

Curriculum for  
**ENGLISH LANGUAGE**  
Grades ECE - XII 2016

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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. These changes have been made based on the input received from the stakeholders in the field and a group

of experts, both from the public and private sector, who spent a considerable amount of time in analysing Section 3 and 4 of the curriculum document in great detail.

The major changes in the document include: introducing the curriculum of class ECE in the document, reducing the number of competencies, tightening up the benchmarks, streamlining the SLOs to bring about progression in the teaching of various language aspects, and fine tuning the themes and sub-themes. At the time that 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 or ECE level, as it has been called in this document. The term ECE has been used in a very narrow sense in this document; 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

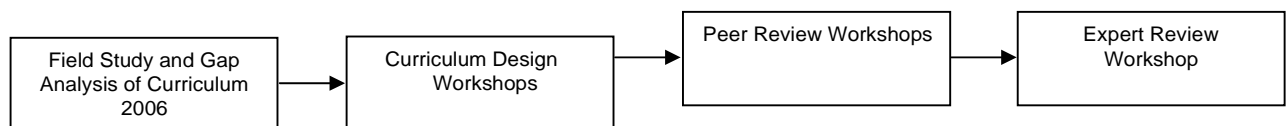
The English teaching field in Pakistan has experienced several paradigm shifts in methodology, at least on paper if not in practice, since 1947. It has moved from the grammar-translation method 1947 onwards, to the Direct Method in the 1960s, to the oral-structural approach (or the audio-lingual method) 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 thinking skills, 2) writing skills, 3) oral communication skills; 4) Formal and lexical aspects of Language. 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.

Figure1. Curriculum Review Process for English Curriculum 2016



The major findings of the recent study suggested:

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

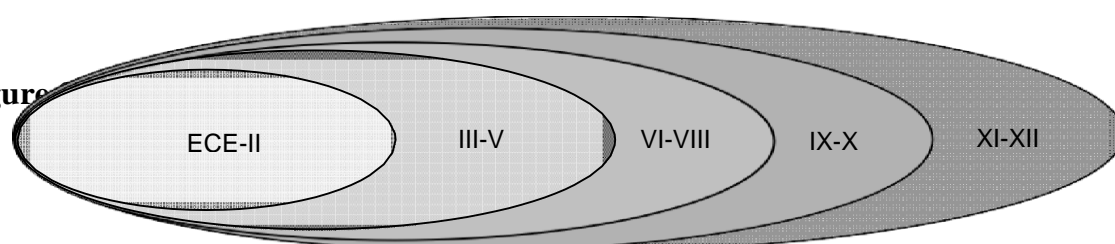
## Organization of the Curriculum Framework

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	
ECE-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, especially 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 ECE, 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 ECE-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

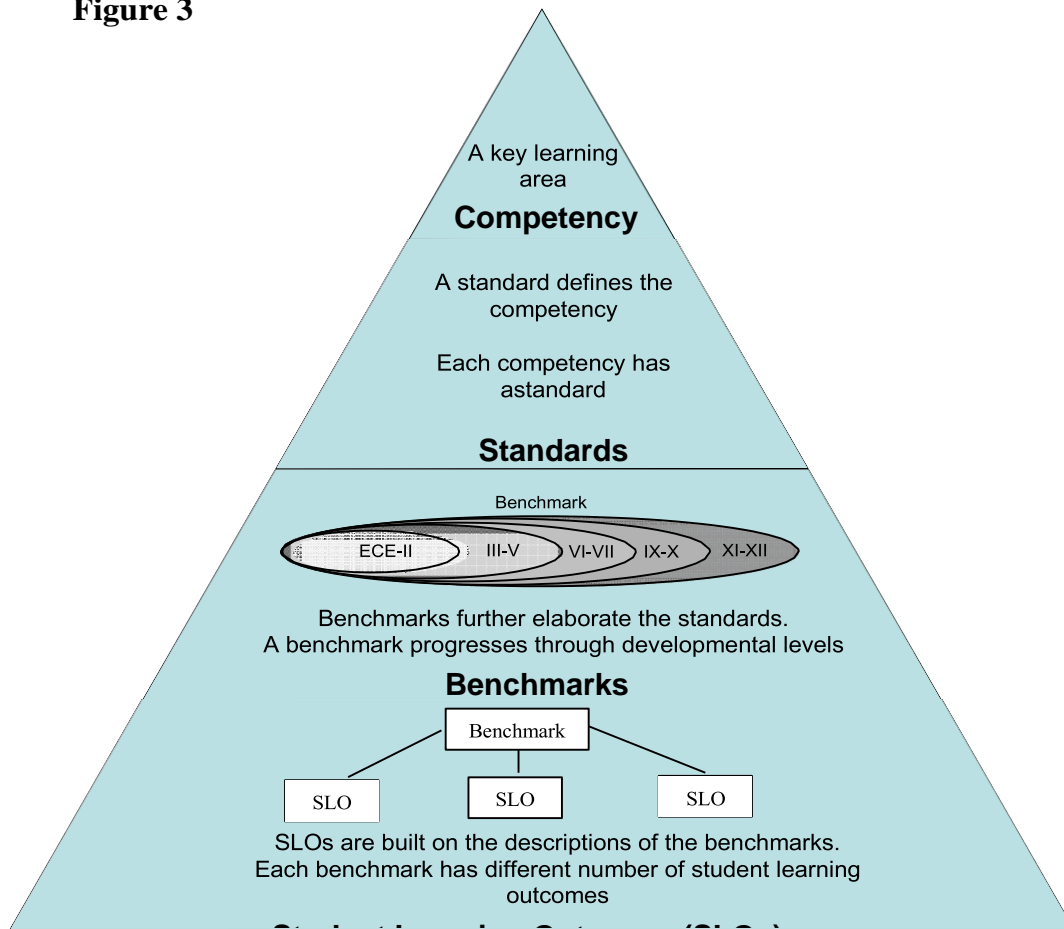
examinations due to constraints, but considering their importance these have been retained and are to be tested during formative assessment in the classroom by the teachers.

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.

<b>READING</b>	<b>WRITING</b>	<b>LISTENING</b>	<b>SPEAKING</b>
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 3**



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

For example, Competency 1 is Reading and 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 Thinking Skills

Competency 2: Writing Skills

Competency 3: Oral Communications kills

Competency 4: Formal and Lexical Aspects of Language

## **Rationale for Competencies and Standards**

### ***Competency 1: Reading and 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: Formal and Lexical Aspects of Language***

**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 2016 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 ECE-II

#### Competency 1: Reading and Thinking Skills

**Note:** In this document, ECE refers only to the pre-primary classes (Katchi or KG I and 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 ECE-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 ECE-II

S. No.	Class ECE	Class I	Class II
<b>1.1</b>	<b>Benchmark: <i>Develop and use reading readiness strategies.</i></b>		
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	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.
1.1.4	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.
<b>1.2</b>	<b>Benchmark: <i>Recognise that reading material comprises a variety of text types, both fiction and nonfiction. Read and</i></b>		

	<i>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.
<b>1.3</b>	<b>Benchmark: Recognise, pronounce and use letters of the alphabet and simple words, and identify that both words and pictures carry meaning.</b>		
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 alphabet. (Example: D comes before E and F comes after E)	Identify alphabetical order at the word level.
1.3.6	Identify letter sounds using the	Identify the sounds of individual letters	Read aloud words and simple

	phonics.	in a word using the phonics approach.	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.
<b>1.4</b>	<b>Benchmark: <i>Progressively extend their reading horizon to include words of everyday use and words from the environment.</i></b>		
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 <b>the same</b> 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.
<b>1.5</b>	<b>Benchmark: <i>Gather and locate simple information for specific purposes, using various aids and study skills.</i></b>		
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.
<b>1.6</b>	<b>Benchmark: <i>Recite nursery rhymes; recall stories and express personal reactions to the characters in them.</i></b>		

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 ECE-II**  
**Competency 2: Writing Skills**

**Note:** In this document, ECE refers only to the pre-primary classes (Katchi or KG I and 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.*

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.

<b>S. No.</b>	<b>Ethical and Social Attributes and Values</b>	<b>Theme No.</b>
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 ECE-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 ECE-II

S. No.	Class ECE	Class I	Class II
<b>2.1</b>	<b>Benchmark: <i>Getting ready to write by developing the motor skills and coordination.</i></b>		
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.		
<b>2.2</b>	<b>Benchmark: Write alphabets, simple words and sentences, using basic punctuation rules. Respond to basic ‘Wh’ questions.</b>		
2.2.1	Trace 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.
2.2.2	Copy the letters of the English alphabet.	Write simple naming and action one/ two syllable word(s) by identifying an object or an action in a picture.	Write appropriate naming and action two/ three syllable word(s) by identifying an object or an action in a picture.
2.2.3	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.
2.2.4	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.
2.2.5	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.
2.2.6	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 (?).
2.2.7	Take dictation of the alphabets.	Take dictation of simple one syllable words.	Take dictation of simple one/ two syllable words.
2.2.8		Copy one/ two syllable rhyming words from a poem.	Copy two/ three syllable rhyming words from a poem.
2.2.9		Write two to four sentences to describe a picture.	Write a few sentences to describe a series of three pictures.
2.2.10		Write sentences to answer simple questions starting with <i>what</i> .	Write sentences to answer simple questions starting with <i>who</i> .
2.2.11		Write ordinal numbers ‘first to tenth’ in	Identify and write the position of objects

		words.	using the ordinal numbers.
<b>2.3</b>	<b>Benchmark: <i>Relate writing to own world and use basic norms of writing and punctuation.</i></b>		
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 (?).
<b>2.4</b>	<b>Benchmark: <i>Recognize the unity in sentences/ groups of sentences.</i></b>		
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 ECE-II**  
**Competency 3: Oral Communication Skills**

**Note:** In this document, ECE refers only to the pre-primary classes (Katchi or KG I and 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.

<b>S. No.</b>	<b>Ethical and Social Attributes and Values</b>	<b>Theme No.</b>
<b>1.</b>	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
<b>2.</b>	Develop and portray an appreciation for People, Places, Nature, Environmental Education, and Travel, and about how diversity enriches life.	4, 7, 8, 12
<b>3.</b>	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
<b>4.</b>	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
<b>5.</b>	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 ECE-II**

<b>S. No.</b>	<b>Benchmarks</b>
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 ECE-II**

<b>S. No.</b>	<b>Class ECE</b>	<b>Class I</b>	<b>Class II</b>
<b>3.1</b>	<b>Benchmark: <i>Demonstrate basic social courtesies.</i></b>		
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.
<b>3.2</b>	<b>Benchmark: <i>Use formulaic and common everyday statements.</i></b>		
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.).
<b>3.3</b>	<b>Benchmark: <i>Express needs, feelings, ideas, opinions, and preferences.</i></b>		
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.
<b>3.4</b>	<b>Benchmark: <i>Talk about everyday things and events.</i></b>		
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.).
<b>3.5</b>	<b>Benchmark: <i>Recite nursery rhymes/ poems with actions, narrate/ act out stories with expressions, and participate in role play.</i></b>		
3.5.1	Recite nursery rhymes by joining in as	Recite nursery rhymes with actions, in	Recite poems with actions, in groups

	they are recited.	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 ECE-II**  
**Competency 4: Formal and Lexical Aspects of Language**

**Note:** In this document, ECE refers only to the pre-primary classes (Katchi or KG I and 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.

<b>S. No.</b>	<b>Ethical and Social Attributes and Values</b>	<b>Theme No.</b>
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 ECE-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 ECE-II

S. No.	Class ECE	Class I	Class II
<b>4.1</b>	<b>Benchmark: <i>Recognize and articulate basic sounds, letters, and words.</i></b>		
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.
<b>4.2</b>	<b>Benchmark: <i>Recognize and use naming, doing, describing words.</i></b>		
4.2.1	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.
4.2.2	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.
4.2.3	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.
4.2.4	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.).
4.2.5	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.
<b>4.3</b>	<b>Benchmark: <i>Recognize grammatical functions of parts of speech and simple tenses and use them in speech and writing.</i></b>		
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,</i>	Recognize and use the pronouns <i>we,</i>

		<i>he, she, it</i> (singular pronouns).	<i>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)
<b>4.4</b>	<b>Benchmark: <i>Recognise and use capitalization, full stops, and question marks in reading and writing simple words and sentences.</i></b>		
4.4.1	Use <b>initial</b> capital letters to write the names of people.	Use <b>initial</b> 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.
<b>4.5</b>	<b>Benchmark: <i>Recognise and use simple sentences for a variety of task purposes.</i></b>		
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 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.

<b>S. No.</b>	<b>Ethical and Social Attributes and Values</b>	<b>Theme No.</b>
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**

<b>S. No.</b>	<b>Benchmarks</b>
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
<b>1.1</b>	<b>Benchmark: <i>Fluently read and pronounce simple words and identify digraphs in words; comprehend words, sentences and paragraphs as meaningful units of expression.</i></b>		
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	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	<b>Benchmark: <i>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.</i></b>		

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	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.
1.2.4	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.
1.2.5	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.
1.2.6	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.
<b>1.3</b>	<b>Benchmark: <i>Read and use extended vocabulary to describe objects, analyse events, and to follow instructions, and arrange words in alphabetical order.</i></b>		
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.	Read aloud long sentences with a reasonable level of accuracy in pronunciation, applying the phonics approach.	Read aloud paragraphs with a reasonable level of accuracy in pronunciation, applying the phonics approach.
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.
<b>1.4</b>	<b>Benchmark: <i>Gather and use information for a variety of purposes using various aids and study skills.</i></b>		

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.
<b>1.5</b>	<b>Benchmark: <i>Interpret simple stories and simple poems; express personal preferences giving reasons.</i></b>		
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.

