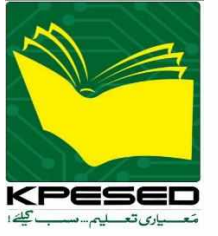


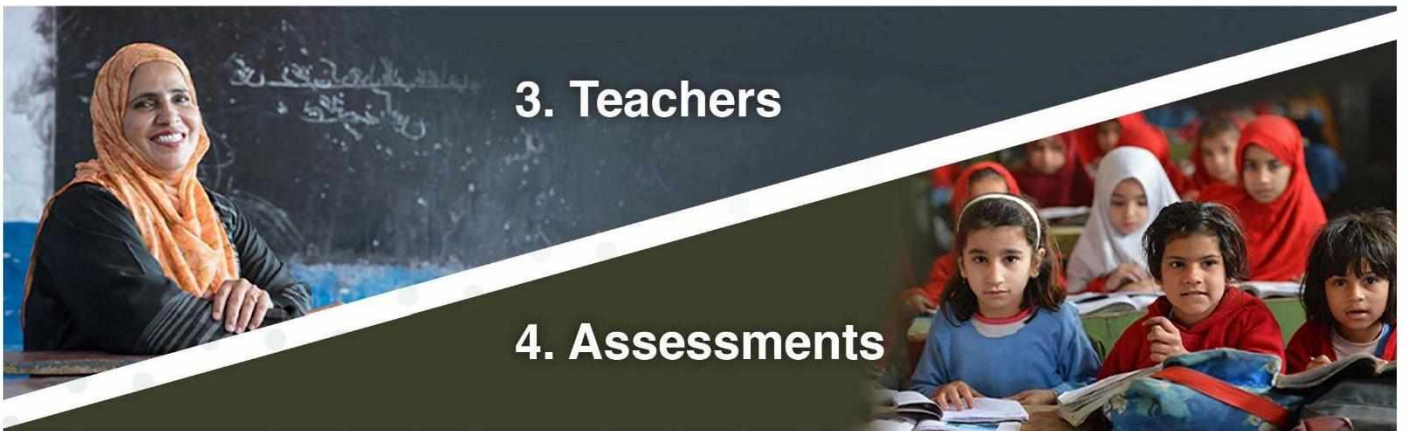
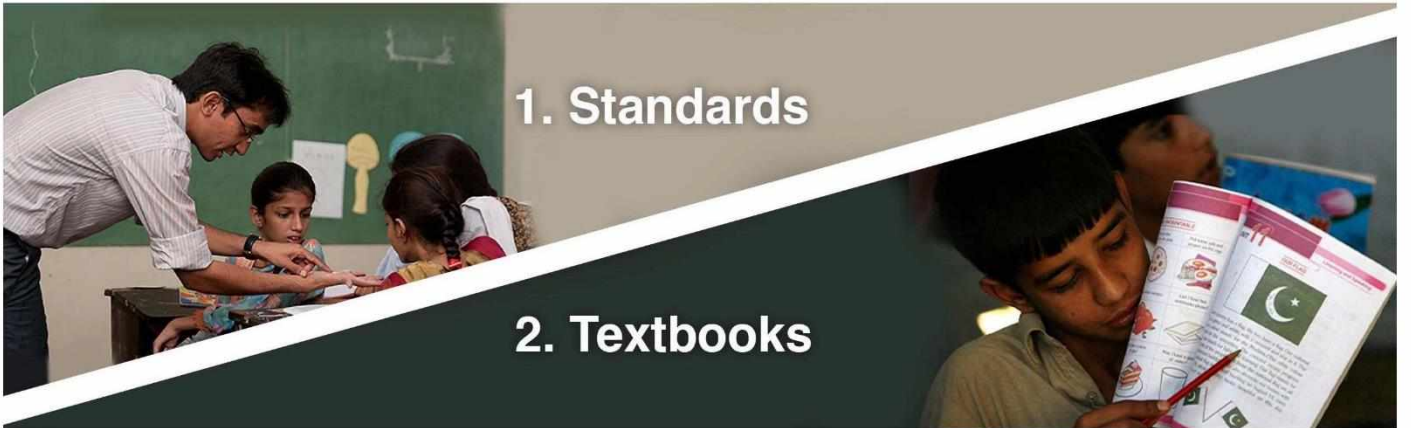


ایک قوم
ایک نصاب
ONE NATION, ONE CURRICULUM



ENGLISH (VI-VIII) 2022

FOUR PARTS OF A CURRICULUM:



DIRECTORATE OF CURRICULUM & TEACHER EDUCATION
KHYBER PAKHTUNKHWA ABBOTTABAD

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

ENGLISH (VI-VIII)
2022



DIRECTORATE OF CURRICULUM & TEACHER EDUCATION
KHYBER PAKHTUNKHWA ABBOTTABAD

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INTRODUCTION

1. Vision for the Review of the English Curriculum

Language is a medium of communication used to convey feelings, express opinions, gain knowledge and maximise potential to promote inquiry. Strong literacy skills of listening, speaking, reading and writing are essential in developing responsible and self-motivated learners. English is both a subject in its own right and the medium for teaching for other disciplines as well; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

English Language learning is an important skill when it comes to education at all levels, personality development, global communication, and making better professional choices. It is important to teach language learners to communicate their ideas effectively both orally and in writing. Reading, in particular, helps broaden students' horizons, by exposing them to a wide range of cultural, emotional, intellectual, and social realities, which can act as a foundation for building a more tolerant and multicultural society.

According to the National Policy Education Policy Framework (MoFE&PT, 2018) a review and revision of curriculum framework across the country was done. This included revising common national teaching and learning standards along with identifying common standards applicable across provinces and school systems. It was also agreed that Pakistan will have a multi lingual policy, with the English to be taught as a second language. Keeping this in mind, the National Curriculum for English Language 2006 was reviewed in multiple phases, to national and international requirements. In 2019, a review was conducted for the Primary (I-V) grades in line with the national vision for the elaboration of a Single National Curriculum (SNC) for all streams of education in the country.

As a result of these rigorous rounds of review, two major areas were identified for improvement: pedagogical practices and assessment procedures. Teachers are required to focus on enhancing language skills (listening, speaking, reading, and writing) in an integrated manner, and be equipped with the requisite skills for utilising the textbooks and relevant resources to the fullest. The assessment procedures previously lacked a focus on the above-mentioned skills; therefore, the desired objectives laid out in the curriculum were further reviewed to bridge this gap.

The curriculum emphasises innovative student-centered activities to be planned, to inculcate the above-mentioned values in the learners within the different social contexts of different parts of Pakistan.

Themes and sub-themes that promote values of peace and social cohesion are embedded in the English Curriculum. These cover ideological attributes and religious values of patience, tolerance, making friends, sharing, respect for self and others. It also highlights respect for Pakistani and international norms, equity among groups and nations, learning to live together in an extended society across the cultures and conflict resolution. 'Education for Sustainable Development (ESD)' and 'Global Citizenship Education (GCE)' are the two key concepts explicitly built into the curriculum to be eventually included in textbooks. The rationale is to empower learners of all ages to become proactive contributors to a fair, peaceful, tolerant, inclusive and sustainable world. In compliance with the United Nation's Sustainable Development Goals, especially SDG 4.7¹, certain values were highlighted in the curriculum under themes and sub-themes for different classes including global citizenship, sustainable development, gender equality, diversity of cultures, languages and religions, countering terrorism, risk reduction awareness about traffic education, health hazards of tobacco and other drugs, avoiding social evils (plagiarism, falsification, aggression, deception, greed, violent

¹ By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

protests, etc.) and propagating sports and adventure. Moreover, the suggestions shared by Traffic Police Islamabad, Rahnuma-family Planning Association of Pakistan (FPAP), Ministry of Narcotics Control and Federal Investigation Agency (FIA) were incorporated in the curriculum for grade VI-VIII as well.

The revised English curriculum 2021 propagates a holistic approach for language development to equip the students with the skills they need for effective communication in social and academic contexts at the national and international levels. The curriculum is multidimensional and incorporates all components of language, i.e., phonology, grammar, vocabulary, discourse, language functions and skills. During the review the following amendments were made:

- The sequence of the four English language skills has been revised in order to follow the natural acquisition of language and to enhance the oral communication skills of the learners. Therefore, oral communication comes first in the progression of SLOs.
- Comprehensive guidelines for textbook/content writers are added including a six-point criterion for maintaining quality standards.
- Some English teaching and learning web-based resources are included.

1.2. Statement of Philosophy

In the context of Pakistani students, learning the English language is rarely a subconscious process, for a vast majority. Learners have few opportunities to absorb the English language from their environment to acquire a natural flair for appropriate linguistic structure, i.e. vocabulary and style in varied contexts of use, both in academic and social settings. There is room for improvement in the learning environment and academic setting. Learners have to be provided with formal opportunities to learn the language in an instructional setting through the implementation of a well-thought-out and organised curriculum. The current curriculum aims to serve as a guide for teachers, learners, textbook developers, assessors and anyone else interested in benefiting from it.

It is recognised that the instructional settings vary greatly in Pakistan in terms of teachers' and students' background, their proficiency in English, opportunities for exposure, use of English at home and in the community outside the school and classroom. Similarly, the resources available for teaching and learning of English also vary to a great extent. However, it is expected that the competencies and standards defined in this curriculum will provide a roadmap for the provision of both human and financial resources in schools for quality teaching and learning of English for children in Pakistan.

The curriculum is designed to promote high standards of literacy and competency in the English language. It is designed to equip learners with the language skills they need to excel in any field, not only for the purpose of achieving further education, but also for future employability and becoming productive members of society. The curriculum promotes equal opportunities for all and helps students to understand the world in which they live and the interdependence of individuals, groups and communities, including awareness of economic and environmental issues.

The content and process of learning are structured and integrated to realise the standards for key competencies through spiral progression with a major focus on the development of language skills. Functional, literary and everyday texts² provide a context for the teaching of the micro-skills and strategies used in listening, speaking, reading and writing. The teaching strategies ensure the integration of the above-mentioned language skills. Students learn to acquire knowledge and ideas through listening and reading and to effectively communicate their ideas through speaking and writing.

To rectify the relatively narrow focus on building learners' listening and speaking skills in the previous curriculum, the Single National Curriculum 2021, for English emphasises the development of these

² *Everyday text refers to magazine cuttings, realia, pictures with captions, text messages, blurbs, comics etc.*

skills through interactive teaching and learning practices in the classroom. In order to practice these oral communication skills, interactive and collaborative activities have been suggested for incorporation in textbooks. This will expose learners to the English language as it is spoken around them in media and offices, etc. Use of CDs, online resources, radio and sound-enabled multimedia can be employed for practicing intensive and extensive listening for wider language exposure and enhancement. These skills would be tested through test items embedded in the examination and assessment system.

The curriculum places emphasis on the understanding and use of the English language in different academic and social contexts. Such an approach acknowledges the importance of knowledge about the language system and emphasizes its use so that students' ability to communicate in real-life situations is enhanced and made effective for various purposes.

1.3. Process of Curriculum Development

In the light of the International curriculums of Singapore, U.K, Cambridge International, collective experiences of national curriculum developers and teachers of the English language, there was a need to prioritise the development of the following competencies in learners:

- Oral Communication Skills (listening and speaking)
- Reading and Critical Thinking Skills
- Vocabulary and Grammar
- Writing Skills

Students' learning outcomes (SLOs) were developed grade-wise for different stages of schooling. A learner will only be able to meet the SLOs specified for his/her level if the skill is first introduced, explained and then reinforced through practical activities. To achieve this, it is essential that all the major skills identified be taught in spiral progression. Such activities are to be incorporated at each grade and cater to progressive cognitive development from the level of intellectual skills of simple knowledge and comprehension to higher-order skills of analysis, synthesis and evaluation. This will nurture the ability of reasoning, problem-solving, critical thinking and creativity.

The designed curriculum is divided into Standards, SLO's, Knowledge and Skill based outcomes. To achieve the spiral learning process, it is recommended to teach all learning competencies in integration. Language is best learnt when used with immersive method of learning. While immersive language experiences are effective in students of all ages, they can bear remarkable results in children.

In second language acquisition research, there is something called 'the critical period hypothesis' (CPH). It holds that all humans have a period (usually at a young age) during which it is possible to achieve full native competence when learning a language in a linguistically rich, immersive environment – something that has not been observed with adults. CPH is not universally accepted and has been contested (e.g., Vanhove 2013). There are numerous studies that support the notion that children are known to be more open to learning a language intuitively, through communication, rather than through learning a set of strict rules, and that early language exposure sets learners up for success and confidence later in life (e.g. Abrahamsson and Hyltenstam 2009, Birdsong 2009, DeKeyser 2012).

SNC - ENGLISH (1-8)

Progression Grid

The Progression Grid below is divided by grade level; Grade 1-8

The English language curriculum 2022 outlines the following **competencies** of language learning:

- A. Oral Communication Skills
- B. Reading and Critical Thinking
- C. Vocabulary and Grammar
- D. Writing

These competencies are the areas of language learning. Competencies are further divided into focus areas. These are what teachers will focus on in each competency.

Benchmarks are the expected attainment targets to be achieved as a result of teacher instruction. The **Student Learning Outcomes (SLOs)** comprise of the skills, learner strategies, attitudes and behaviours required to achieve the benchmarks and standards.

The *italicised SLOs* are additional, and not mandatory to be included in textbooks or teaching instruction.

Please note that the *suggested* English Topic List is attached at the end of this document.

Competency A: Oral Communication Skills

Standard 1: Develop competence in listening and spoken language in order to communicate effectively across a variety of contexts and to a range of audiences.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>Benchmark I: Listen closely with a positive disposition and respond to spoken audio/visual texts for different purposes in a variety of contexts for enjoyment and understanding. Apply listening strategies individually and collaboratively to comprehend and interpret information; retell main and key ideas.</p>					<p>Benchmark I: Listen to and respond to a variety of spoken audio/visual texts at increasing levels of difficulty in different contexts. Apply a range of strategies individually and collaboratively to comprehend and interpret information.</p>		

A1. Listening and Viewing

<p>[SLO: E-01-A1-01] Show awareness of the listener through non-verbal communication (e.g., through maintaining eye contact with the speaker and nodding in response).</p>	<p>[SLO: E-02-A1-01] Show awareness of the listener through, including, relevant details in non-verbal and verbal communication (e.g., through laughing when a joke is shared, or responding to what is being said).</p>	<p>[SLO:E-03-A1-01] [SLO:E-04-A1-01] [SLO:E-05-A1-01] Show awareness of one or more listeners by developing sensitivity to ways that others express meaning in their talk and non-verbal communication.</p>	<p>[SLO:E-06-A1-01] Develop conversation for clarity and effect to engage a listener.</p>	<p>[SLO:E-07-A1-01] Adapt speech, non-verbal gestures and movement to meet an increasing range of situations.</p>	<p>[SLO:E-08-A1-01] Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening</p>
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<p><u>[SLO: E-01-A1-02]</u> Recognise sounds, words or phrases in the language and repeat them</p>	<p><u>[SLO: E-02-A1-02]</u> Listen to smaller conversations and speak simple sentences using correct pronunciation and sentence structure.</p>	<p><u>[SLO: E-03-A1-02]</u> <u>[SLO: E-04-A1-02]</u> <u>[SLO: E-05-A1-02]</u> Listen and understand longer conversations from different contexts, short lectures and talks, radio and TV broadcasts, stories, and descriptions of events and will be able to identify main ideas.</p>			<p><u>[SLO: E-06-A1-02]</u> Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.</p>	<p><i>[SLO:E-07-A1-ADD]</i> <i>Practise speaking fluently and explore complex ideas and feelings, both in-depth and at length to provide suggestions , conduct a discussion, draw together ideas and promote effective sharing of ideas</i></p>	<p><i>[SLO:E-08-A1-ADD]</i> <i>Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence.</i></p>
<p><u>[SLO: E-01-A1-03]</u> Begin to use contextual clues to predict content in short supported talk on a limited</p>	<p><u>[SLO: E-02-A1-03]</u> Use contextual clues to predict</p>	<p><u>[SLO: E-03-A1-03]</u> Deduce meaning from context in short,</p>	<p><u>[SLO: E-04-A1-03]</u> Deduce meaning from context in short, supported talk</p>	<p><u>[SLO: E-05-A1-03]</u> Deduce meaning</p>	<p><u>[SLO: E-06-A1-03]</u> Deduce, meaning from context in both short and extended talk on a range of general and curricular</p>	<p><u>[SLO: E-07-A1-03]</u> Apply knowledge from listening to, viewing and</p>	<p><u>[SLO: E-08-A1-03]</u> Apply knowledge from listening to, viewing and responding to</p>

range of general and curricular topics	content and meaning in short supported talk on an increasing range of general and curricular topics	supported talk on a limited range of general and curricular topics	on an increasing range of general and curricular topics	from the context in supported extended talk on a range of general and curricular topics	topics	responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning	texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning
Benchmark II: Listen to, view and respond to a variety of texts			Benchmark II: Comprehend, and respond to a variety of speech types		Benchmark II: Comprehend, and respond to a variety of speech types		
A2. Listening and Speaking Readiness							
<u>[SLO: E-01-A2-01]</u> <u>[SLO: E-02-A2-01]</u> <u>[SLO: E-03-A2-01]</u> Listen to others and respond appropriately.			<u>[SLO: E-04-A2-01]</u> <u>[SLO: E-05-A2-01]</u> Demonstrate 'attentive listening' and engage appropriately with empathy and respect,		<u>[SLO: E-06-A2-01]</u> <u>[SLO: E-07-A2-01]</u> Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding		<u>[SLO: E-08-A2-01]</u> Apply knowledge from listening to, viewing and

		taking into account opinions and ideas shared by others while developing their own.		responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning
<u>[SLO: E-01-A2-02]</u> <u>[SLO: E-02-A2-02]</u> <u>[SLO: E-03-A2-02]</u> Take turns to speak.	<u>[SLO: E-04-A2-02]</u> Take turns to speak on a given topic and during group discussions.	<u>[SLO: E-05-A2-02]</u> Take turns to speak on a range of topics of their own choices.	<u>[SLO: E-06-A2-02]</u> <u>[SLO: E-07-A2-02]</u> <u>[SLO: E-08-A2-02]</u> Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.	
<u>[SLO: E-01-A2-03]</u> Ask questions for clarity.	<u>[SLO: E-02-A2-03]</u> <u>[SLO: E-03-A2-03]</u> Ask questions for clarity and respond to questions from others.	<u>[SLO: E-04-A2-03]</u> <u>[SLO: E-05-A2-03]</u> Ask questions to obtain information and explain ideas clearly, making meaning explicit.	<u>[SLO: E-06-A2-03]</u> Ask and respond to questions with correct language making meaning explicit.	<u>[SLO: E-07-A2-03]</u> <u>[SLO: E-08-A2-03]</u> Ask and answer questions of personal relevance, information and variety of communicative purposes

<p><u>[SLO: E-01-A2-04]</u> <u>[SLO: E-02-A2-04]</u> Recognise 'stress' and 'intonation' patterns as used in statements and questions.</p>	<p><u>[SLO: E-01-A2-04]</u> Identify rhetorical patterns and make simple inferences while listening. (e.g., following commands, instructions, procedures etc)</p>	<p><u>[SLO: E-04-A2-04]</u> <u>[SLO: E-05-A2-04]</u> Differentiate between rhetorical patterns while listening (e.g., stress and intonation in an imperative statement: "You must clean your room", as opposed to a question: "Will you clean your room?").</p>	<p><u>[SLO: E-06-A2-04]</u> Adopt rhetorical patterns in one's own speech (e.g., by providing facts: "The Earth revolves around the Sun", opinions: "I think it will rain today", descriptions: "It is a sunny morning", etc.)</p> <p>Recite poems or read prose aloud with proper intonation and expression to engage the audience.</p>	<p><u>[SLO: E-07-A2-04]</u> <u>[SLO: E-08-A2-04]</u> Develop the ability to pose rhetorical questions for a range of audiences.</p>
<p><u>[SLO: E-01-A2-05]</u> <u>[SLO: E-02-A2-05]</u> Engage in role play, enacting simple characters or situations.</p>	<p><u>[SLO: E-03-A2-05]</u> Engage in role play to perform a character from a story/play script.</p>	<p><u>[SLO: E-04-A2-05]</u> <u>[SLO: E-04-A2-05]</u> Enact a short drama/playscript showing different roles and scenarios through deliberate choice of dialogues/speech, gestures, and movements.</p>	<p><u>[SLO: E-06-A2-05]</u> <u>[SLO: E-07-A2-05]</u> <u>[SLO: E-08-A2-05]</u> Perform a drama/playscript showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.</p>	

<p>Benchmark III: Use appropriate conventions of spoken discourse for effective oral communication and collaborate with individuals and in groups for a variety of purposes and audiences</p>	<p>Benchmark III: Use appropriate social and academic conventions of spoken discourse for effective oral communication and collaborate in both formal and informal settings for various purposes and audiences</p>	<p>Benchmark III: Use dialogues, panel discussions, talks on particular topics to communicate information/ ideas and demonstrate the social and academic conventions/ dynamics for a variety of purposes and audience</p>
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A3. Listening and Speaking for Different Purposes

<p><u>[SLO: E-01-A3-01]</u> Attempt to express feelings and ideas using appropriate words when speaking on matters of</p>	<p><u>[SLO: E-02-A3-01]</u> Begin to be aware of ways in which speakers vary talk (e.g., the use of formal and</p>	<p><u>[SLO: E-03-A3-01]</u> Speak clearly and confidently in a range of contexts including longer</p>	<p><u>[SLO: E-04-A3-01]</u> <u>[SLO: E-05-A3-01]</u> Speak confidently using varied vocabulary and tone to express, persuade, instruct, or offer advice to engage the listener. (e.g., talking about reports, articles, programmes, etc).</p>	<p><u>[SLO: E-06-A3-01]</u> <u>[SLO: E-07-A3-01]</u> Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.</p>	<p><u>[SLO: E-08-A3-01]</u> Speak confidently and fluently in a wide range of contexts to fulfil different purposes.</p>
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<p>immediate interest.</p>	<p>informal vocabulary and expression: “Good morning, sir/madam, how are you?”).(Informal: “Hello! How do you do”?)</p>	<p>speaking turns.</p>				
<p><u>[SLO: E-01-A3-02]</u> Interact minimally by naming things and asking simple questions.</p>	<p><u>[SLO: E-02-A3-02]</u> Interact by naming things, responding with simple sentences and asking questions about people and things in their immediate physical context.</p>	<p><u>[SLO: E-03-A3-02]</u> <u>[SLO: E-04-A3-02]</u> <u>[SLO: E-05-A3-02]</u> Engage in simple conversations that require performing everyday tasks and speech acts, such as introducing themselves and others, giving directions, making a call, making requests.</p>				

<p><u>[SLO: E-01-A3-03]</u> Participate in small group discussions.</p>	<p><u>[SLO: E-02-A3-03]</u> Participate in group discussions, presentations and speeches.</p>	<p><u>[SLO: E-03-A3-03]</u> <u>[SLO: E-04-A3-03]</u> <u>[SLO: E-05-A3-03]</u> Participate in group discussions, presentations and debates.</p>	<p><u>[SLO: E-06-A3-02]</u> <u>[SLO: E-07-A3-02]</u> <u>[SLO: E-08-A3-02]</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly:</p> <ul style="list-style-type: none"> a. follow rules for discussions, set specific goals and deadlines, and define individual roles as needed b. come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
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A4. Listening and Speaking for different audience

<p><u>[SLO: E-01-A4-01]</u> <u>[SLO: E-02-A4-01]</u> Converse audibly with class fellows, teachers and other adults</p>	<p><u>[SLO: E-03-A4-01]</u> Adapt tone of voice, use of vocabulary and non-</p>	<p><u>[SLO: E-04-A4-01]</u> Talk confidently in extended turns and listen purposefully</p>	<p><u>[SLO: E-05-A4-01]</u> Prepare and present an argument to persuade</p>	<p><u>[SLO: E-06-A4-01]</u> Present an argument and viewpoint with clarity of purpose and a convincing manner.</p>	<p><u>[SLO: E-07-A4-01]</u> <u>[SLO: E-08-A4-01]</u> Engage in extended discussions and debates taking into account other speakers' viewpoints and</p>
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	verbal features for different audiences	in a range of contexts	others to adopt a point of view		presenting one's own with clarity and coherence.
<p><u>[SLO: E-01-A4-02]</u></p> <p><u>[SLO: E-02-A4-02]</u></p> <p>Converse in basic language using simple words and phrases with a group to share an experience</p>	<p><u>[SLO: E-03-A4-02]</u></p> <p>Speak confidently to a group to share an experience</p>	<p><u>[SLO: E-04-A4-02]</u></p> <p><u>[SLO: E-05-A4-02]</u></p> <p>Recall and discuss important features of a talk, possibly contributing new ideas within a familiar and an unfamiliar group settings</p>	<p><u>[SLO: E-06-A4-02]</u></p> <p>Participate in solo, paired and group assignments, including role play</p> <p>Show insight into texts and issues through choice of speech, gesture, movement, within role-play</p>	<p><u>[SLO: E-07-A4-02]</u></p> <p>Work effectively in skills in solo, paired and group assignments, including role-play and drama.</p>	<p><u>[SLO: E-08-A4-02]</u></p> <p>Explore complex ideas and issues in drama, establishing roles and applying dramatic approaches with confidence</p>

