assessments, classroom based, continuous, examinations, external achievement testing for increased validity, reliability, transparency, fairness and comparability.
4. The overall measures to ensure transparency, validity, reliability, reduced systemic errors & elimination of malpractices in school based and external board examinations shall be implemented to enhance the quality of assessment, examinations and lead to improved student learning outcome.

Keeping in view the above documents related to Assessment, reviewers focused on the 2016 English curriculum to prepare students for an assessment of their acquisition and use of language skills rather than memorization of the textbook 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.

Assessment forms

The two forms of assessment recommended are

Periodic/ Formative Assessment: It is an on-going 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.

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 remain 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.

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.

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.

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.

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, and 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.

An example of Multiple-choice items for listening comprehension may include students listening to a dialogue and choosing an option from the choices given:

When is Ahmed going to visit his uncle in Karachi?

- a. *On Friday*
- b. *Over the weekend*
- c. *Next month*
- d. *After his exams*

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.

An example of Binary Choice Item for reading comprehension may include students reading a text and choosing an option from the choices given:

When Ahmed saves some amount from his pocket money, his savings

- a. *decrease*
- b. *increase.*

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.

For example, students may read a text about some countries in South Asia and their capital cities. They are then asked to match items from column A with those in column B.

COLUMN – A	COLUMN – B
COUNTRIES	CAPITALS
1. Bangladesh	A. Islamabad
2. Bhutan	B. Dhaka
3. Nepal	C. Colombo
4. Pakistan	D. Thimphu
5. Sri Lanka	E. Katmandu

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, pictures and graphic organizers. Multiple questions about the same information allow higher cognitive skills and their application to be measured in great 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.

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 skill setc.

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 behaviour(s). The teacher can do it as a spectator or as a participant. Observational tools include a listing of pre-selected behaviours/skills. After observing, the teacher checks off whether each item listed was shown or not shown. Pre-determined assessment criteria should be worked out.

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.

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.

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.

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.

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.

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, for 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: Sentence Structure: Skilful use of a variety of sentence patterns (such as contrast, balance, repetition, and exclamation). Diction: Vocabulary appropriate for grade level, vivid, precise. Style: 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.

Sample rubric for assessing Oral Communication

Put a tick in the appropriate column 5-1 scale

5= Excellent 4= Very good 3= Good 2= Satisfactory 1= Unsatisfactory

S#No.	Factors (Components)	5	4	3	2	1
1	Pronunciation					
2	Intonation					
3	Pauses					
4	Use of gestures					
5	Relevance					
6	Fluency					
7	Accuracy					

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	St: roll no.	St: roll no	St: 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 • “Agree/Disagree/Don’t Know” for peer evaluation.

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.

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.

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 behaviours and disposition.

Recommendations

English language is being 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.

Note: It is recommended that all Examination Boards in Sindh collectively decide on the pattern of examination based on the English Language Curriculum 2016.

Section 7: Textbook Writing and Review Process

Pakistan is a country where the textbook is the most prevalent, in many cases the only resource that is utilized in the classroom. This is due to several reasons, including non-availability of teaching/ learning resources and teachers either not trained in the utilization of a variety of teaching/ learning materials or not motivated enough to do so. It is, therefore, important that the content and presentation of the textbook is of a quality that supports the effective implementation and meaningful output of an SLO based curriculum.

Writing a textbook is not an easy job; writing a good textbook is even more difficult; it is a job that requires knowledge and an in-depth understanding of the teaching/ learning situation and process. In the context of Pakistan, it also requires that the writer should be sensitive to the national and region-specific cultural norms. Additionally, due to varying factors, it is also important to incorporate brief but detailed guidelines for the teacher in the textbook to support them in translating the content of the textbook into meaningful language learning, as against mere rote memorization and passing of exams. The textbook writers also need to adopt/ adapt materials as per the specific learning objectives at a particular developmental level and the contextual realities, including the limited English language skills of the teachers.

All this requires that the task of textbook writing be assigned to individuals who have the requisite background, experience, and expertise in English language teaching and in materials writing, and who are capable of developing a variety of well-structured, skills-balanced material that caters for a complete developmental level, not just for a single class level. It is important that the material chosen should be contemporary and should reflect the specified themes. Moreover, the reading texts should comprise a variety of text types that relate to the SLOs of the given class; for example, where descriptive or narrative writing is the focussed SLO, the exposure to such text types be provided in the reading texts.