<b>S. No.</b>	<b>Ethical and Social Attributes and Values</b>	<b>Theme No.</b>
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**

<b>S. No.</b>	<b>Benchmarks</b>
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
<b>2.1</b>	<b>Benchmark: <i>Identify and use techniques for writing effective and unified sentences and unified short paragraphs.</i></b>		
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.

<b>2.2</b>	<b>Benchmark: Write short descriptive, narrative, expository, process, compare and contrast, and cause and effect paragraphs, complete stories, and add and use rhyming words.</b>		
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.
<b>2.3</b>	<b>Benchmark: Write short notes and informal invitations, using vocabulary, tone, and style of expression appropriate to the communicative purpose and context.</b>		
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.
<b>2.4</b>	<b>Benchmark: <i>Revise and edit for spelling, punctuation, correct words and word order, tenses, and linking words learnt.</i></b>		
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.

<b>S. No.</b>	<b>Ethical and Social Attributes and Values</b>	<b>Theme No.</b>
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**

<b>S. No.</b>	<b>Benchmarks</b>
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
<b>3.1</b>	<b>Benchmark: <i>Demonstrate basic social courtesies.</i></b>		
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.
<b>3.2</b>	<b>Benchmark: <i>Use some formulaic and common everyday statements.</i></b>		
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)
<b>3.3</b>	<b>Benchmark: <i>Express needs, feelings, ideas, opinions, and preferences.</i></b>		
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.
<b>3.4</b>	<b>Benchmark: <i>Talk about everyday things and events.</i></b>		
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 to do and why.	Talk to people in the immediate environment and say what they want to do and why.	Talk to people in the extended 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.
<b>3.5</b>	<b>Benchmark: <i>Recite poems with actions, narrate/ act out stories with expressions, and participate in role play.</i></b>		
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	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: Formal and Lexical Aspects of Language**

**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.

<b>S. No.</b>	<b>Ethical and Social Attributes and Values</b>	<b>Theme No.</b>
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
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
<b>4.1</b>	<b>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></b>		
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.
<b>4.2</b>	<b>Benchmark: Recognize and use naming, action, describing and compound words with correct spellings from immediate surroundings and from the subject texts.</b>		
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.
<b>4.3</b>	<b>Benchmark: <i>Recognize grammatical functions of parts of speech and simple tenses by using them in speech and writing.</i></b>		
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.
<b>4.4</b>	<b>Benchmark: <i>Recognize and use punctuation such as, full stop for specific purposes, commas for a variety of purposes and capitalization in reading and writing.</i></b>		
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.
<b>4.5</b>	<b>Benchmark: <i>Use and respond to simple instructions, commands and show feelings, verbally and non-verbally.</i></b>		
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 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.

<b>S. No.</b>	<b>Ethical and Social Attributes and Values</b>	<b>Theme No.</b>
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**

<b>S. No.</b>	<b>Benchmarks</b>
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
<b>1.1</b>	<b>Benchmark: Analyse the patterns of text organization, and the functions of various devices used in a paragraph.</b>		
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.
<b>1.2</b>	<b>Benchmark: Use a variety of reading strategies to comprehend the text; respond and relate to the text.</b>		
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	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.
1.2.5	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.
1.2.6	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.
1.2.7	Comprehend and respond to questions by marking key words, verbs, and tenses in various types of Yes/ No questions.	Comprehend and respond to questions by marking key words, verbs, and tenses in various types of ‘Wh’ questions.	Comprehend and respond to questions by marking key words, verbs, and tenses in various types of Yes/ No and ‘Wh’ questions.
1.2.8	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.

<b>1.3</b>	<b>Benchmark: <i>Interpret information from a variety of graphic organizers and other cues, including tables, mind maps, charts, forms, etc.</i></b>		
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.
<b>1.4</b>	<b>Benchmark: <i>Gather, analyse, and use information for a variety of purposes using various aids and study skills.</i></b>		
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.
<b>1.5</b>	<b>Benchmark: <i>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.</i></b>		
1.5.1	Read a poem and express orally its main idea.	Read a poem and express the main idea of each verse/ stanza.	Read a poem and express orally the 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: characters and theme.	Read a story and recognize and describe the story elements: events and time.	Read a story and recognize and describe the story elements: plot and key characters and their role.
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	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.
1.5.7	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.

<b>S. No.</b>	<b>Ethical and Social Attributes and Values</b>	<b>Theme No.</b>
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**

<b>S. No.</b>	<b>Benchmarks</b>
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
<b>2.1</b>	<b>Benchmark: Write simple descriptive, narrative, expository, process, compare and contrast, and cause and effect essays.</b>		
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"> <li>an Introductory paragraph that carries the main idea of the essay</li> <li>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</li> </ul>	Recognize that essay writing involves writing four or more paragraphs. An essay has: <ul style="list-style-type: none"> <li>an Introductory paragraph that carries the main idea of the essay</li> <li>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</li> <li>a Concluding paragraph that contains a summary of the body</li> </ul>	Recognize that essay writing involves writing four or more paragraphs. An essay has: <ul style="list-style-type: none"> <li>an Introductory paragraph that carries the main idea of the essay</li> <li>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</li> </ul>

	<ul style="list-style-type: none"> <li>a Concluding paragraph that contains a summary of the body paragraphs, and a general concluding statement</li> </ul> <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"> <li>a Concluding paragraph that contains a summary of the body paragraphs, and a general concluding statement</li> </ul> <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.
<b>2.2</b>	<b>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.</b>		
2.2.1	Put a jumbled story in order, considering some basic elements of a story, that it has: <ul style="list-style-type: none"> <li>- a beginning, middle and end</li> <li>- a plot</li> <li>- human/ animal/ imaginary characters</li> </ul>	Write a story on the basis of a given outline, considering some basic elements of a story, that it has: <ul style="list-style-type: none"> <li>- a beginning, middle and end</li> <li>- a plot</li> <li>- human/ animal/ imaginary characters</li> </ul>	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: <ul style="list-style-type: none"> <li>- a beginning, middle and end</li> <li>- a plot</li> </ul>

	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. whether they are: 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. whether they are: 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. whether they are: 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.
<b>2.3</b>	<b>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></b>		
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 various purposes, using the correct	Write short formal letters to people in the extended academic environment for various purposes, using the correct	Write short informal and formal letters to people in the extended social and academic environment for various

	conventions and appropriate vocabulary.	conventions and appropriate vocabulary.	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.
<b>2.4</b>	<b>Benchmark: <i>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.</i></b>		
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 writing, and answering questions, as	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	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).	respective sections).	mentioned in the respective sections).
2.4.2	Proof read and edit all written work to rectify errors of: <ul style="list-style-type: none"> <li>- word order</li> <li>- verb form</li> <li>- articles</li> <li>- adverbs and adjectives</li> <li>- joining words</li> <li>- transitional words</li> <li>- punctuations</li> <li>- spellings</li> </ul>	Proof read and edit all written work to rectify errors of: <ul style="list-style-type: none"> <li>- word order</li> <li>- verb form</li> <li>- articles</li> <li>- adverbs and adjectives</li> <li>- joining words</li> <li>- transitional words</li> <li>- punctuations</li> <li>- spellings</li> </ul>	Proof read and edit all written work to rectify errors of: <ul style="list-style-type: none"> <li>- word order</li> <li>- verb form</li> <li>- articles</li> <li>- adverbs and adjectives</li> <li>- joining words</li> <li>- transitional words</li> <li>- punctuations</li> <li>- spellings</li> </ul>

**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.

<b>S. No.</b>	<b>Ethical and Social Attributes and Values</b>	<b>Theme No.</b>
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**

<b>S. No.</b>	<b>Benchmarks</b>
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
<b>3.1</b>	<b>Benchmark: <i>Demonstrate basic social courtesies.</i></b>		
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.
<b>3.2</b>	<b>Benchmark: <i>Use formulaic and common everyday statements.</i></b>		
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.
<b>3.3</b>	<b>Benchmark: <i>Express feelings, ideas, opinions, and preferences.</i></b>		

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.
<b>3.4</b>	<b>Benchmark: <i>Talk about everyday things and events.</i></b>		
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.
<b>3.5</b>	<b>Benchmark: <i>Participate in debates and discussions.</i></b>		
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: Formal and Lexical Aspects of Language**

**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.

<b>S. No.</b>	<b>Ethical and Social Attributes and Values</b>	<b>Theme No.</b>
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
<b>4.1</b>	<b>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></b>		
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.
<b>4.2</b>	<b>Benchmark: Build vocabulary through simple word formation techniques and use with correct spellings, the vocabulary from the immediate and extended environment.</b>		
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.
<b>4.3</b>	<b>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.</b>		
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 bodies, superlative degrees, and directions.	Demonstrate the use of the definite article 'the' with the names of rivers, lakes, seas, oceans, mountains, and deserts.	Demonstrate the use of the definite article, the, with the names of holy 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.
<b>4.4</b>	<b>Benchmark: <i>Recognize and use appropriate punctuation, including the use of exclamation mark, quotation marks, hyphen, apostrophe, and colon, as and when required.</i></b>		
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.
<b>4.5</b>	<b>Benchmark: <i>Recognize and use simple sentence structure and appropriate sentence types to write meaningful paragraphs and essays.</i></b>		
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.
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**Class IX - X**  
**Competency 1: Reading and 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.

<b>S. No.</b>	<b>Ethical and Social Attributes and Values</b>	<b>Theme No.</b>
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 IX - X

S. No.	Benchmarks
1.1	Recognize patterns of text organization, and functions of various devices used within a paragraph in a text.
1.2	Analyse complex processes, procedures, events, issues, and various viewpoints, to apply reading comprehension and critical thinking strategies for in-depth study of the text.
1.3	Analyse and categorize information from a visual cue or a graphic organizer so as to show complex processes, procedures, comparisons, contrasts, and cause and effect relationships.
1.4	Analyse short stories, poems and essays; make connections between literary texts and their own lives.

### SLOs: Class IX-X

**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 IX	Class X
<b>1.1</b>	<b>Benchmark: <i>Recognize patterns of text organization, and functions of various devices used within a paragraph in a text.</i></b>	
1.1.1	Analyse the order of paragraphs: (Simple texts) <ul style="list-style-type: none"> <li>• Chronological or spatial.</li> <li>• General to specific, specific to general.</li> </ul>	Analyse the order of paragraphs: (Challenging texts) <ul style="list-style-type: none"> <li>• Sequential and logical</li> <li>• Most important to least important and vice versa</li> </ul>
1.1.2	Analyse the organizational patterns of texts to identify words, phrases or sentences that support the main idea through text types. <ul style="list-style-type: none"> <li>• Definition</li> <li>• Examples</li> <li>• Illustrations</li> </ul>	Analyze paragraphs to identify words, phrases or sentences that support the main idea through <ul style="list-style-type: none"> <li>• Facts</li> <li>• Analogies</li> <li>• Anecdotes</li> <li>• Quotations</li> </ul>
1.1.3	Identify and recognize the functions of <ul style="list-style-type: none"> <li>• Pronoun - antecedent relationships.</li> <li>• Anaphoric and cataphoric references</li> </ul>	Identify and recognize the functions of <ul style="list-style-type: none"> <li>• Anaphoric and cataphoric references</li> </ul>

	<ul style="list-style-type: none"> <li>• Transitional devices used for coherence and cohesion in narrative, descriptive, and process texts</li> </ul>	<ul style="list-style-type: none"> <li>• Transitional devices used for coherence and cohesion in expository, compare and contrast, and cause and effect texts</li> </ul>
<b>1.2</b>	<b>Benchmark: <i>Analyse complex processes, procedures, events, issues, and various viewpoints, to apply reading comprehension and critical thinking strategies for in-depth study of the text.</i></b>	
1.2.1	Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words and visuals etc. by using prior knowledge, asking questions and using contextual clues.	Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words, and visuals etc. by using prior knowledge, asking questions and using contextual clues.
1.2.2	Skim texts to <ul style="list-style-type: none"> <li>• have a general idea of the text.</li> <li>• infer themes/ main idea.</li> </ul>	Skim texts to <ul style="list-style-type: none"> <li>• have a general idea of the text.</li> <li>• infer themes/ main idea.</li> </ul>
1.2.3	Read silently to find main idea and supporting details and to interact with the text: <ul style="list-style-type: none"> <li>• scan for facts and opinions</li> <li>• make simple inferences using context of the text and prior knowledge.</li> <li>• distinguish between what is clearly stated and what is implied .</li> <li>• deduce meaning of difficult words from context.</li> <li>• use context to infer missing words</li> <li>• scan to locate an opinion</li> <li>• locate examples to support an opinion e.g. a personal anecdote, quotations, examples and analogy etc.</li> <li>• identify viewpoints/ ideas and issues.</li> <li>• generate questions to understand text.</li> </ul>	Read silently to find main idea and supporting details and to interact with the text: <ul style="list-style-type: none"> <li>• scan for facts and opinions</li> <li>• make inferences using context of the text and prior knowledge.</li> <li>• distinguish between what is clearly stated and what is implied .</li> <li>• deduce meaning of difficult words from context.</li> <li>• use context to infer missing words/phrases</li> <li>• scan to locate an opinion</li> <li>• locate examples to support an opinion e.g. a personal anecdote, quotations, examples and analogy etc.</li> <li>• distinguish fact from opinion such as letters to editors, texts supporting an opinion, etc.</li> <li>• identify issues and their solutions.</li> <li>• generate questions to understand text.</li> </ul>
1.2.4	Use summary skills to extract salient points and develop a mind map to summarize a text.	Use summary skills to summarize a process or procedure by transferring information from the written text to a diagram/flow chart.
1.2.5	To identify the following question types and to respond orally and in writing <ul style="list-style-type: none"> <li>• Literal/ textual/ factual</li> </ul>	To identify the following question types and to respond orally and in writing <ul style="list-style-type: none"> <li>• Literal/ textual/ factual</li> </ul>