COMPETENCY B- READING

Standard 1: Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension, and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>Benchmark I: Using phonological awareness to read decodable words and to attempt to sound out familiar and some elements of unfamiliar words.</p> <p>Gradually developing word recognition skills, accuracy, fluency and positive reading and viewing attitudes and behaviour.</p>			<p>Benchmark I: Reading through word identification, including decoding, and reading aloud text written for the grade level with fluency.</p> <p>Giving attention to punctuation and phrasing, adding expression and showing understanding while reading.</p>		<p>Benchmark I: Decode unfamiliar multisyllabic words, pronounce them correctly, and read a wide range of unfamiliar texts with fluency, expression, understanding and enjoyment.</p>		

B1. Reading Readiness and Fluency

<p><u>[SLO: E-01-B1-01]</u></p> <p>Recognise the name of the common sound associated with every letter in the English alphabet</p>	<p><u>[SLO: E-02-B1-01]</u></p> <p>Recognise and use different ways in which vowels can be pronounced, e.g., <i>how, low, apple, apron etc.</i></p>	<p><u>[SLO: E-03-B1-01]</u></p> <p>Use strategies to learn to blend unfamiliar words to read, including sounding out and separating them into syllables.</p>	<p><u>[SLO: E-04-B1-01]</u></p> <p><u>[SLO: E-05-B1-01]</u></p> <p>Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using the analogy, identifying known prefixes and suffixes using context</p>	<p><u>[SLO: E-06-B1-01]</u></p> <p>Use familiar patterns (such as digraphs, blends, chunks, affixes) in an unfamiliar word, mark vowel sounds to decode it and pronounce it correctly. Identify any silent letters, suffixes and prefixes in the word to facilitate reading.</p>	<p><u>[SLO: E-07-B1-01]</u></p> <p>Use familiar sentence patterns using knowledge of syllables, mark vowel sounds in a word, identify the silent letters, prefixes, suffixes and root words to decode it, pronounce it correctly and read fluently.</p>	<p><u>[SLO: E-08-B1-01]</u></p> <p>Demonstrate understanding of familiar sentence patterns using knowledge of syllables, mark the multisyllabic words in sentences to decode it, pronounce it correctly and also read unfamiliar sentence patterns fluently with proper stress, expression and joy.</p>
<p><u>[SLO: E-01-B1-02]</u></p> <p>Apply grade-level word</p>	<p><u>[SLO: E-02-B1-02]</u></p> <p>Apply grade-level word analysis skills to:</p>	<p><u>[SLO: E-03-B1-02]</u></p> <p>Apply grade-level word</p>	<p><u>[SLO: E-04-B1-02]</u></p> <p><u>[SLO: E-05-B1-02]</u></p> <p>Apply grade-level word analysis skills to: Read common high-frequency words by</p>	<p>-----</p>	<p>-----</p>	<p>-----</p>

<p>analysis skills to: a. Recognise one's own name and familiar common signs and labels (e.g., STOP). Read common high-frequency words by sight</p>	<p>a. Read common high-frequency words by sight at an appropriate grade-level b) Recognise and read compound words (e.g., farmhouse, textbook, timetable).</p>	<p>analysis skills to: a. Read common high-frequency words by sight at an appropriate grade-level. Identify words with inconsistent but common spelling-sound correspondences. Recognise and read grade-appropriate irregularly spelled words Recognise and match contractions to words (e.g., couldn't – could not).</p>	<p>sight at an appropriate grade-level. Identify and know the meaning of the most common prefixes and suffixes (Pre-, re-, mis-, -less, -ful). Read grade-appropriate irregularly spelled words. Recognise and match contractions to words (e.g., couldn't – could not). Recognise silent letters in words and match sounds to their corresponding letter patterns: Initial and final consonants: Initial short and long vowel sounds: Word families with vowel-consonant patterns Final "y" as a vowel Consonant digraphs in initial position (e.g., th, sh, ch, wh). Vowel digraphs Initial consonant blends (e.g., sw, sn, sk, bl, br, cl, cr,</p>			
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			dr, fl, gl, pl, pr, sl, sm, sp, st, tr, tw, qu).			
<u>[SLO: E-01-B1-03]</u> Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words e.g., blending to read, and segment to spell	<u>[SLO: E-02-B1-03]</u> Use phonics as the main method of tackling unfamiliar words	<u>[SLO: E-03-B1-03]</u> Demonstrate an understanding of spoken words, syllables, and sounds (phonemes) <i>and</i> associate sounds with common spellings (graphemes) for the five major vowels.	<u>[SLO: E-04-B1-03]</u> <u>[SLO: E-05-B1-03]</u> Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words and sentences. Read with some expression and clarity.			
<u>[SLO: E-01-B1-04]</u> Match sounds to their corresponding letters/letter patterns:	<u>[SLO: E-02-B1-04]</u> Match sounds to their corresponding letters/letter patterns:	<u>[SLO: E-03-B1-04]</u> Learn to use Initial consonant blends (e.g., sw, sn, sk, bl, br, ch, cl, cr, dr, fl, gl,				

<p>Initial and final consonant sounds: m, j, f, s, b, t, w, r, p, h, v, d, k, z, l, g, n, c, y.</p> <p>Initial short vowel sounds: a, e, i, o, u.</p> <p>Word families with vowel-consonant patterns (e.g., -at, -ap, -et, -en).</p> <p>Consonant digraphs in initial position (e.g., sh, ch)</p> <p>Double consonant s (e.g., ck, ff, ss, ll, zz).</p>	<p>Initial and final consonants: m, j, f, s, b, t, w, r, p, h, v, d, k, z, l, g, n, c, y.</p> <p>Initial short vowel sounds: a, e, i, o, u.</p> <p>Word families with vowel-consonant patterns (e.g., -at, -an, -ad, -ap, -et, -en, -ill, -ig, -in, -un).</p> <p>Final “y” as a vowel (e.g., July, sky, cycle, python - when “y” is in final position of a word or syllable).</p> <p>Long vowel sounds a, e, u, i, o (<u>Note:</u> when the vowel sounds</p>	<p>ph, pl, pr, sh, sl, sm, sp, st, th, tr, tw, wh,).</p> <p>Final consonant blends (e.g., nd, nk, nt, mp).</p> <p>Double consonants (e.g., tt, pp, rr, gg, nn, ss, ll, ck).</p> <p>Diphthongs (e.g., ou, ow).</p> <p>Inflectional suffix (e.g., -s, -es, -ing, -ed).</p> <p>Syllables (common patterns, e.g., vowel-consonant, consonant-vowel, consonant-vowel-consonant)</p> <p>Silent letters, (e.g.,</p>					
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<p>Inflectional suffix (e.g., -s, -es). Syllables (common patterns, e.g., vowel-consonant s like “at”, consonant-vowels like “me”, consonant-vowel-consonant s like “sit”).</p>	<p>like its letter name, it is a long vowel sound otherwise it's a short vowel sound like “bit” (short) versus bite (long)). Consonant digraphs in initial position (e.g., th, sh, ch, wh). Initial consonant blends (e.g., sw, sk, bl, br, cl, cr, dr, fl, gl, pl, pr, sl, sm, sp, tr, wh, qu). Double consonants (e.g., tt, pp, rr, gg, nn, ss, ll, ck). Inflectional suffix (e.g., -s, -es). Syllables (common</p>	<p>-e like cake, kite, home -b like comb, plumb, thumb, climb, plumber, limb.</p>					
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	patterns, e.g., vowel-consonant, consonant-vowel, consonant-vowel-consonant).						
<u>[SLO: E-01-B1-05]</u>	<u>[SLO: E-02-B1-05]</u>	<u>[SLO: E-03-B1-05]</u>	<u>[SLO: E-04-B1-04]</u> <u>[SLO: E-05-B1-04]</u>	<u>[SLO: E-06-B1-02]</u>	<u>[SLO: E-07-B1-02]</u>	<u>[SLO: E-08-B1-02]</u>	
Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g., 'th', 'ch', 'sh'	Identify syllables and split familiar compound words into parts	Read simple books from a range e.g., story, poetry, information books	Explore the different processes of reading silently and reading aloud.	Read aloud short and simple texts (fiction and non-fiction) frequently with sufficient accuracy, some expression and correct pronunciation. Identify the writer's purpose and what makes it interesting.	Read grade-level prose and poetry fluently with competence, accuracy, and appropriate rate, variation in a voice appropriate for characters and expression in successive readings. Identify the writer's purpose and	Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently. Express preferences and opinions openly.	

				what makes it interesting.	
<p><u>[SLO: E-01-B1-06]</u> Identify common words with silent letters e.g., listen, write, know etc.</p>	<p><u>[SLO: E-02-B1-06]</u> <u>[SLO: E-03-B1-06]</u> Identify common and complex silent letters in words e.g., almond, muscle, receipt, asthma etc</p>	<p><u>[SLO: E-04-B1-05]</u> <u>[SLO: E-05-B1-05]</u> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p><u>[SLO: E-06-B1-03]</u> <u>[SLO: E-07-B1-03]</u> <u>[SLO: E-08-B1-03]</u> Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.</p>		

<p><u>[SLO: E-01-B1-07]</u> Use punctuation cues to aid reading aloud (capitalization, comma, full stop)</p>	<p><u>[SLO: E-02-B1-07]</u> <u>[SLO: E-03-B1-07]</u> Use punctuation cues to aid reading (e.g., capitalization, apostrophe for possession and contraction, commas used in a series, quotation marks) and also read common word endings.</p>	<p><u>[SLO: E-04-B1-06]</u> <u>[SLO: E-05-B1-06]</u> Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression</p>	<p><u>[SLO: E-06-B1-04]</u> Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark).</p>	<p><u>[SLO: E-07-B1-04]</u> Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, semicolon, apostrophe). Recognise and rectify faulty punctuation in given passages and own work.</p>	<p><u>[SLO: E-08-B1-04]</u> Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, colon, dash, parenthesis, slash, ellipses). Recognise and rectify faulty punctuation in given passages and own work and correct others' work.</p>
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<p><u>[SLO: E-01-B1-08]</u> <u>[SLO: E-02-B1-08]</u> Use prior knowledge and pre-reading strategies to predict a story by looking at the picture(s) and title of the text. (preview title/headings/ visuals; ask self, "What is it about? What do I know about this? What do I want to know?"</p>		<p><u>[SLO: E-03-B1-08]</u> Use pre-reading strategies to predict some words that might occur in a text by looking at the picture/title (identify the type of text, purpose and intended audience)</p>	<p><u>[SLO: E-04-B1-07]</u> <u>[SLO: E-05-B1-07]</u> Use pre-reading strategies to predict the type of content/ vocabulary/questions about the text from pictures title etc., by using prior knowledge (identify the type of text, purpose and intended audience)</p>		<p><u>[SLO: E-06-B1-05]</u> <u>[SLO: E-07-B1-05]</u> <u>[SLO: E-08-B1-05]</u> Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?</p>		
<p><u>[SLO: E-01-B1-09]</u> <u>[SLO: E-02-B1-09]</u> Read with guidance from simple books</p>		<p><u>[SLO: E-03-B1-09]</u> Read with fluency and expression using age-appropriate books</p>	<p><u>[SLO: E-04-B1-08]</u> <u>[SLO: E-05-B1-08]</u> Read a wide range of books, drawing on background information and vocabulary provided</p>				
<p><u>[SLO: E-01-B1-10]</u> Read grade-level prose and poetry orally</p>	<p><u>[SLO: E-02-B1-10]</u> Read grade-level prose and poetry orally at an</p>	<p><u>[SLO: E-03-B1-10]</u> Read grade-level prose and poetry orally with accuracy,</p>	<p><u>[SLO: E-04-B1-09]</u> Read a range of stories, poetry and information</p>	<p><u>[SLO: E-05-B1-09]</u> Read a range of stories, poetry and information</p>			

	appropriate rate, and expression on successive reading.	appropriate rate, and expression on successive reading	books and begin to make links between them	books and begin to make links between them			
<p>Standard 2: Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts).</p>							
<p>Benchmark II: Develop understanding and enjoyment of stories, poetry, fiction and nonfiction, and learning to read fluently. Discussing the understanding of familiar and unfamiliar words and exploring the meaning of words in context.</p>			<p>Benchmark II: Read for an understanding of what is read rather than decoding individual words and reading books that are structured in different ways and reading for a range of purposes</p>		<p>Benchmark II: Discover meaning (dictionary meaning and contextual meaning) of words and phrases, analyse patterns of text organization and functions of various devices used in a paragraph and text as a whole.</p>		
<p>B2. Reading for Understanding</p>							
<p><u>[SLO: E-01-B2-01]</u></p> <p>Recognise and read common</p>	<p><u>[SLO: E-02-B2-01]</u></p> <p>Read a range of common sight words.</p>	<p><u>[SLO: E-03-B2-01]</u></p> <p>Extend the range of common sight words.</p>	<p><u>[SLO: E-04-B2-01]</u></p> <p>Spell familiar common words accurately,</p>	<p><u>[SLO: E-05-B2-01]</u></p> <p>Discuss the meaning of unfamiliar words</p>	<p><u>[SLO: E-06-B2-01]</u></p> <p>Look for the meaning of words from the text in a dictionary and</p>	<p><u>[SLO: E-07-B2-01]</u></p> <p>Guess the meaning of the word and phrases in</p>	<p><u>[SLO: E-08-B2-01]</u></p> <p>Guess the meaning of the word and phrases in the text. Compare with the dictionary meaning</p>

sight words.			drawing on sight vocabulary	encountered in reading	compare them with the meaning of those words in the text.	the text. Compare with the dictionary meaning to understand the contextual meaning.	to understand the contextual meaning.
<u>[SLO: E-01-B2-02]</u> Recognise conventions and identify purpose, theme and ideas in texts	<u>[SLO: E-02-B2-02]</u> Show some awareness that texts have different purposes	<u>[SLO: E-03-B2-02]</u> Identify the main purpose of a text	<u>[SLO: E-04-B2-02]</u> Read and evaluate viewpoint, purpose, themes and ideas in the given text.	<u>[SLO: E-05-B2-02]</u> Read and evaluate a variety of texts for purpose, style, clarity and organization	<u>[SLO: E-06-B2-02]</u> Identify the use of language structure, vocabulary and presentation to predict and understand the meaning. Identify the use of some figures of speech like simile, metaphor, personification and hyperbole.	<u>[SLO: E-07-B2-02]</u> Discuss and evaluate how authors use language, including figures of speech like simile, metaphor, personification, hyperbole and onomatopoeia, considering the impact on the reader.	<u>[SLO: E-08-B2-02]</u> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

	<u>[SLO: E-02-B2-03]</u> Distinguish between fact and opinion (for fiction and non-fiction text)	<u>[SLO: E-03-B2-03]</u> Identify different types of fiction and non-fiction texts and their known key features	<u>[SLO: E-04-B2-03]</u> Read a range of fiction and non-fiction books and begin to make links between them	<u>[SLO: E-05-B2-03]</u> Read a range of fiction and nonfiction books and begin to make links between them and infer the meanings of unknown words from their context	<u>[SLO: E-06-B2-03]</u> Read a wider range of fiction and nonfiction books and find the meaning of words from the text in a dictionary and compare them with the meaning of those words in the text.	<u>[SLO: E-07-B2-03]</u> <u>[SLO: E-08-B2-03]</u> Read an extensive range of fiction and nonfiction books and guess the meaning of the words and phrases in the text. Compare with the dictionary meaning in order to understand the difference between the literal and contextual meaning.	
<u>[SLO: E-01-B2-03]</u> Identify common terms relating to books (e.g., title page, author, illustrator, front/back cover, table of contents).	<u>[SLO: E-02-B2-04]</u> Identify and read the title of an article, book, or chapter; the function of captions and sub-heads.	<u>[SLO: E-03-B2-04]</u> Identify and recognise story, poetry and information books noting how text is organised into sections or chapters.	<u>[SLO: E-04-B2-04]</u> Start reading the story, poetry and information books noting how text is organised into sections or chapters.	<u>[SLO: E-05-B2-04]</u> Read a range of stories, poetry and information books and begin to make links between them	<u>[SLO: E-06-B2-04]</u> Explain how readers make choices about the texts they like reading, e.g., by author or genre.	<u>[SLO: E-07-B2-04]</u> Discuss how readers make choices about the texts they like reading, e.g., by author or genre to develop new learning with a variety of texts.	<u>[SLO: E-08-B2-04]</u> Discuss their own and others' reading, taking account of others' views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.

<p>[SLO: E-01-B2-04] Recognise the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>[SLO: E-02-B2-05] Recognise the distinguishing features of a sentence and paragraph e.g., Identify paragraph as a graphical unit of expression</p>	<p>[SLO: E-03-B2-05] Recognise how paragraphs and chapters are used to organise ideas. Identify paragraph as a larger meaningful unit of expression representing the unity of thought.</p>	<p>[SLO: E-04-B2-05] Explain how paragraphs and chapters are used to organise ideas. Identify paragraph as a larger meaningful unit of expression representing the unity of thought. Recognise and understand that: In a paragraph, sentences join to make sense in relation to</p>	<p>[SLO: E-05-B2-05] Discuss how paragraphs and chapters are structured and linked. Identify a paragraph has the following structure: 1. topic sentence 2. supporting details 3. concluding sentence. Identify the meaning/main idea of a paragraph through the topic. Read a paragraph as a larger</p>	<p>[SLO: E-06-B2-05] Identify the use of language structure, vocabulary and presentation to predict and to understand the meaning. Identify the topic sentence as the main idea and supporting details in a paragraph. Recognise a paragraph as a meaningful unit of expression with its own topic sentence and supporting details. Recognise features of an</p>	<p>[SLO: E-07-B2-05] Discuss a larger text to recognize each paragraph as a separate meaningful unit of expression with its own topic sentence and supporting details Recognise features of an effective topic sentence using specific words and vivid verbs. Analyse larger paragraphs to identify sentences that support the main idea through:</p>	<p>[SLO: E-08-B2-05] Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the writer throughout the text. Recognise features of an effective topic sentence using specific words and vivid verbs. Analyse larger paragraphs with abstract concepts to identify sentences that support the main idea through • evidence, • cause and effect, and/or • comparison and contrast. Analyse organisational patterns in a text: a. list/ sequence of ideas/ events</p>
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			each other through transitional devices	meaningful unit of expression to recognize that the main idea in a paragraph is carried in a sentence called the topic sentence. Other sentences in the paragraph support the topic sentence.	effective topic sentence using specific words and vivid verbs. Identify sentences in a paragraph that support the main idea through: <ul style="list-style-type: none"> • definition, • example, and/or • evidence. Analyse organisational patterns in a text: <ol style="list-style-type: none"> list/ sequence of ideas/ events comparison-contrast cause-effect Problem-solution 	<ul style="list-style-type: none"> • illustration, • evidence, and/or • cause and effect. Analyse organisational patterns in a text: <ol style="list-style-type: none"> list/ sequence of ideas/ events comparison-contrast cause-effect problem-solution 	comparison-contrast <ol style="list-style-type: none"> cause-effect problem-solution reasons/ assumptions-conclusion
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<p><u>[SLO: E-01-B2-05]</u> Give one-word answers to questions.</p>	<p><u>[SLO: E-02-B2-06]</u> Answer questions in complete and correct sentences.</p>	<p><u>[SLO: E-03-B2-06]</u> Answer questions in multiple-choice form.</p> <p>Recognise questions as interrogative sentences that begin with WH-words.</p>	<p><u>[SLO: E-04-B2-06]</u> Recognise the Wh-words as keywords in making questions. Understand the meaning of the WH words. Answer questions given in the text.</p>	<p><u>[SLO: E-05-B2-06]</u> Read and understand questions by marking Wh-words and identify their meaning to answer questions (simple knowledge-based to more implied meaning-based questions given in the text.</p>	<p><u>[SLO: E-06-B2-06]</u> Apply strategies to comprehend questions by marking keywords, verbs and tenses in literal/factual questions and Tag Questions.</p>	<p><u>[SLO: E-07-B2-06]</u> Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/textual/factual questions that require interpretation and personal response.</p>	<p><u>[SLO: E-08-B2-06]</u> Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/textual/ factual open-ended questions that require interpretation, inference and personal response.</p>
<p>Benchmark III: Demonstrate understanding of implicit and explicit meanings in texts. Use strategies to read and understand texts, for example, skimming, scanning, predicting, and clarifying.</p>			<p>Benchmark III: Demonstrate understanding of implicit and explicit meanings in texts.</p> <p>Analyse, evaluate and develop facts, ideas and opinions, using</p>		<p>Benchmark III: Identify and analyse a variety of text types</p> <p><i>(a) literary texts which include novels, short stories, poetry, plays, essays, biographies and autobiographies</i></p> <p><i>(b) informational text types to inform, persuade and explain by interpreting information from visual cues,</i></p>		

	<p>appropriate support from the text</p> <p>Interpret and integrate information from a variety of sources and make personal connections with the texts read.</p>	<p><i>graphic organisers, time-order, simple processes and procedures and cause and effect relationships</i></p> <p><i>to understand the explicit and implicit meaning using a range of reading strategies, for example, skimming, scanning, context cues, predicting, clarifying, summarizing, reasoning and inference.</i></p>
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B3. Reading for Meaning

<p><u>[SLO: E-01-B3-01]</u> <u>[SLO: E-02-B3-01]</u> Use a dictionary to find the spelling and meaning of words</p>	<p><u>[SLO: E-03-B3-01]</u> Use a dictionary or electronic means to find the spelling and meaning of words</p>	<p><u>[SLO: E-04-B3-01]</u> Guess the meaning of new words as given in the text.</p>	<p><u>[SLO: E-05-B3-01]</u> Infer the meaning of unknown words from their context. Focus on units or chunks of meaning rather than on individual words.</p>	<p><u>[SLO: E-06-B3-01]</u> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p><u>[SLO: E-07-B3-01]</u> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of a specific word choice on meaning and tone.</p>	<p><u>[SLO: E-08-B3-01]</u> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>
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<p><u>[SLO: E-01-B3-02]</u> Read title, labels, lists and captions to find information</p>	<p><u>SLO: E-02-B3-02]</u> Find factual information from different formats, e.g., charts, labelled diagrams.</p>	<p><u>SLO: E-03-B3-02]</u> Identify the main points or gist of a text (factual or fiction). identify the main idea or theme conveyed by the writer.</p>	<p><u>SLO: E-04-B3-02]</u> Highlight the main idea/theme of the text with reference to any illustrations given in the text. Retell or paraphrase events from the text in response to questions.</p>	<p><u>SLO: E-05-B3-02]</u> Locate information in different parts of the text, collate the information and list the major points.</p>	<p><u>SLO: E-06-B3-02]</u> Identify themes as big ideas in stories/ poems and other texts. Collate the information and list the major points.</p>	<p><u>SLO: E-07-B3-02]</u> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><u>SLO: E-08-B3-02]</u> Determine a theme or central idea of a text and analyse its development over the course of the text; provide an objective summary of the text.</p>
<p><u>SLO: E-01-B3-03]</u> Comprehend simple question words e.g, who, what, why etc. using pre-reading strategies</p>	<p><u>SLO: E-02-B3-03]</u> Comprehend and respond to question words, e.g., <i>what, where, when, who, why</i> using pre and while</p>	<p><u>SLO: E-03-B3-03]</u> Answer questions with some reference to single points in a text using pre and while</p>	<p><u>SLO: E-04-B3-03]</u> <u>SLO: E-05-B3-03]</u> Retell or paraphrase events from the text in response to questions using pre and while reading strategies</p>	<p><u>SLO: E-06-B3-03]</u> Scan to answer short questions, locate an opinion. Distinguish between what is clearly stated and</p>	<p><u>SLO: E-07-B3-03]</u> Read and identify relevant points, collate, synthesise and summarise ideas from</p>	<p><u>SLO: E-08-B3-03]</u> Read and use inference and deduction to recognise implicit meaning (e.g., look for supporting details within a text/paragraph) using prior knowledge and</p>	

	reading strategies	reading strategies		<p>what is implied.</p> <p>Explain whether predictions about the content of a text are acceptable or should be modified and why.</p>	<p>different parts of the text to understand the contextual meaning of language.</p> <p>Assimilate information to form its own meaning and express it in detail.</p> <p>Choose words and phrases for effect</p> <p>Read for extracting diverse meanings/ shades of meanings</p> <p>Comment on implied meaning, e.g., writer's viewpoint, relationships between</p>	<p>contextual cues effectively.</p> <p>Use pre-reading and while reading strategies to analyse and explore different layers of meaning within texts including biases and opinions. Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect. Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc.</p> <p>Explain whether predictions about the content of a text are acceptable or should be modified and why</p>
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						<p>characters etc.</p> <p>Explain whether predictions about the content of a text are acceptable or should be modified and why.</p>	
<p><u>SLO: E-01-B3-04]</u> <u>SLO: E-02-B3-04]</u> Read and follow simple instructions, e.g., in a recipe.</p>	<p><u>SLO: E-03-B3-04]</u> Scan a passage to find specific information and answer questions. Read and follow instructions correctly.</p>	<p><u>SLO: E-04-B3-04]</u> Highlight/underline keywords and phrases to identify the main points in a passage. Read and follow instructions correctly to assemble/operate the product.</p>	<p><u>SLO: E-05-B3-04]</u> Look for information in non-fiction texts to build on what is already known</p>	<p><u>SLO: E-06-B3-04]</u> Distinguish between fact and opinion. Distinguish between positive and negative imperative language.</p>	<p><u>SLO: E-07-B3-04]</u> Identify fact and opinion (e.g., based on beliefs, assumptions), generalized statements, and correct use of imperative language.</p>	<p><u>SLO: E-08-B3-04]</u> Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), generalized statements from evidence-based information with specific reference to informational texts.</p>	