Although it is not desirable to have rigid rules for textbook development, certain basic guidelines that the textbook writers can find useful are listed below:

Planning

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

Material Selection and Writing

- 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.
- 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

- Ensure clarity of instructions, illustrations, captions, etc.
- Check for uniformity of format in each unit (level headings, etc.).
- Edit for grammar, spelling and typographical errors.

Self-Review and Peer Review

Ensure

- The accuracy and authenticity of facts.
- The content's relevance to SLOs.
- Appropriateness to the Pakistani context.
- Variety and appropriateness of activities.
- Due attention to variety in themes, such that the ethical and social development component is appropriately covered.

Pilot Testing and Revision

- Get selected teachers to try out the materials in their classrooms.
- Revise the materials according to the feedback received from the teachers.

Quality Assessment Questions

The quality assessment questions given below can be used by the textbook writers to evaluate their textbooks, and by the review team to assess the quality of the textbook:

1. Is the textbook material related to the goals of the curriculum?
2. Are teachers' guidelines included?
3. Layout
 - a) Is it attractive, appealing and user friendly?
 - b) Is it colourful?
 - c) Does the book have the adequate page size, line spacing, font size, titles, and sub-titles?
 - d) Does it use a consistent format throughout, in language, content, and activities?
4. Does it have
 - a) An introduction explaining how to use the textbook?
 - b) A detailed content page?
 - c) A vocabulary index?
 - d) Do the illustrations (maps, pictures, drawings, graphs) help in understanding the content better?
5. 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 A variety of text types /genres?
 - o A variety of spoken and written language forms (both formal and informal)?
 - g) Does it include current issues, problems, and events?
 - h) Does it reflect coverage of the ethical and social development dimension?
 - i) Does it avoid biases? i) religion ii) national origin iii) gender iv) occupation v)class vi) any other.
6. Methodology
 - a) Do the activities / exercises encourage students to

- think
- develop their skills
- be creative?

b) Are activities

- suitable for the needs of the learner?
- such that they ensure student participation in real life issues?

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

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

9. Review and revision

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

Section 8: Teacher Training

Pakistan is a country where people speak a large variety of languages; English is often the third or fourth language of many people in this country. Moreover, it is not a language that is commonly spoken or understood across the country, as the lingua franca is Urdu. In this context, the majority of the English language teachers in Pakistan have limited proficiency in English, in general, and a low proficiency in speaking English, in particular. Secondly, the teachers rarely have an idea of what is meant by a curriculum; let alone the fact that the curriculum is the road map following which the language targets can be achieved to a considerable extent. This requires that the teaching training programmes be revisited to address these two vital matters that can have a deep impact on how English is taught in the Pakistani classrooms.

As stated earlier, the majority of the English language teachers in Pakistan have limited proficiency in speaking in English. This has strong implications for the teaching and learning of English in Pakistan. For one, due to this limitation of language, teachers are hesitant to carry out activities that require them leaving their comfort zone; additionally, they are reluctant to try out new things that require additional English skills. For another, it is a well-known fact that students learn most of their English from listening to and interacting with the teacher; there being limited other opportunities available to them, both inside and outside the classroom. Hence, to enhance the quality of English language teaching and learning, it is extremely important that teacher training programmes, wherever possible, should incorporate a component for improving the English language proficiency of teachers. In addition to improving the language of the teachers, the inclusion of such a component will make them more aware of the errors that are likely to occur in foreign/ second language learning; they can use this awareness to improve the general linguistic environment in their schools and classrooms.

Next comes the issue of awareness about the curriculum. For the successful implementation of the SLO based curriculum, it is important that both pre-service and in-service teacher training programmes should include the familiarization of the teachers with the new curriculum as an integral part of their training programme. Not only this, the teachers should also be trained with respect to the implementation of the curriculum at the classroom level, in varied teaching and learning contexts, and how the document can assist them in developing effective lesson plans.

In the general context, the overall objective of the teacher training programmes 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, for all this to materialise, short in-service teacher training programmes will have to be conducted with the aim of enabling teachers to understand and teach the new curriculum, use the prescribed textbooks, and handle supplementary materials. Similarly, longer teacher education programmes, at the diploma and bachelor’s level, will also need to focus on introducing the teachers to the new curriculum and its underlying philosophy and principles, and the related methodology and assessment procedures.

A curriculum, no matter how good it is, will not deliver the desired results unless the textbooks are written accordingly. But what matters most is how the curriculum is understood and translated in

the classroom by the teacher. A teacher with good English language skills and an understanding of how important it is for students to achieve the language learning targets in a particular class and after a particular level can make all the difference to how the future generations of this country learn English.