	<ul style="list-style-type: none"> <li>• Interpretive</li> <li>• Inferential</li> <li>• Evaluative</li> <li>• Personal response/opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretive</li> <li>• Inferential</li> <li>• Evaluative</li> <li>• Personal response/opinion</li> </ul>
1.2.6	<p>Use critical thinking skills to respond orally and in writing to the text read to</p> <ul style="list-style-type: none"> <li>• Relate what is read to own feelings and experiences</li> <li>• Explore causes and consequences of a problem or an issue and propose solutions</li> </ul>	<p>Use critical thinking skills to respond orally and in writing to the text read to</p> <ul style="list-style-type: none"> <li>• Give a personal opinion and justify a stance related to viewpoints/ideas/issues in the text</li> <li>• Evaluate the material read</li> </ul>
<b>1.3</b>	<b>Benchmark: <i>Analyse and categorize information from a visual cue or a graphic organizer so as to show complex processes, procedures, comparisons, contrasts, and cause and effect relationships.</i></b>	
1.3.1	Analyse information and interpret situations in visuals such as mind maps, bar/line graphs, and diagrams, describing complex processes and procedures and relations, such as comparison and contrast.	Analyse information and interpret situations in visuals such as mind maps, bar/line graphs, and diagrams, describing complex processes and procedures and relations, such as cause and effect.
1.3.2	Organize information using various organizational patterns: sequence and classification.	Organize information using various organizational patterns: compare and contrast, and cause and effect
1.3.3	Present information in a written form, using appropriate transitional words within and beyond paragraphs for better coherence and cohesion.	Present information in a written form, using appropriate transitional words within and beyond paragraphs for better coherence and cohesion.
1.3.4	Recognize and use appropriate conventions (format, style, expression).	Recognize and use appropriate conventions (format, style, expression).
1.3.5	Interpret the situation in a visual cue, and using concrete sensory details of sights, sounds, and smells of a scene, and the specific actions, movements, gestures and feelings of characters in order to write a short description. Create a mind map for organizing ideas.	Interpret the situation in a visual cue, and using concrete sensory details of sights, sounds, and smells of a scene, and the specific actions, movements, gestures and feelings of characters in order to write a short description. Create a mind map for organizing ideas.
<b>1.4</b>	<b>Benchmark: <i>Analyse short stories, poems and essays; make connections between literary texts and their own lives.</i></b>	

1.4.1	Read text to make predictions about storyline/content, characters, using contextual clues and prior knowledge.	Read text to make predictions about storyline/content, characters, using contextual clues and prior knowledge.
1.4.2	Analyse story elements: characters, events, setting, plot, theme, tone, point of view.	Analyse story elements: characters, events, setting, plot, theme, tone, point of view.
1.4.3	<p>Read a story to</p> <ul style="list-style-type: none"> <li>• Make connections between their own lives and the characters and their motives.</li> <li>• Make inferences and draw conclusions about characters using supporting evidence from the story.</li> <li>• Compare characters in a literary selection to near similar ones in real life.</li> </ul>	<p>Read a story to</p> <ul style="list-style-type: none"> <li>• Make connections between the events and causes of conflict in the story/text.</li> <li>• Make inferences and draw conclusions about characters using supporting evidence from the text.</li> <li>• Compare characters in a literary selection to near similar ones in real life.</li> </ul>
1.4.4	<p>Read a poem and give orally and in writing</p> <ul style="list-style-type: none"> <li>• Theme and its development</li> <li>• Personal response with justification</li> <li>• Paraphrase/summary</li> </ul>	<p>Read a poem and give orally and in writing</p> <ul style="list-style-type: none"> <li>• Theme and its development</li> <li>• Personal response with justification</li> <li>• Paraphrase/summary</li> </ul>

**Class IX-X**  
**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.

<b>S. No.</b>	<b>Ethical and Social Attributes and Values</b>	<b>Theme No.</b>
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 IX – X

S. No.	Benchmarks
2.1	Analyse their own composition using various techniques of effective text organization, which influence reader.
2.2	Write a variety of narrative, persuasive, argumentative, compare and contrast, and cause and effect essays, for different purposes and audiences.
2.3	Use summary skills to write a summary/précis of simple passages/poems
2.4	Write a variety of interpersonal, intrapersonal, and transactional texts in informal and formal contexts
2.5	Revise and edit their writing for appropriate organizational patterns as per the requirements of different text genres. Also edit for correct punctuation, grammar, spellings, and transitional devices.

### SLOs: Class IX-X

**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 IX	Class X
2.1	<b>Benchmark:</b> <i>Analyse their own composition using various techniques of effective text organization, which influence reader.</i>	
2.1.1	Develop focus for own writing by identifying <b>audience</b> and purpose.	Develop focus for own writing by identifying <b>audience</b> and purpose.
2.1.2	Select and use a variety of pre-writing strategies, such as brainstorming, mind mapping, outlining, etc.	Select and use a variety of pre-writing strategies, such as brainstorming, mind mapping, outlining, etc.

2.1.3	<p>Analyse an essay so as to identify tone, purpose and main idea, supporting details and transitional devices.</p> <p>Write a unified paragraph on a given topic to show</p> <ul style="list-style-type: none"> <li>• Clear topic sentence using key words, vivid verbs, modifiers etc.</li> <li>• Supporting detail (example, illustration, definition, evidence, comparison, contrast, cause and effect, clarification, explanation) to develop the main idea.</li> <li>• Chronological / sequential / spatial order of arranging detail.</li> </ul> <p>Order of importance (most important to least important and vice versa, general to specific)</p>	<p>Analyse an essay so as to identify tone, purpose, and main idea, supporting details, and transitional devices.</p> <p>Write a unified paragraph on a given topic to show</p> <ul style="list-style-type: none"> <li>• Clear topic sentence using key words, vivid verbs, modifiers etc.</li> <li>• Supporting detail (example, illustration, definition, evidence, comparison, contrast, cause and effect, clarification, explanation) to develop the main idea.</li> <li>• Chronological / sequential / spatial order of arranging detail.</li> </ul> <p>Order of importance (most important to least important and vice versa, general to specific and vice versa)</p>
2.1.4	<p>Write a descriptive essay of at least four paragraphs on a given topic based on the following guidelines:</p> <ul style="list-style-type: none"> <li>• Brainstorm for ideas</li> <li>• Select the ideas to be covered in the essay</li> <li>• Write an introductory paragraph with a clear thesis statement at the end of the paragraph. The thesis statement should contain all the key ideas that are to be covered.</li> <li>• Use a separate paragraph for each topic area.</li> <li>• Write a clear topic sentence for each key idea.</li> <li>• Incorporate evidence (facts, quotations, etc.), examples (analogies, anecdotes etc.), or different points of view (elaborating an idea/opinion) to support each key idea.</li> <li>• Use appropriate transitional devices to connect ideas within and between paragraphs.</li> <li>• Add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), synthesis of the central idea, synthesis of each supporting idea, and a general concluding statement giving an idea, suggestion, recommendation, etc.</li> </ul>	<p>Write an expository essay of at least four paragraphs on a given topic based on the following guidelines:</p> <ul style="list-style-type: none"> <li>• Brainstorm for ideas</li> <li>• Use clustering and grouping techniques</li> <li>• Select the ideas to be covered in the essay</li> <li>• Write an introductory paragraph with a clear thesis statement at the end of the paragraph. The thesis statement should contain all the key ideas that are to be covered.</li> <li>• Use a separate paragraph for each topic area.</li> <li>• Write a clear topic sentence for each key idea.</li> <li>• Incorporate evidence (facts, quotations, etc.), examples (analogies, anecdotes etc.), or different points of view (elaborating an idea/opinion) to support each key idea.</li> <li>• Use appropriate transitional devices to connect ideas within and between paragraphs.</li> <li>• Add a closing or summary paragraph with a signalling closing word or phrase (to sum up, in the end, etc.), synthesis of the central idea, synthesis of each supporting idea, and a general</li> </ul>

	<ul style="list-style-type: none"> <li>• Use correct conventions of grammar and punctuation.</li> <li>• Use appropriate vocabulary</li> </ul>	<p>concluding statement giving an idea, suggestion, recommendation, etc.</p> <ul style="list-style-type: none"> <li>• Use correct conventions of grammar and punctuation.</li> <li>• Use appropriate vocabulary</li> </ul>
<b>2.2</b>	<b>Benchmark: Write a variety of narrative, persuasive, argumentative, compare and contrast, and cause and effect essays, for different purposes and audiences.</b>	
2.2.1	<p>Write a narrative essay of at least four paragraphs on a given topic, describing an event or incident, following the conventions of essay writing. Include details about:</p> <ul style="list-style-type: none"> <li>• Where and when the event/incident took place</li> <li>• What happened, include significant details</li> <li>• What is its significance at the personal, societal, country level.</li> </ul>	<p>Write a cause and effect essay of at least four paragraphs on a given topic, showing the cause and effect of events, things, actions, or ideas, following the conventions of essay writing. Include the following details:</p> <ul style="list-style-type: none"> <li>• Briefly describe the event, thing, action, or idea.</li> <li>• Identify the problem/issue</li> <li>• State its impact</li> <li>• Propose a solution</li> </ul>
2.2.2	<p>Write a compare and contrast essay of at least four paragraphs, on a given topic, showing comparison and contrast between things, events, situations, places, actions, ideas or problems. Include details such as:</p> <ul style="list-style-type: none"> <li>• General facts</li> <li>• Similarities</li> <li>• Differences</li> <li>• Impact of similarities and/or differences</li> <li>• Appropriate connecting words</li> </ul>	<p>Write a persuasive/argumentative essay of at least four paragraphs, on a given topic based on the following guidelines:</p> <ul style="list-style-type: none"> <li>• List ideas and arguments that support opinion.</li> <li>• Organize ideas and supporting arguments in a clear, structured and logical manner</li> <li>• Use persuasive lexis (range of words) to enhance ideas.</li> <li>• Use special devices to support arguments (e.g. appeal to logic through reasoning, appeal to emotion or ethical belief, relate a personal anecdote or analogy).</li> <li>• Anticipate and respond to opposing arguments by defending point of view with factual evidence, quotations, expert opinion, logical reasoning, and commonly held beliefs.</li> </ul>
<b>2.3</b>	<b>Benchmark: Use summary skills to write a summary/précis of simple passages/poems.</b>	
2.3.1	Use summary skills to write a summary of a simple passage	Use summary skills to write a précis of a simple passage
2.3.2	Use paraphrasing skills to paraphrase stanzas in a poem by restating the message in simple prose	Use paraphrasing skills to paraphrase stanzas in a poem by restating the message in simple prose
2.3.3	Write a summary of a poem (giving the title of the poem, the poet's name, the key message of the poem, and a	Write a summary of a poem (giving the title of the poem, the poet's name, the key message of the poem, and a summary of all

	summary of all the stanzas).	the stanzas). Add own thoughts/opinions/feelings.
<b>2.4</b>	<b>Benchmark: Write a variety of interpersonal, intrapersonal, and transactional texts in informal and formal contexts.</b>	
2.4.1	Write an application to the class teacher / principal for various academic purposes using correct format, layout, and tone.	Write an application to the class teacher / principal for various academic and social purposes using correct format, layout, and tone.
2.4.2	Analyse letters to the editor complaining about a problem/issue to note the differences of conventions, vocabulary, style and tone.  Write a letter to the editor complaining about a problem/issue.  Use the appropriate format, layout, and tone.	Analyse letters to the editor in the newspaper explaining and presenting an idea, a point, or an opinion.  Write a letter to the editor explaining and presenting an idea, a point, or an opinion.  Use the appropriate format, layout, and tone.
2.4.3	Compare various informal emails to note differences of conventions, vocabulary, style, and tone.  Write an informal email to a friend/class fellow asking/requesting for something that you need.	Analyse various emails to note the differences of conventions, vocabulary, style, and tone.  Write a formal email to an organization/institution asking/requesting for information/clarity about something.
2.4.4	Clearly fill in various types of forms requiring basic information	Clearly fill in various types of forms requiring detailed information
<b>2.5</b>	<b>Benchmark: Revise and edit their writing for appropriate organizational patterns as per the requirements of different text genres. Also edit for correct punctuation, grammar, spellings, and transitional devices.</b>	
2.5.1	Revise own and peers' writing to ensure that it has: <ul style="list-style-type: none"> <li>• The required organizational pattern</li> <li>• Appropriate transitional devices</li> <li>• Clarity of expression</li> </ul>	Revise own and peers' writing to ensure that it has: <ul style="list-style-type: none"> <li>• The required organizational pattern</li> <li>• Appropriate transitional devices</li> <li>• Clarity of expression</li> </ul>
2.5.2	Proofread and edit their own and peers' work for errors of: <ul style="list-style-type: none"> <li>• Subject/verb agreement</li> <li>• Pronoun reference</li> <li>• Correct word form</li> <li>• Punctuation</li> <li>• Spelling</li> </ul>	Proofread and edit their own and peers' work for errors of: <ul style="list-style-type: none"> <li>• Subject/verb agreement</li> <li>• Pronoun reference</li> <li>• Correct word form</li> <li>• Punctuation</li> <li>• Spelling</li> </ul>

**Class IX-X**  
**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.

<b>S. No.</b>	<b>Ethical and Social Attributes and Values</b>	<b>Theme No.</b>
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 IX – X

S. No.	Benchmarks
3.1	Use simple conventions of spoken discourse to communicate in various academic and social settings, in formal and informal talks, and individual/pair discussions.
3.2	Conduct basic level interviews and deliver basic level presentations, using basic interviewing and presentation techniques.