<p><u>SLO: E-01-B3-05]</u> <u>SLO: E-02-B3-05]</u> <u>SLO: E-03-B3-05]</u> Anticipate what happens next in a story and predict story endings</p>	<p><u>SLO: E-04-B4-05]</u> <u>SLO: E-05-B3-05]</u> a) Provide an accurate textual reference from more than one point in a story to support answers to questions. b) Identify character traits and setting to predict the proceedings in the text.</p>	<p><u>SLO: E-06-B3-05]</u> Skim the text to extract the main idea and relevant information from a text/paragraph . Predict the content of a short piece of text from topic/ picture, title/headings, bold/italicized print etc. by using prior knowledge, asking questions and contextual clues (topic sentence, synonyms, antonyms, definition, explanation, restatement).</p>	<p><u>SLO: E-07-B3-05]</u> Skim the text to have a general idea about the writer's purpose, intended audience and infer the main idea of the text. Predict the content of a lengthy piece of text using prior knowledge, asking questions and contextual clues (topic sentence, synonyms, antonyms,</p>	<p><u>SLO: E-08-B3-05]</u> Skim and scan relevant information and main points in texts to identify the writer's purpose, intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.</p>
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<p><u>SLO: E-01-B3-06]</u> Talk about events in a story and make simple inferences about characters and events to show understanding</p>	<p><u>SLO: E-02-B3-06]</u> Identify and describe story settings and characters, recognising that they may be from different times and places</p>	<p><u>SLO: E-03-B3-06]</u> Infer meanings beyond the literal, e.g., about motives and character</p>	<p><u>SLO: E-04-B3-06]</u> Investigate how settings and characters are built up from details and identify keywords and phrases</p>	<p><u>SLO: E-05-B3-06]</u> Identify the point of view from which a story is told. Recognise character and plot development in the story.</p>	<p><u>SLO: E-06-B3-06]</u> Identify different points of view in stories/poems. Differentiate between developing and static characters in the story.</p>	<p><u>SLO: E-07-B3-06]</u> Explain how an author develops the point of view of the narrator or speaker in a text. appreciate high rise and low rise character development, development of plot and its resolution.</p>	<p><u>SLO: E-08-B3-06]</u> Analyse how an author develops and contrasts the points of view of different characters or narrators in a text. Criticise the plot development with respect to different aspects of the story.</p>
<p><u>SLO: E-01-B3-07]</u> Recognise main elements of a story, e.g., beginning, middle and end</p>	<p><u>SLO: E-02-B3-07]</u> <u>SLO: E-03-B3-07]</u> Predict what happens at the beginning, in the middle or at the end of a story</p>		<p><u>SLO: E-04-B3-07]</u> Identify how expressive and descriptive language creates different types of</p>	<p><u>SLO: E-05-B3-07]</u> Interpret figurative language e.g., imagery, metaphor, personification, simile, adding to understanding</p>	<p><u>SLO: E-06-B3-07]</u> Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular</p>	<p><u>SLO: E-07-B3-07]</u> Analyse how a particular sentence, chapter, scene, or stanzas fit into the overall structure of a text and</p>	<p><u>SLO: E-08-B3-07]</u> Analyse how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Identify rhyme, rhythm, rhyme scheme, figurative language, and imagery in poems.</p>

		reading and writing	ng beyond the literal meaning	<p>story, drama, or poem.</p> <p>Identify poetic elements for e.g., rhythm, similes, metaphors, and sensory images in poems.</p> <p>Identify problem-solution in a text (e.g., by linking an issue to its problem source).</p>	<p>contributes to the development of the theme, setting, or plot.</p> <p>Identify rhyme and rhythm, repetition, similes, metaphors, personification, and sensory images in poems.</p> <p>Identify and analyse stages of plot development in a fiction text. (exposition, setting, climax, resolution)</p>	<p>Identify and analyse stages of plot development in a fiction text. (exposition, setting, climax, character development, resolution)</p>
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<p><u>SLO: E-01-B3-08]</u> Show some awareness that texts for different purposes look different, e.g., use of photographs, diagrams</p>	<p><u>SLO: E-02-B3-08]</u> Show appropriate awareness that texts have different purposes</p>	<p><u>SLO: E-03-B3-08]</u> Identify the main purpose and different types of stories and typical story themes of a text</p>	<p><u>SLO: E-04-B3-08]</u> Read newspaper reports, posters, flyers and consider how they engage the reader</p>	<p><u>SLO: E-05-B3-08]</u> Read and evaluate non-fiction texts for purpose, style, clarity and organisation</p>	<p><u>SLO: E-06-B3-08]</u> Determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text.</p> <p>Use summary skills to:</p> <ol style="list-style-type: none"> 1. extract salient points and develop a mind map to summarize an expository text. 2. transfer the written text to a table, diagram, flowchart or work plan. 	<p><u>SLO: E-07-B3-08]</u> Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgment.</p> <p>Use summary skills to:</p> <ol style="list-style-type: none"> 1. extract salient points and develop a mind map to summarize a procedural and functional text. 	<p><u>SLO: E-08-B3-08]</u> Determine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>Use summary skills to:</p> <ol style="list-style-type: none"> 1. extract salient points and develop a mind map to summarize a variety of informational texts. 1. transfer the written text to a table, diagram, flowchart or work plan.
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						1. transfer the written text to a table, diagram, flowchart or work plan.	
<u>SLO: E-01-B3-09]</u> Develop an understanding of the parts of a book, e.g., title page, contents, front and back cover etc.	<u>SLO: E-02-B3-09]</u> Identify general features of known text types e.g., prose, poetry, drama.	<u>SLO: E-03-B3-09]</u> Use the terms 'fact', 'fiction' and 'nonfiction' appropriately	<u>SLO: E-04-B3-09]</u> Identify different types of non-fiction text and their known key features e.g., how persuasive language is used to convince a reader.	<u>SLO: E-05-B3-09]</u> Explore the features of texts which are about events and experiences, e.g., diaries and compare writing that informs and persuades.	<u>SLO: E-06-B3-09]</u> Categorize literary works as fiction, nonfiction, poetry, or drama. Present a response by retelling the story, rating the book, sharing opinions.	<u>SLO: E-07-B3-09]</u> Differentiate literary from non-literary texts/informational texts. Note the purpose of each type of text and read accordingly. Extract, record and present information from non-fiction texts. Give an informed personal response to a text and provide some textual	<u>SLO: E-08-B3-09]</u> Give an informed personal response to a text and provide some textual reference in support. Reading to structure and analyse descriptive/argumentative/persuasive essays. Reading to identify, analyse and structure an application/letter/report/summary/biography/autobiography.

						reference in support.	
<u>SLO: E-01-B3-10]</u> <u>SLO: E-02-B3-10]</u> Show awareness of the rhythmic structure of a poem or song by clapping or through movement.	<u>SLO: E-03-B3-10]</u> <u>SLO: E-04-B3-10]</u> Identify rhyme and rhythm, repetition, similes, and sensory images in poems.	<u>SLO: E-05-B3-10]</u> Identify rhyme and rhythm, repetition, similes, and sensory images in poems. Identify the narrator of the text.	<u>SLO: E-06-B3-10]</u> Analyse rhyme, rhythm, metre and various techniques (e.g., colour, pictures, sound effects) used in written and visual texts to enhance the meaning of the text and impact on the reader.	<u>SLO: E-07-B3-10]</u> Analyse various techniques/ imagery (e.g., colour, pictures, sound effects, natural elements) used in written and visual texts to achieve a variety of purposes, specifically clarification of theme and impact on the reader.	<u>SLO: E-08-B3-10]</u> Evaluate the literary techniques (e.g., music/ sound, imagery/ visual effects, type of vocabulary and language structure) used in written and visual texts to achieve a variety of purposes.		
			<u>SLO: E-06-B3-11]</u> Identify the speaker of a poem or story (e.g.,	<u>SLO: E-07-B3-11]</u> Identify different points of view (e.g.,	<u>SLO: E-08-B3-11]</u> Identify different points of view (e.g., first-person, third-person narrative)		

			first-person, third person.	first-person, third-person narrative) Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Determine an author's point of view or purpose in a text and analyse how the author distinguishes his or her position from that of others.
<u>SLO: E-01-B3-11]</u> <u>SLO: E-02-B3-11]</u> Tell the meaning of sentences.	<u>SLO: E-03-B3-11]</u> <u>SLO: E-04-B3-11]</u> Express understanding of the text in your own words.	<u>SLO: E-05-B3-11]</u> Summarize key ideas of the text in your own words.	<u>SLO: E-06-B3-12]</u> Select, collate and summarise ideas from texts by paraphrasing them in the simple but correct language. Draw conclusions and make simple generalisations (such as	<u>SLO: E-07-B3-12]</u> Summarise complex concepts, processes, or information by paraphrasing them in simple but correct language. Make simple generalisations (such as the moral of a story) by: a. identifying	<u>SLO: E-08-B3-12]</u> Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks. Make inferences to draw conclusions from, e.g., a. contextual information b. writer's viewpoint

				the moral of a story	the gist/ main idea and key details b. identifying general patterns from more than one source	c. implied information
				<u>SLO: E-06-B3-13]</u> Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).	<u>SLO: E-07-B3-13]</u> Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).	<u>SLO: E-08-B3-13]</u> Demonstrate an understanding of Interpreting and integrating information from a variety of sources (e.g., maps, graphs, charts, diagrams)
<u>SLO: E-01-B3-12]</u> Share likes and dislikes about a text.	<u>SLO: E-02-B3-12]</u> <u>SLO: E-03-B3-12]</u> Respond to a text with reasons and personal opinions.	<u>SLO: E-04-B3-12]</u> <u>SLO: E-05-B3-12]</u> Differentiate between personal likes and dislikes and writer's technique of making reader develop a perspective.	<u>SLO: E-06-B3-14]</u> Respond to a text with, e.g., a. reasons b. simple judgement	<u>SLO: E-07-B3-14]</u> Ask a variety of questions at different levels (e.g., clarifying, open-ended questions)	<u>SLO: E-08-B3-14]</u> Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed	

				c. personal interpretation	about the texts read or viewed Respond to a text with, e.g., a. reasons b. simple judgement c. personal interpretation Application in new situation	Understand explicit meanings, through literal and vocabulary questions Understand implicit meanings and nuances of language, through inferential questions and questions on writer's craft
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				<u>SLO: E-04-B3-13]</u> Read and enjoy a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: a. poetry (e.g., sensory poems, rhymes, with tongue twisters,	<u>SLO: E-05-B3-13]</u> Read and enjoy a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: a. Poetry (e.g., rhyme, alliteration, tongue twisters)	<u>SLO: E-06-B3-15]</u> Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: a. Poetry (e.g., rhymes, alliteration, repeated beats,	<u>SLO: E-07-B3-15]</u> Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: a. Poetry (e.g., rhymes, cinquains, haiku)	<u>SLO: E-08-B3-15]</u> Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: a. Poetry (e.g., rhymes, cinquains, haiku) b. Personal recounts (e.g., diary entries, biographies) c. Narratives (e.g.,
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				<p>alliterations)</p> <p>b. Personal recounts (e.g., diary entries)</p> <p>c. Narratives (e.g., realistic and familiar stories, fairy tales, fables)</p> <p>d. Labels (e.g., labels around the classroom such as labeled clock, black/whiteboard, desk, chair etc)</p> <p>e. Picture based text (e.g., visual timetable)</p>	<p>b. Personal recounts (e.g., diary entries)</p> <p>c. Narratives (e.g., stories, adventure stories, fantasy, fairy tales, fables, folktales, dialogues in speech bubbles)</p> <p>d. Procedures (e.g., lists, recipes, directions, instructions)</p> <p>e. Labels and captions</p>	<p>shape poem, acrostic poem)</p> <p>a. Personal recounts (e.g., diary entries, biographies)</p> <p>b. Narratives (e.g., fables, historical fiction, fairy tales, folktales, realistic stories)</p> <p>c. Procedures (e.g., lists, recipes, directions, instruction manuals)</p> <p>d. Information reports and texts (e.g., reports, fact sheets)</p> <p>e. Interpersonal texts (e.g., letter,</p>	<p>a. Personal recounts (e.g., diary entries, biographies)</p> <p>b. Narratives (e.g., fables, historical fiction, folktales, scientific fiction)</p> <p>c. Procedures (e.g., recipes, directions, instruction manuals)</p> <p>d. Information reports (e.g., project reports, fact sheets, poster)</p> <p>e. Interpersonal texts (e.g., letter,</p>	<p>fables, historical fiction, science fiction, legends)</p> <p>d. Procedures (e.g., recipes, directions, instruction manuals)</p> <p>e. Information reports (e.g., project reports, fact sheets, brochures)</p> <p>f. Interpersonal texts (e.g., informal and formal letter, notices, to email)</p> <p>g. Factual recounts (e.g., eye-witness accounts, news bulletins)</p> <p>h. Drama (play scripts)</p> <p>i. Explanations (e.g., how something works)</p> <p>j. Expositions (e.g., reviews, arguments)</p>
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						notices, notes) f. Drama (speech bubble and cartoon strips, dialogues) g. Lists	notices, email, notes) f. Drama (a speech bubble, cartoon strips, play scripts and role plays) g. Factual recounts (e.g., eye- witness accounts, news bulletins) h. Explanations (e.g., how something works)	
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COMPETENCY C: VOCABULARY & GRAMMAR

Standard 1: Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Benchmark I: Identify & classify vocabulary, apply word-formation techniques and parts of speech concepts for reading, writing and spoken language.			Benchmark I: Acquire a wide vocabulary; use parts of speech concepts and word-formation techniques accurately for reading, writing and spoken language.		Benchmark I: Build vocabulary and language structures appropriate for writing and speech whilst applying a range of strategies and resources to use vocabulary accurately and knowledge of linguistic conventions in reading, writing and spoken language.		
C1. Vocabulary							
<u>SLO: E-01-C1-01]</u> Demonstrate the ability to name various objects through pictures and real life objects to: Sort, group, pick the odd one out etc.	<u>SLO: E-02-C1-01]</u> <u>SLO: E-03-C1-01]</u> Demonstrate the ability to identify and sort words from different reading materials, pictures and immediate surrounding: simple action words, naming and describing words	<u>SLO: E-04-C1-01]</u> Classify words into different categories, and use more naming, action and describing words, from pictures, signboards, advertisement labels etc. in their immediate and	<u>SLO: E-05-C1-01]</u> Classify words into different categories, and use more naming, action and describing words, from pictures, signboards, advertisement labels etc. in their immediate and				

			extended environment	extended environment			
<u>SLO: E-01-C1-02]</u> Identify and act simple words that show feelings and emotions (e.g., sad, happy, angry)	<u>SLO: E-02-C1-02]</u> Recognise and speak simple grade-level words that show feelings and emotions (e.g., sad, happy, angry).	<u>SLO: E-03-C1-02]</u> Recognise and use grade-level words that show feelings and emotions (e.g., bored, scared, shy, afraid, upset).	<u>SLO: E-04-C1-02]</u> Recognise and use grade-level words that show feelings and emotions (e.g., terrified, disgruntled, and embarrassed).	<u>SLO: E-05-C1-02]</u> Acquire and use grade-appropriate words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered)			
<u>SLO: E-01-C1-03]</u> Articulate and identify simple rhyming words in text (eg -at,-ot,-ap,-op, -	<u>SLO: E-02-C1-03]</u> Articulate and use simple rhyming words in writing (e.g -nd,	<u>SLO: E-03-C1-03]</u> <u>SLO: E-04-C1-03]</u> <u>SLO: E-05-C1-03]</u> Recognise and generate rhyming strings in writing (e.g., jokes, riddles, poems).					

an, -ad, -et, -ill, -ig,-in).	nk, nt, mp).						
<p><u>SLO: E-01-C1-04]</u> <u>SLO: E-02-C1-04]</u> Arrange words alphabetically based on the first letter (ABC order apple, bag, cat).</p>	<p><u>SLO: E-03-C1-04]</u> Recognise alphabetical arrangement of words based on first two letters as preparation for glossary or dictionary use.</p>	<p><u>SLO: E-04-C1-04]</u> Recognise alphabetical arrangement of words based on first three letters for glossary or dictionary use.</p> <p>Use guide words, dictionary entries, dictionary definitions to check spelling, and meaning of words.</p>	<p><u>SLO: E-05-C1-04]</u> Use guide words, dictionary entries, dictionary definitions to check spelling, and meaning of words.</p> <p>Use a simple thesaurus to locate synonyms/ antonyms and other functions definitions, etc.</p>	<p><u>SLO: E-06-C1-01]</u> Find out the meaning of words (dictionary meaning i.e. denotative and contextual meaning i.e. connotative) Use dictionary / Thesaurus to</p> <ul style="list-style-type: none"> • Locate guide words. • Locate entry word. o choose appropriate word definition • To identify pronunciation of a word with the help 	<p><u>SLO: E-07-C1-01]</u> Explain the meaning of words from how they are used in different contexts i.e. use of contextual clues and identifying the word-class the words belong to.</p> <p>Use dictionary / Thesaurus to</p> <ul style="list-style-type: none"> • Locate guide words. • Locate entry word. • choose appropriate word definition. • identify pronunciation 	<p><u>SLO: E-08-C1-01]</u> Explain the meaning of words from how they are used in different contexts (e.g., explanations: technical language; expositions; persuasive language) in both familiar and unfamiliar settings.</p> <p>Use dictionary / Thesaurus to</p> <ul style="list-style-type: none"> • Locate guide words. • Locate entry word. Look for the etymology of the word. • choose appropriate 	

				<p>of a pronunciation key.</p> <ul style="list-style-type: none"> ● identify syllable division. ● identify the part of speech of a word through abbreviation used. ● identify correct spellings. ● use a thesaurus to locate synonyms/ antonyms ● identify phrases through keywords. ● understand various abbreviation 	<p>with the pronunciation key focusing on the consonant and vowel sounds</p> <ul style="list-style-type: none"> ● identify syllable division ● identify the part of speech of a word through abbreviation used. ● identify correct spellings. ● use thesaurus and dictionary to locate synonyms/ antonyms and their use in sentences ● identify phrases through keywords. ● understand various 	<p>word definition according to the context.</p> <ul style="list-style-type: none"> ● identify pronunciation with the pronunciation key focusing on the vowel sounds, diphthongs and triphthongs. ● identify syllable division and stress patterns. ● identify the part of speech of a word through abbreviation used. □ use thesaurus and dictionary to locate synonyms/ antonyms according to the context and use in writing.
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					s used in a dictionary.	abbreviations and acronyms used in a dictionary.	<ul style="list-style-type: none"> • identify phrases through keywords. • use abbreviations and acronyms correctly.
<u>SLO: E-01-C1-05]</u> Identify days of the week and month Take dictation of familiar words studied in class. Keep a record of words (e.g., word wall).	<u>SLO: E-02-C1-05]</u> Write spellings of days of the week, month and numbers . Take dictation of familiar words studied in class. Keep a record of words (e.g., word wall,	<u>SLO: E-03-C1-05]</u> Write spellings of days of the week, month, and numbers in a sequence . Take dictation of familiar sentence s/ text studied in class. Keep a record of words (e.g.,	<u>SLO: E-04-C1-05]</u> <u>SLO: E-05-C1-05]</u> <u>SLO: E-06-C1-02]</u> <u>SLO: E-07-C1-02]</u> <u>SLO: E-08-C1-02]</u> Take dictation of paragraph/ text of grade level. Keep a record of words (e.g., word wall, word bank, word journal).				

	word bank).	word wall, word bank).					
<u>SLO: E-01-C1-06]</u> Provide the missing letter in simple one/two-syllable words.	<u>SLO: E-02-C1-06]</u> Provide the missing letter in simple two/three-syllable words.	<u>SLO: E-03-C1-06]</u> Make anagrams from simple one/ two-syllable words in class. Provide the missing letter in simple two/three-syllable words.	<u>SLO: E-04-C1-06]</u> Make anagrams from /two /three-syllable words. (e.g., fol/low,ad/vi /ser.) Provide the missing letter in simple multi-syllable two/three-syllable words.	<u>SLO: E-05-C1-06]</u> Make anagrams from /three /four syllable words. (e.g., ed/u/ca/tion) Provide the missing letter in simple multi-syllable three/four-syllable words.			
	<u>SLO: E-02-C1-07]</u> Join words with prefixes (e.g., un,	<u>SLO: E-03-C1-07]</u> Join prefixes with the base words	<u>SLO: E-04-C1-07]</u> Learn to join prefixes and suffixes with the	<u>SLO: E-05-C1-07]</u> Identify the difference between base words and new words by	<u>SLO: E-06-C1-03]</u> Use common, grade-appropriate affixes and roots as	<u>SLO: E-07-C1-03]</u> Use prefixes and suffixes to build words that express abstract concepts (e.g.,	<u>SLO: E-08-C1-03]</u> Use knowledge of syllable patterns, roots (e.g., bio, funct), and prefixes and

	dis, pre) and determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	and understand the change in meaning (e.g., love/loved, agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/heat).	base words and understand the change of meaning (e.g., act-active, build - builder).	adding suffixes and use in different contexts according to the grammatical status of the words. (e.g., act is a verb and active is an adjective.) Use suffixes to make nouns, adjectives (e.g., ion, -ly, -ship, -ance, -ence, -able, -ible, -ful, -ent).	clues to the meaning of a word (e.g., audience, auditory, audible). Use common roots (e.g., cycl, form, -ped) and affixes (e.g., anti-, inter-, intra-, post-, -able, -less, -tion) to construct multisyllabic words.	micro-, trans-, -ness, -cracy, -ism).	suffixes (e.g., semi-, quad-, -ologist, -ician) to construct multisyllabic words and pronounce the words with the correct stress.
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<p><u>SLO: E-01-C1-07]</u> Match the familiar words with their opposites through pictures and text (e.g., black-white, tall-short).</p>	<p><u>SLO: E-02-C1-08]</u> Write opposites of simple words (e.g., give-take, late-early) and identify in different texts.</p>	<p><u>SLO: E-03-C1-08]</u> Recognise and use opposite words in the text. Recognise and use words similar to each other in the text.</p>	<p><u>SLO: E-04-C1-08]</u> Locate, provide and use words similar (synonyms e.g., walk, march, strut, prance) and opposite (antonyms e.g., ancient-modern, current, fresh, new) in different contexts to make their meanings clear.</p>	<p><u>SLO: E-05-C1-08]</u> Connect and use words synonyms with positive and negative connotations (e.g., elderly vs. mature, economical vs. cheap) and opposites (e.g., general - particular, frequently-occasionally) in text.</p>			
			<p><u>SLO: E-04-C1-09]</u> Identify, differentiate between and use some simple</p>	<p><u>SLO: E-05-C1-09]</u> Locate, identify, differentiate between, and use</p>	<p><u>SLO: E-06-C1-04]</u> Recognise and use simple binomial pairs (neat</p>	<p><u>SLO: E-07-C1-04]</u> Comprehend and use idioms and proverbs in the different texts.</p>	<p><u>SLO: E-08-C1-04]</u> Comprehend and use contemporary idioms and proverbs in the different texts</p>

			<p>pairs of words including homophones (e.g., eight-ate, I-eye, two-too-to, their-there).</p> <p>Correctly use frequently confused words (e.g., to, too, two; there, their, they're).</p>	<p>some simple pairs of words including homophones (e.g., wait-weight), (e.g., been/bean, flower/flour, principal/principle toad/towed be/see/see a bare/bear wait/weight there/they're/their eight/ate where/wear steal/steal some/somum by/buy).</p>	<p>and tidy/far and wide). Comprehend and use simple phrasal verbs (e.g., blow up-get angry) and Idioms (e.g., lend a hand-help) in the different texts.</p> <p>Differentiate between homophones (whether/whether, seen/scene, herd/heard, hare/hair), they're/there/their)</p> <p>Understand and Identify homographs - words spelled the same, with different</p>	<p>Comprehend and use simple phrasal verbs and adverbial phrases</p> <p>Differentiate between homophones and near homophones (Advice/advise) .</p> <p>Correctly use frequently confused words (e.g., to, too, two; there, their, they're).</p> <p>Identify and use homographs- words spelled the same with different pronunciation (e.g., Wind, record, excuse, row, bass, close, present, does, dove,</p>	<p>and in their speech.</p> <p>Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks</p> <p>Understand the difference between Capitonym words such as Turkey/turkey, May/may, August/august March/march, Polish/polish, China/china Titanic/titanic, Bill/bill, Lima/lima, Nice/nice, Earth/earth</p> <p>Use homographs in writing.</p>
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					pronunciation	refuse, lead, invalid, wound, desert, produce, object, sewer, sow, tear, subject, intimate).	
	<p><u>SLO: E-02-C1-09]</u> Recognise and locate some compound words from various text sources (e.g., butterfly, football, timetable, textbook, homework, classroom and</p>	<p><u>SLO: E-03-C1-09]</u> Locate the difference between the two parts of a compound word. E.g., noun+noun, adjective+noun etc Break up some common compound words into words</p>	<p><u>SLO: E-04-C1-10]</u> <u>SLO: E-05-C1-10]</u> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>	<p><u>SLO: E-06-C1-05]</u> Distinguish between the literal and nonliteral meanings of words and phrases in context (e.g., take steps) and use them appropriately in writing.</p>	<p><u>SLO: E-07-C1-05]</u> Distinguish between the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending) and their use in different text types.</p> <p>Use verbs that differ in nuance (e.g., look, peek, glance, stare, glare, scowl) and</p>	<p><u>SLO: E-08-C1-05]</u> Distinguish between the connotative and denotative meaning of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.</p>	

	whiteboard)	they are made of.				adjectives that differ in intensity (e.g., large, gigantic) to convey shades of meaning.	
			<p><u>SLO: E-04-C1-11]</u> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>Use some common similes in speech and writing using “like” and “as ___ as”. e.g., as black as coal.</p>	<p><u>SLO: E-05-C1-11]</u> Analyse and use some analogies and more similes in speech and writing using “like” and “as ___ as”. (e.g., she is as graceful as a swan.)</p> <p><u>[SLO: E-05-C1-ADD]</u> <i>Recognise and use onomatopoeia in their writing. (e.g., clang,</i></p>	<p><u>SLO: E-06-C1-06]</u> Understand and utilize figurative language: similes, metaphors,, personification given in the text and make sentences. Comprehend the role of compound words in vocabulary building, and make compound words.</p> <p><u>SLO: E-06-C1-ADD]</u> <i>hyperbole, onomatopoeia</i></p>	<p><u>SLO: E-07-C1-06]</u> Understand and utilize similes, metaphor, personification, mood, alliteration and imagery <u>[SLO: E-07-C1-ADD]</u> <i>onomatopoeia (e.g., clang, buzz, twang) given in the text and paragraph writing.</i> <u>[SLO: E-07-C1-ADD]</u> <i>Analyse analogies, complete analogies correctly.</i></p>	<p><u>SLO: E-08-C1-06]</u> Understand and utilize similes, metaphors, personification, imagery, scheme, alliteration <u>[SLO: E-08-C1-ADD]</u> <i>hyperbole, oxymoron, mood, meter, rhyme: assonance and consonance given in the text. Use these devices in writing tasks also. Analyse and create analogies correctly in tasks.</i></p>

				<i>buzz, twang)</i>	<i>(e.g., clang, buzz, twang) given in the text and paragraph writing.</i>		
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Standard 2: Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication.