Glossary

Absolute Adjective	Adjectives that do not have degrees e.g. alive, honest.
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. disables, development, unemployment.
Alliteration	The repetition of consonant sounds-usually at the beginning of words to create poetic effect. e.g “The sun set 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: Between things that are otherwise unlike e.g. human heart and a pump. 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. 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 neighbor, works in a factory”, <i>Mr. Jamil</i> and <i>our neighbor</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. “ <i>she is playing</i> badminton” (progressive aspect) “ <i>They 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.
Back wash 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 back wash is harmful, e.g. if the skill of writing is tested only by multiple choice items then the students will not practice 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 .
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	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</i> , Salma, was playing on the swings. (the description, <i>a little girl</i> , is provided in advance of the name).

also pronoun antecedent relationship)	An expression that co-refers with an earlier expression in the discourse is said to have an anaphoric reference e.g. The monkey took the banana and ate <i>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 plan to enroll for summer school. A dependent/ subordinate clause is not a complete statement and cannot stand by itself e.g. Since I want to enroll for summer school.
Cliché	An expression 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.
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.
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"
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.
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</i> , <i>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 in to 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>
Freewriting	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 back side 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.
Genre	A type of literature, such as a novel, poem, a play or a short story.”
Gerund	A verb ending in –ing and used as a noun or an adjective e.g. “swimming 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 adjective is to modify a noun.
Graphic organizer	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	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, diagrams, tables, etc.</i>
Group dynamics	Phenomena that occurring groups based upon their interactions and interrelations.
Guideword	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, car, act, etc.</i>
Hardg	The/g/sound represented by the letter <i>g</i> in <i>goat, again, legal, etc.</i>
Homonym	A word which is spelled and pronounced identically to another word, but which has a different meaning e.g. spring - a water spring, spring - a season, spring - to jump, spring – a stretchable coil.
Homophone	A word which is spelled differently from another word, but which is pronounced identically e.g. hoarse versus horse; or two versus, to or too.
Imagery	Figurative language used to produce mental pictures and appeal to senses e.g. He could still hear the melody in his imagination.

Indefinite pronoun	A pronoun that does not refer to a specific person/ place/ thing e.g. all, anybody, anything, each, and everybody.
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 us 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	A question that asks a responder to draw a conclusion.
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 laughed.
Irony	Saying [or writing] one thing, whilst meaning the opposite e.g. to say well done 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.
Keyword	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. mutton, chicken, beef 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 am sorry, I'm very sorry + that clause, I regret + noun, I regret + Verb + ing, etc.
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. be, appear, become, feel, seem, smell, taste, and sound.
Long and short vowel	(i) Relative duration of a vowel sound e.g. the /i/ sound in ship is short; the /i:/ sound in sheep is long. (ii) A vowel sound associated with the name of the vowel letter (examples: a in lane, e in lean, i in line, o in bone, u in lute); note that long u imperfectly expresses the letter name of u..
Metaphor	A figure of speech in which one thing is described in terms of another e.g. All the world's a stage.
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.
Minimal pair	A pair of items differing by one phonological feature; e.g. sit/set, ship/sheep, pen/pan, fan/pan, pan/pat
Modal verb	An auxiliary verb like can, may, must etc. that modify 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. chair, table.
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. eat, drink and be merry.
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. Get up, finish with somebody, fish for something, pull out, put up with somebody/something. 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. to supply goods, into the house.
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.
Post-reading	A group of reading strategies employed after reading a text such as responding to the text, providing a title.
Pre-reading	A group of reading strategies employed before reading a text such as predicting the content, anticipating vocabulary.
Pre-writing	The thinking and planning the writer does before drafting, which includes considering the topic, audience, and purpose; gathering information; choosing a form; determining the

	role of the writer; and making a plan.
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 book. It is interesting”, book is antecedent for the pronoun it. 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, holding a book, phonemic awareness, discerning shapes, conventions of print, etc.
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: “Something’s gone wrong with my computer. I can’t find a solution. Do you have an idea?” The words solution and idea are reference words because they refer to the problem identified as something’s gone wrong with my computer.
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 that Ali built.
Resolution	The ending of a story where conflicts are resolved and loose ends are tied together.
Roleplay	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 My Dear Friend, Dear Sir.
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.
Sequence marker	A word or phrase that shows the sequence of information or ideas in a passage e.g. firstly, secondly, then, after that.
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. as hard as nails.