### SLOs: Class IX-X

**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 IX	Class X
3.1	<b>Benchmark:</b> <i>Use simple conventions of spoken discourse to communicate in various academic and social settings, in formal and informal talks, and individual/pair discussions.</i>	
3.1.1	Ask and respond to questions of academic and social nature.	Seek and offer advice.
3.1.2	Ask for and express preferences, emotions, and wishes, by giving reasons.	Ask for and express needs and requirements by giving reasons.
3.1.3	Express satisfaction/ dissatisfaction (fully and partially) politely.	Express agreement/disagreement, approval/disapproval (fully and partially) politely.
3.1.4	Share information and ideas.	Support or modify one’s opinions with reasons.
3.1.5	Negotiate solutions to problems, for example, misunderstandings and disputes.	Use polite form to negotiate and develop consensus
3.1.6	Demonstrate the use of simple conventions of: <ul style="list-style-type: none"> <li>• Public speaking</li> <li>• Debates</li> </ul>	Use the simple conventions to communicate in <ul style="list-style-type: none"> <li>• Public speaking</li> <li>• Debates</li> </ul>
3.2	<b>Benchmark:</b> <i>Conduct basic level interviews and deliver basic level presentations, using basic interviewing and presentation techniques.</i>	

3.2.1	Display appropriate body language, dress, and posture	Display appropriate body language, dress, and posture
3.2.2	Use appropriate expressions and interviewing techniques to conduct and give short informal interviews to a friend or relative on specific topics, by: <ul style="list-style-type: none"> <li>• Preparing and asking relevant questions for an interview</li> <li>• Using appropriate reciprocal language effectively</li> <li>• Taking notes and compiling the responses in an interview</li> </ul>	Use appropriate expressions and interviewing techniques to conduct and give short formal interviews for admission to a college by: <ul style="list-style-type: none"> <li>• Preparing and asking relevant questions for an interview</li> <li>• Using appropriate reciprocal language effectively</li> <li>• Taking notes and compiling the responses in an interview</li> </ul>
3.2.3	Prepare for a group presentation by negotiating verbally to identify roles in preparations for the presentations.	Prepare for an individual presentation on a given topic.
3.2.4	Create and deliver simple group presentations on various themes, problems, and issues: <ul style="list-style-type: none"> <li>• Brainstorm</li> <li>• Identify theme and focus</li> <li>• Structure ideas and arguments in a coherent logical fashion</li> <li>• Support a subject or topic with effective factual information</li> <li>• Develop and use cue cards</li> <li>• Deliver the presentation</li> </ul>	Create and deliver simple individual presentations on various themes, problems, and issues: <ul style="list-style-type: none"> <li>• Brainstorm</li> <li>• Identify theme and focus</li> <li>• Structure ideas and arguments in a coherent logical fashion</li> <li>• Support a subject or topic with effective factual information</li> <li>• Develop and use cue cards</li> <li>• Deliver the presentation</li> </ul>
3.2.5	Evaluate and comment orally on the presentation of peers against a pre-developed student/teacher criterion for: <ul style="list-style-type: none"> <li>• Clear and cohesive main idea</li> <li>• Consistent organization of ideas</li> <li>• Sufficient supporting details</li> <li>• Effective communication style</li> <li>• Appropriate dress and body language</li> <li>• Appropriate interaction with audience and eye contact</li> </ul>	Evaluate and comment orally on the presentation of peers against a pre-developed student/teacher criterion for: <ul style="list-style-type: none"> <li>• Clear and cohesive main idea</li> <li>• Consistent organization of ideas</li> <li>• Sufficient supporting details</li> <li>• Effective communication style</li> <li>• Appropriate dress and body language</li> <li>• Appropriate interaction with audience and eye contact</li> </ul>

**Class IX - X**  
**Competency 4: Formal and Lexical Aspects of Language**

**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.

<b>S. No.</b>	<b>Ethical and Social Attributes and Values</b>	<b>Theme No.</b>
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 IX – X**

<b>S. No.</b>	<b>Benchmarks</b>
4.1	Pronounce (acceptably) new words, and use appropriate stress and intonation patterns in sustained speech to communicate effectively.
4.2	Use lexical items in context and with correct spellings. Use the dictionary to look for meanings of simple lexical items. Recognize and use root words and prefixes and suffixes to form and to understand new words. Recognize verbosity and factors related to translation.
4.3	Recognize grammatical functions and concepts of tenses and aspect, selected transitional devices, and modal verbs, and use them in their speech and writing.
4.4	Use appropriate capitalization and punctuation marks and rectify errors in capitalization and punctuation in writing.
4.5	Recognise, change, and use various types of sentence structures.

**SLOs: Class IX-X**

**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.

<b>S. No.</b>	<b>Class IX</b>	<b>Class X</b>
<b>4.1</b>	<b>Benchmark: <i>Pronounce (acceptably) new words, and use appropriate stress and intonation patterns in sustained speech to communicate effectively.</i></b>	
4.1.1	Use the pronunciation key (in a dictionary) and/or listen to words in standard online dictionaries to pronounce words with developing accuracy.	Use the pronunciation key (in a dictionary) and/or listen to words in standard online dictionaries to pronounce words with developing accuracy.
4.1.2	Recognize silent letters in words and pronounce them with developing accuracy.	Recognize silent letters in words and pronounce them with developing accuracy.
4.1.3	Recognize and use varying intonation patterns as aids in spoken language to: <ul style="list-style-type: none"> <li>• show attitude</li> <li>• highlight focus in meaning</li> </ul>	

<b>4.2</b>	<b>Benchmark: Use lexical items in context and with correct spellings. Use the dictionary to look for meanings of simple lexical items. Recognize and use root words and prefixes and suffixes to form and to understand new words. Recognize verbosity and factors related to translation.</b>	
4.2.1	Enhance and use appropriate vocabulary and correct spelling: (e.g. use new words in reading texts in their own sentences, and in subsequent writing and speaking tasks)	Enhance and use appropriate vocabulary and correct spelling in speech and writing: (e.g. use new words in reading texts in their own sentences and in subsequent writing and speaking tasks)
4.2.2	Illustrate the use of dictionary for finding appropriate meaning and correct spellings.	Illustrate the use of dictionary for finding appropriate meaning and correct spellings.
4.2.3	Identify and use simple transitional devices that show comparison and contrast, and cause and effect	Identify and use transitional devices that show order and reason.
4.2.4	Recognize common roots and use that knowledge to derive meanings of new words.	Recognize common roots and use that knowledge to derive meanings of new words.
4.2.5	Recognize common prefixes and suffixes; use that knowledge to determine the meaning of unfamiliar words.	Recognize common prefixes and suffixes: use that knowledge to determine the meaning of unfamiliar words.
4.2.6	Distinguish idiomatic expressions from everyday speech.	Make sentences using common/ previously learnt idioms
4.2.7	Explore the use of synonyms (using a dictionary or thesaurus) with various meanings in simple sentences.	Use synonyms in making sentences.
4.2.8	Identify verbosity in simple texts. Use one-word substitution to avoid verbosity and redundancy in writing.	Identify verbosity in simple texts. Use one-word substitution to avoid verbosity and redundancy in writing.
4.2.9	Use the knowledge of literal and figurative meaning, grammar, gender, and syntax to translate sentences from English to Urdu/Sindhi.	Use the knowledge of literal and figurative meaning, grammar, gender and syntax to translate passages from English to Urdu/Sindhi.
4.2.10	Understand that most phrases and idioms cannot be translated literally from one language to another.	Understand that most phrases and idioms cannot be translated literally from one language to another.
<b>4.3</b>	<b>Benchmark: Recognize grammatical functions and concepts of tenses and aspect, selected transitional devices, and modal verbs, and use them in their speech and writing.</b>	
4.3.1	Revise the use of collective, countable and uncountable	Revise the use of material and abstract nouns.

	nouns.	
4.3.2	Revise and apply rules of change of number of nouns learnt earlier.	Revise and apply the rules of change of number of nouns learnt earlier.
4.3.3	Identify, and demonstrate use of relative pronouns (that, who, whom, whose, which)	Spot errors in context with respect to use of relative pronouns (that, who, whom, whose, which)
4.3.4	Revise the rules for the use of <i>a</i> , <i>an</i> and <i>the</i> , wherever applicable in speech and in writing	Revise the rules for the use of <i>a</i> , <i>an</i> and <i>the</i> (also advance usage of <i>the</i> ) whenever applicable in speech and in writing.
4.3.5	Revise and illustrate the use and selected functions of modal verbs (ability and permission)	Illustrate use and selected functions of modal verbs (request and advice)
4.3.6	Revise the rules of forming present and past participles of regular verbs.	Illustrate the correct usage of gerunds and gerund phrases in writing
4.3.7	Recognize the rules of infinitives and infinitive phrases. Illustrate their correct usage in writing.	Revise the rules of and illustrate the use of tenses learnt earlier.
4.3.8	Revise the rules of, and illustrate the use of tenses learnt earlier.	Use varying degrees of a variety of adjectives in speech and writing.
4.3.9	Revise and change degrees of a variety of adjectives.	Rectify errors in following the royal order of adjectives.
4.3.10	Follow the rules of the royal order of adjectives in sentences and use them.	Form nouns and verbs from adjectives
4.3.11	Form adjectives from nouns and verbs.	Recognize varying positions of adverbs in sentences according to their kinds and importance and use them appropriately in sentences/writing.
4.3.12	Identify, form and use degrees of comparison of adverbs	Revise the use of prepositions of movement and direction. Also, illustrate the use of compound prepositions.
4.3.13	Recognize varying positions of adverbs in sentences according to their kinds and importance and use them appropriately in sentences.	
4.3.14	Revise the use of prepositions of position and time. Also, use of <i>since</i> and <i>for</i> .	
4.4	<b>Benchmark: Use appropriate capitalization and punctuation marks and rectify errors in capitalization and punctuation in writing.</b>	

4.4.1	Apply rules of capitalization and punctuation, wherever applicable.	Apply rules of capitalization and punctuation, wherever applicable.
4.4.2	Rectify faulty capitalization and punctuation in given passages	Rectify faulty capitalization and punctuation in given passages
4.4.3	Recognize and use comma to separate a subordinate clause which precedes a main clause	Use comma to separate a defining and non-defining relative clause
4.4.4	Recognize and use quotation marks to enclose parts of a quotation.	Recognize and use quotation marks to enclose unusual or peculiar terms to which attention is directed to make the meaning clear.
4.5.	<b>Benchmark: <i>Recognise, change, and use various types of sentence structures.</i></b>	
4.5.1	Identify and differentiate between main, subordinate and relative clause	Use main, subordinate and relative clauses to make sentences, and in paragraphs.
4.5.2	Make and convert affirmative, negative, and interrogative sentences	Make, use, and convert exclamatory and imperative sentences
4.5.3	Identify and use simple and compound sentences.	Make simple and compound sentences.
4.5.4	Revise the rules of type 1 & 2 conditional sentences.	Revise the use of conditional sentences. Revise the rules of type 3 conditional sentences.
4.5.5	Revise and convert sentences from active voice to passive voice and use them in contexts in their writing.	Revise and convert sentences from passive voice to active voice.
4.5.6	Revise the rules of and change the narration of statements, exclamations, wish, hope, apology and promise, and use them in their writing tasks.	Recognize the rules of and change the narration of selected sentence types: questions, requests, and orders.

**Class XI - XII**  
**Competency 1: Reading and 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.

<b>S. No.</b>	<b>Ethical and Social Attributes and Values</b>	<b>Theme No.</b>
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 XI – XII

S. No.	Benchmarks
1.1	Analyse patterns of text organization, and function of various devices used within and beyond a paragraph in a text.
1.2	Analyse, synthesize and evaluate events, issues, ideas and viewpoints, applying reading comprehension and critical thinking strategies.
1.3	Analyse and synthesize information from a visual cue or a graphic organizer
1.4	Gather, analyse, evaluate and synthesize information to use for variety of purposes including a research project using various aids and study skills.
1.5	Analyse and evaluate short stories, poems, essays, biographies, plays, and novelettes and relate how texts affect learners' life across cultures.