Benchmark I: Recognise and use naming, action, substitution and describing words correctly in an immediate and extended environment.		Benchmark I: Recognise and use naming, action, substitution and describing words, noun/adjective phrases, articles, adverbs, prepositions and conjunctions in the immediate and extended environment		Benchmark I: Recognise and use noun/adjectival/adverbial phrases and clauses in the immediate and extended environment along with pronouns, prepositional phrases, verbs and conjunctions.		
C2. GRAMMAR						
<u>SLO: E-01-C2-01]</u> <u>SLO: E-02-C2-01]</u> Recognise and use naming words from the environment and classify them into different categories such as a person, place animal or thing	<u>SLO: E-03-C2-01]</u> Understand and use different types of nouns i.e. common, proper (e.g., Pakistan, Ali), countable (e.g cup, pen),	<u>SLO: E-04-C2-01]</u> Recognise and use different types of nouns i.e. common, proper, countable, uncountable	<u>SLO: E-05-C2-01]</u> Demonstrate the use of more complex common/proper nouns, countable/uncountable nouns,	<u>SLO: E-06-C2-01]</u> Use the types of nouns i.e. common, proper, collective, concrete and abstract		

		uncountable nouns (e.g., sugar, salt).	nouns and collective nouns.	collective and abstract nouns.	nouns. Use postmodifiers to go after a noun (e.g., the man in the blue shirt).		
<u>SLO: E-01-C2-02]</u> Recognise and change the number of simple naming words by adding or removing “s” (singular/plural).	<u>SLO: E-02-C2-02]</u> Make plurals of regular naming words (e.g., boys, chairs, schools, babies etc	<u>SLO: E-03-C2-02]</u> Change the regular nouns into irregular nouns (e.g., child-children, leaf, leaves).	<u>SLO: E-04-C2-02]</u> <u>SLO: E-05-C2-02]</u> Recognise and use nouns with no change in number and also use regular and irregular nouns in writing.		<u>SLO: E-06-C2-02]</u> Recognise and use nouns that are written in plural form but are in fact singular e.g., scissors.	<u>SLO: E-07-C2-01]</u> Change compound nouns in plural form. (E.g. babysitter-babysitters)	<u>SLO: E-08-C2-01]</u> Understand the difference between singular and plural countable and uncountable nouns (E.g. The scissors are on the table. vs. There is a pair of scissors on the table. The news is not very good).
<u>SLO: E-01-C2-03]</u> Illustrate the gender of naming	<u>SLO: E-02-C2-03]</u> <u>SLO: E-03-C2-03]</u> Identify and classify the grammatical gender of naming words from		<u>SLO: E-04-C2-03]</u> <u>SLO: E-05-C2-03]</u> Recognise and use the common grammatical		<u>SLO: E-06-C2-03]</u> Sort the nouns by gender i.e.	<u>SLO: E-07-C2-02]</u> Use specific words for genders and	

words (masculine/feminine)	immediate environments (masculine/feminine).	gender used for both males and females.	masculine, feminine, and common (e.g., baby), neuter (e.g., property).	gender-neutral terms where needed.			
<u>SLO: E-01-C2-04]</u> Recognise and use substitution words (e.g., I, we, you, he, she, it, they).	<u>SLO: E-02-C2-04]</u> Illustrate the use of subject pronouns words with verbs (e.g., He is, They are, I am) Recognise and Use objective pronouns (e.g me, us, you, him, her, them, it.	<u>SLO: E-03-C2-04]</u> Differentiate and use subjective, objective and possessive pronouns in sentences.	<u>SLO: E-04-C2-04]</u> Identify and use a reciprocal pronoun (i.e. each other, one another), introduce first second and third-person pronouns.	<u>SLO: E-05-C2-04]</u> Recognise and use indefinite and relative pronouns (who, which, that, whose, where) and reciprocal pronouns (each other, one another).	<u>SLO: E-06-C2-04]</u> Recognise and use personal pronouns as subjective, objective, possessive cases, and demonstrative, interrogative, reciprocal and reflexive pronouns (this, that, one another, myself).	<u>SLO: E-07-C2-03]</u> Identify and use personal pronouns (e.g., he, she, they, her, his, him, their, them) demonstrative (e.g., this, that), interrogative (e.g., which, who), reciprocal (e.g., each other) and indefinite pronouns (e.g., anybody, somebody).	<u>SLO: E-08-C2-02]</u> Ensure that pronouns are used in the proper case (subjective, objective, and possessive). Use intensive pronouns (e.g., myself, ourselves). Recognise and correct inappropriate shifts in pronoun number and person.

<p><u>SLO: E-01-C2-05]</u> Recognise and use questioning words: what, who, where, when, why.</p>	<p><u>SLO: E-02-C2-05]</u> Recognise and use questioning words: what, who, where, when, why.</p>	<p><u>SLO: E-03-C2-05]</u> <u>SLO: E-04-C2-05]</u> Use interrogative pronouns to make question sentences.</p>	<p><u>SLO: E-05-C2-05]</u> Identify relative pronouns and use relative pronouns (who, whose, whom, which, that) to join relative clauses.</p>	<p><u>SLO: E-06-C2-05]</u> Demonstrate use of pronoun-antecedent agreement recognizing their relationship. Identify relative pronouns and use relative pronouns (who, whose, whom, which, that) to join relative clauses.</p>	<p><u>SLO: E-07-C2-04]</u> Demonstrate use of pronoun-antecedent agreement recognizing their relationship. (i.e. Singular pronouns requires singular antecedent, plural pronouns required plural pronouns)</p>	<p><u>SLO: E-08-C2-03]</u> Demonstrate use of pronoun-antecedent agreement recognizing their relationship. Variety of pronouns including reflexive pronouns. Recognise and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>
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<p><u>SLO: E-01-C2-06]</u> Identify and differentiate between 'a' or 'an' articles (e.g., a book, an apple).</p> <p>Recognise that plural nouns do not take the articles a or an.</p>	<p><u>SLO: E-02-C2-06]</u> Identify and recognize the rules for the use of 'a', 'an' and 'the' (e.g., The principal of my school, Mr Aamir.)</p> <p>Use of a, an with countable and uncountable nouns.</p>	<p><u>SLO: E-03-C2-06]</u> Identify and recognize the rules for the use of 'a', 'an' and 'the'.</p> <p>Understand the use of quantifiers with countable and uncountable nouns (some, few/ little, many/ much)</p>	<p><u>SLO: E-04-C2-06]</u> <u>SLO: E-05-C2-06]</u> Use of indefinite (a/an) and definite (the) articles.</p> <p>Zero article: no article for uncountable nouns (e.g., I like music and I can play the guitar).</p> <p>Use of quantifiers with countable and uncountable nouns (some, few/ little, many/ much, no, both/ all, each/ every) Indicate differences in proximity to speaker i.e: this/ that, these/ those (e.g., This book belongs to her.)</p>		<p><u>SLO: E-06-C2-06]</u> Recall and apply rules for use of articles 'a', 'and', 'an' and 'the' in speech and writing.</p>	<p><u>SLO: E-07-C2-05]</u> Use articles correctly in speech and writing</p>	<p><u>SLO: E-08-C2-04]</u> Apply the rules and correct usage of articles through reading, speech and writing.</p>
<p><u>SLO: E-01-C2-07]</u> <u>SLO: E-02-C2-07]</u> Identify and use some describing words showing quality, size</p>		<p><u>SLO: E-03-C2-07]</u> Identify and use describing words as</p>	<p><u>SLO: E-04-C2-07]</u> Classify adjectives of quantity, quality, size,</p>	<p><u>SLO: E-05-C2-07]</u> Form adjectives from nouns and verbs</p>	<p><u>SLO: E-06-C2-07]</u> Form adjectives from nouns Identify</p>	<p><u>SLO: E-07-C2-06]</u> Locate the varying position of</p>	<p><u>SLO: E-08-C2-05]</u> Identify the varying position of adjectives in</p>

<p>and colour, soft, big, yellow.</p>	<p>adjectives.</p> <p>Understand the use of adjectives in sentences before nouns (e.g., It is a beautiful scene.)</p> <p>Use and understand the difference between comparative and superlative degrees of adjectives (i.e -er,-est)</p>	<p>shape, colour and origin.</p> <p>Understand and use adjectives in sentences before nouns and after verbs. (e.g., The food is delicious. /The delicious food is served).</p> <p>Use the degrees of adjectives in sentences with more and most.</p> <p>Develop an understanding of the participles -ing, -ed to differentiate between the</p>	<p>(e.g., music → musical, help → helpful)</p> <p>Identify adjectives that behave like nouns (e.g., the sick and the poor).</p> <p>Adjectives with restricted positions (e.g., The cat is afraid/ the afraid cat).</p> <p>Use and classify degrees of regular and irregular adjectives.</p> <p>Develop an understanding of the participles -</p>	<p>adjectival phrases.</p>	<p>adjectives in sentences.</p> <p>Form adjectives from nouns and verbs.</p> <p>Use adjectival phrases in sentences and speech.</p>	<p>sentences and apply in their writing.</p> <p>Form adjectives from nouns and verbs.</p> <p>Use adjectival phrases in speech and writing.</p>
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		meanings of adjectives.	ing, -en and -ed to differentiate between the meanings of adjectives (e.g., She is interesting/ She is interested.			
				<u>SLO: E-06-C2-08]</u> Identify adjectives of quantity, quality, size, shape, colour, and origin. Change and use degrees of adjectives: positive, comparative, superlative. Change and use degrees of regular and irregular adjectives.	<u>SLO: E-07-C2-07]</u> Use different types of adjectives: regular, irregular and absolute to describe, modify, quantify, nouns or pronouns. Change and use degrees of adjectives: positive, comparative, superlative of varying syllables and irregular degree.	<u>SLO: E-08-C2-06]</u> Analyze and use adjectives in reading, listening to texts and also in their writing; use degrees of adjectives.

<p><u>SLO: E-01-C2-08]</u> Identify and use some common action words.</p>	<p><u>SLO: E-02-C2-08]</u> Identify and use common action words. Identify sensing verbs (hear, touch etc.)</p> <p>Recognise formation of adverbs i.e adding –ly.</p>	<p><u>SLO: E-03-C2-08]</u> Recognise action words as verbs. Use verbs in speech and sentences.</p> <p>Distinguish verbs according to meaning: for example, mental verbs (think, ponder) and feeling verbs (love, hate), saying verbs (babbled, joked, and laughed).</p> <p>Identify and use simple adverbs of manner and time.</p> <p>Recognise and use regular and</p>	<p><u>SLO: E-04-C2-08]</u> <u>SLO: E-05-C2-08]</u> Recognise, articulate and use forms of common regular verbs, i.e. base, s/es, present participle (-ing), past, and past participle forms.</p> <p>Use and differentiate between regular verbs (walk/ walked) and irregular verbs (drink – drank)</p>	<p><u>SLO: E-06-C2-09]</u> Demonstrate the use of main verbs and helping verbs.</p>	<p><u>SLO: E-07-C2-08]</u> Demonstrate the use of main and helping verbs (primary auxiliary and modal auxiliary verbs), in speech and writing. Distinguish and use linking, feeling verbs and verbs of possession.</p>	<p><u>SLO: E-08-C2-07]</u> Use helping verbs, transitive and intransitive verbs in speech and writing. Distinguish and use action verbs, linking verbs, sensing and feeling verbs, mental and thinking verbs and verbs of possession.</p>
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		irregular degrees of adverbs, use more and most with adverbs.				
			<p><u>SLO: E-04-C2-09]</u> <u>SLO: E-05-C2-09]</u> Use transitive and intransitive verbs in sentences i.e she bought a pan, the dog barked.</p> <p>Use imperative verbs in sentences i.e. Stay here, Run fast.</p> <p>Use infinitive in sentences i.e. Teacher helped the students to complete the class project. Understand and use adverbs of manner, time, place and frequency. Identify, understand and use adverbs that qualify verbs, adjectives and other adverbs.</p>	<p><u>SLO: E-06-C2-10]</u> Demonstrate the use of main verbs and helping verbs.</p>	<p><u>SLO: E-07-C2-09]</u> Demonstrate the use of main and helping verbs (primary auxiliary and modal auxiliary verbs), in speech and writing. Distinguish and use linking, feeling verbs and verbs of possession.</p>	<p><u>SLO: E-08-C2-08]</u> Use helping verbs, transitive and intransitive verbs in speech and writing. Distinguish and use action verbs, linking verbs, sensing and feeling verbs, mental and thinking verbs and verbs of possession e.g., .</p>

		<p><u>SLO: E-03-C2-09]</u> Understand and use simple modal verbs (should/should not – could / couldn't – must / mustn't) can /cannot and, may/may not.</p>	<p><u>SLO: E-04-C2-10]</u> <u>SLO: E-05-C2-10]</u> Understand the use of more modal verbs eg. can, could, may, might, must, ought, shall, should, will, and would.....</p>	<p><u>SLO: E-06-C2-11]</u> Recognise and demonstrate function and use of modal verbs can/cannot, may/may not and should, shall, will, could, might, etc. to express ability, inability, permission, offers, invitations, requests, prohibition, doubt, obligation etc. in affirmative, negative and interrogative sentences.</p>	<p><u>SLO: E-07-C2-10]</u> Recognise and demonstrate function and use of would, need, could, might, shall, must, ought and dare in affirmative, negative and interrogative sentences.</p>	<p><u>SLO: E-08-C2-09]</u> Use modals correctly in speech and writing to create an effect and impact on the reader.</p>
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			<p><u>SLO: E-04-C2-11]</u> <u>SLO: E-05-C2-11]</u> Develop understanding to expand adverbs into adverb phrases.</p> <p><u>SLO: E-05-C2-ADD]</u> <i>Use of adverbs that connect clauses and sentences.</i></p>	<p><u>SLO: E-06-C2-12]</u> Identify and use adverb phrases in writing for different purposes.</p>	<p><u>SLO: E-07-C2-11]</u>Use adverbs, adverb phrases in their speech and writing.</p> <p><u>SLO: E-07-C2-ADD]</u> Use adverb clauses as needed in their speech and writing.</p>	<p><u>SLO: E-08-C2-10]</u> Use adverbs, adverb phrases, and recognise adverb clauses as needed in their speech and writing. Identify and use degrees of comparison of adverbs.</p>
<p><u>SLO: E-01-C2-09]</u> <u>SLO: E-02-C2-09]</u> Recognise and use simple words that tell the position i.e. in, on, under, behind, next.</p>	<p><u>SLO: E-03-C2-10]</u> Understand and use some words showing position, possession and directions in sentences.</p>	<p><u>SLO: E-04-C2-12]</u> <u>SLO: E-05-C2-12]</u> Demonstrate use of prepositions in writing showing position, time, movement and direction.</p>	<p><u>SLO: E-06-C2-13]</u> Use prepositions of position, time, movement and direction including since and for.</p>	<p><u>SLO: E-07-C2-12]</u> Use prepositions of position, time, movement and direction including since and for. Use compound prepositions and</p>	<p><u>SLO: E-08-C2-11]</u> Identify and use compound prepositions and prepositional phrases in writing</p>	

					prepositional phrases.	
	<p><u>SLO: E-02-C2-10]</u> Identify and use joining words in speaking to join words and sentences</p>	<p><u>SLO: E-03-C2-11]</u> <u>SLO: E-04-C2-12]</u> Recognise the function of joining words in sentences.</p> <p>Use simple connectors i.e. for addition (e.g., and, as well as) <i>for reason (e.g., because)</i> for sequence (e.g., first, second).</p>	<p><u>SLO: E-05-C2-13]</u> Select and describe the use of connectors i.e. for addition (e.g., and, as well as) for reason (e.g., because, for) for sequence (e.g., first, second) for cause-and-effect (e.g., so that, therefore, since) for choice (e.g., either...or... ,</p>	<p><u>SLO: E-06-C2-14]</u> Explain functions of different conjunctions/transitional devices used for addition (e.g., and, too, as well as), sequence (e.g., then, while, before), reason (e.g., because, as, for*), purpose (e.g., so that, in order to, so as to), place (e.g., where,</p>	<p><u>SLO: E-07-C2-13]</u> Explain functions of different conjunctions/transitional devices used for addition (e.g., and, too, as well as), sequence (e.g., then, while, before), contrast (e.g., but, however, although), reason (e.g., because, as, for*), purpose (e.g., so that, in order to, so as to), place (e.g., where, wherever), condition (e.g., if, until, unless),</p>	<p><u>SLO: E-08-C2-12]</u> Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect. Recognise and use subordinating conjunctions to connect independent clause/s to dependent clause/s.e.g., He could not attend the meeting because he was sick.</p>

			<p>neither...nor ...)</p> <p>Introduce and explain the use of coordinating conjunctions (i.e. but, or, yet, and).</p>	<p>wherever), choice (e.g., either...or... , neither...nor).</p> <p>Identify the difference between coordination and subordination conjunctions and their use in sentences i.e. compound and complex.</p>	<p>cause-and-effect (e.g., so that, therefore, since*), choice (e.g., either...or..., neither...nor ...)</p> <p>Recall the use of coordinating and subordinating conjunctions.</p>	<p>"Recognise and use correlative conjunctions including pairs such as ""both/and," ""either/or," ""neither/nor," " ""not/but"" and ""not only/but also.""</p>
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Benchmark II: Identity, comprehend and use capitalization and punctuation (full stop, question mark, exclamation mark, comma, quotation marks, and apostrophe) with reasonable accuracy.				Benchmark II: Identify, comprehend and use punctuation with reasonable accuracy.			
C3.PUNCTUATION							
<u>SLO: E-01-C3-01]</u> Apply capitalization to the initial letter of the first word of a sentence. Recognise and apply capitalization to the initial letters of names of people and dates.	<u>SLO: E-02-C3-01]</u> Recognise and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names, pets, and places, and the pronoun 'I'. Capitalize days of the week and months of the year.	<u>SLO: E-03-C3-01]</u> Recognise and apply capitalization to the initial letter of proper nouns. Capitalize holidays, product names, and geographic names.	<u>SLO: E-04-C3-01]</u> Recognise and apply capitalization to the initial letter of proper nouns: for initials in names of people (e.g., C. K. Lim) names of holidays, nationalities, languages, special events. Capitalize titles.	<u>SLO: E-05-C3-01]</u> Capitalize proper nouns and titles of stories and books, the first words of sentences, and letters in acronyms.	<u>SLO: E-06-C3-01]</u> Punctuate sentences and short paragraphs correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes and commas. Recognise and rectify faulty punctuation in a given text and own work.	<u>SLO: E-07-C3-01]</u> Punctuate paragraphs and longer pieces of text correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes, commas and semi-colons, hyphens, dashes and quotation marks.	<u>SLO: E-08-C3-01]</u> Punctuate paragraphs and longer pieces of text correctly.