Soft c	The /s/ sound that the letter c represents in city, percent, race, etc.
Soft g	The /j/ sound that the letter g represents in gentle, giant, age, 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	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 destabilized is stabil- (alternate form of stable); the stem is de·stabil·ize, which includes the derivational affixes de- and -ize, but not the inflectional past tense suffix -(e)d.
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'.
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. "He is honest"; "they are friendly".
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. he laughs. SVO pattern is Subject + Verb + Object pattern in a sentence e.g. She likes mangoes
Syllable	Syllable A word or part of a word that can be pronounced with one impulse from the voice e.g. beau-ti-ful (three syllables), ap-pear (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. first, for instance, to conclude, therefore.
Transitive verb	An action or linking verb whose meaning is incomplete without a direct object e.g. The

(see also intransitive verb)	child broke is an incomplete sentence unless we add a direct object like: The child broke a plate.
Trigraph	A three-letter sequence representing a single sound e.g. igh in the words high, thigh, 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 higher, flower, layer etc.
Usage	Usage The usage of a language item is the grammatical rules for making it. The (most simple) usage of the second conditional is If + past simple, would + infinitive. Example The second conditional: If I had enough money, I would take a vacation.
Visual cue	Information presented in a visual form e.g. pictures, photographs, etc..
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. flip charts, overhead transparencies, graphical presentations, computer-based presentations, chalkboards, slide presentations, videos, films etc
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 phon- in phonemic, phonation, telephone, etc.
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. motor skills, holding a pencil correctly, drawing, copying, tracing, making loops, strokes, etc.

Referred Documents.

- National Curriculum of English Language (I-XII) 2006.
- Revised English Language Curriculum of Sindh Province 2016. (ECE-XII)
- Progression Grid, National Curriculum of Pakistan 2022-2023 (Class I-XII)

Acknowledgement

Language is a medium of communication used to convey feelings, express opinions, gain knowledge and maximize potential to promote inquiry. Strong literacy skills of listening, speaking, reading and writing are essential in developing responsible and self-motivated learners. English Language learning is an important skill when it comes to education at all levels, personality development, global communication, and making better professional choices. It is important to teach language learners to communicate their ideas effectively both orally and in writing. Reading, in particular, helps broaden students' horizons, by exposing them to a wide range of cultural, emotional, intellectual, and social realities, which can act as a foundation for building a more tolerant and multicultural society.

The revised English language curriculum (K-VIII) 2023-2024 propagates a holistic approach for language development to equip the students with the skills they need for effective communication in social and academic contexts at the Provincial, National and international levels. The curriculum is multidimensional and incorporates all components of language, i.e., phonology, grammar, lexis, discourse, language functions and skills. During the review the following amendments were made:

- *The standards, benchmarks and SLOs have been revisited and aligned with National core curriculum of English.*
- *English language skills have been revised in order to follow the National Coherence.*
- *Outcomes are made specific and measurable and age appropriate.*
- *Guidelines for implementation of curriculum by different ways (assessment, teachers training, textbooks and SRM) have been updated.*

For this cause, the Directorate of Curriculum Assessment & Research Sindh Jamshoro would like to acknowledge the sincere services offered by the Provincial review team of English in the leadership of Chairperson & Focal person, in developing, reviewing, aligning & updating the English Language Curriculum for grades K-VIII which was required after adopting the standards of NCP 2022-2023. The Directorate of Curriculum Assessment & Research Sindh Jamshoro has high regards to School Education & Literacy Department, Govt of Sindh in facilitating the process and allied institutions (CELL- MUET, IELL-UoS, SPELT Karachi, College & School Education, STBB for cooperation & providing support of expert during review process.

Director

Directorate of Curriculum
Assessment & Research Sindh Jamshoro.

Annexures



GOVERNMENT OF SINDH
SCHOOL EDUCATION & LITERACY DEPARTMENT
Karachi, dated: 07 October 2023

NOTIFICATION

In partial modification of this Department's Notification No. SO(C)SELD/ERC/18/2023, School Education & Literacy Department, Government of Sindh, the Desk Officer/ Focal Person on Sr. No. 11, is added in the Provincial Review Committee to review the Curriculum and Textbook of English Grade I-XII with the following composition and TORs:

1.	Dr. Shumaila Memon, Director @ Centre of English Language and Literature (CELL) MUET, Jamshoro	Chairperson
2.	Prof. Dr. Fatima Shuhabuddin SPELT Karachi	Member
3.	Dr. Tarique Umrani Professor of English @ IEL&L, University of Sindh, Jamshoro	Member
4.	Dr. Mohsin Tajwani SPELT Karachi	Member
5.	Ms. Hameeda Mirbhar Assistant Professor, Govt. Girls Degree College Kotri.	Member
6.	Mr. Ahmed Ali Mahar (Ahmed Khayyam) Assistant Professor, Govt Degree College 60-mile Nawabshah	Member
7.	One representative from Teacher Training Institutes/Faculty of Education, University of Sindh	Member
8.	Two working teachers of respective class level	Member
9.	Representatives from Private Schools	Member
10.	One representative from STBB Jamshoro	Member
11.	Mr. Ajeeb Ahmed Noonari. Subject Specialist of English @ DCAR Sindh Jamshoro.	Focal Person/ Desk Officer

ToRs

1. Review, analyze the National Curriculum Standards in the light of adaptations, compare the National Curriculum Standards with Provincial Curriculum Standards to identify missing gaps and segments and prepare recommendations accordingly.
2. Adaptation, analysis and review of National Curriculum to prepare recommendations accordingly.
3. Design, develop, update and finalize the curriculum of English
4. The Curriculum is aligned with local and National Curriculum documents.
5. Review/ quality assurance of the textbooks for alignment with Curriculum.
6. The Curriculum/Textbook promotes creativity and innovation.
7. The Curriculum/Textbook is aligned with age level of learners.
8. The social, cultural, psychological, physical and emotional needs of the learners addressed.
9. The promotion of respect for nature and diversity is addressed properly.
10. Regional folk and life skills are included appropriately.
11. Curriculum/ Textbook caters for 21st skills, global and diverse needs.
12. Free from hatred, biases (Gender, Ethics, Cultural occupational and Socio-economic status) ensure respect for diversity and promote harmony among masses/community.

DR. SHEREEN MUSTAFA
SECRETARY TO GOVERNMENT OF SINDH

NO.SO(C)SELD/ERC/

/2023:

Karachi, dated: 07 October 2023

A copy is forwarded for information & necessary action to:

1. The Chairman Sindh Text Book Board Jamshoro.
2. The Deputy Secretary (Staff) to Chief Secretary Sindh @ Karachi.
3. The Chairperson and member concerned.
4. The Director Curriculum, Assessment and Research Sindh @ Jamshoro
5. PS to Minister Education and Literacy Department, Govt. of Sindh @ Karachi.
6. PS to Secretary School Education and Literacy Department, Govt. of Sindh @ Karachi.
7. The Chief Advisor Curriculum Wing, School Education and Literacy Department, Govt. of Sindh @ Karachi
8. Office order file
9. Official Web site

SECTION OFFICER (C)



Minutes of meeting

In continuation of previous workshop, a three-day review meeting was held on dated: 08-01-2024 to 10-01-2024 at committee room of Directorate of Curriculum Assessment & Research Sindh Jamshoro, regarding review, align and finalize the existing English Language Curriculum class K to VIII.

The following members of committee of English subject participated in the review meeting.

S.No	Name & Organization	Responsibility	Signature
1	Dr. Shumaila Memon Director @ Center of English Language & Literature CELL , MEUT Jamshoro.	Chairperson	
2	Dr. Tariq Umrani Professor @ Institute of English Language & Literature, University of Sindh Jamshoro.	Member	
3	Professor Fatima Shahabuddin Professor of English Language @ SPELT Karachi	Member	
4	Ms. Hamida Mirbahar Assistant Professor of English @GGDC Kotri	Member	
5	Mr. Ahmed Ali Mahar (Ahmed Khayam) Assistant Professor of English @GBDC Nawab Shah.	Member	
6	Mr. Zulfiqar Ali Bhatti Assistant Professor of English @ GBDC Sujawal	Member	
7	Mr. Yaseen Piyar Ali Assistant Subject Specialist of English @ STBB Jamshoro.	Member	
8	Narender JEST @ Govt Boys Higher Secondary School Jamshoro.	Member	
9	Mr. Ajeeb Ahmed Noonari Subject Specialist English @ DCAR Sindh.	Focal Person	

The review committee reviewed the existing English Language Curriculum (Grade K-VIII) thoroughly in the light of NCP 2022-2023, aligned standards, benchmarks, SLOs, themes & sub-themes, assessment section, guidelines for language pedagogy, textbook as well as material review and teacher trainings and made changes where ever required. After fine-tune and proof read, the review committee strongly recommend to notify the updated English Language Curriculum 2023-2024 in the light of National Curriculum of Pakistan.