### SLOs: Class XI - XII

**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 XI	Class XII
<b>1.1</b>	<b>Benchmark: <i>Analyse patterns of text organization, and function of various devices used within and beyond a paragraph in a text.</i></b>	
1.1.1	Analyse the text to identify the theme/general subject, key idea/ central thought, thesis statement (a statement about the general subject), and supporting details.	Analyse the text to identify the theme/general subject, key ideas, thesis statement, topic sentences and supporting details.
1.1.2	Recognize that the theme of a text is carried in a thesis statement	Analyse paragraphs to identify sentences that support the main idea through <ul style="list-style-type: none"> <li>• definition</li> <li>• example/ illustration</li> </ul>

		<ul style="list-style-type: none"> <li>• cause and effect</li> <li>• comparison and contrast</li> <li>• facts, analogies, anecdotes and quotations.</li> </ul>
1.1.3	Analyse paragraphs to identify sentences that support the main idea through <ul style="list-style-type: none"> <li>• definition</li> <li>• example/ illustration</li> <li>• cause and effect</li> <li>• comparison and contrast</li> <li>• facts, analogies, anecdotes and quotations.</li> </ul>	Analyse the order of arranging paragraphs: <ul style="list-style-type: none"> <li>• Chronological or spatial</li> <li>• Logical and sequential</li> <li>• General to specific, specific to general</li> </ul> Most important to least important and vice versa
1.1.4	Identify and recognize the functions of <ul style="list-style-type: none"> <li>• pronoun - antecedent relationships.</li> <li>• anaphoric and cataphoric references.</li> <li>• transitional devices used for coherence and cohesion at discourse level.</li> </ul>	
1.1.5	Analyse the order of arranging paragraphs: <ul style="list-style-type: none"> <li>• Chronological or spatial</li> <li>• Logical and sequential</li> <li>• General to specific, specific to general</li> <li>• Most important to least important and vice versa</li> </ul>	
<b>1.2</b>	<b>Benchmark: Analyse, synthesize and evaluate events, issues, ideas and viewpoints, applying reading comprehension and critical thinking strategies.</b>	
1.2.1	Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.	Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
1.2.2	Skim text to <ul style="list-style-type: none"> <li>• have general idea of the text.</li> <li>• infer theme/ main idea.</li> </ul>	Skim text to <ul style="list-style-type: none"> <li>• have general idea of the text.</li> <li>• infer theme/ main idea.</li> </ul>
1.2.3	Read silently and apply critical thinking to interact with the text, using intensive reading strategies (while-reading) to: <ul style="list-style-type: none"> <li>• Extract main idea and supporting detail.</li> </ul>	Read silently and apply critical thinking to interact with the text, using intensive reading strategies (while-reading) to: <ul style="list-style-type: none"> <li>• Extract main idea and supporting detail.</li> </ul>

	<ul style="list-style-type: none"> <li>• Locate an opinion</li> <li>• Make simple inferences using context of the text and prior knowledge.</li> <li>• Distinguish between what is clearly stated and what is implied.</li> <li>• Deduce meaning of difficult new words/phrases from context.</li> <li>• Use context to infer missing words.</li> <li>• Extract main idea and supporting details.</li> <li>• Scan to locate an opinion</li> <li>• Distinguish fact from opinion in news articles, editorials, articles supporting a position, etc.</li> <li>• Locate examples to support an opinion.(appeal to emotions, appeal to logic or ethical and social belief)</li> <li>• Recognize arguments and counter arguments.</li> <li>• Explore viewpoints/ideas and issues.</li> <li>• Follow instructions in maps and user instruction manuals and forms requiring real life information.</li> <li>• Comprehend/interpret text by applying critical thinking.</li> <li>• Generate questions to understand text.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate an opinion</li> <li>• Make simple inferences using context of the text and prior knowledge.</li> <li>• Distinguish between what is clearly stated and what is implied.</li> <li>• Deduce meaning of difficult new words/phrases from context.</li> <li>• Use context to infer missing words.</li> <li>• Extract main idea and supporting details.</li> <li>• Scan to locate an opinion</li> <li>• Distinguish fact from opinion in news articles, editorials, articles supporting a position, etc.</li> <li>• Locate examples to support an opinion.(appeal to emotions, appeal to logic or ethical and social belief)</li> <li>• Recognize arguments and counter arguments.</li> <li>• Explore viewpoints/ideas and issues.</li> <li>• Follow instructions in maps and user instruction manuals and forms requiring real life information.</li> <li>• Comprehend/interpret text by applying critical thinking.</li> <li>• Generate questions to understand text.</li> </ul>
1.2.4	<p>Use summary skills to:</p> <ul style="list-style-type: none"> <li>• extract salient points and develop a mind map to summarize a text.</li> <li>• follow a process or procedure to summarize the information to transfer the written text to a diagram, flow chart, or cloze paragraph.</li> </ul>	<p>Use summary skills to</p> <ul style="list-style-type: none"> <li>• extract salient points and develop a mind map to summarize a text.</li> <li>• follow a process or procedure to summarize the information to transfer the written text to a diagram, flow chart, or cloze paragraph.</li> </ul>
1.2.5	<p>Respond orally and in writing to the text to:</p> <ul style="list-style-type: none"> <li>• give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.</li> <li>• relate what is read to his or her own feelings and experiences.</li> </ul>	<p>Respond orally and in writing to the text to:</p> <ul style="list-style-type: none"> <li>• give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.</li> <li>• relate what is read to his or her own feelings and experiences.</li> <li>• explore causes and consequences of a problem or an issue and propose various solutions.</li> </ul>

	<ul style="list-style-type: none"> <li>• explore causes and consequences of a problem or an issue and propose various solutions.</li> <li>• evaluate the material read</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate the material read</li> </ul>
1.2.6	<p>Apply strategies to comprehend questions by marking key words, verbs and tenses in a variety of question types:</p> <ul style="list-style-type: none"> <li>• Literal/ textual/ factual</li> <li>• Interpretive</li> <li>• Inferential</li> <li>• Evaluative</li> <li>• Personal response / opinion</li> <li>• Open ended</li> </ul>	<p>Apply strategies to comprehend questions by marking key words, verbs and tenses in a variety of question types:</p> <ul style="list-style-type: none"> <li>• Literal/ textual/ factual</li> <li>• Interpretive</li> <li>• Inferential</li> <li>• Evaluative</li> <li>• Personal response / opinion</li> <li>• Open ended</li> </ul>
<b>1.3</b>	<b>Benchmark: <i>Analyse and synthesize information from a visual cue or a graphic organizer.</i></b>	
1.3.1	Analyse complex information in line/bar/pie graphs and diagrams.	Analyse complex information in line/bar/pie graphs and diagrams.
1.3.2	Summarize and synthesize the information in a written report by organizing information using various organizational patterns: sequence, comparison, contrast, classification	Summarize and synthesize the information in a written report by organizing information using various organizational patterns: cause and effect, problem solution, advantages and disadvantages
1.3.3	Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion.	Recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion.
1.3.4	Recognize and use appropriate conventions (format, style, expression).	Recognize and use appropriate conventions (format, style, expression).
<b>1.4</b>	<b>Benchmark: <i>Gather, analyse, evaluate and synthesize information to use for variety of purposes including a research project using various aids and study skills.</i></b>	
1.4.1	Utilize appropriate informational print and electronic sources to collect information.	Utilize appropriate informational print and electronic sources to collect information.
<b>1.5</b>	<b>Benchmark: <i>Analyse and evaluate short stories, poems, essays, biographies, plays, and novelettes and relate how texts affect learners' life across cultures.</i></b>	
1.5.1	Make predictions about storyline/content, characters, using	Make predictions about storyline/content, characters, using

	contextual clues and prior knowledge	contextual clues and prior knowledge
1.5.2	Read a text to make connections between characters, events, motives and causes of conflicts in texts across cultures	Read a text to make connections between characters, events, motives and causes of conflicts in texts across cultures.
1.5.3	Read a text to make connections between characters, events, motives and causes of conflicts in texts across cultures.	Recognize the author's purpose and point of view and their effects on the texts.

**Class XI - XII**  
**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.

<b>S. No.</b>	<b>Ethical and Social Attributes and Values</b>	<b>Theme No.</b>
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 XI – XII

S. No.	Benchmarks
2.1	Analyse and evaluate to write their own composition using various techniques of effective text organization which influence reader.
2.2	Write expository, persuasive, analytical essays, research reports, and extended narratives for multiple purposes and audiences.
2.3	Write a variety of interpersonal and transactional texts e.g. letters / applications / job advertisements, forms and emails for a range of purposes in real life situations, using vocabulary, tone, style of expression, conventions appropriate to the communicative purpose and context.
2.4	Revise and edit their writing for appropriate organizational patterns, as per the requirements of different text genres. Also edit for correct punctuation, grammar, spellings and transitional devices.

### SLOs: Class XI – XII

**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 XI	Class XII
<b>2.1</b>	<b>Benchmark: <i>Analyse and evaluate to write their own composition using various techniques of effective text organization which influence reader.</i></b>	
2.1.1	Develop focus for own writing by identifying and analysing audience and purpose.	Develop focus for own writing by identifying and analysing audience and purpose.
2.1.2	Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc.	Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc.
2.1.3	Analyse an essay's purpose and main idea, theses statement, topic sentences, supporting details and transitional devices.	Analyse an essay's purpose and main idea, theses statement, topic sentences, supporting details and transitional devices.
2.1.4	Write an essay on a general topic: (academic essay)	Write an essay on a general topic: (academic/scientific essay)

	<ul style="list-style-type: none"> <li>• Write an introductory paragraph with a clear central thought.</li> <li>• Provide key ideas, which prove, explain or support the central thought, in the theses statement.</li> <li>• Use a separate paragraph for each key idea, with a clear topic sentence.</li> <li>• Incorporate evidence (facts, quotations, etc), examples (analogies, anecdotes, etc.), or different points of view (elaborating an idea/opinion) to support each key idea.</li> <li>• Use appropriate transitional devices to connect ideas within and between paragraphs.</li> <li>• Add a closing or summary paragraph with a synthesis of central idea, synthesis of each supporting idea, a general concluding statement.</li> <li>• Use correct conventions of grammar and punctuation.</li> <li>• Use appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Write an introductory paragraph with a clear central thought.</li> <li>• Provide key ideas, which prove, explain or support the central thought, in the theses statement.</li> <li>• Use a separate paragraph for each key idea, with a clear topic sentence.</li> <li>• Incorporate evidence (facts, quotations, etc), examples (analogies, anecdotes, etc.), or different points of view (elaborating an idea/opinion) to support each key idea.</li> <li>• Use appropriate transitional devices to connect ideas within and between paragraphs.</li> <li>• Add a closing or summary paragraph with a synthesis of central idea, synthesis of each supporting idea, a general concluding statement.</li> <li>• Use correct conventions of grammar and punctuation.</li> <li>• Use appropriate vocabulary</li> </ul>
<b>2.2</b>	<b>Benchmark: Write expository, persuasive, analytical essays, research reports, and extended narratives for multiple purposes and audiences.</b>	
2.2.1	Analyse to use in their writing features of an expository composition showing comparison and contrast between things, events, situations, places, action, idea or a problem: <ul style="list-style-type: none"> <li>• Methods for organizing comparison and contrast.</li> <li>• Connectives of comparison and contrast.</li> <li>• Use of effective metaphors and similes</li> </ul>	Analyse to use in their writing, features of an expository composition showing cause and effect of things, events, action, idea, or a problem/issue: <ul style="list-style-type: none"> <li>• Methods for organizing cause and effect</li> <li>• Connectives of cause and effect</li> </ul>
2.2.2	Write an extended narrative incident: <ul style="list-style-type: none"> <li>• Include action, spoken words, observations, thoughts, and feelings.</li> <li>• Use concrete sensory details to describe and support impressions of people, places, things or experiences.</li> <li>• Give a proper beginning, middle and end to the narrative.</li> <li>• Write a beginning that sets the scene for the following action.</li> </ul>	Write an extended narrative incident: <ul style="list-style-type: none"> <li>• Include action, spoken words, observations, thoughts, and feelings.</li> <li>• Use concrete sensory details to describe and support impressions of people, places, things or experiences.</li> <li>• Give a proper beginning, middle and end to the narrative.</li> <li>• Write a beginning that sets the scene for the following action.</li> </ul>

	<ul style="list-style-type: none"> <li>• Write middle with the climax in the story (tension and suspense).</li> <li>• Write an end which comes immediately after the climax.</li> </ul>	<ul style="list-style-type: none"> <li>• Write middle with the climax in the story (tension and suspense).</li> <li>• Write an end which comes immediately after the climax.</li> </ul>
2.2.3	<p>Write a report (formal and informal):</p> <ul style="list-style-type: none"> <li>• Choose and narrow a topic for a report.</li> <li>• Select the information to be used.</li> <li>• Organize facts into an outline.</li> <li>• Write an effective introduction and conclusion.</li> <li>• Revise for clarity, organization, and appropriate vocabulary, conventions of research report, punctuation and grammar.</li> </ul>	<p>Write an analytical essay on a given topic:</p> <ul style="list-style-type: none"> <li>• Identify the actions/facts/situation/incident/ideas to be analysed.</li> <li>• Collect information</li> <li>• Select information to be used</li> <li>• Organize information in a logical order</li> <li>• Prepare an outline</li> <li>• Write an effective introduction and conclusion paragraphs</li> <li>• State the given details supporting with examples, anecdotes etc.</li> <li>• Revise for clarity, organization, and appropriate vocabulary, punctuation and grammar</li> </ul>
2.2.4	Write précis following the rules of précis writing.	Write précis following the rules of précis writing.
<b>2.3</b>	<b>Benchmark: Write a variety of interpersonal and transactional texts e.g. letters / applications / job advertisements, forms and emails for a range of purposes in real life situations, using vocabulary, tone, style of expression, conventions appropriate to the communicative purpose and context.</b>	
2.3.1	<p>Analyse and compare various business letters, to write effective business letters in extended social environment for various purposes (complaint, appreciation, request, asking for and providing information, etc.):</p> <ul style="list-style-type: none"> <li>• Identify the parts of a business letter.</li> <li>• Recognize the audience and purpose.</li> <li>• Provide clear and purposeful information and address the intended audience appropriately.</li> <li>• Use appropriate vocabulary, style and tone according to the relationship with, and the knowledge and the interests of the recipient.</li> <li>• Emphasize the central idea(s).</li> </ul>	<p>Analyse and compare various business letters, to write effective business letters in extended social environment for various purposes (complaint, appreciation, request, asking for and providing information, etc.):</p> <ul style="list-style-type: none"> <li>• Recognize the audience and purpose.</li> <li>• Provide clear and purposeful information and address the intended audience appropriately.</li> <li>• Use appropriate vocabulary, style and tone according to the relationship with, and the knowledge and the interests of the recipient.</li> <li>• Emphasize the central idea(s).</li> </ul>