<p><u>SLO: E-01-C3-02]</u> Recognise and use a full stop at the end of a sentence.</p> <p>Recognise and use commas in a list.</p>	<p><u>SLO: E-02-C3-02]</u> Recognise that a sentence ends with a full stop, question marks and exclamation marks.</p> <p>Recognise and add commas for a series of items in a sentence and after Yes and No.</p>	<p><u>SLO: E-03-C3-02]</u> Use capital letters for beginning the first word of a sentence for the word 'I' (e.g., I believe I can do better than that) for initials in names of people (e.g., M.A.Rauf)</p>	<p><u>SLO: E-04-C3-02]</u> Recognise and use full stop with some abbreviations, and hyphen with common compound words.</p> <p>Read, pronounce, write, and understand the meaning of common abbreviations for titles, and time periods (e.g., Ms., Mrs., months, days of the week, a.m., p.m.)</p>	<p><u>SLO: E-05-C3-02]</u> Apply the rules of punctuation learnt earlier i.e. full stop, comma, exclamation mark, quotation marks, and question marks.</p> <p>Recognise and use hyphens to join numbers, quantities, and fractions.</p> <p>Read, pronounce, write, and understand the meaning of</p>			
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			Use a comma and quotation marks in direct speech.	common abbreviations for titles, locations, and time periods (e.g., Dr., Ms., Mrs., St., Rd., Ave., U.S., months, days of the week, a.m., p.m.).			
	<u>SLO: E-02-C3-03]</u> Recognise the apostrophe of possession with naming words i.e. Imran's bag, Ali's hat.	<u>SLO: E-03-C3-03]</u> Use of contractions with verbs (e.g., I'm, I've, she's, it's).	<u>SLO: E-04-C3-03]</u> Identify the use of the apostrophe for indicating possession (e.g., the player's ball, Paul's toy/ Pauls' toy, the cooks' pies, the children's	<u>SLO: E-05-C3-03]</u> Use apostrophe for indicating possession (e.g., the cook's pie, Timna's toy/ Timnas' toy, the cooks' pies, the children's	<u>SLO: E-06-C3-02]</u> Use apostrophe with nouns (singular, plural) ending with missing sounds e.g, Keats' poetry, Boys' college etc	<u>SLO: E-07-C3-02]</u> Identify, apply and use apostrophe with nouns in reading and writing	<u>SLO: E-08-C3-02]</u> Identify, apply and use apostrophe/contractions with nouns in complex readings and extensive writing

			toys, a week's holiday) and in contractions (e.g., it's raining)	toys, a week's holiday) and in contractions (e.g., it's raining)			
Benchmark III: Identify and use with reasonable accuracy limited concepts of time, tense and aspect, and use them for spoken and written purposes recognising different sentence types and structure, in reading and writing.			Benchmark III: Analyse and use the concepts of time, tense and aspect for spoken and written purposes apprehending different sentence types and structure, in reading and writing.		Benchmark III: Analyze and use concepts of time and tense in speech and writing; recognise different sentence patterns and structures; follow rules of subject-verb agreement, recognize and apply the concept and functions of voice and speech in reading and writing.		
C4. TENSES							
<u>SLO: E-01-C4-01]</u> Recognise simple present verbs to show habitual actions e.g., He walks daily.	<u>SLO: E-02-C4-01]</u> <u>SLO: E-03-C4-01]</u> Use simple present verbs to show habitual actions e.g., He walks daily.	<u>SLO: E-04-C4-01]</u> <u>SLO: E-05-C4-01]</u> Use simple present verbs to show habitual actions, universal statements, and current facts in sentences and paragraphs	<u>SLO: E-06-C4-01]</u> Recognise the form, functions; and use of: Simple present tense,	<u>SLO: E-07-C4-01]</u> Recognise the form, various functions; and use of all forms of Perfect (past, present, future) and	<u>SLO: E-08-C4-01]</u> Use all types of tenses correctly in speech and writing. Understand and use gerunds and participles. Use aspect of time correctly in		

					Future tense. Understand and use gerunds. Understand the use of since and for	speech and writing.
	<u>SLO: E-02-C4-02]</u> <u>SLO: E-03-C4-02]</u> Use present continuous (ing) for the actions taking place at the time of speaking and writing e.g., He is running to win the race.	<u>SLO: E-04-C4-02]</u> <u>SLO: E-05-C4-02]</u> Use the present continuous for actions taking place at some time in the past.	<u>SLO: E-06-C4-02]</u> Recognise the form, functions of present continuous tense	<u>SLO: E-07-C4-02]</u> Recognise the form, and various functions of simple past tense		
		<u>SLO: E-03-C4-03]</u> Use present perfect for actions in the past that still affect the present.	<u>SLO: E-04-C4-03]</u> <u>SLO: E-05-C4-03]</u> Use present perfect for actions occurring at an unspecified time. e.g., already, just, yet	<u>SLO: E-06-C4-03]</u> Recognise and use the forms and functions of present perfect tense		
	<u>SLO: E-02-C4-03]</u> Recognise past simple for completed	<u>SLO: E-03-C4-04]</u> Use past simple for completed actions/eve	<u>SLO: E-04-C4-04]</u> <u>SLO: E-05-C4-04]</u> Use past simple for completed actions/events and regular actions in the past.(In paragraphs)	<u>SLO: E-06-C4-04]</u> Recognise and use the forms and functions of		

	actions/events in writing and speaking e.g., It rained in the morning.	events and regular actions in the past.(In sentences)			<p>past perfect tense. Understand and use gerunds. Understand the use of since and for</p> <p>Understand and use gerunds and participles. Use aspects of time correctly in speech and writing.</p>		
		<u>SLO: E-03-C4-05]</u> Recognise and use past continuous tense.	<u>SLO: E-04-C4-05]</u> Use past continuous for the actions that were in progress at some time in the past (e.g., Everyone	<u>SLO: E-05-C4-05]</u> Use past continuous for the action going on when a second action took place (e.g., It	<u>SLO: E-06-C4-05]</u> Use past continuous in writing and past perfect for a past action occurring		

			was driving slowly because the roads were slippery).	was raining when the incident happened.)	before another past action (e.g., I had done my homework before my father reached home)		
	<u>SLO: E-02-C4-04]</u> Recognition of simple future tense will/ shall/ in sentences.	<u>SLO: E-03-C4-06]</u> Use of future tense will/ shall/ be going to (e.g., I will go to the library tomorrow/ My parents are going to attend the concert.)	<u>SLO: E-04-C4-06]</u> <u>SLO: E-05-C4-06]</u> Use of future tense will/ shall/ be going to + infinitive.	<u>SLO: E-06-C4-06]</u> Recognise and use the forms and functions of future tense.			
C5. SENTENCE STRUCTURE							
		<u>SLO: E-03-C5-01]</u> <u>SLO: E-04-C5-01]</u> Differentiate between phrase and sentence	<u>SLO: E-05-C5-01]</u> Construct new sentences	<u>SLO: E-06-C5-01]</u> Differentiate between phrases	<u>SLO: E-07-C5-01]</u> Identify and differentiate between	<u>SLO: E-08-C5-01]</u> Identify and differentiate between a	

			using phrases	and clauses.	sentences, clauses and phrases	variety of phrases and clauses.
<u>SLO: E-01-C5-01]</u> Recognise and construct simple sentences using nouns and verbs e.g., Ali runs.	<u>SLO: E-02-C5-01]</u> Construct simple sentences using a subject, verb, objects e.g., He eats apples.	<u>SLO: E-03-C5-02]</u> <u>SLO: E-04-C5-02]</u> Recognise that sentences comprise of Subject + Predicate Make simple sentences by using SV (subject and verb) and SVO (subject, verb, and object) pattern e.g., Alia cooks food.	<u>SLO: E-05-C5-02]</u> Recall and practice that sentences structure with SVO pattern and identify predicates. Make simple sentences with direct and indirect objects (e.g., Teacher asked him. Teacher asked him a question).	<u>SLO: E-06-C5-02]</u> Classify and use sentences with simple and compound structures Use simple pattern sentences. SV Subject-Verb (intransitive) SV0: Subject-Verb-Object SVA- Subject-Verb-Adjective SVA- Subject-Verb-Adverb	<u>SLO: E-07-C5-02]</u> Use sentences with direct and indirect objects and sentence patterns: SVO- Subject-Verb (transitive)- Object (direct) SVOO – Subject-Verb-Object (indirect)- Object (direct) SVOC- Subject-Verb-Object (direct)- Complement	<u>SLO: E-08-C5-02]</u> Analyze and construct sentences using the sentence patterns and structures learnt in earlier classes.

					SVN- Subject- Verb-Noun	
			<u>SLO: E-04-C5-ADD]</u> <i>Identify and use the difference between main and subordinate clauses in a given sentence.</i>	<u>SLO: E-05-C5-ADD]</u> <i>Differentiate between main and subordinate clauses in a given sentence.</i>	<u>SLO: E-06-C5-ADD]</u> <u>SLO: E-07-C5-ADD]</u> <i>Identify and construct sentences with a comparison clause (e.g., I eat more than you do), with a relative clause (e.g., He is looking for the bag which he has lost).</i>	<u>SLO: E-08-C5-ADD]</u> <i>Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation.</i>

<p><u>SLO: E-01-C5-02]</u> Recognise simple sentences showing request and command in a school scenario.</p>	<p><u>SLO: E-01-C5-02]</u> Identify and use simple sentences that show instructions , commands and requests,</p>	<p><u>SLO: E-03-C5-03]</u> Use and respond to simple sentences showing requests, exclamator y and command, both physically and in their speech.</p>	<p><u>SLO: E-04-C5-03]</u> <u>SLO: E-05-C5-03]</u> Distinguish between four type of sentence i.e. Declarative: I have a football match tonight. Exclamatory: We won the match! Interrogative: What are you doing, is it raining? Imperative: Complete your work.</p>		<p><u>SLO: E-06-C5-03]</u> <u>SLO: E-07-C5-03]</u> <u>SLO: E-08-C5-03]</u> Distinguish and write four types of sentences i.e. declarative, exclamatory, interrogative and imperative</p>		
<p><u>SLO: E-01-C5-03]</u> Comprehend simple what, where and when questions.</p>	<p><u>SLO: E-02-C5-03]</u> Comprehe nd and respond to simple wh-questions</p>	<p><u>SLO: E-03-C5-04]</u> Make questions by using Wh-questions (e.g What are you doing?)</p>	<p><u>SLO: E-04-C5-04]</u> Make questions starting with be form of verbs (e.g., Are you going to Lahore today?)</p>	<p><u>SLO: E-05-C5-04]</u> Form questions and answers by varying the structure of sentences</p>			

	<u>SLO: E-02-C5-04]</u> Identify and use transitional words to manage the sequence of events i.e. first, then, next, finally	<u>SLO: E-03-C5-05]</u> Use transitional words in simple procedure e.g., writing a recipe, following directions etc	<u>SLO: E-04-C5-05]</u> <u>SLO: E-05-C5-05]</u> Use a variety of transitional words and phrases to manage the sequence of events, such as 'Earlier...' or 'Nearby...' or 'Firstly', 'Secondly...'. They can also use phrases in the same way: 'Later on...' or 'Far away...'				
			<u>SLO: E-04-C5-06]</u> Recognise direct speech sentences in a narration	<u>SLO: E-05-C5-06]</u> Differentiate between direct and indirect speech and change pronouns in indirect speech and replacement of other words (e.g., this-that, now-then,	<u>SLO: E-06-C5-04]</u> Differentiate between direct and indirect speech. Change of tense in indirect speech i.e. (present into past tense in simple sentences and	<u>SLO: E-07-C5-04]</u> Change tense in indirect speech (present, past and perfect tenses in exclamatory sentences and paragraphs.	<u>SLO: E-08-C5-04]</u> Change tense in indirect speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing.

				today-that day etc.)	interrogative sentences.		
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COMPETENCY D: WRITING

Standard 1: *Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.*

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Benchmark I: Develop writing readiness by tracing and writing letters, words and sentences legibly, consistently and with correct formation and spelling, on three/four-lined paper and develop syllabic patterns in two/three syllabic words.			Benchmark I: Write sentences legibly, consistently and with correct formation and spelling, on three/four-lined paper.		Benchmark I: Write legibly, consistently and with correct formation; apply word analysis, phonetic skills and spell grade-level familiar and unfamiliar words; following rules of grammar, stages of writing skills and structure to write coherently and cohesively to effect.		

D1. Writing Readiness and Spelling

<u>SLO: E-01-D1-01]</u> Practise a comfortable and efficient pencil grip and learn to form letter correctly	<u>SLO: E-02-D1-01]</u> Form words correctly and consistently	<u>SLO: E-03-D1-01]</u> Develop consistency in the size and proportion of letters and	<u>SLO: E-04-D1-01]</u> <u>SLO: E-05-D1-01]</u> Identify syllabic patterns in multisyllabic words	<u>SLO: E-06-D1-01]</u> Practice note-taking for different purposes in a legible and consistent handwriting	<u>SLO: E-07-D1-01]</u> <u>SLO: E-08-D1-01]</u> Apply editing and proofreading skills to a range of different texts and contexts
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		the spacing of words				
<u>SLO: E-01-D1-02]</u> a) Practise handwriting patterns and writing letters both capital and small with correct formation b) Practise writing letters and words from left to right with regular spaces between letters and words	<u>SLO: E-02-D1-02]</u> a) Practise handwriting patterns and the joining of letters b) Use joined-up handwriting in limited range of written work	<u>SLO: E-03-D1-02]</u> Practise joining letters in handwriting	<u>SLO: E-04-D1-02]</u> <u>SLO: E-05-D1-02]</u> Use joined-up handwriting in all writing	-----	-----	-----
<u>SLO: E-01-D1-03]</u> <u>SLO: E-02-D1-03]</u> Write letters and words at an appropriate speed and develop an understanding that a capital letter is for the start of a sentence.		<u>SLO: E-03-D1-03]</u> Build up handwriting speed, fluency and develop an understanding of capital	<u>SLO: E-04-D1-03]</u> <u>SLO: E-05-D1-03]</u> Practise fast, fluent and legible handwriting styles for different purposes and use punctuation marks appropriately.	-----	-----	-----

		letters, full stops and question marks within a sentence.				
<u>SLO: E-01-D1-04]</u> Use phonetic knowledge and rhyme to attempt to write and spell simple words (e.g., bat, cat, is, was etc).	<u>SLO: E-02-D1-04]</u> Use the common spelling of short and long vowel sounds eg.,cat, car, bed, bird, dot, door, cut, cute	<u>SLO: E-03-D1-04]</u> Spell and write familiar, and unfamiliar words accurately.	<u>SLO: E-04-D1-04]</u> <u>SLO: E-05-D1-04]</u> Demonstrate an understanding of the use of spelling patterns, e.g., vowel phonemes, double consonants, silent letters, common prefixes and suffixes etc	<u>SLO: E-06-D1-02]</u> Write multi-syllable words at grade level with correct spelling, using spelling rules and strategies: noting sound and visual patterns in words, applying vowel-consonant patterns (e.g., blends, doubling of consonants, changing the ending of a word from -y to -ies when forming the plural; /ʃəs/ spelt with -tious and cious. Exception:- xious; /ʃəl/ spelt	<u>SLO: E-07-D1-02]</u> Write multi-syllable words at grade level with correct spelling, using spelling rules and strategies: making analogies from familiar words. Making words with -able, -ible, -ably, -ibly,	<u>SLO: E-08-D1-02]</u> Use knowledge of letter-sound correspondences, syllabification patterns, and morphology (e.g., roots and affixes) to accurately spell unfamiliar multisyllabic words in context and out of context. Use hyphens in words, letter string -ough words and homophones 'l' before 'e', except after 'c' rule with exceptions.

				with –tial, -cial and exceptions. Making analogies from familiar words.	Use of suffix –fer in stressed and unstressed vowels e.g., referred, referral (rr in case of stressed), reference, preference (r in case of unstressed)	
<u>SLO: E-01-D1-05]</u> Use the common spelling of long vowel phonemes, e.g., ‘ee’, ‘ai’, ‘oo’	<u>SLO: E-02-D1-05]</u> Use the different common spellings of long vowel phonemes.	<u>SLO: E-03-D1-05]</u> Use to spell simple high-frequency words and common irregular words	<u>SLO: E-04-D1-05]</u> <u>SLO: E-05-D1-05]</u> Spell high frequency and irregular words.			

<u>SLO: E-01-D1-06]</u> Spell and write familiar common words accurately, drawing on sight words	<u>SLO: E-02-D1-06]</u> Use the common spellings of long vowel phonemes and apply knowledge of phonemes and spelling patterns independently	<u>SLO: E-03-D1-06]</u> Use strategies for segmenting unfamiliar words to spell, e.g., breaking into individual sounds, separating into syllables	<u>SLO: E-04-D1-06]</u> Apply strategies to learn and check correct spellings with words that need to be learned	<u>SLO: E-05-D1-06]</u> Use spelling rules for words ending in -e and -y e.g., have/having, fry/fries	<u>SLO: E-06-D1-03]</u> Spell and write accurately using knowledge of phonic elements, words		
Benchmark II: Write and represent with some attention to the appropriate organizational structures and language features of texts for different purposes.			Benchmark II: Write and represent with an explicit awareness of the appropriate organizational structures and language features of texts for different purposes.		Benchmark II: Apply knowledge of appropriate organizational structures and language features to create a variety of increasingly advanced texts for different purposes.		
D2. Writing for Understanding							
<u>SLO: E-01-D2-01]</u> Write a simple and short opening sentence which	<u>SLO: E-02-D2-01]</u> Write an opening sentence to highlight the	<u>SLO: E-03-D2-01]</u> Write multi-syllable words to express the	<u>SLO: E-04-D2-01]</u> Write multi-syllable words at	<u>SLO: E-05-D2-01]</u> Write multi-syllable words at grade level	<u>SLO: E-06-D2-01]</u> Follow the steps of the process approach to plan for writing a	<u>SLO: E-07-D2-01]</u> Follow the steps of the process	<u>SLO: E-08-D2-01]</u> Follow the steps of the process approach to plan for writing a paragraph: brainstorming,

highlights the topic sentence	topic sentence and introduce the setting in two to three sentences	tone of the characters in a setting according to the title. (For example Mary goes to school with a big smile on his face every day.)	grade level with correct spelling, adjectives, and adverbs (for eg ly words) to show a glimpse of characterization	with correct spelling, using spelling rules, adjectives, adverbs (for eg. Ly words) and imagery to create an atmosphere of the setting	paragraph: brainstorming, mind mapping using a variety of graphic organizers, mind-mapping, note-taking, picture illustrations and doodles.	approach to plan for writing a paragraph : brainstorming, structuring , mind mapping using a variety of graphic organizers , freewriting , note-taking.	structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.
<u>SLO: E-01-D2-02]</u> <u>SLO: E-02-D2-02]</u> Write short sentences with basic personal information, etc	<u>SLO: E-03-D2-02]</u> Write longer and complex sentences on a limited range of topics e.g., sports day, nature, holidays etc.	<u>SLO: E-04-D2-02]</u> a) Use descriptive imagery based on sight, touch & sound. Also, use words to suggest	<u>SLO: E-05-D2-02]</u> Use appropriate imagery to create an atmosphere of the setting & establish personality traits of the				

		characterization. b)Write at least one paragraph with adverbs. (for eg ly words. Quickly, he grabbed his arm & pushed him away.)	character(s).				
<u>SLO: E-01-D2-03]</u> <u>SLO: E-02-D2-03]</u> Recognise and write for a purpose using some basic features of a text	<u>SLO: E-03-D2-03]</u> Use interesting and meaningful words in their writings	<u>SLO: E-04-D2-03]</u> <u>SLO: E-05-D2-03]</u> Use and compare/replace words to make writing meaningful.					
<u>SLO: E-01-D2-ADD]</u> <i>Select a suitable concluding sentence.</i>	<u>SLO: E-02-D2-04]</u> Write a single concluding sentence	<u>SLO: E-03-D2-04]</u> Write concluding remarks in the form of	<u>SLO: E-04-D2-04]</u> Insert at least one dialogue or	<u>SLO: E-05-D2-04]</u> Insert a dialogue and an expression	<u>SLO: E-06-D2-02]</u> Write a short dialogue	<u>SLO: E-07-D2-02]</u> Write short dialogues to show	<u>SLO: E-08-D2-02]</u> Write a short dialogue between two people, giving narration/background in brackets, using

<p><i>(For example, We all enjoyed the picnic.)</i></p>	<p>which repeats the theme of the topic.</p>	<p>two sentences</p> <p><u>SLO: E-03-D2-ADD1</u></p> <p><i>Write concluding remarks in repeating the mood of the setting, a remark on characterization and a suitable ending. (For example, John enjoyed the trip with his friends. Their decent actions also got appreciation from the old man.)</i></p>	<p>exclamation of emotion to add richness to the story. (For example: "Hurrah!" Sarah shouted when she won the game.)</p> <p>Conclude the writing piece by giving a remark about all the aspects in a few sentences.</p>	<p>of emotion to add depth to the character(s).</p> <p>Conclude by repeating the main points in the last paragraph. Use words such as All in All, In a nutshell, Alas, It was a thumping success etc.</p>	<p>between two people.</p>	<p>various situational relationships e.g., doctor-patient. Identify characters and their relationships in context.</p>	<p>conventions of the director's notes. Use vocabulary, tone and style appropriate to context and relationship between addresser and addressee.</p>
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					<p><u>SLO: E-06-D2-03]</u> Follow the technique of writing topic sentences and supporting details: recognize that a paragraph comprises a group of sentences that develop a single idea Write a simple unified paragraph on a given topic:</p> <ul style="list-style-type: none"> • Write a clear topic sentence using specific words, vivid verbs, modifiers, etc. • Add adequate supporting details to complete the idea. 	<p><u>SLO: E-07-D2-03]</u> Follow the technique s of writing the first draft with sufficient details; proofread it, and edit details to suit the purpose and audience.</p>	<p><u>SLO: E-08-D2-03]</u> Follow the techniques of writing the first draft with sufficient details; proofread it, and edit details to suit the purpose and audience.</p>
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		<u>SLO: E-03-D2-05]</u> Write a guided first draft and edit it.	<u>SLO: E-04-D2-05]</u> <u>SLO: E-05-D2-05]</u> Write the first draft and then edit it.	<u>SLO: E-06-D2-04]</u> <u>SLO: E-07-D2-04]</u> Write the final draft after complete editing and proofreading.	<u>SLO: E-08-D2-04]</u> Write the final draft after complete editing and proofreading. ensure each paragraph develops the main idea of the essay/piece of writing and topic sentence of each paragraph. Use the technique of hook, lead-in sentences to develop the flow of thought.
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Standard 2: Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>Benchmark I: Generate ideas on a topic to project implicit and explicit meanings, and to use the storytelling technique to convey ideas or factual writing style.</p>			<p>Benchmark I: Generate ideas on a topic using brainstorming techniques and exploring the various writing techniques: descriptive, discursive and narrative</p>		<p>Benchmark I: Generate ideas on a topic using pre-writing strategies: drawing and matching pictures, oral and written brainstorming, mind-mapping, note-taking and free-writing. Write compositions of a variety of types - descriptive, narrative, expository, persuasive/argumentative, formal and informal letters, summaries, stories, poems, dialogues; that are clear, coherent, cohesive and of creative value.</p>		
<p>D3. Writing for Meaning</p>							
<p><u>SLO: E-01-D3-01]</u> Fill in missing information to complete simple sentences. (For example. My name is _____.)</p>	<p><u>SLO: E-02-D3-01]</u> Fill in missing information to complete a simple paragraph.</p>	<p><u>SLO: E-03-D3-01]</u> Fill in words to change or complete a given story.</p>	<p><u>SLO: E-04-D3-01]</u> Complete a simple paragraph using the given words, phrases and sentences.</p>	<p><u>SLO: E-05-D3-01]</u> Complete a single paragraph using your own words, phrases and complex sentences.</p>			

<p><u>SLO: E-01-D3-02]</u> Construct simple sentences of three/four words expressing likes/dislikes or an opinion, using correct capitalisation, punctuation and spelling using pre-writing strategies (brainstorming, etc.)</p>	<p><u>SLO: E-02-D3-02]</u> Write 3-5 simple, meaningful sentences of their own on the given text types, using correct capitalization, punctuation and spelling using pre-writing strategies (brainstorming etc.).</p>	<p><u>SLO: E-03-D3-02]</u> Write simple paragraphs on the given text types, using correct capitalization , punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing the first draft.</p>	<p><u>SLO: E-04-D3-02]</u> Write multiple paragraphs on a single topic (on the given text types), using correct capitalization, punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft, seeking peer feedback, developing a final draft.</p>	<p><u>SLO: E-05-D3-02]</u> Write multiple paragraphs on a single topic (on the given text types), using correct capitalization , punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing the first draft, seeking peer feedback, developing a final draft.</p>	<p><u>SLO: E-06-D3-01]</u> Write multiple paragraphs on a single topic (on the given text types), using correct capitalization , punctuation and spelling, by using pre-writing strategies - brainstorm, mind mapping, writing a first draft, seeking peer feedback, incorporating teacher's feedback, developing a final draft.</p> <p>a. Use appropriate pronoun-</p>	<p><u>SLO: E-07-D3-01]</u> Write multiple paragraphs on a single topic (on the given text types), using correct punctuation, grammar, grade-level vocabulary and transitional devices, sentence structure and types, spelling, mind mapping, writing a first draft, seeking peer feedback using formative assessment, developing a final draft.</p>	<p><u>SLO: E-08-D3-01]</u> Write multiple paragraph essays/stories; multi-stanza poems or playscript using correct punctuation and spelling, grammar, grade-level vocabulary and transitional devices, following rules of subject-verb agreement, sentence structure and types by using the writing process approach: pre-writing, editing and final draft stages.</p>
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					<p>antecedent relationships and transitional devices within a paragraph.</p> <p>b. Use chronological/sequential order of arranging detail/</p> <p>c. Write a clear topic sentence using specific words, vivid verbs, modifiers, etc.</p> <p>d. Focus on clarity of ideas that show</p>	<p>a. Use chronological/sequential order of arranging detail.</p> <p>b. Write a composition of three or more paragraphs following conventions of essay writing:</p> <ul style="list-style-type: none"> • Introductory paragraph • Body paragraphs • Concluding paragraphs <p>c. Recognise that the introductory paragraph carries the main idea of the</p>	<p>a. Use chronological/sequential order of arranging detail.</p> <p>b. Present comparison and contrast</p> <p>c. State opinions with reasons to support perspective and give appropriate conclusions</p> <p>d. Add adequate supporting detail to the topic sentence (example, definition,</p>
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					<p>cohesion, cause and effect relationship .</p> <p>e. Use words that express emotions.</p> <p>f. Decide purpose and audience.</p> <p>g. Check sentence variety and transitions.</p> <p>h. Introduce topics, state an opinion, create an organizational structure,</p>	<p>essay. Each one of the body paragraphs that develop the main idea through supporting details.</p> <p>d. Add adequate supporting details to the topic sentence (example, definition or evidence) to develop the main idea.</p> <p>e. The concluding paragraph contains a</p>	<p>data, illustration or evidence) to develop the main idea.</p>
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					provide a reason to support a perspective and conclude appropriately.	summary of the whole essay and a general concluding statement	
D4. Various Text Types							
<u>SLO: E-01-D4-01]</u> Draw or sequence pictures to tell a story.	<u>SLO: E-02-D4-01]</u> Write a few sentences describing a personal experience (e.g., a daily routine).	<u>SLO: E-03-D4-01]</u> Write personal recount and diary/journal entries using free writing or planned writing (through the process approach - brainstorming, mind-mapping, first draft).	<u>SLO: E-04-D4-01]</u> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<u>SLO: E-05-D4-01]</u> Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. 1. Establish a situation and introduce a narrator	<u>SLO: E-06-D4-01]</u> Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. a. Orient the reader by establishing a	<u>SLO: E-07-D4-01]</u> Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. a. Orient the reader by establishing a	<u>SLO: E-08-D4-01]</u> Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