	<ul style="list-style-type: none"> <li>Follow the conventions of business letter with formats, fonts, and spacing in order to improve the document's impact and readability.</li> </ul>	<ul style="list-style-type: none"> <li>Follow the conventions of business letter with formats, fonts, and spacing in order to improve the document's impact and readability.</li> </ul>
2.3.2	<p>Comprehend various job advertisements to write in response, an effective job application, a resume' and a covering letter:</p> <ul style="list-style-type: none"> <li>Identify the skills required for a specific job and match/organize information to suit that purpose.</li> <li>Recognize the purpose of writing job applications, resumes' and covering letters.</li> <li>Follow the conventions and style of resume'/ covering letter with format, fonts, and spacing that contribute to the document's readability and impact.</li> <li>Emphasize the skills and accomplishments.</li> <li>Give clear and purposeful information, and address the intended audience appropriately in a covering letter/ job application.</li> <li>Use appropriate style/tone</li> </ul>	<p>Comprehend various job advertisements to write in response, an effective job application, a resume' and a covering letter:</p> <ul style="list-style-type: none"> <li>Identify the skills required for a specific job and match/organize information to suit that purpose.</li> <li>Recognize the purpose of writing job applications, resumes' and covering letters.</li> <li>Follow the conventions and style of resume'/ covering letter with format, fonts, and spacing that contribute to the document's readability and impact.</li> <li>Emphasize the skills and accomplishments.</li> <li>Give clear and purposeful information, and address the intended audience appropriately in a covering letter/ job application.</li> <li>Use appropriate style/tone</li> </ul>
2.3.2	Write a formal email using the correct convention, style of expression and tone	Write a formal email using the correct convention, style of expression and tone
<b>2.4</b>	<b>Benchmark: <i>Revise and edit their writing for appropriate organizational patterns, as per the requirements of different text genres. Also edit for correct punctuation, grammar, spellings and transitional devices.</i></b>	
2.4.1	<p>Revise writing to ensure that it</p> <ul style="list-style-type: none"> <li>is focused, purposeful, includes a sense of audience, and shows insight into the writing situation.</li> <li>has an appropriate writing style (expository, narrative, persuasive etc.) for a given purpose.</li> <li>has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words.</li> <li>uses writing strategies as are appropriate to the purpose of writing.</li> <li>has varied sentence structure and length.</li> </ul>	<p>Revise writing to ensure that it</p> <ul style="list-style-type: none"> <li>is focused, purposeful, includes a sense of audience, and shows insight into the writing situation.</li> <li>has an appropriate writing style (expository, narrative, persuasive etc.) for a given purpose.</li> <li>has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words.</li> <li>uses writing strategies as are appropriate to the purpose of writing.</li> <li>has varied sentence structure and length.</li> </ul>
2.4.2	Proofread and edit own and peers' work for errors of usage and style:	Proofread and edit own and peers' work for errors of usage and style:

<ul style="list-style-type: none"><li>• Faulty sentence structure</li><li>• Unclear pronoun reference</li><li>• Incomplete comparison</li><li>• Subject / verb agreement</li><li>• Inconsistencies in verb / tense</li><li>• Confusion of adjectives and adverbs</li><li>• Wordiness</li><li>• Redundancy</li><li>• Conventions of format.</li></ul>	<ul style="list-style-type: none"><li>• Faulty sentence structure</li><li>• Unclear pronoun reference</li><li>• Incomplete comparison</li><li>• Subject / verb agreement</li><li>• Inconsistencies in verb / tense</li><li>• Confusion of adjectives and adverbs</li><li>• Wordiness</li><li>• Redundancy</li><li>• Conventions of format.</li></ul>
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**Class XI - XII**  
**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.

<b>S. No.</b>	<b>Ethical and Social Attributes and Values</b>	<b>Theme No.</b>
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 XI – XII

S. No.	Benchmarks
3.1	Use simple conventions of spoken discourse to communicate in various academic and social settings, in formal and informal talks and individual/pair discussions.
3.2	Demonstrate use of appropriate conventions for giving a job interview
3.3	Create and deliver individual/group presentations on various themes, problems and issues
3.4	Evaluate the presentation of peers against a pre-developed criteria

### SLOs: Class XI - XII

**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 XI	Class XII
3.1	<b>Benchmark:</b> <i>Use simple conventions of spoken discourse to communicate in various academic and social settings, in formal and informal talks and individual/pair discussions.</i>	
3.1.1	Present and explain one’s point of view clearly	Support or modify one’s opinions with reasons
3.1.2	Share information and ideas	Clarify, rephrase, explain, expand and restate information and ideas
3.1.3	Acknowledge others’ contribution	Exhibit appropriate conventions of interruptions
3.1.4	Modify, elaborate, and extend a statement made by others	Summarize the main points of a discussion for the benefit of the whole group
3.1.5	Use polite forms to negotiate and reach consensus	Negotiate solutions to problems, interpersonal misunderstandings, and disputes.
3.2	<b>Benchmark:</b> <i>Demonstrate use of appropriate conventions for giving a job interview</i>	
3.2.1	Pre-empt the questions for a job interview and prepare appropriate responses	Pre-empt the questions for a job interview and prepare appropriate responses

3.2.2	Follow the appropriate conventions of dress and appearance.	Follow the appropriate conventions of dress and appearance.
3.2.3	Follow the etiquettes of interviews: knock before entering, wish the panel, sit only when asked, thank and sit, wait for the interviewer(s) to signal the start.	Follow the etiquettes of interviews: knock before entering, wish the panel, sit only when asked, thank and sit, wait for the interviewer(s) to signal the start.
3.2.4	Listen attentively and respond accordingly	Listen attentively and respond accordingly
3.2.5	Repeat, restate coherently to clarify own opinions and ideas	Repeat, restate coherently to clarify own opinions and ideas
3.2.6	Use clear and concise language	Use clear and concise language
3.2.7	Exhibit a positive attitude and confidence	Exhibit a positive attitude and confidence
3.2.8		Request for repetition or restatement of a query
3.2.9		Support ideas and opinions with solid evidence
3.2.10		Use effective tone and vocabulary to convey point of view
<b>3.3</b>	<b>Benchmark: <i>Create and deliver individual/group presentations on various themes, problems and issues</i></b>	
3.3.1	Introduce self and topic	Introduce self and topic
3.3.2	Present with clarity the main point or subject of the presentation	Present and explain one's point of view clearly
3.3.3	Support the topic or subject with effective factual information	Structure ideas and arguments in a coherent, logical manner
3.3.4	Use appropriate etiquettes of interacting with the audience	Make appropriate use of various audio-visual aids
<b>3.4</b>	<b>Benchmark: <i>Evaluate the presentation of peers against a pre-developed criteria</i></b>	
3.4.1	Self-evaluate the effectiveness of own presentation with respect to the following aspects: <ul style="list-style-type: none"> <li>• Delivery of the main points</li> <li>• Sufficient factual information to support the main points</li> <li>• Interaction with the audience</li> </ul>	Self-evaluate the effectiveness of own presentation with respect to the following aspects: <ul style="list-style-type: none"> <li>• Delivery of the main points</li> <li>• Sufficient factual information to support the main points</li> <li>• Structuring of ideas and arguments in a coherent and logical fashion</li> <li>• Appropriate use of various audio-visual aids</li> </ul>
3.4.2	Evaluate and comment orally on the following aspects of their peers' presentation: <ul style="list-style-type: none"> <li>• Clear and cohesive main idea</li> <li>• Effective speaking style</li> <li>• Appropriate body language, dress, and posture</li> <li>• Appropriate interaction with the audience</li> </ul>	Evaluate and comment orally on the following aspects of their peers' presentation: <ul style="list-style-type: none"> <li>• Clear and consistent organization of all ideas</li> <li>• Sufficient supporting details</li> <li>• Appropriate body language, dress, and posture</li> <li>• Appropriate interaction with the audience</li> </ul>

		<ul style="list-style-type: none"><li>• Effective speaking style and suitable tone</li><li>• Appropriate selection and use of audio-visual aids</li></ul>
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**Class XI - XII**  
**Competency 4: Formal and Lexical Aspects of Language**

**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.

<b>S. No.</b>	<b>Ethical and Social Attributes and Values</b>	<b>Theme No.</b>
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 XI – XII

S. No.	Benchmarks
4.1	Pronounce (acceptably) new words, and use appropriate stress and intonation patterns in sustained speech to communicate effectively.
4.2	Analyse simple narrative and expository texts, and poems to identify how lexical items are used to convey different meanings, use lexical items in context and with correct spellings, use lexical items to show different meanings in their own speech and writing, use the dictionary to look for meanings of simple lexical items.
4.3	Recognize all previously taught grammatical functions and concepts of tenses and aspect, transitional devices and modal verbs, and use them in their speech and writing.
4.4	Apply rules of earlier learnt punctuation marks and recognize the usage of punctuation marks at an advance level.
4.5	Analyse sentence types and structure, recognize and apply the concept and function of coordination and subordination in extended writing tasks.

### SLOs: Class XI - XII

**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 XI	Class XII
<b>4.1</b>	<b>Benchmark: <i>Pronounce (acceptably) new words, and use appropriate stress and intonation patterns in sustained speech to communicate effectively.</i></b>	
4.1.1	Use the pronunciation key (in a dictionary) to pronounce words with developing accuracy and listen to words in online dictionaries (standard; Oxford) to follow the standard accent.	Use the pronunciation key (in a dictionary) to pronounce words with developing accuracy and listen to words in online dictionaries (standard; Oxford) to follow the British accent.
4.1.2	Recognize silent letters in words and pronounce them with developing accuracy.	Recognize silent letters in words and pronounce them with developing accuracy.
4.1.3	Pronounce and represent primary and secondary stress in words.	Pronounce and represent primary and secondary stress in words.

4.1.4	Recognize and use varying intonation patterns as aids in spoken and written discourse to <ul style="list-style-type: none"> <li>• show the right attitude.</li> <li>• highlight focus in meaning.</li> <li>• Divide speech into thought groups</li> </ul>	Recognize and use varying intonation patterns as aids in spoken and written discourse to <ul style="list-style-type: none"> <li>• show the right attitude.</li> <li>• highlight focus in meaning.</li> <li>• Divide speech into thought groups</li> </ul>
<b>4.2</b>	<b>Benchmark: Analyse simple narrative and expository texts, and poems to identify how lexical items are used to convey different meanings, use lexical items in context and with correct spellings, use lexical items to show different meanings in their own speech and writing, use the dictionary to look for meanings of simple lexical items.</b>	
4.2.1	Illustrate the use of dictionary/corpus for finding appropriate meaning and correct spellings.	Illustrate the use of dictionary/corpus for finding appropriate meaning and correct spellings.
4.2.2	Use a thesaurus to locate the synonyms closest to the meaning of the given word in the context and use them in their own writing and speech.	Use a thesaurus to locate the synonyms closest to the meaning of the given word in the context and use them in their own writing and speech.
4.2.3	Deduce the meaning of unfamiliar/new words from the context using contextual clues and use them in new contexts.	Deduce the meaning of unfamiliar/new words from the context using contextual clues and use them in new contexts
4.2.4	Use knowledge of roots and affixes (prefixes and suffixes) to determine the meaning of new words, and to form standard words.	Use knowledge of roots and affixes in combination with the knowledge of context clues to derive the meaning of unfamiliar/new words, in various contexts.
4.2.5	Use correct vocabulary in speech and writing, and use correct spelling in writing	Use commonly used idiomatic structures in their speech and writing.
4.2.6	Use the knowledge of literal and figurative meaning, grammar, gender and syntax to translate passages from English to Urdu/Native language.	Use the knowledge of literal and figurative meaning, grammar, gender and syntax to translate passages from English to Urdu/Native language.
<b>4.3</b>	<b>Benchmark: <i>Recognize all previously taught grammatical functions and concepts of tenses and aspect, transitional devices and modal verbs, and use them in their speech and writing.</i></b>	
4.3.1	Make sentences showing cataphoric and anaphoric references in simple sentences	Make sentences showing cataphoric and anaphoric references in paragraphs
4.3.2	Spot and fix errors in faulty pronoun antecedent agreement at basic level (sentences)	Spot and fix errors in faulty pronoun antecedent agreement at

		basic level (sentences)
4.3.3	Revise and illustrate the use of all previously learnt modal verbs	Revise and illustrate the use of all previously learnt modal verbs
4.3.4	Identify errors with regular and irregular verbs in faulty texts	Identify and rectify errors with regular and irregular verbs in faulty texts.
4.3.5	Use verbs transitively and intransitively according to the context/situation.	Illustrate the application of rules relating to transitive/intransitive verbs according to the context
4.3.6	Spot errors in the use of degrees of adjectives in writing	Spot and rectify errors in the use of degrees of adjectives in writing
4.3.7	Identify, and illustrate use of adjective phrases and clauses	Illustrate use of, adjective phrases and clauses appropriately and accurately.
4.3.8	Illustrate the correct usage of various degrees of comparison of adverbs.	Recognize and use varying positions of adverbs in sentences according to their kinds and importance, and illustrate in their writing
4.3.9	Use varying positions of adverbs in sentences according to their kinds and importance	Use adverbial phrases/clauses appropriately and accurately
4.3.10	Use adverbial phrases/clauses appropriately and accurately	Spot and fix errors in various uses of prepositions in different contexts
4.3.11	Illustrate the use of prepositions of position, time, and movement and direction in texts	Illustrate the use of prepositions of position, time, and movement and direction in texts
<b>4.4</b>	<b>Benchmark: Apply rules of earlier learnt punctuation marks and recognize the usage of punctuation marks at an advance level.</b>	
4.4.1	Insert punctuation marks where necessary	Insert punctuation marks where necessary
4.4.2	Spot errors in punctuation at paragraph level (self and peer editing)	Spot and rectify errors in punctuation at paragraph level (self and peer editing)
4.4.3	Use comma to mark a dependent word or word group that breaks the continuity of the sentence	Use comma to mark a dependent word or word group that breaks the continuity of the sentence and to separate an attribution from a direct quotation.
4.4.4	Recognize and use colon to separate two phrases or independent clauses	Use colon for all previously learnt functions

4.4.5	Recognize and use semicolon in sentences	Use semicolon (in separating clauses) to write reference lists and bibliography.
4.4.6	Use quotation marks to enclose titles of published works and titles of their sub divisions	Illustrate the use of quotation marks to enclose titles of published works and titles of their sub divisions
4.4.7	Recognize and use omission marks or ellipses to signify the omission or deletion of words in sentences.	Illustrate the use of dash to mark a parenthesis or a position to give strong emphasis to mark off a contrasting or summarizing statement.
4.4.8	Use square brackets in different contexts	Use omission marks or ellipses to signify the omission or deletion of words in sentences.
<b>4.5</b>	<b>Benchmark: <i>Analyse sentence types and structure, recognize and apply the concept and function of coordination and subordination in extended writing tasks.</i></b>	
4.5.1	Construct simple, compound and complex sentences incorporating all previously learnt grammatical aspects for effective writing (essays, assignments, letters)	Construct simple, compound and complex sentences incorporating all previously learnt grammatical aspects for effective writing (essays, assignments, letters and report writing)
4.5.2	Construct conditional sentences in paragraphs	Construct conditional sentences in paragraphs
4.5.3	Illustrate the use of both active and passive voices in various writing tasks (letter, report, descriptive essay)	Analyse how voice is used (active or passive) in various text types.
4.5.4	Illustrate the use of direct and indirect speech incorporating accurate punctuation, quotation marks and tenses.	Illustrate the use of direct and indirect speech incorporating accurate punctuation, quotation marks and tenses.

## 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.

S.No.	Themes	K-II	III-V	VI-VIII	IX-XII
1.	Ethics	Truthfulness Sense of fair play	Honesty Courage/ bravery	Patience Humanism	Tolerance Trust- worthiness Self-discipline Character building Austerity
2.	Values	Respect for elders	Respect for family members (immediate and extended family)	Respect for peers and neighbours	Respecting self and others
3.	Peaceful Coexistence/ Peace Education	Making friends Cooperating with family and peers	Helping others Resolving quarrels	Empathy with special people Living amicably with all kinds of people	Global citizenship Conflict resolution
4.	People and Places	My family My village/ city	Knowing children from	Knowing children from	Places of historical/

		Parks and picnic spots	other provinces My province Places of cultural/historical importance in my province	other countries My country Places of cultural/historical importance in my country	cultural importance and of interest around the world Travelogues
5.	Patriotism/ National Pride	Love for Pakistan	Showing patriotism through deeds	Depicting pride in being a Pakistani	Democratic citizenship
6.	Role Models	Exemplary deeds of children of Pakistan	Exemplary deeds of the common Pakistani people	Contributions of notable Pakistanis	Contributions of notable world leaders
7.	Nature	Birds, animals, flowers and trees	Mountains, hills, rivers, lakes, deserts and forests	Natural beauty of Pakistan	Praising nature Preservation of nature
8.	Environmental Education	Taking care of birds, animals, flowers and trees	Taking small steps to control pollution	The effect of people's actions on the environment	Effects of environmental pollution contributing to society's decay
9.	Gender Equality	Little boys and little girls are equal	Importance of female education	The role of women in the development of a society	Difference between gender equity and equality
10.	Dignity of Labour	Doing small chores at home and in the school	Keeping the home and surroundings clean	Undertaking steps to keep the village/ city safe and clean	Labour and different legislations regarding their rights
11.	Festivals and Cultural Events	Participating in festivals	The main national festivals	Specific festivals of the different provinces	World festivals
12.	Travel	Modes of travel	Travelling for pleasure	Travel requirements and etiquettes	Tourism and its impact on society
13.	Media	Various Information Sources Watching TV for fun and information	The impact of media on our health Making good use of the media	The impact of media on our education Computers as a source of knowledge and learning	Media for information and reflection
14.	Technology	Some everyday use modern	How technology has influenced	Technologies of the future	Technologically smart & tech-

		inventions	our lives		savvy
15.	Education and Careers/ Occupations	Doing all class work and homework regularly	Good study habits	Exploring occupation/ career options	Connections between specialization and career choices
16.	Healthy Lifestyle	Practising cleanliness Playing games outdoors	Eating healthy food Exercising regularly	Having healthy eating, drinking and sleeping habits Participating in sports	Self-discipline and control Self-grooming
17.	Things Harmful for Health	Avoiding too many sweets and drinks	Refusing to eat items that contain things harmful for health	Avoiding harmful items that can destroy one's health/ life	Managing stress, anger and people
18.	Population Growth	Children in small families	Impact of population growth on healthcare and education	Limited natural resources versus population growth	Population and economic activities Importance of population census in planning and development
19.	Safety	Safety at home	Safety at school and in playgrounds	Safety on the roads	Learning to say 'no' Awareness and prevention from emerging crimes.
20.	Crisis Awareness and Management	Crisis at home Knowing what to do if someone at home is suddenly ill	Crisis in the surroundings Awareness about contacting relevant people in case of an emergency	Crisis on a large scale Staying tuned to the media for updates Learning about basic first aid skills	Role of youth and civil societies in crisis management
21.	Participatory Citizenship	Simple traffic rules Making queues Keeping the home/ classroom clean	Traffic rules for pedestrians Following basic rules at home and in the school Keeping the playground and neighbourhood clean	Traffic rules for vehicle users Following societal rules and norms Utilising public resources and facilities with care	Civic responsibilities  Civic sense and civic activities

22.	Life Skills	Taking responsibility at the home and class level Practising basic social etiquettes and manners Learning to do/ make simple things	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	Organising time and keeping schedules Social etiquettes at the societal level Acquiring skills that can help future growth and development	Managing change Practicing positive work ethics
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## **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 affect 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.

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

### ***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 greater depth.

Interpretive exercises:

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

### **Constructed Response (Semi-objective and Subjective type)**

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

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

Assessment tools: Fill-in items, short answers

### ***Fill-in Items***

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

higher order thinking.

### ***Short Answers***

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

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

Assessment tools: Essay-type questions

### ***Essay-type questions***

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

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

### **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
<b>TOTAL</b>	<b>20</b>	<b>10</b>

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

#### c) Marking Performance tasks

Observation, peer and self-assessment are particularly useful in assessing performance tasks.

Rubrics such as the following can be worked out for various performance tasks.

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

#### Performance Criteria

Put a (√) in the column when students demonstrate the skills	Student name/roll no.	Student name/roll no.	Student name/roll no.
1. Introduction was short, clear and interesting			
2. Topic was clearly explained			
3. Used relevant information			
4. Used facts and examples to support claims			

5. Spoke clearly and distinctly			
6. Was confident throughout the presentation			
7. Maintained eye contact with the audience			
8. Used visual aids (charts, OHP, slides) effectively			
9. Handled questions and comments properly			
Note: this can be adapted as • “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
    - o think
    - o develop their skills
    - o be creative?
  - b) Are activities
    - o suitable for the needs of the learner?
    - o such that they ensure student participation in real life issues?

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

<b>Absolute Adjective</b>	Adjectives that do not have degrees e.g. alive, honest.
<b>Accelerated reading</b>	Accelerated reading under timed conditions in order to develop fluency along with comprehension.
<b>Affix</b>	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.
<b>Alliteration</b>	The repetition of consonant sounds-usually at the beginning of words to create poetic effect e.g. "The sun <i>sets</i> slowly" has the alliteration of /s/.
<b>Anagram</b>	A word or phrase formed from another by transposing or rearranging the letters e.g. <i>action</i> – <i>act, on, cat, tin; north – thorn, rot, horn.</i>
<b>Analogy</b>	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>
<b>Anecdote</b>	A brief narrative of an interesting, unusual or biographical event often used to illustrate a point.
<b>Antecedent</b>	A noun or a word that a pronoun refers to e.g. This is a <i>book</i> . <i>It</i> has nice stories.
<b>Antithesis</b>	Contrast of ideas e.g. <i>to err is human, to forgive divine.</i>
<b>Apposition</b>	A construction consisting of two or more adjacent units that have identical referents and serve the same <b>grammatical function</b> 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.
<b>Appropriate</b>	Numerous correct linguistic choices used in speech and in writing, according to purpose and situation.
<b>Aside</b>	Words spoken by an actor which the other actors are not supposed to hear. These are usually spoken to the <b>audience</b> .
<b>Aspect</b>	Aspect in a verb shows whether the action or state is complete or not e.g. "she <i>is playing</i> badminton" (progressive aspect) "They <i>have succeeded</i> " (perfect aspect).
<b>Audience</b>	The person or persons receiving a speech or a piece of writing.

<b>Aural</b>	Stimulation of hearing.
<b>Authentic Texts</b>	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.
<b>Back wash effect</b>	The effect of testing on teaching and learning. Back wash 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.
<b>Benchmark</b>	An indication of what the students will be able to accomplish at the end of each <b>developmental level</b> in order to meet the <b>standard</b> .
<b>Blurb</b>	A brief description on the jacket of a book.
<b>Brainstorming (brain storm)</b>	A creativity technique of generating ideas to solve a problem. A <b>pre-writing</b> 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.
<b>Cartoon strip</b>	A sequence of drawings telling a story in a newspaper or comic book.
<b>Cataphoric and anaphoric references (see also pronoun antecedent relationship )</b>	<p>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).</p> <p>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>. (it refers to the banana, mentioned earlier)</p>
<b>Clause</b>	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.
<b>Cliché</b>	An expression often used that its originality and effectiveness has been lost e.g. <i>white as snow, all in all</i> .
<b>Climax</b>	A high point of interest or suspense in a story; point where the rising action reverses and becomes the falling action of the story.
<b>Cloze</b>	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.

<b>Competency</b>	A key learning area.
<b>Consonant Cluster</b>	A series of consonants pronounced together e.g. the sound /spl/ in <i>splash</i> , /st/ in <i>stamp</i> .
<b>Cognate</b>	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.
<b>Coherence/ Cohesion</b>	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.
<b>Cohesive devices</b>	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
<b>Collocate/ collocation</b>	Words that typically co-occur or usually go together e.g. <i>heavy rain, pitch dark</i>
<b>Colloquial/ colloquialism</b>	Conversational, informal language e.g. <i>what's up, etc.</i>
<b>Complex sentence</b>	A sentence made up of one main clause and at least one subordinate clause e.g.
<b>Compound preposition</b>	Two or more words working together as a one-work preposition e.g. <i>in front of, Out of.</i>
<b>Compound sentence (see also Complex sentence)</b>	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>
<b>Compound word/ noun</b>	A combination of two or more words (nouns) that function as a single unit of meaning e.g. <i>bookshop, timetable.</i>
<b>Communicative functions</b>	Reasons for communication e.g. <i>to compliment, to apologize, to agree.</i>
<b>Conflict</b>	The struggle between opposing forces that brings about the action within a story or drama. Conflict can be internal or external.
<b>Connected</b>	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

<b>speech</b>	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> .
<b>Connotation (see also Denotation)</b>	The attitudes and feelings associated with a word as opposed to its literal meaning
<b>Context</b>	The setting in which speech or writing takes place.
<b>Contextual clues</b>	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.
<b>Contraction</b>	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> .
<b>Creative writing/ text</b>	A term used to distinguish certain imaginative or different types of writing e.g. poems, stories, and autobiography.
<b>Critical thinking</b>	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
<b>Dangling modifiers</b>	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"
<b>Denotation (see also Connotation)</b>	The literal or "dictionary" meaning of a word.
<b>Derivation</b>	A process of deriving words from the <b>entry word</b> in a dictionary.
<b>Dewey decimal</b>	A classification system to classify library materials. It organizes human knowledge into ten main classes or topic areas.
<b>Digraph</b>	A group of two successive letters that represent a single sound e.g. ph for the sound /f/.
<b>Diphthong</b>	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.
<b>Direct object</b>	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> ".

<b>Discourse</b>	Connected speech or writing which is longer than a conventional sentence.
<b>Ellipses</b>	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.
<b>Entry</b>	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.
<b>Entry word</b>	Ahead word -one of the thousands of words that are arranged in alphabetical order in a dictionary
<b>Etymology</b>	(The study of ) the origin of words. How their meaning changes or develops over time and how they fall in to disuse.
<b>Expository( Text)</b>	Text written to explain and convey information about a specific topic.
<b>Fable</b>	A story intended to enforce a useful truth, especially one in which animals speak and act like human beings.
<b>Figurative language</b>	Expressive use of language in non-literal form to produce striking effect e.g. <b>simile, metaphor, imagery.</b>
<b>Fluency</b>	To read or speak smoothly without hesitation and with comprehension.
<b>Format (see also layout)</b>	The way a document / piece of writing or presentation is arranged.
<b>Formulaic expression</b>	A type of word or phrase expressing greetings, farewells, and apologies, e.g. <i>hello, good bye, sorry.</i>
<b>Freewriting</b>	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.
<b>Front to back</b>	Refers to how text runs from the front to the back side of a page.
<b>Function and Co-function</b>	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>
<b>Gapped summary</b>	A summary with gaps to be filled in by the learner. It is used for structured or guided response from the learner.