				<p>and/or characters; organize an event sequence that unfolds naturally.</p> <p>2. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>3. Provide a sense of closure.</p>	<p>situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>	<p>situation and introducing narrators and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters</p>	<p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events,</p>
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					<p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that</p>	<p>to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from the one-time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experience</p>
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					follows from the narrated experiences or events.	e. Provide a conclusion that follows from the narrated experiences or events.	s and events. e. Provide a conclusion that follows from the narrated experiences or events.
<u>SLO: E-01-D4-02]</u> Write simple sentences giving information on what students observe. (e.g., This is a book.)	<u>SLO: E-02-D4-02]</u> Write 3-5 informative/explanatory sentences on one topic in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<u>SLO: E-03-D4-02]</u> Write a process/procedure paragraph in which they introduce a topic, use facts and definitions to develop points, use linking words (first, second, etc.), and provide a concluding statement or section.	<u>SLO: E-04-D4-02]</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include	<u>SLO: E-05-D4-02]</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related	<u>SLO: E-06-D4-02]</u> Write informative/explanatory text like a book blurb, poster to examine a topic and convey ideas and information. a. Introduce a topic clearly and group related	<u>SLO: E-07-D4-02]</u> Write informative/explanatory texts to examine a topic and convey ideas and information. a. Introduce a topic, provide a general observation and focus, and	<u>SLO: E-08-D4-02]</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selecting relevant content. a. Introduce a topic; organize ideas,

			<p>illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas</p>	<p>d information together; include illustrations when useful to aiding comprehension</p> <p>b. Develop the topic with facts, definitions, and details</p> <p>c. Use linking</p>	<p>information in short paragraphs and sections; include formatting (e.g., headings), illustration to convey meaning effectively</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other</p>	<p>group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or</p>	<p>concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid</p>
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			<p>within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, because)</p> <p>d. Use precise language and domain-</p>	<p>other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language</p>	<p>comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p>
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					<p>specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented</p>	<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the informatio</p>
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							n or explanation presented
		<p><u>SLO: E-03-D4-03]</u> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p><u>SLO: E-04-D4-03]</u> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p><u>SLO: E-05-D4-03]</u> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that</p>	<p><u>SLO: E-06-D4-03]</u> Write opinion piece on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text, state an opinion, and create an organizational structure in which related</p>	<p><u>SLO: E-07-D4-03]</u> Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence</p> <p>b. Support claim(s) with clear</p>	<p><u>SLO: E-07-D4-03]</u> Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and</p>

				<p>support the opinion</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using correct words and phrases</p> <p>d. Provide a concluding</p>	<p>reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p>	<p>evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create</p>
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					<p>statement, and analyse or section related to the opinion presented.</p>	<p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p>cohesion and clarify the relationships claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
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		<p><u>SLO: E-03-D4-04]</u> <u>SLO: E-04-D4-04]</u> Write simple descriptive paragraphs (giving general description of a person/object), using correct capitalization, punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft.</p>	<p><u>SLO: E-05-D4-04]</u> Write simple descriptive paragraphs (giving physical description and characteristic s/traits of a person/object /place, using correct capitalization , punctuation and spelling,</p>	<p><u>SLO: E-06-D4-04]</u> <u>SLO: E-07-D4-04]</u> Write a simple descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation, complex vocabulary and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft and final draft</p>	<p><u>SLO: E-08-D4-04]</u> Write a descriptive composition (giving physical description and characteristic s/traits of a person/object/ place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft.</p>
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	<p><u>SLO: E-02-D4-03]</u> Fill in speech bubbles and cartoon strips with appropriate formulaic expressions or a simple dialogue.</p>	<p><u>SLO: E-03-D4-05]</u> Begin to write guided sentences in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.</p>	<p><u>SLO: E-04-D4-05]</u> <u>SLO: E-05-D4-05]</u> Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.</p>		<p><u>SLO: E-06-D4-05]</u> Write a short dialogue between two people.</p>	<p><u>SLO: E-07-D4-05]</u> Write short dialogues to show various situational relationships e.g., doctor-patient. Identify characters and their relationships in context.</p>	<p><u>SLO: E-08-D4-05]</u> Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to context and relationship between addresser and addressee.</p>
		<p><u>SLO: E-03-D4-06]</u> Design and write an invitation card for a range of purposes.</p>	<p><u>SLO: E-04-D4-06]</u> Write an informal letter to family and friends on personal, familiar topics and replies to a</p>	<p><u>SLO: E-05-D4-06]</u> Write informal letters to people in an immediate social and academic</p>	<p><u>SLO: E-06-D4-06]</u> Write informal letters to people in extended social and academic</p>	<p><u>SLO: E-07-D4-06]</u> Write informal letters to people in extended social and academic</p>	<p><u>SLO: E-08-D4-06]</u> Compare and write informal and formal letters to people in extended social and</p>

			<p>short informal letter from friends and family member for .e.g., apology letter to a friend (*include sender's address, date, greeting, introduction, body, conclusion, signature)</p>	<p>environment for e.g., write a get well soon letter</p>	<p>environments for various purposes. e.g., Thank you letter Follow conventions of informal letters concerning layout, salutations etc. Use of appropriate vocabulary, style and tone in informal letters. Write the address on the envelope clearly and in a proper format. Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression</p>	<p>environments for various purposes. Write short informal letters to people in an extended social and academic environment for various purposes: • Use correct conventions, appropriate vocabulary, tone and style. · Revise for: • Correct format, layout. Write a Formal letter of application to people within your environment (principal/ teacher).</p>	<p>academic environments for various purposes.</p>
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					appropriate to the communicative purpose and context. ▸ Fill in, correctly and legibly, simple forms requiring personal information (Form of library membership, school ID card form, etc.)		
			<u>SLO: E-04-D4-07]</u> <u>SLO: E-05-D4-07]</u> Draft and write a formal letter/ email, application, complaint	<u>SLO: E-06-D4-07]</u> Write a formal letter/email (application, complaint).	<u>SLO: E-07-D4-07]</u> Write a formal letter/email (application, complaint, acceptance/rejection).	<u>SLO: E-08-D4-07]</u> Write a formal letter/email (application, complaint, acceptance/rejection, condolence), letters to the editor, police report using vocabulary, tone and style	

							appropriate to context and relationship between addresser and addressee.
<u>SLO: E-01-D4-03]</u> Write rhyming words according to grade-level vocabulary (word families).	<u>SLO: E-02-D4-04]</u> Write a simple guided poem using a list of given rhyming words.	<u>SLO: E-03-D4-07]</u> Write a simple acrostic poem using a given structure.	<u>SLO: E-04-D4-08]</u> Write a simple cinquain (poem).	<u>SLO: E-05-D4-08]</u> Write a haiku (poem).	<u>SLO: E-06-D4-08]</u> Write a poem describing objects or places.	<u>SLO: E-07-D4-08]</u> Write a poem narrating an event.	<u>SLO: E-08-D4-08]</u> Write a poem narrating an event or a story.
				<u>SLO: E-05-D4-09]</u> Write the main idea of a familiar and unfamiliar poem.	<u>SLO: E-06-D4-09]</u> Write the main idea of a familiar and unfamiliar poem.	<u>SLO: E-07-D4-09]</u> Use paraphrasing skills to paraphrase stanzas in a poem.	<u>SLO: E-08-D4-09]</u> Use paraphrasing skills to paraphrase stanzas in a poem.
			<u>SLO: E-04-D4-09]</u> Paraphrase the text in your own words.	<u>SLO: E-05-D4-10]</u> Use summary skills to write a summary	<u>SLO: E-06-D4-10]</u> Use summary skills to write an objective summary of	<u>SLO: E-07-D4-10]</u> Use summary skills to write an objective summary of	<u>SLO: E-08-D4-10]</u> Use summary skills to write an objective summary of

				of the given text.	the given text, distinct from personal opinion and judgement.	the given text.	the given text and poems.
					<u>SLO: E-06-D4-11]</u> Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure.	<u>SLO: E-07-D4-11]</u> Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure.	<u>SLO: E-08-D4-11]</u> Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure.
					<u>SLO: E-06-D4-12]</u> Proofread and edit texts for errors of <ul style="list-style-type: none"> •sentence structure. • subject/verb agreement. • noun/pronoun agreement. •connectives. 	<u>SLO: E-07-D4-12]</u> Proofread and edit texts for errors of <ul style="list-style-type: none"> •sentence structure. • subject/verb agreement. • noun/pronoun agreement. •transitional devices 	<u>SLO: E-08-D4-12]</u> Proofread and edit texts for errors of: <ul style="list-style-type: none"> •sentence structure. • subject/verb agreement. • noun/pronoun agreement. •reference words, connectives/t

					<ul style="list-style-type: none">•punctuation and spelling.	<ul style="list-style-type: none">•punctuation and spelling.	<ul style="list-style-type: none">ransitional devices.•punctuation and spelling.
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Guidelines for Appropriate Ethical and Social Development

Students develop ethical and social attributes and values relevant in a multi-cultural and civilized society.

Guidelines
Students need to be acquainted with the importance of making sustainable lifestyle choices, acquiring greater environmental awareness, and being aware of safety and security measures
Students need to appreciate and feel a sense of interconnectedness with their community and the world at large and develop attributes such as tolerance, respect, equality and gender equity in them which is the basic essence of Islam and other religions.
Students need to be fostered with a sense of peace and social cohesion

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

English (1-8) – Suggested Topic List

Text Types / Themes and Sub-Themes

Text Types

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

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

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

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

Text Types

Text Type	Intention	Focus	Examples
Narrative/expressive/ reflective texts (Literary texts)	To entertain, explore, imagine, enlighten, share experiences so as to get the reader involved in the story and characters.	Literary, creative and aesthetic appeal.	<ul style="list-style-type: none">• Stories• Extracts from classical novels (Abridged form)• Poems (lyrics, ballads, sonnets)• Play scripts• Biographies• Anecdotes• Diary, journal entries• Fantasy, adventure, science, fiction

Persuasive/ argumentative texts	To persuade, argue, advice.	Influence the readers or viewers to change their mind about something.	<ul style="list-style-type: none"> • Brochures • Advertisement of consumer products • Letters to the editor conveying opinions • Editorials • Campaign literature • Magazine articles supporting a position
Expository(factual/ Informative texts)	To inform, explain and describe print and computer-based informative and reference texts.	Document, organize and convey information and ideas.	<ul style="list-style-type: none"> • News reports • Magazine articles • Memos • Menus, blurbs, memes • Indices, forms • Maps • Recipes • Minutes • Tables • Flowcharts • Diagrams • Fact sheets • Information leaflets • Prospectuses • Plans • Summaries • Records
Expository (analytical texts)	To analyze, review and comment.	Present weighed and evaluative views of ideas and issues	<ul style="list-style-type: none"> • Commentaries • Analytical articles • Essays and reports • Reviews

Texts used for Interpersonal / Transactional Communication	To communicate a message for transactional or interpersonal purposes.	To communicate and share ideas, feelings and information	<ul style="list-style-type: none"> • Dialogues (informal/ formal) • Letters (informal/ formal) • Greeting cards • E mails • Notices • Talks • Interviews • Job advertisements • Resumes´
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Themes and Sub-Themes:

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

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

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

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

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

S.No	Themes	Sub-Themes –VI	Sub- Themes- VII	Sub-Themes- VIII
1.	<p>Ethics and values (Universally desired personality traits)</p> <p>(Values, Established ideals of life, objects, customs, ways of acting that members of a society regard as desirable)</p>	<ul style="list-style-type: none"> • Patience/ tolerance • Showing moral courage Respecting others • Empathy • Trustworthiness • Fairness 	<ul style="list-style-type: none"> • Patience/Tolerance • Trustworthiness • Respect for rule and law • Fairness • Integrity • Selflessness • Moral courage • Empathy 	<ul style="list-style-type: none"> • Patience/Tolerance • Trustworthiness • Respect for rule and law • Fairness • Integrity • Selflessness • Moral courage Empathy
2.	<p>Peaceful Co-existence/ Peace education</p>	<ul style="list-style-type: none"> • Friendship and co-operation • Awareness of challenges faced by differently abled people 	<ul style="list-style-type: none"> • Diversity and acceptance of diversity (of opinions, likes and dislikes) • Willingness to learn about others' way of life, experiences and viewpoints • Resolving conflicts and dialogues 	<ul style="list-style-type: none"> • Diversity and acceptance of diversity (of opinions, likes and dislikes) • Willingness to learn about others' way of life, experiences and viewpoints
3.	<p>Self, people and places</p>	<ul style="list-style-type: none"> • Knowing people of different religions, ethnicity, languages and nationalities • Places of historical, cultural and geographical importance and 	<ul style="list-style-type: none"> • Knowing people of different religions, ethnicity, languages and nationalities • Places of historical, cultural and geographical importance and interest 	<ul style="list-style-type: none"> • Knowing children from other nations • Respecting other religions, cultures, ethnicities and other countries. • Showing the ability to adjust in different places and cultures

		interest in Pakistan and other countries.	in Pakistan and other countries	
4.	Patriotism/ National Pride	<ul style="list-style-type: none"> Understanding and exhibiting national Pride (Language, Dress, Culture, food, arts & crafts) 	<ul style="list-style-type: none"> Understanding national Pride (Language, Dress, Culture, food arts & crafts) 	<ul style="list-style-type: none"> Understanding national Pride (Language, Dress, Culture, food, arts & crafts)
5.	Nature	<ul style="list-style-type: none"> Natural beauty and geographical diversity of Pakistan (Famous tourist spots) 	<ul style="list-style-type: none"> Natural beauty and geographical diversity of Pakistan and Asia (Famous tourist spots) 	<ul style="list-style-type: none"> Natural beauty and geographical diversity of Pakistan and world (Famous tourist spots)
6.	Gender equality and Equity	<ul style="list-style-type: none"> Gender balance roles in domestic setup 	<ul style="list-style-type: none"> Gender balanced access to basic needs (Education, health and employment) Role of women in the development of society (female entrepreneurs, Women in sports, IT, and science etc.) 	<ul style="list-style-type: none"> Role of women in development of society (female entrepreneurs, Women in sports, Women in IT, politics, social work and science)
7.	Festivals and cultural events	<ul style="list-style-type: none"> Cultural festival of Pakistan and around the world 	<ul style="list-style-type: none"> Festivals and global cultural events around the world 	<ul style="list-style-type: none"> Festivals and global cultural events around the world
8.	(A) Role Model Life of Rasool Akram Hazrat Muhammad (SAW) Khatum-un-Nabiyeen	Incidents from the Life of Rasool Akram Hazrat Muhammad (SAW) Khatum-un-Nabiyeen (Mercy for All/ showing his patience and tolerance	<ul style="list-style-type: none"> Incidents form the Life of Rasool Akram Hazrat Muhammad (SAW) Khatum-un-Nabiyeen 	<ul style="list-style-type: none"> Incidents form the Life of Rasool Akram Hazrat Muhammad (SAW) Khatum-un-Nabiyeen

			(As a head of Family)	showing Justice and fair play
	(B) Role Models Male/Female (Past and Present) personalities from Islamic history, Awardees of Nishan e Haider, Pakistani armed forces and civilian personalities)	<ul style="list-style-type: none"> Local, National and International Role models depicting noble cause, national cause Awardees of Nishan – e- Haider Contemporaries heroes/ role models national and international (Dr. Ruth, Arfa Karim,i, Dr Abdul Qadeer Khan 	<ul style="list-style-type: none"> Local, National and International Role models depicting noble cause, national cause. (Allama Muhammad Ibal) Awardees of Nishan – e- Haider <p>Contemporaries heroes/ role models national and international (Maryam Mukhtar, Abdul Sattaar Edhi</p>	<ul style="list-style-type: none"> Local, National and International Role models depicting noble cause, national cause. Awardees of Nishan –e- Haider Contemporary heroes national and international/ role models, i.e., Vice Admiral Ahmed Tasneem
9.	Environmental education	<ul style="list-style-type: none"> Knowledge of immediate environment and biomes Keeping the resorts clean, avoid chalking on trees and rocks Importance of the use of biodegradable products Conservation of natural resources (water, gas, etc.) 	<ul style="list-style-type: none"> Solid waste management (disposal and recycling) Keeping the resorts clean, avoid chalking on trees and rocks Making sustainable lifestyle choice Introduction to climate change 	<ul style="list-style-type: none"> Effects of man's action on environment Biomes (Global warming and greenhouse effect) Conservation of resources (water, forest, energy, mountains, rocks, etc.) Keeping the resorts clean, avoid chalking on trees and rocks

		<ul style="list-style-type: none"> • Importance of plants and trees 		
10.	Population education	<ul style="list-style-type: none"> • General Impact of population growth on natural resources and environment 	<ul style="list-style-type: none"> • General Impact of population growth on natural resources on a global level. 	<ul style="list-style-type: none"> • General Impact of population growth on health and nutrition on a national level.
11.	Travel and Transport	<ul style="list-style-type: none"> • Considering the principle of “Safety First” • Travelling Etiquettes (queuing, not littering, buying tickets, respecting fellow passengers and transport staff) 	<ul style="list-style-type: none"> • Considering the principle of “Safety First” • Travelling Etiquettes (queuing, not littering, buying tickets, respecting fellow passengers and transport staff) • Cockpit Drill (Doors, Seats Adjustments, Seat belts, etc.) 	<ul style="list-style-type: none"> • Considering the principle of “Safety First” • Travelling Etiquettes (queuing, not littering, buying tickets, respecting fellow passengers and transport staff) • Cockpit Drill (Doors, Seats Adjustments, Seat belts, etc.)
12.	Science and Technology	<ul style="list-style-type: none"> • Science and technology in everyday life • Understanding the value of scientific thinking • Exploring the educational content available on internet 	<ul style="list-style-type: none"> • Science and technology in everyday life • Understanding the value of scientific thinking • Exploring the educational content available on internet • Being mindful of cyber security measures. 	<ul style="list-style-type: none"> • Science and technology in everyday life • Understanding the value of scientific thinking • Exploring the educational content available on internet • Being mindful of cyber security measure

		<ul style="list-style-type: none"> • Being mindful of cyber security measures. 		<ul style="list-style-type: none"> • Being digitally SMART
13.	Education and Employment (careers/ occupations)	<ul style="list-style-type: none"> • Awareness of emerging professions • Awareness of study skills for better learning outcomes 	<ul style="list-style-type: none"> • Awareness of emerging professions • Awareness of study skills for better learning outcomes 	<ul style="list-style-type: none"> • Exploring educational opportunities • Career Counseling
14.	Dignity of labour	<ul style="list-style-type: none"> • Showing respect to different professions and occupations 	<ul style="list-style-type: none"> • Appreciating value of labor among all professions and occupations 	<ul style="list-style-type: none"> • Appreciating value of labor among all professions and occupations
15.	Media	<ul style="list-style-type: none"> • Media as a source of instant knowledge • Distinguish between fake and real information on different media 	<ul style="list-style-type: none"> • Media as a source of instant knowledge • Awareness of media bound propaganda • Social media ethics (avoid sharing personal information, respect privacy of others, being polite while commenting) • Differentiate between good and bad information. 	<ul style="list-style-type: none"> • Media as a source of instant knowledge • Awareness of media bound propaganda • Social media ethics (avoid sharing personal information, respect privacy of others, being polite while commenting) • Differentiate between good and bad information.
16	Crisis awareness & management, and risk reduction	<ul style="list-style-type: none"> • Basic knowledge of first aid 	<ul style="list-style-type: none"> • Basic knowledge of first aid 	<ul style="list-style-type: none"> • Basic knowledge of first aid

		<ul style="list-style-type: none"> • Awareness of crisis, accidents natural calamities and pandemics • Measures to be taken before, during and after any natural hazard. • Introduction to dengue, earthquakes, covid-19, pandemics/ epidemics, etc. 	<ul style="list-style-type: none"> • Awareness of crisis, accidents natural calamities and pandemics • Measures to be taken before, during and after any natural hazard. • Basic knowledge of First Aid • Safety at school/playground/streets (use of fire extinguishers/ safety drills/ alarm systems/ evacuation plans) • Introduction to dengue, earthquakes, covid-19, pandemics/ epidemics, etc. 	<ul style="list-style-type: none"> • Awareness of crisis, accidents natural calamities and pandemics • Basic knowledge of First Aid • Basic school safety plans inclusive of measures to be taken during any emergency situations • Safety at school/playground/streets (use of fire extinguishers/ safety drills/ alarm systems/ evacuation plans) • Introduction to dengue, earthquakes, covid-19, pandemics/ epidemics, etc.
17	Participatory Citizenship	<ul style="list-style-type: none"> • Understanding individual responsibility as a citizen, in different situation • Understanding Mandatory Traffic Signs and Signals 	<ul style="list-style-type: none"> • Understanding individual responsibility as a citizen, in different situation • Civic responsibilities (Making queues, Avoid spitting, Avoid Public 	<ul style="list-style-type: none"> • Understanding individual responsibility as a citizen, in different situations. • Respecting Human rights

		<ul style="list-style-type: none"> • Understanding warning / regulatory Traffic Signs and Signals • Respecting community resources • Practicing cleanliness for self and surroundings • Civic responsibilities (Making queues, avoid spitting, Avoid Public urination/open defecations) 	<ul style="list-style-type: none"> • urination/open defecations) • Respecting community resources • Traffic education • Obeying rules and regulations (observing speed Limit) • Being a responsible and helpful citizen • Effects of littering and damaging surroundings (Avoid using plastic bags, wall chalking, etc.) • Respecting Human rights 	<ul style="list-style-type: none"> • Understand the real notion of democratic processes in personal and social context. • Importance of the National Constitution with respect to Human rights etc. (No one is above the law etc.) • Give way (rules to give way to ambulance, Police Cars and fellow commuters, observing speed Limit) • Civic responsibilities (Making queues, avoid spitting, Avoid Public urination/open defecations) • Rules for overtaking • Using public facilities • Traffic education • Effects of littering and damaging surroundings (Avoid using plastic bags, wall chalking, etc.)
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18.	Health, Safety, Drug education	<ul style="list-style-type: none"> • Understanding physical well-being • Visiting a doctor • Knowledge about harmful drugs • Reporting to authorities • Awareness of concept of abuse and ways to handle it • Confiding in family members • Learning to say “no” to an inappropriate touch/situation (Stranger Danger) • Healthy eating habits (No junk food, No skipping meals, • Knowledge about household chemicals and careless use of medicines • Calling emergency helplines 	<ul style="list-style-type: none"> • Visiting a doctor • Knowing harmful medicines and dangerous drugs (tobacco, illegal and unlawful drugs, prescription drugs and over- the- counter medicines.) • Negative and harmful effects of drug abuse • Awareness of concept of abuse and ways to handle it • Confiding in family members • Learning to say “no” to an inappropriate touch/ situation (Stranger Danger) • Gathering support from teachers and parents • Awareness campaign about Health and hygiene. • Reporting to authorities • Healthy eating habits (No junk food, No skipping meals, 	<ul style="list-style-type: none"> • Knowing harmful medicines and dangerous drugs (tobacco, illegal and unlawful drugs, prescription drugs and over- the- counter medicines.) • Concept of addiction • Courage to say NO to peer pressure. • Reporting to authorities • Awareness of concept of abuse and ways to handle it • Confiding in family members • Importance of Self esteem • Learning to say “no” to an inappropriate touch/ situation (Stranger Danger) • Health hazards of smoking. • Awareness campaign about Health and hygiene.
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			<ul style="list-style-type: none"> • Knowledge about household chemicals and careless use of medicines • Calling emergency helplines 	<ul style="list-style-type: none"> • Healthy eating habits (No junk food, No skipping meals, • Knowledge about household chemicals and careless use of medicines • Calling emergency helplines
19.	Personality Development	<ul style="list-style-type: none"> • Concept of Self esteem • Polishing Communication and interpersonal skills • Handling emotions effectively 	<ul style="list-style-type: none"> • Importance of Self esteem • Polishing Communication and interpersonal skills • Handling emotions effectively 	<ul style="list-style-type: none"> • Importance of Self esteem • Polishing Communication and interpersonal skills • Developing decision making and problem-solving skills • Handling emotions effectively and coping with stress
20	Avoiding Social Evils	<ul style="list-style-type: none"> • Say no to corruption • Discouraging Social Discrimination (Class, color, religion, sect, language, ethnicity, social class and gender) 	<ul style="list-style-type: none"> • Bullying (in social setup) • Say no to corruption • Discouraging Social Discrimination (Class, color, religion, sect, language, ethnicity, social class and gender) 	<ul style="list-style-type: none"> • Bullying (in social setup) • shunning bribery • Say no to corruption • Discouraging Social Discrimination (Class, color, religion, sect, language, ethnicity,

			<ul style="list-style-type: none"> • Child labor • Hoarding 	<p>social class and gender)</p> <ul style="list-style-type: none"> • Child labor • Hoarding
21	Sports	<ul style="list-style-type: none"> • Outdoor games (Cycling, hiking and trekking) • Sportsman spirit (team spirit and teamwork) • National and International famous sport personalities 	<ul style="list-style-type: none"> • Outdoor games (Swimming, athletics, and other sports) • Sportsman spirit team spirit and teamwork) • National and International famous sport personalities 	<ul style="list-style-type: none"> • Olympics, Asian games, international popular sports, (football, skiing) • Sportsman spirit team spirit and teamwork) • National and International famous sport personalities
22	Adventure	<ul style="list-style-type: none"> • Climbing walls/mountaineering /hiking/ skiing • Difference between Thrill seeking and adventure • Avoiding wreck less thrill seeking (over speeding, riding without license, dangerous pranking) 	<ul style="list-style-type: none"> • Climbing walls/mountaineering /hiking/ skiing/ • Difference between Thrill seeking and adventure • Avoiding negative thrill seeking (over speeding, riding without license, dangerous pranking) 	<ul style="list-style-type: none"> • Climbing walls/mountaineering /hiking/ skiing • Difference between Thrill seeking and adventure • Avoiding negative thrill seeking (over speeding, riding without license, dangerous pranking)

DRAFT

SNC - ENGLISH (Grade 6) - Suggested Guidelines

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COMPETENCYA: *Oral Communication Skills*

Standard 1: Students will be able to develop competence in listening and spoken language to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences	
Student Learning Outcomes <ul style="list-style-type: none">● Listen to, view and respond to text for different purposes in a variety of context for enjoyment and understanding.● Speak confidently using complex vocabulary and longer sentences to fulfill different purposes.● Recite poems or read prose aloud with proper intonation and expression to engage the audience.● Demonstrate 'attentive listening, skill toward other and be sensitive to rules of turn taking and discourse.● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.	
Knowledge: <i>Students will:</i> <ul style="list-style-type: none">● Listen to and comprehend different types of texts (fiction/non-fiction/stories/poems) or information presented orally and visually through other media:<ul style="list-style-type: none">○ determine/identify main idea/key ideas or details from the text.	Skills: <i>Students will be able to:</i> <ol style="list-style-type: none">1. Listen to and comprehend different types of texts (fiction/non-fiction/poems) or information presented orally and visually through other media:<ul style="list-style-type: none">○ ask and answer grade level questions about key details across comprehension levels (factual, inferential, and evaluative- e.g make predictions, make inferences about the purpose, intention, theme, compare and contrast, categorize and classify, distinguish between cause and effect, draw conclusions, identify different points of view, identify a problem solution relationship etc.)○ retell main idea/key ideas or details from the text orally○ Paraphrase and summarize the text orally and present naturally.2. Identify and evaluate the credibility of the speaker/source.3. Listen critically to distinguish fact from opinion.4. Interpret and critique a speaker's intent/purpose (e.g., to instruct, to inform, to persuade).5. Identify the reasons and evidence a speaker provides to support points.6. Evaluate a speaker's delivery (pace, volume tone, stress, mood/emotion) from the text and body language.