<b>Generate questions</b>	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.
<b>Genre</b>	A type of literature, such as a <i>novel</i> , <i>poem</i> , a <i>play</i> or a <i>short story</i> .
<b>Gerund</b>	A verb ending in <i>-ing</i> and used as a noun or an adjective e.g. “ <i>swimming</i> is good for health.”
<b>Grammatical function</b>	Purposes for which words and structures are used from grammar <b>point of view</b> e.g. The grammatical function of an <i>adjective</i> is to <i>modify a noun</i> .
<b>Graphic organizer</b>	Pictorial devices (such as diagrams, graphs, maps, etc.) used to summarize or illustrate concepts and show inter relationships among information and concepts in a text.
<b>Graphical unit</b>	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
<b>Graphical features</b>	Visual elements used to aid text e.g. <i>pictures</i> , <i>diagrams</i> , <i>tables</i> , etc.
<b>Group dynamics</b>	Phenomena that occur in groups based upon their interactions and interrelations.
<b>Guideword</b>	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.
<b>Guided writing</b>	Writing in which the teacher provides support to the learner wherever required. The purpose is to teach a specific skill or strategy.
<b>Hard c</b>	The <i>/k/</i> sound represented by the letter <i>c</i> in <i>cat</i> , <i>car</i> , <i>act</i> , etc.
<b>Hard g</b>	The <i>/g/</i> sound represented by the letter <i>g</i> in <i>goat</i> , <i>again</i> , <i>legal</i> , etc.
<b>Homonym</b>	A word which is spelled and pronounced identically to another word, but which has a different meaning e.g. <i>spring-a water spring</i> , <i>spring-a season</i> , <i>spring-to jump</i> , <i>spring – a stretchable coil</i> .
<b>Homophone</b>	A word which is spelled differently from another word, but which is pronounced identically e.g. <i>hoarse</i> versus <i>horse</i> ; or <i>two</i> versus, <i>to</i> or <i>too</i> .
<b>Imagery</b>	Figurative language used to produce mental pictures and appeal to senses e.g. <i>He could still hear the melody in his imagination</i> .
<b>Indefinite</b>	A pronoun that does not refer to a specific person/place/thing e.g. <i>all</i> , <i>anybody</i> , <i>anything</i> , <i>each</i> ,

<b>pronoun</b>	and <i>everybody</i> .
<b>Indirect object</b>	An indirect object precedes the direct object and tells to whom or for whom the action of the verb is done and who is receiving the direct object. There must be a direct object to have an indirect object e.g. She gave <i>us</i> the report.
<b>Inference</b>	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.
<b>Inferential question (see also question types)</b>	A question that asks a responder to draw a conclusion.
<b>Inflection (see also derivation)</b>	A grammatical change in the form of a word which leaves the 'base meaning ' and the grammatical category of the word unchanged e.g. <i>walk, walks, walked</i> .
<b>Inter-rater reliability</b>	The consistency with which two or more judges/assessors rate the performance of test takers.
<b>Intransitive verb</b>	An intransitive verb is an action verb(i.e.it is neither a linking verb nor an auxiliary verb) which does not require a <b>direct object</b> e.g. The boy <i>laughed</i> .
<b>Irony</b>	Saying [or writing] one thing, whilst meaning the opposite e.g.to say <i>well done</i> when someone did not perform well.
<b>Item analysis</b>	Analyzing 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.
<b>Key idea</b>	The main idea of each paragraph. Key ideas are used to develop the main idea of a composition.
<b>Keyword</b>	Word or words that relate to a particular topic. A <b>key word</b> helps find out the required information.
<b>Layout (see also format)</b>	Visual presentation of text.
<b>Left-to-right</b>	Refers to how text in English runs from left to right across the page.
<b>Legend</b>	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.
<b>Lexical items</b>	An item of vocabulary which has a single element of meaning. It may be a compound word, phrase, idioms, multi word, prefabricated chunk, etc.
<b>Lexical set</b>	A group or family of words related to one another by some semantic principle: e.g. <i>mutton, chicken, beef</i> are all different types of meat and form a lexical set.
<b>Linguistic exponent</b>	Various language expressions that can be used to perform one <b>communicative function</b> e.g. In order to “express regret”, one may say <i>I am sorry, I’m very sorry+ that- clause, I regret+ noun, I regret+ Verb+ing, etc.</i>
<b>Linking verb</b>	A verb that does not show an action. Rather, it links or establishes a relationship between the subject and additional information about the subject e.g. <i>be, appear, become, feel, seem, smell, taste, and sound.</i>
<b>Long and short vowel</b>	1. Relative duration of a vowel sound e.g. <i>the/i/sound in ship is short; the/i:/sound in sheep is long.</i> 2. A vowel sound associated with the name of the vowel letter (examples: <i>a in lane, e in lean, I in line, o in bone, u in lute</i> ); note that long <i>u</i> imperfectly expresses the letter name of <i>u</i> .
<b>Metaphor</b>	A figure of speech in which one thing is described in terms of another e.g. <i>All the world’s a stage.</i>
<b>Mind map</b>	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.
<b>Minimal pair</b>	A pair of items differing by one phonological feature; e.g. <i>sit/ set, ship/ sheep, pen/ pan, fan/ pan, pan/pat.</i>
<b>Modal verb</b>	An auxiliary verb like <i>can, may, must</i> etc. that modifies the main verb and expresses possibility, probability etc.
<b>Modifier</b>	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.
<b>Myth</b>	An imaginary story that helps explain events in nature.
<b>Narration</b>	Direct and indirect speech
<b>Narrator (speaker)</b>	The person (named or unknown) who is telling a story.

<b>Narrative(text)</b>	Text which conveys a story or which relates events or dialogue.
<b>Neuter gender</b>	A grammatical gender that includes nouns which refer to things that do not have natural distinction of sex e.g. <i>chair, table</i> .
<b>Non-verbal (Communication)</b>	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.
<b>Open ended question (see also Question types)</b>	A type of question intended to produce a free response rather than a structured or one- word response.
<b>Panel discussion</b>	A kind of interaction in which a group of people discuss a topic in the presence of an audience.
<b>Pantomime</b>	A performance using gestures and body movements without words.
<b>Parallelism</b>	The phrasing of language so as to balance (grammatically) ideas of equal importance. Parallelism may apply to phrases and sentences
<b>Persuasive (see types of paragraph)</b>	Writing that convinces the designated audience to support a point of view, make a decision, or take an action.
<b>Phrasal verb</b>	A verb that is made up of a verb together with a preposition or an adverb e.g. <i>Get up, finish with somebody, fish for something, pullout, put up with somebody/ something</i> . These present particular problems for learners, as their meaning often bears no relation to the usual meaning of the verb alone.
<b>Phrase (see also Clause)</b>	A set of words which is a single indivisible unit and makes its sense clear only when used in a sentence e.g. <i>to supply goods, into the house...</i>
<b>Plot</b>	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.
<b>Point of view</b>	A term from literary studies which describes the perspective or source of a piece of writing.
<b>Post-reading</b>	A group of reading strategies employed after reading a text such as <i>responding to the text, providing a title</i> .

<b>Pre-reading</b>	A group of reading strategies employed before reading a text such as <i>predicting the content, anticipating vocabulary</i>
<b>Pre-writing</b>	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.
<b>Problem consonants</b>	Consonant sounds that pose problem for learners. These can vary indifferent linguistic backgrounds.
<b>Pronoun-antecedent relationship/ agreement</b>	The connection between the pronoun and what it refers to e.g. In the sentence, “This is my <i>book</i> . <i>It</i> is interesting”, <i>book</i> is antecedent for the pronoun <i>it</i> . A pronoun must agree with its antecedent in number and gender.
<b>Purposeful</b>	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.
<b>Question types</b>	Types of comprehension question including (1)"right there"(literal/textual/factual),(2)"bring out meaning"(interpretive)"think and search"(inferential),"author and me"(personal response),and (4)"on my own"(open ended).
<b>Reading readiness strategies</b>	Skills that help prepare learners (nonreaders) for the task of reading such as, <i>holding a book, phonemic awareness, discerning shapes, conventions of print, etc.</i>
<b>Reciprocal ability</b>	Ability to form a response while listening.
<b>Reference words</b>	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.
<b>Relative pronoun</b>	A pronoun that "relates" a subordinate clause to the rest of the sentence. A relative pronoun links two simple sentences (or clauses) into a single complex clause e.g. 1. This is a house. Ali built this house. 2. This is the house <i>that</i> Ali built.
<b>Resolution</b>	The ending of a story where conflicts are resolved and loose ends are tied together.
<b>Roleplay</b>	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.

<b>Root/ root word (see also Stem)</b>	The meaningful base form of a complex word as it appears after all <b>affixes</b> 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> .
<b>Salutation</b>	Any one of the various conventional forms of address with which a letter is begun, such as <i>My Dear Friend, Dear Sir</i> .
<b>Sensory details</b>	Details perceived by sight, hearing, smell or any mode by which one perceives stimuli outside or within the body.
<b>Scanning</b>	A type of reading used to locate a particular piece of information without necessarily attending to the other parts of a text.
<b>Sequence marker</b>	A word or phrase that shows the sequence of information or ideas in a passage e.g. <i>firstly, secondly, then, after that</i> .
<b>Setting</b>	The time and place of the action of a story.
<b>Show-and-tell</b>	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.
<b>Sight word</b>	A word that is immediately recognized as a whole and does not require word analysis for identification.
<b>Simile</b>	A figure of speech in which one thing is directly likened to another e.g. <i>as hard as nails</i> .
<b>Soft c</b>	The/s/sound that the letter c represents in <i>city, percent, race, etc.</i>
<b>Soft g</b>	The/j/sound that the letter g represents in <i>gentle, giant, age, etc.</i>
<b>Sound pattern</b>	The regular (permissible) combinations of sounds in any language e.g. <i>/str/,/sk/,/dr/</i> .
<b>Skimming</b>	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.
<b>Speech bubbles</b>	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.
<b>Standard</b>	A description of a particular <b>competency</b> by specifying broadly the knowledge, skills and attitudes which students will acquire throughout the developmental levels.

<b>Stem (see also derivation and root)</b>	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.
<b>Stress</b>	The relative emphasis given to certain syllable(s) in a word. Such <b>syllables</b> are uttered with more than usual force e.g. apPEAR, acCEPT, TIMber.
<b>Student Learning Outcome</b>	A statement that describes what students will be able to do as a result of instruction at a particular grade.
<b>Style</b>	Aspects of writing (or speech) which have an identifiable character generally used in a positive sense to indicate 'pleasing effects'.
<b>Subject-verb agreement</b>	The grammatical logic and <b>coherence</b> between subject and verb. The subject and verb must agree in number: both must be singular, or both must be plural e.g. <i>He is honest</i> "; " <i>they are friendly</i> ".
<b>Supporting details (see also unified paragraph)</b>	Sentences that support the <b>topic sentence</b> or provide more detail about the <b>topic sentence</b>
<b>SV /SVO pattern</b>	<b>SV</b> pattern is Subject +Verb pattern in a sentence e.g. <i>he laughs</i> . <b>SVO</b> pattern is Subject + Verb + Object pattern in a sentence e.g. <i>She likes mangoes</i> .
<b>Syllable</b>	A word or part of a word that can be pronounced with one impulse from the <b>voice</b> e.g. <i>beau-ti-ful</i> (three syllables), <i>ap-pear</i> (two syllables), etc
<b>Syntax</b>	The arrangement of words to show relationships of meaning within a sentence.
<b>Textual aid</b>	Clues in the text that aid comprehension.
<b>Top to bottom</b>	Refers to how text runs down the page after completion of each line.
<b>Thesis statement</b>	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.
<b>Thought group</b>	A group of words/ phrases that forms a brief unit of sense. Thought group is discretely spoken with a short pause to distinguish from other thought groups in the passage e.g. The sentence, " <i>The cat went over the wall, through the lawn, into the kitchen</i> ", can be easily broken into three thought groups marked by commas.

<b>Tone</b>	An author's or speaker's attitude, as revealed in 'quality of voice 'or' selection of language'.
<b>Topic sentence</b>	The sentence, usually at the beginning of a paragraph, which tells what the main idea of the paragraph.
<b>Transactional writing</b>	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.
<b>Transitional device</b>	Word(s) that show the flow of ideas to help readers along through a text e.g. <i>first, for instance, to conclude, therefore</i> .
<b>Transitive verb (see also intransitive verb)</b>	An action or <b>linking verb</b> whose meaning is incomplete without a <b>direct object</b> e.g. <i>The child broke</i> is an incomplete sentence unless we add a direct object like <i>The child broke a plate</i> .
<b>Usage</b>	The usage of a language item is the grammatical rules for making it. The (simplest) <b>usage</b> of the second conditional is <i>If + past simple, would + infinitive</i> . <i>Example: The second conditional: If I had enough money, I would take a vacation.</i>
<b>Use</b>	The use of a language item is its communicative purpose as used by native speakers. The <b>use</b> of the second conditional is <i>Talking about the consequences of hypothetical situations in the present or future</i> .
<b>Visual cue</b>	Information presented in a visual form e.g. <i>Pictures, photographs, etc.</i>
<b>Visuals/ audio-visual aids</b>	Training or educational materials directed at both, the sense of hearing and the sense of sight. Materials that provide pictures and/or sounds to assist learning or teaching e.g. <i>flip charts, overhead transparencies, graphical presentations, computer-based presentations, chalk boards, slide presentations, videos, films</i> etc.
<b>Voice</b>	Active and passive voice.
<b>Weak form</b>	A form (of function words) that may be used when the word has no stress e.g. "bread 'butter"
<b>While-reading</b>	Reading strategies to be applied during reading a text e.g. <b>skimming, scanning</b> .
<b>Word class</b>	Parts of speech.

<b>Word family</b>	A group of words sharing the same <b>root</b> or base, as <i>phon</i> in <i>phonemic</i> , <i>phonation</i> , <i>telephone</i> , etc.
<b>Writer's craft</b>	Choices an author/poet makes when writing a text (e.g. Organizational pattern, <b>style</b> , vocabulary, images, symbols, <b>point of view, and audience</b> ).
<b>Writing process</b>	A sequence of steps in writing, typically including:(1) planning, (2) drafting, (3) revising, (4) editing, and (5) publishing.
<b>Writing readiness</b>	Skills that help prepare learners for the task of writing e.g. <i>motor skills, holding a pencil correctly, drawing, copying, tracing, making loops, strokes</i> , etc.

## Acknowledgements

The European Union - TA would like to acknowledge the services offered by the following teams in developing the English Language Curriculum for grades ECE-XII.

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Acknowledgement is also due to the Directorate of Curriculum Assessment and Research (DCAR) and Sindh Text Book Board (STBB) in facilitating the process, and participating institutions and their staff in providing support during the field study.

Two EU-TA experts facilitated the review of English Language Curriculum 2016:

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