	<p>7. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly:</p> <ul style="list-style-type: none"> a. follow agreed-upon rules for discussions and carry out assigned roles b. come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion c. pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others d. review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. e. respond with suggestions, feedback, and different points of view (e.g. provide positive verbal and non-verbal feedback, give comments/interject when appropriate, agree/disagree appropriately and politely, offer simple evaluative comments on peer performance/presentation etc.) f. use roles of participants in group work effectively (for e.g. know the roles of facilitator, advisor, timekeeper, encourager, writer, the speaker in the group). <p>8. Recitation of poem/reading prose (for engaging listener for;Pleasure, identification of figure of speech, understanding of main idea, theme, paraphrasing and summarizing.)</p> <ul style="list-style-type: none"> a) Use appropriate intonation, expression, tone, volume and style. b) Show confidence c) Keep Eye contact d) project audience e) recite/read fluently
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Assessments

Formative Assessment

Conduct a hot seat activity where one student takes the hot seat and assumes the role of a character. Other students ask questions about the character's motives and feelings at key points in the story. A similar activity can be conducted to do a recap of a topic learnt in class.

Summative Assessment

Roleplay: Students can create situations where people interact with each other in a focus group dialogue on a topic of choice. Rules can be set to interpret and critique the speaker's intention through pace, volume tone, stress, mood/emotion) from the text and body language.

Identify the reasons and evidence a speaker provides to support points.

A checklist can be used to mark each speaker during the dialogue to show the extent of development of skills.

- Video/text based questions can be asked.

Learning Activities

- Start the lesson with a discussion around the topic of the lesson and then conduct any other activity.
- During class and group discussions, the teacher can motivate students to explain ideas clearly and in a structured way using appropriate vocabulary, expression and tone. The speaker should be able to hold the attention of the listeners and engage them fully. speak confidently in formal and informal contexts, pay close attention to what others say and follow the rule of turn-taking to avoid any miscommunication. Students must be encouraged to ask pertinent and thought-provoking questions.

For Facts and Opinion: The teacher will read aloud a passage for the students which will have both opinions and facts. She will divide the class into two groups.

Group A: Opinions.

Group B: Facts.

She will ask the students of Group A to make a note of the opinions in the passage that she is reading and students of Group B to make a note of the facts. After she is finished reading the passage out loud, different members of both groups will tell which sentences were opinions and which were facts.

Students will correct each other's responses if needed.

To talk about fact and opinion, the teacher explains the difference between a fact and an opinion to the students.

- Fact: a thing that is known or proved to be true.

- Opinion: a view or judgment formed about something, not necessarily based on fact or knowledge.
- The teacher then writes a few sentences on the board such as
 - Fact: The sunsets in the west.
 - Opinion: The sunset looks very beautiful today.
- The teacher then asks the students to think about some facts and opinions. She makes two columns on the board and as the students give her their statements, she asks them whether to write those in the 'Facts' column or the 'Opinions' column. Conclude this activity by highlighting the importance of understanding the difference between facts and opinions, especially in order to contain the spread of rumors or misinterpretations which may cause misunderstandings or conflict.

Layout a situation for the students, and the students will make a prediction (what will happen?) with reasons based on the information provided to them. This will be an individual assessment and can be done in oral or written form.

For example, the teacher will read out the following prompt:

Sara and Alia are taking a test. Sara is very honest with her work and was well prepared for the test. Alia was watching the match last night and couldn't study for the test. Alia and Sara are very good friends. Alia wants to copy Sara's answers and calls out to her. What will Sara do and why?

- An appropriate prediction made (e.g. whether Sara shows her answers to Alia or helps her cheat).
- A valid reason for their prediction is based on the information provided in the text (this could be any reason as long as it makes sense e.g. she helped her because they were friends).

The class can be divided into two groups: Those who say Sara will help her cheat will join one group and those who negate it will make another group. Have a debate on this. The group with the most valid points is considered a winner. Criteria for the type of language to be used, body language and roles of each group member will be defined. For example, the group leader makes sure that all members take an active part and contribute positively. The recorder or timekeeper will ensure time is managed justifiably and no one digresses from the topic. The scribe or presenter can present the final work to the whole class. Divide more roles as per need.

Use of prompt cards: Teachers can use prompt cards to help students organise and order their thoughts. Students can write words, phrases, ideas to look at when making a speech or presenting the work.

CompetencyA: Oral Communication Skills (Continued)

Standard 1: Students will be able to develop competence in listening and spoken language to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences.

Student Learning Outcomes

- Carefully select dialogues/speech/gestures and movements to convey real meanings.
- Present knowledge/ideas and interact with others using a variety of speaking skills and incorporating essential components of speech delivery
- Develop the ability to listen courteously to others and be sensitive to rules of turn-taking and discourse analysis.

Knowledge:

Students will:

Know thw range of context and range of audience to select dialogues/speech/gestures and movement.

Skills:

Students will be able to individually or collaboratively...

1. Report on a topic (e.g., give a speech), or present an opinion sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace.
2. Use effective introductions and conclusions.
3. Self-adjust planned speech, monitor, and revise speech to adjust and improve speech based on intended purposes and the response of the listener immediately after and upon reflection.
4. Use appropriate oral and/ or visual forms (e.g., skits, oral reports) to convey facts, ideas and points of view for different purposes and audiences.
5. Incorporate and maintain in speech:
 - a. use of appropriate voice qualities (e.g., pace, tone, volume, style, stress, and enunciation)
 - b. use of appropriate eye contact and posture while speaking
 - c. confidence while speaking before different audiences (i.e., small group, class)
 - d. use of appropriate verbal and non-verbal cues to convey meaning

- e. clear and fluent delivery with accurate pronunciation
- f. focus on the gist/main idea in a presentation
- g. use of appropriate register for formal and informal contexts
- h. Emphasis on key points to guide listeners in following important ideas

6. Ask and answer questions of personal relevance.
7. Ask questions for information.
8. Express reasons for likes and dislikes.
9. Express opinions/ideas with reasons.
10. Express feelings (e.g., pleasure and displeasure).
11. Show willingness and unwillingness to do something.
12. Express personal needs.
13. Use sentences for different communicative purposes (offer and respond to greetings, compliments, invitations, introductions and farewells).
14. Ask and restate directions.
15. Make and respond to queries.
16. Give advice/suggestions using multiple sentences.

Assessments

Formative Assessments

The teacher can do this exercise in groups of three or four.

In this assessment, the teacher will show some flashcards to the students. The flashcards will have pictures of people thinking about different problems such as:

“My friend is not speaking to me because I yelled at her. What should I do?”

“I think it was my mistake as well. What should I do?”

“I fought with my brother. Now he is crying. What should I do?”

“He told the teacher that I was lying but I was not! What should I do?”

Ask the groups to discuss each situation and come up with advice/suggestions for the people in these flashcards. After the small group discussions have a class discussion to discuss each group's answers.

Students will be assessed based on correctly using the sentence structures you should....., you must..... I think/maybe you should..... etc. to give advice/suggestions.

Summative Assessments

In this assessment, the teacher will assess whether they can back their opinions with proper facts and ideas. She will ask the students to pick one of the two options:

1. Indoor learning or outdoor learning. She will ask the students to stand up, and using appropriate and logical facts and ideas, make a case for the option they have chosen. They need to prepare a few sentences but their sentences must have their opinion backed by a fact and some details so that the listener can understand their opinion completely.

The teacher will give an example:

I like indoor classrooms because I have all the chairs and desks here.

She will take a round of the class and ask each student to give their answer. She will question them about their opinion, facts and ideas as they speak.

Learning Activities

In this activity, the teacher will ask the students to play a game called 'Detective Detective'. The students will be divided into pairs or groups of three or four.

The teacher will tell the students that they will have to solve the case of a lost laddu. The teacher will draw Man A and Man B on the board. She will tell them that Man A has just returned home from school and is very hungry. Man B has woken up and is craving the laddu. There was a laddu in the house but it isn't there anymore. She will ask the students to form a proper opinion as to who ate the laddu. Their opinion must be backed with facts and ideas.

The teacher will tell the students to think about the following questions:

1. In your opinion, who ate the Laddu? Do you think both of them had it?
2. Why do you think so?
3. What do you think was the reason behind him/them eating the laddu?
4. When do you think he/they ate the Laddu? Give a sequence of events.

Each pair/group will get time to discuss the above brainteaser and come up with their opinion backed by ideas/facts.

Each pair/group will then give a two-minute presentation to present their opinion to the class.

The teacher will then explain to the students that they have stated their opinions and tried to back it with ideas. She will ask the following questions:

1. Do you think you should take everyone's opinion before reaching a decision?
2. Do you think opinions can be both right and wrong?
3. If you have conflicting opinions, what will you do?

She will conclude the lesson by focusing on the value of listening to everyone's opinions respectfully.

Speech: Teacher should share rules of speech delivery: skills to be developed from the SLO. Each student should be given a chance to speak on a topic of choice in front of the audience, initially in class in front of class fellows then school assembly. Participate in interschool competitions.

CompetencyB: Reading And Critical Thinking Skills

Standard 1: Use knowledge, skills, and strategies related to word identification/decoding and fluency to discover and comprehend meaning from a variety of informational and literary texts, develop a positive attitude towards reading for fluency, meaning, detail and enjoyment.

Student Learning Outcomes

- Look for familiar patterns in an unfamiliar word, mark vowel sounds to decode it and pronounce it correctly. Identify any silent letters, suffixes and prefixes in the word.
- Read aloud short and simple texts (fiction and non-fiction) frequently with sufficient accuracy, some expression and correct pronunciation. Identify the writer's purpose and what makes it interesting.
- identify the parts of speech
- Look for the meaning of words from the text in a dictionary and compare them with the meaning of those words in the text.

Knowledge:

Students will:

- decode(skill) the unfamiliar words to pronounce them correctly using vowel sounds and any silent letters.
- know that sounds of the letter change as words are extended
- know that all text have an audience and a purpose.
- Know difference between contextual meaning and dictionary meaning.

Skills:

Students will be able to...

- Use combined knowledge of letter-sound correspondences, syllabification patterns, and morphology (e.g. roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.
-
- /k/ changed to /j/ (sh) (music/musician, magic/magician i.e. adding -ian)
- /t/ changed to /j/ (sh)(connect/connection, select, selection i.e. adding -ion)
- /k/changed to /s/ or /j/ (sh) (critic/ criticism, clinic/ clinician)
- /s/ changed to /j/ (sh) (office/ official, specific/ special)
- identify silent letters e.g.
- c-fascinate, ascend, descend, scientist, scissors, scene, scent
- l-calm, psalm, balm, half, yolk
- t-isten, soften, often, moisten, whistle, glisten, thistle
- u-guess, guest
- w-wrinkle, wrong, who
- n-autumn, column, condemn, damn, hymn, solemn
- k-knife know knowledge
- identify parts of speech of the words and use them in sentences correctly.

- | | |
|--|---|
| | <ul style="list-style-type: none">● Identify the main idea and audience of the text.● Compare contextual meaning with dictionary meanings by using dictionary. |
|--|---|

Assessments

Formative Assessments

- Students are asked questions about the main idea/writer's purpose/characters/audience/point of interest in the text , audience of the text.
- Match words with definitions. Students can be given a flashcard each. Half of the cards will have words on them, other half will bear contextual definitions. Each student will be given one card and they will be asked to look for the definition of the word they have, then they can compare them with dictionary meaning

Summative Assessments

- Written tasks to make sentences with new words form with suffixes and prefixes
- Tasks to identify and pronounce words with silent letters in the text read.
- Give an unseen text to the students to identify writers purpose and the audience. .

- Take dictation of the new vocabulary, silent letters, words with prefixes and suffixes. .

Learning Activities

- The teacher may use a piece of text to help students identify the words and decode them. Sample text has been given below to develop the knowledge and skills required to achieve the SLO. Identify the words with the prefix un-, re- and suffix -ed, -en, able, -ion
- break the word into parts: prefix-root word-suffix e.g. re-ject-ion.
- look for the meaning of root words and then the meaning of the whole word in the dictionary.
- read the text again and see if the meaning given in the dictionary is similar to what it is meant for in the text.
- Maintain vocabulary bank in the notebook to learn all new words with their meaning and practice them by making sentences of their own. Use the newly learnt words in writing tasks.
- the teacher must use brainstorming and discussion to identify the mood and feelings of the writer .
- read the text aloud with them with clarity and correct pronunciation. give a little pause before the words with prefix un-, re- and suffix -ed, -en, able, -ion to emphasise correct pronunciation. students must repeat the words and practice them.
- Make questions to answer the text: simple knowledge and understanding based questions to those that show implied meaning to understand the writer's perspective.

(This is a sample text which may be used by the teacher or she may select one of her own choices)

Rejection

I sat by my bedroom window watching the raindrops tip off the broken window shade that was yet to be rebuilt. Father was too busy with his work, while my mother was helping my little sister with her homework. It was a gloomy day today which reminded me of the gloomy day from a week ago. I walked away from the window, reverting to my sleepy and sluggish mode. I was in no mood to talk to anyone.

One week ago, I was untouchable. I was unstoppable. My confidence was resounding. I returned home from the cricket trial matches for the school team. I thought I had played an excellent game, but the coach must have seen something else.

The following day, I read and reread the final names for the team. I was nowhere on the list. I had been rejected. Unfortunately, there were no further trials. The selection was final. There would be no retracting of the list that was posted.

“Hassan, dinner is ready. We are waiting for you” my mother called to me; something she'd been repeatedly doing for a few days. She knew how sad I had been for being rejected on the school team. She had been trying to calm me down, listen to my complaints and wipe away my tears, bringing me up reheated food after the family would eat. Today, I decided to go downstairs.

My little sister was reciting her math tables. “7x8 is 46,” she retorted confidently. “Sana, that’s not the answer!” I responded immediately. Then, I walked over to help her review her answer.

Maybe it was the way I explained it or my polite attitude or the sense of accomplishment I got from helping her. She quickly learnt it and thanked me. I suddenly felt rejuvenated. I felt relieved and happy. This feeling of reinvigoration came over me.

I could join the peer tutoring club at school in place of cricket!

How did Hassan change during the course of story?

- Help students understand the origin of words. For instance: **Latin Prefix: “re”** meaning *back or again*
- Develop students **Word Fluency by reading words and identifying the target prefix or suffix in each: e.g.** retract, revert, rebuilt, reduce, rejuvenate, reheated, decided, explained, unstoppable.

Sample activity:

Sort the words below based on their part of speech.

Word Bank: reduce, recede, retract, redemption, revert

Nouns

(people, places, things, ideas)

Verbs

(actions or states of being)

Pick one word from above and explain why you placed it where you did:

Make a sentence using the word.

Standard 2: Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (expository, persuasive, procedural, and functional texts).

Student Learning Outcomes

- Skim the text to extract the main idea and relevant information from a text/paragraph.
- Predict the content of a short piece of text from topic/ picture, title/headings, bold/italicized print etc. by using prior knowledge, asking questions and contextual clues (topic sentence, synonyms, antonyms, definition, explanation, restatement).
- Categorize literary works as fiction, nonfiction, poetry, or drama.
- Present a response by retelling the story, rating the book, sharing opinions.
- Select, collate and summarize ideas from texts by paraphrasing them in the simple but correct language.

Knowledge:

Students will:

- Comprehend the purpose of skimming and scanning text to discover meaning, the main idea of a text and the purpose of the writer.
- that every text has a specific genre and is written accordingly.
- the purpose of reading strategies at different stages to deduce meaning (implied and explicit)

Skills:

Students will be able to...

Pre-Reading

- Preview key sections of the text (e.g., heading(s), illustration(s), first sentences of paragraphs), and chapter review questions in the given text.
- Make predictions or ask questions based on text type, literary genre, and/or prior knowledge of the topic or reading context.
- Categorize literary works as fiction, nonfiction, poetry, or drama.

While-Reading

- Ask and answer higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?).
- Use contextual clues like synonyms, antonyms definitions or restatement of words/phrases to understand the meaning.

Post-Reading

- Present a response by, e.g., retelling the story, rating the book, sharing opinions/ reflections
- Provide a summary of complex concepts, processes, or information by paraphrasing them in the simple but correct language.

Assessments

Formative Assessments

Divide the class into small groups. Assign a part of the text to each group to identify the character development, storyline, problem and resolution as relevant to that piece of text. Each group checks each others' work and helps improve their own work. This task will be completed in notebooks as a class test.

Summative Assessments

Write a story or a piece of text of your own choice of the genre with proper paragraphs that have a topic sentence and supporting details.

Learning Activities

- Teacher and students hold the book to explore the cover page by previewing key sections like heading, illustration, list of contents, chapter review questions in a given text.
- Make predictions or ask questions based on text type, literary genre, and/or prior knowledge of the topic or reading context.
- Categorize literary works as fiction, nonfiction, poetry, or drama.
- Students are given different genre text extracts to differentiate from each other. Discussion to be held around typical genre features (and examples) like a fairy tale; science fiction; detective/crime; horror; mystery/suspense; fantasy; story or drama
- Give a piece of text, preferably from book to skim through the main idea of the passage.
- Help students identify the topic sentence to understand the main idea.
- Start with brainstorming about the topic. Generate ideas from real-life experiences. (Teacher must have studied the text in advance so she can ask questions related to the text, yet connected with real life. E.g. if the text talks about water, then students must be able to talk about the significance of proper use of water, and how water is wasted in real life. Then connect with what the writer says in the text).
- Prepare a chart with four columns as follows and ask students to work in pairs to complete the table with at least 5-6 words from the text. Use of dictionary and thesaurus is a must.
Word meaning synonym antonym
- Using summarizing skills, students should collate important points from the text by numbering or underlining them, put them in sequence and then paraphrase in their own words to give a summary of the text.
- For creative tasks: ask students to change the ending of the story, or the beginning of the story. Retell the story in your own words using knowledge of correct grammar, fluency and pronunciation rules.

Competency C: Vocabulary and Grammar

Standard 1: Use vocabulary and structures accurately and appropriately in context to communicate meaning in familiar and unfamiliar settings.

Student Learning Outcomes

Find out the meaning of words (dictionary meaning i.e. denotative and contextual meaning i.e. connotative) use dictionary/thesaurus: locate guide words, entry word or choose appropriate words definition, to identify pronunciation of word with help of pronunciation key, identify syllable division, identify the part of speech of a word through abbreviation used, identify correct spellings; use of thesaurus to locate synonyms/antonyms; identify phrases through key words. Understand various abbreviations used in dictionary.....
(complete SLO)

Knowledge:

Students will:

- The effective ways in which dictionary is used to find the meaning of words.
- Use dictionary to look for denotative meaning and then compare with connotative meaning to understand the meaning in context.

Skills:

Students will be able to...

- use a dictionary to find the meanings of words.
- use the thesaurus to find synonyms and antonyms.
- locate the the guide words and entry words.
- identify the part/s of speech of a word in the dictionary.
-
- use pronunciation key to identify pronunciation, syllable division.
- Identify the part of speech of the word through abbreviation used.
- Understand various abbreviations and acronyms used in dictionary.

Assessments

Teachers can assess students' understanding, skill and ability gained through the concept taught in learning activities. Teachers can check the students' learning and correct their misconceptions.

Formative Assessments

Teachers can provide the students with a list of words to pick meaning from the dictionary. Take dictation of words. Spelling Bee competition at a class, school or inter-school level can be held.

Summative Assessments

Teachers can test the students' use of the dictionary by asking them questions about the technique of finding words in a dictionary, synonyms and antonyms in the thesaurus.

Learning Activities

- Students can play a game with the dictionary. The teacher makes two teams and gives each team a set of questions for the other team to answer. Possible questions can be made around finding the meaning of a word; looking for a synonym; identifying part of speech; making a sentence with a word; identifying guide words on a page; correcting the alphabetical order of words as they appear in the dictionary etc.
- Students can maintain their own mini dictionary to maintain all new words and phrases read and learnt.

Standard 2: Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication.

Student Learning Outcomes

- Recognize and use nouns that are written in plural form but are in fact singular e.g. scissors.
- Recognize and demonstrate the use of words that have the plural form only.
- Sort the nouns by gender i.e. masculine, feminine, and common (e.g. baby), neuter (e.g. property).

<p>Knowledge: Students will...</p> <ul style="list-style-type: none"> ● Recognise nouns learnt in plural form with singular representation. ● Identify that nouns also represent gender. 	<p>Skills: Students will be able to...</p> <ul style="list-style-type: none"> ● Effectively use the plural forms of nouns. ● Classify nouns in gender form.
<p>Assessments Teachers can assess if the students can recall the use of nouns by presenting the students with wrong sentences and asking them if it is correct or not. They can be engaged in self and peer assessment of the work completed.</p> <p>Formative Assessments Students can be asked to give more nouns like scissors, pants, trousers etc.</p> <p>Summative Assessments Teachers can provide a passage with wrong nouns (singular form, plural forms, gender) written. The students will read the passage thoroughly and point out the corrections (edit) and then re-write the correction version.</p>	
<p>Learning Activities Focusing on the usage of nouns, activities such as the one given below can be used by the teachers.</p> <ul style="list-style-type: none"> ● Divide your class into groups of four to five students. ● Students can play a (Highway) game about Noun Gender. Student A: I have a grandmother. Student-B: I have a grandmother and an aunt. <p>They keep on adding nouns of feminine gender. (the same activity can be repeated for masculine, common and neuter gender)</p> <ul style="list-style-type: none"> ● Competition can be arranged to give masculine for feminine and vice versa. <p>This activity can also be done without the cards. Students will have to make their own sentences and share correct ideas to complete the narrative.</p>	

Competency D: *Writing Skills*

Standard 1: *Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.*

Student Learning Outcomes

- Follow the technique of writing topic sentences and supporting details: recognize that a paragraph comprises a group of sentences that develop a single idea. Write a simple unified paragraph on a given topic:
- Write a clear topic sentence using specific words, vivid verbs, modifiers, etc.
- Add adequate supporting details to complete the idea.

Knowledge:

Students will:

- *Tell the difference between topic sentence and supporting sentence.*
- *Pick main idea from the topic sentence.*
- *Know each paragraphs has topic and supporting sentences and paragraph talks about one main idea only.*

Skills:

Students will be able to...

1. *write topic sentence and its corresponding appropriate supporting details.*
2. *use specific words and verbs to convey the main idea correctly and completely.*
3. *Write the connectives/transitional devices in sentences to make an order in the flow of thought.*

Assessments

Formative Assessments

- Students write short paragraphs with topic sentence, supporting details, concluding sentence using relevant verbs, transitional devices and share with other groups for peer assessment and feedback.
- Students correct their work after receiving feedback before final submission of work to the teacher.

Summative Assessments

-
- Write paragraphs on given topic/situations/pictures.

Learning Activities

- The teacher writes a sentence on the board and asks students to share their understanding of the sentence. What is the main idea given in the sentence?
- Teacher provides a list of topic sentences to students to identify the main idea. This activity can be conducted in pairs.
- After identifying the main idea, the pair of students writes 2-3 sentences to support the main idea and a concluding sentence.
- Teacher may divide the class into small groups and give strips of sentences to each group. They reorganize into correct order with topic sentence coming first followed by supporting details, and then a concluding sentence. Knowledge of transitional devices will help sequence the order.
- Make a poster/chart/graphic organiser to show topic sentence and supporting details and concluding sentence for reference in class. Display in class.

Standard 2: *Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.*

Student Learning Outcomes

Write informative/explanatory text like a book blurb, poster to examine a topic and convey ideas and information.

- a. Introduce a topic clearly and group related information in short paragraphs and sections; include formatting (e.g., headings), illustration to convey meaning effectively.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, because).
- d. Use precise language and Competency-specific vocabulary to inform about or explain the topic.
 - a. Provide a concluding statement or section related to the information or explanation presented.

Knowledge:

Students will:

- *Identify the purpose of informative texts*
- *Design a poster/book blurb and make it interesting to attract the reader and convey complete meaning in fewer words possible*
- *Describe and use facts as an important informational piece to create their own writing.*

Skills:

Students will be able to...

- *Follow the steps of the process approach to plan for writing the paragraph: brainstorming, mind mapping using a variety of graphic organizers, mind mapping, note-taking.*
- *Use vocabulary appropriate for a book blurb/poster*
- *Structure the text and illustration in an emphatic manner*

Assessments

Formative Assessments

. Students prepare a mind map and design posters or book blurbs for competition.

Summative Assessments

- Students writes book blurbs and posters {provide students small books (prose and poetry) fiction and nonfiction}
- They can select the book on their own as well.

Learning Activities

- Teacher must primarily use brainstorming technique to generate ideas on the board or a graphic organiser.
- Show samples of book blurbs and posters. Conduct activities in groups to make them interesting.
- Teacher needs to explain that book blurbs need to be short, simple and story like to tell main theme of the book.
- Students complete writing tasks in pairs, groups or individually. They can then present their work, read it aloud, display it in a gallery walk, issue a class magazine of their writings, etc. The writing process should be followed with idea generation happening first, then composing the piece, and lastly reviewing and editing it (in multiple rounds).
- Make the writing topics interesting and relatable for the student and make the environment tolerant to making errors. Encourage students to apply their writing skills in real-world scenarios, for example, by taking part in writing competitions, submitting their writings to publications/weekly children magazines of newspaper sections etc

SNC - ENGLISH (Grade 7) - Suggested Guidelines

Competency A: Oral Communication Skills

Standard 1: Students will be able to develop competence in listening and spoken language to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences.

Student Learning Outcomes:

- Listen to and comprehend a variety of listening texts individually and through collaborative exercises
- Practise speaking fluently and explore complex ideas and feelings, both in-depth and at length to:
- Provide suggestions, conduct a discussion, drawing together ideas and promoting effective sharing of ideas

Knowledge:

Students will:

1. Listen to and comprehend different types of texts (fiction/non-fiction/stories/poems) or information presented orally and visually through other media:
 - b. determine/identify key ideas or details from the text orally

Skills:

Students will be able to...

1. Listen to and comprehend different types of texts (fiction/non-fiction/poems) or information presented orally and visually through other media:
 - a. ask and answer grade level questions about key details across comprehension levels (factual, inferential, and evaluative e.g. make predictions, make inferences about the purpose, intention, theme, compare and contrast, categorize and classify, distinguish between cause and effect, draw conclusions, identify different points of view, identify a problem solution relationship etc.).
 - b. Summarize the text orally.
 - c. interpret the text and explain how it contributes to a topic, text, or issue under study
2. Identify and evaluate the credibility of the speaker/source.
3. Listen critically to distinguish fact from opinion.
4. Interpret and critique a speaker's intent/purpose (e.g., to instruct, to inform, to persuade).

5. Explain how the speakers' claim is supported by reasons and evidence.
6. Evaluate a speaker's delivery (pace, volume tone, stress, mood/emotion) from the text and body language.
7. Use knowledge of language and its conventions to:
 - a. recognize and observe differences between the conventions of spoken and written standard English (e.g. simplicity/complexity of sentence structures, formality/informality of register, use of more/fewer first person references).
8. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly:
 - a. follow rules for discussions, set specific goals and deadlines, and define individual roles as needed
 - b. come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
 - c. pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed
 - d. review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing
 - e. respond with suggestions, feedback, and different points of view (e.g. provide positive verbal and non-verbal feedback, give comments/interject when appropriate, agree/disagree appropriately and politely, offer

- simple evaluative comments on peer performance/presentation etc.)
- f. use roles of participants in group work effectively (for e.g. know the roles of facilitator, advisor, timekeeper, encourager, writer, speaker in the group).

Assessments

Formative Assessments

Assign a text or situation to students which is a mix of perspectives, facts, opinions and requires students to think critically and share their own viewpoint.

After the students have discussed the text and questions in their small groups, two groups will share ideas with another group. Students will discuss each question and have an exchange of ideas/answers. They will be required to ask questions to get more information from the other group (for example, they have mentioned a statistic, where did they get it from?) and students will respectfully answer questions or address comments.

After a ten-to-fifteen-minute discussion amongst groups, one or more members from each group will review and state the findings/conclusions of the other group including any difference in ideas and perspectives that were discussed.

At the end, the members can also give positive and constructive feedback to the other group on the quality of their comments made, anything that stood out, group dynamics, or negotiation skills etc.

The groups will be assessed on:

- Reviewing and expressing the other groups ideas in a clear and coherent manner.
- Clearly expressing their own point and the difference of ideas/perspective of the other group.
- Quality of feedback/suggestions for the other group.
- Listening critically and distinguishing fact from opinion.

Summative Assessments

For the summative assessment, the students will be divided into groups of three or four and will be exposed to on a new listening text/video:

The video/text will be played/read two times (this could be once before the questions are introduced and once after the questions are introduced).

- Is the speaker/source credible? How can you tell?
- What is the speaker's purpose (to instruct, inform, persuade)?
- Identify any two facts and opinions.
- How is the speaker's claim supported by reason and evidence?

- Evaluate the speaker's delivery (emotion, tone, volume, stress conveyed in the text).

The students will discuss these questions within their group and write down the answers on a sheet of paper. The teacher will award points based on correct answers and collaboration standards (followed rules, of discussion, taking turns, etc.).

Note: The teacher will not deduct marks based on spelling errors or grammatical errors. Since this is not a writing assignment, the students will not be assessed on the technical aspects of writing.

Learning Activities

Theme: Digital Citizenship/Racial Discrimination

In this activity, the students can be exposed to a video in which a student who looks different than everyone else is being bullied/made fun of online. The video also shows how you can uplift someone online or through digital means if they are a victim of cyberbullying.

For this activity, the teachers can use the following UNICEF video:<https://www.youtube.com/watch?v=asTti6y39xI> or create a passage based on this video and read it out loud to the students.

The teacher will have a small class discussion with and ask the following questions:

- What do you think is happening in this video/passage? What are the characters doing in this video/passage?
- Why do you think the main character is feeling? Why is she feeling this way?
- What are the emotions of some of the other characters?
- Based on what this video/passage shows, what themes are covered in this video/passage? (Hint: There are 2).

The students should discuss the questions posed above as a class and eventually identify the two broad themes covered in the text: Racial Discrimination and Cyberbullying. The teacher can provide guiding questions/hints to help students identify these themes.

She will then ask the students what these two terms mean? The students will define the terms in their own words and contribute further to the class discussion. The teacher will then define the two terms for the students.

Then the class will be divided into groups of three and four and the students will engage with the text using the following questions:

- How is the girl being discriminated against in the video?
- Based on this video and your own research/knowledge (for this question, the assumption is that the teacher instructed students to read up or research on these topics beforehand), do you believe that discrimination is a significant problem in the world and in your country? If so, why?

- How is discrimination through cyber bullying shown in this video? How are the characters bullying the girl online?
- Do you think cyber bullying is prevalent in our society? If so, why?
- How do characters in the video help the girl who is a victim of cyber bullying?
- Based on your research/knowledge (the assumption here is that students were asked to conduct research beforehand) what are the different kinds of ways (digital awareness campaigns, online support etc) in which we can help someone who is experiencing cyber bullying?
- Do you know of someone who has been or is being cyber bullied? What did they experience? Did you do something to help this person? What did you do?

The activity does not conclude here and dives into the formative assessment mentioned above.

Competency A: Oral Communication Skills (Continued)

Standard 1: Students will be able to develop competence in listening and spoken language to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences.

Student Learning Outcomes

Speak confidently using complex vocabulary and longer sentences to fulfil different purposes. (SLO E-7-A3-01)

Knowledge:

Students will:

Identify purpose and audience of any speaking and listening activity and speak accordingly using appropriate vocabulary, logic and rules of speech delivery.

- recognize appropriate expressions and etiquettes for different situations (e.g. making polite introductions, requesting to repeat the message, checking understanding of message, taking and leaving a message in a telephonic conversation).

Skills:

Students will be able to individually and collaboratively...

1. Identify the purpose and audience of speaking and representing, and set goals in the context of assigned or self-selected topics.
2. Present an opinion/topic/text sequencing ideas logically, using appropriate facts and relevant descriptive details to support main ideas or themes.
3. Use effective introductions and conclusions
4. Self-adjust planned speech, monitor, and revise speech to adjust and improve speech based on intended purposes

- Recognize different moods (e.g., mood showing appreciation, pleasure, displeasure etc.).

and response of the listener immediately after and upon reflection.

5. Use appropriate oral and/ or visual forms (e.g., skits, oral reports) to convey facts, ideas and points of view for different purposes and audiences.
6. Incorporate and maintain in speech:
 - a. use of appropriate voice qualities (e.g. pace, tone, volume, style, stress, and enunciation)
 - b. use of appropriate eye contact and posture while speaking
 - c. confidence while speaking before different audiences (i.e., small group, class)
 - d. use of appropriate verbal and non-verbal cues to convey meaning
 - e. clear and fluent delivery with accurate pronunciation.
 - f. focus on the gist/main idea in a presentation
 - g. use of appropriate register for formal and informal contexts
 - h. emphasis on key points to guide listeners in following important ideas
8. Use knowledge of language and its conventions to:
 - a. choose and use language that expresses ideas precisely and concisely
 - b. speak according to mood and etiquette.

Assessments

Formative Assessments

The teacher will dedicate a class for this and two pairs of students will work together. Students will be expected to come prepared with their role play script to do a rehearsal for the other group/pair. Each group will be expected to carefully listen and pay attention to the performance of the other group. They will then be asked to give feedback based on the following criteria (these are examples, the teacher can tweak them around based on their requirements for the class):

- Appreciate what they liked about the performance.
- Have the groups covered all the points mentioned in the guidelines.

- Do you think the points covered are presented accurately and researched in depth? If not, what do you think is missing? How do you think they can improve their content?
- The speaker's delivery (e.g., Did they say their dialogues properly? Could you feel the expressions of the speaker? Were they loud enough, did they enunciate their words? Was their posture correct? Were they confident enough Etc.).
- Did you like how the script was written? (for e.g. did it flow well, were the transitions smooth, did it have a good opening and conclusion etc.).
- And any other question that the teacher feels appropriate to add.

The group that will be performing will take notes of the feedback provided and discuss by making comments or asking questions. This exercise will be repeated between both pairs where each will get a chance to give feedback.

The teacher will then ask each group to present the feedback that was provided to them and how they plan to make changes based on the feedback that was provided. They will be assessed on the following basis:

- The presentation/summary of the feedback that was given to them.
- What changes (e.g. further research, improvement in delivery) based on the feedback that was provided to them will they incorporate in their role play?
- Is there any point from the feedback that the group did not agree with and will not incorporate in their feedback? Why do they not agree with this point and what is their alternate suggestion to tackle this point?
- What is their plan/pair strategy from here on to make these changes in their role play (e.g. more practice, a schedule for more rehearsal, division of roles if more research is required, responsibilities and timelines etc).

Summative Assessments

Each pair will perform their role play in front of the class and will be evaluated by the teacher on the following points (these are just examples and the teacher can include and exclude these based on their discretion:

- use of appropriate voice qualities (e.g. pace, tone, volume, style, stress, and enunciation).
- use of appropriate eye contact and posture while speaking.
- confidence while speaking before different audiences (i.e., small group, class).
- use of appropriate verbal and non-verbal cues to convey meaning.
- clear and fluent delivery with accurate pronunciation.
- focus on the gist/main idea in a presentation.
- use of appropriate register for formal and informal contexts.
- quality of the script (does the content flow etc).
- Did the pair make appropriate introductions and conclusions (this will be assessed on two fronts: within the content of the script and within the content of the presentation itself, e.g. did they introduce themselves and the topic to the class before beginning, and did they thank the class after ending?).
- quality of the research/content presented.

- use of correct sentence structures to ask and give advice/suggestions.

The teacher will also allow the class to gain points based on the questions asked in the Q and A session after each performance. A student can gain additional points if they ask a question or make a comment after a performance (this is to ensure that students pay attention when other students are performing).

Learning Activities

Students will be asked to prepare for a role play activity where one person will play someone being bullied/harassed online or in school and they have come to the other person for advice to handle this situation: Students will work in pairs to create a script which will contain the conversation the two characters will have and should focus on the following areas (these are only examples and the teacher can include and exclude these based on their discretion):

- Using appropriate sentence structures to ask and give advice/suggestions correctly (e.g., What do you think I should do, I think you should..., maybe you should...., you must...., I think it would help if you..., etc.).
- The victim should express how they feel because of their experience using different feeling words in sentences (e.g. angry, frustrated etc.).
- Identify the different ways in which a person can be bullied/harassed online (e.g. trolling, harassment, stalking etc.).
- Students will be required to look up/research rules or laws that outlaw cyberbullying/harassment.
- Through their conversation, educate their audience about the ways in which a victim of cyberbullying/harassment can access help (This would contain advice with regards to talking to a trusted someone etc. This portion will also require students to conduct primary and secondary research where they will either gain first hand information from people working in organizations that work against cyberbullying/harassment [for e.g. the digital rights foundation] or conduct secondary research on the internet/newspapers to find avenues where victims can lodge their complaints and get legal/rehabilitative help].

Students can also put in any additional information they want to incorporate.

Students will also be at liberty to choose the nature of the relationship between the two characters and approach their script accordingly (two friends, two colleagues, a parent and a child, a sister and a brother, a therapist and patient, etc.).

CompetencyB: Reading And Critical Thinking Skills

Standard I: Use knowledge, skills, and strategies related to word identification/decoding and fluency to discover and comprehend meaning from a variety of informational and literary texts, develop a positive attitude towards reading for fluency, meaning, detail and enjoyment.

Student Learning Outcomes

Apply strategies to comprehend questions by marking keywords, verbs, figurative language and tenses in a variety of literal/ textual/ factual questions that require interpretation and personal response.

Knowledge:

Students will:

- Read questions carefully and pick keywords to answer the variety of questions.

Skills:

Students will be able to...

- Identify the keywords in questions to look for explicit and implicit answers
- cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text to answer the questions.
- determine the meaning of words and phrases as they are used in the text, including figurative meanings and use of tenses
- show awareness of how the writer's use of language (e.g., choice of words) varies according to the purpose and audience for the writing to interpret correct meaning and give personalised response.

Assessments

Formative Assessments

Assign pieces of texts to groups to answer questions with implicit and explicit meaning.

Summative Assessments

Reading comprehension test

Learning Activities

- The teacher follows the question-answer relationship method to guide students to answer the questions. Teacher designs questions that are a) literal; b) factual; c) research questions; d) search for meaning; e) personal experience based questions; and, f) opinion-based questions.
- All questions can be answered in sequence initially to motivate students to read and complete the task.
- Divide the class into pairs of groups for questions that require detailed answers and interpretation of the text. Students read the passage and answer the assigned questions.
- Teacher uses probing technique to facilitate students to answer questions with implicit meaning.

Sample Text-Dependent Questions

(remove bullet sign) Teacher can ask questions based on text. For example:

- How do paragraphs 4 or 5 contribute to the development of ideas in the text?
- Which detail from the text best supports the character's viewpoint?
- How does the author organize the text?
- What is the author's likely purpose in the text?

Discussion Questions

Questions can be set to talk about the various aspects of text put in real life. Students give their opinions and prove their viewpoint.

Standard 2: Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (expository, persuasive, procedural, and functional texts).

Student Learning Outcomes

Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand contextual meaning of language.

Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources.

<p>Knowledge: <i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand the purpose of each text type.</i> • <i>Present ideas in summary form.</i> 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: # <ul style="list-style-type: none"> a. Poetry (e.g., rhyming poems, haiku, cinquain) Personal recounts (e.g., diary entries, biographies) Narratives (e.g., fables, historical fiction, scientific fiction) Procedures (e.g., recipes, directions, instruction manuals) Information reports (e.g., project reports, fact sheets) Interpersonal/transactional texts (e.g. informal and formal letter, notices, email, advertisement, interviews) Factual recounts (e.g., eye-witness accounts, newspaper article) Drama (play scripts) Explanations (e.g., how something works) Expositions (e.g., book, movie reviews, arguments)
<p>Assessments - Formative Assessments Exit ticket, sorting and matching activities, warm-ups, think-pair-share, turn-and-talk, pre/free-writing, response boards, homework, total physical response, sentence starters and graphic organizers, journals, know–want to know–learned (K-W-L), role-play, etc. Traffic light (Red, yellow, green to indicate agreement or understanding). Self- Assessment and peer assessment Writing competitions in groups.</p> <p>Summative Assessments Class test</p>	
<p>Learning Activities</p> <ul style="list-style-type: none"> • • Comprehension worksheet for different texts on poetry, personal recounts, narratives, procedures, advertisements, information, report, procedures, explanations, comic, description, biography etc. • Identifying and using sequence signal words 	

Teacher may use a template to summarise a text with key words/ideas picked from each paragraph to collate the ideas and summarise them in own words.

- Worksheet, discussions, presentations and silent reading can be carried out to summarized ideas of different texts.

CompetencyC: Vocabulary and Grammar

<p>Standard 1: Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication.</p>	
<p>Student Learning Outcomes</p> <ul style="list-style-type: none"> • Use sentences with direct and indirect objects • Identify and differentiate between sentences, clauses and phrases and sentence patterns: SVO- Subject-Verb (transitive)-Object (direct) SVOO – Subject-Verb-Object (indirect)-Object (direct) SVOC- Subject-Verb-Object (direct)-Complement • Identify and differentiate between main and subordinate clauses. • Identify and construct complex and compound sentences. 	
<p>Knowledge: Students will:</p> <ul style="list-style-type: none"> • Understand the difference between complex and compound sentences. • Analyze the structure of a sentence using different patterns as given in SLO. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • write sentences with different structures. • write different types of sentences.

Assessment**Formative Assessments**

Use the strategy Write, pair, share. Ask students to do the task individually, then pair up with a partner to correct it and share with whole class as a presentation/poster.

Summative Assessments

- class test

Learning Activities

- The teacher can make a puzzle to join the pieces together to make a correct sentence using direct, indirect object, clause, phrases and sentence patterns.
- The teacher can make a poster and display the variety of sentence patterns and sentence types and display in class.
- The students should be able to pick the correct order of the structure e.g. SVO. Teacher could also explain that in Urdu language the sentence structure is different hence when they translate the language incorrectly the meaning may change.
- Divide class into pairs and pick a short fiction paragraph from the book to identify different sentence types, structures phrases and clauses used in the sentence, connectives and punctuation used to differentiate between compound and complex sentences. Students can use colour pencils to highlight the variety for better understanding.
- Play a game in teams with sentence types (correct/incorrect) and variety of sentence types. Winning team can be allowed no h.w. for a day. Losing team will be required to write a story with the knowledge gained. Winning team will give feedback and improve the story.

Competency C: Vocabulary and Grammar (Continued)

Standard 1: Use vocabulary and structures accurately and appropriately in context to communicate meaning in familiar and unfamiliar settings.

Student Learning Outcomes

Use prefixes and suffixes to build words..

<p>Knowledge: Students will:</p> <ul style="list-style-type: none"> ● recognize the use of prefixes and suffixes to make new words. 	<p>Skills: Students will be able to...</p> <ul style="list-style-type: none"> ● Use prefixes and suffixes correctly to build words.
<p>Assessments</p> <p>Formative Assessments The teacher can assess students by calling some volunteers to the front of the class and asking them to describe their previous day or the current day or any activity by using the news words learnt. Teachers can handout a newspaper article to the students or a short story from a magazine and ask them to circle the words with prefixes/suffixes.</p> <p>Summative Assessments Class test of words and their meaning and dictation</p>	
<ul style="list-style-type: none"> ● Learning Activities ● The teacher should prepare a chart to show the meaning of prefixes such as size, quantity, relationship, position or quality. ● Play bingo game or scavenger hunt with prefixes and suffixes. Whoever wins gets a chance to sit with 2 students to teach/clarify the concept to them, hence collaborative learning. ● Students can make a picture book with the new words learnt. ● Students to be given cards. One card has word on it. Another card has meaning. Mix up the cards. Each student gets one card. Then play the game: I have... Who has... to find meaning of the words. Use dictionary for help. ● Teacher will give cards with meanings of prefixes and suffixes, students will find the meanings from dictionary and make new words. 	

Competency D: Writing Skills

Standard 1: <i>Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.</i>	
Student Learning Outcomes Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft.	
Knowledge: <i>Students will:</i> <ul style="list-style-type: none">● <i>Plan a composition and write accordingly using writing strategies.</i>● <i>Know the purpose of planning, writing, editing and proofreading work before final submission.</i>	Skills: <i>Students will be able to...</i> <ol style="list-style-type: none">1. <i>Write descriptive composition with sufficient details.</i>2. <i>Use correct punctuation and spelling</i>
Assessments Formative Assessments <i>Essay competition</i> Summative Assessments <ul style="list-style-type: none">● <i>Term Tests, Quizzes, Exams</i>● <i>Spelling to be an indicator in writing assessment rubrics.</i>	
Learning Activities <ul style="list-style-type: none">● Encourage the use of dictionaries to check spellings● Reinforce the use of spelling strategies to improve spelling● Follow pre-writing strategies using mindmap to brainstorm ideas. Teacher should bring few objects in class and begin with simple descriptions, followed by detailed descriptions using words and phrases to describe and object. Teacher must help students recall their knowledge of adjectives, adverbs, adjectival phrases, noun phrases● Objects can be kept in front on the desk to look at and describe its features. Students should be encouraged to use knowledge of figures of speech to elaborate on descriptions and creative emotive sense.	

Standard 2: Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.

1. **Student Learning Outcomes:** Write multiple paragraphs on a single topic (on the given text types), using correct punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft, seeking peer feedback, developing a final draft.
- a. Use appropriate pronoun-antecedent relationship and transitional devices within a paragraph.
 - b. Use chronological/sequential order of arranging detail.

Add adequate supporting detail to the topic sentence (example, definition or evidence) to develop the main idea

Knowledge:

Students will:

- know the structure of paragraph.
- Use correct syntax to write good sentences.

Skills:

Students will be able to...

- 2. .
- 3. Generate ideas, mind map, brainstorming, arrange chronological their information, select supporting detail before they write multiple paragraphs.

Assessments

Writing improves when teachers...

- Provide feedback to improve student writing.
- Teach students how to assess their writing.
- Monitor students' writing progress on an ongoing basis.

Formative Assessments

. students' brainstorming, mind mapping and drafting techniques should be assessed.

Summative Assessments

Students write multiple paragraphs on given topics/objectives/scenarios.

Teachers to use assessment rubrics/checklists to assess each writing type. Correct use of vocabulary, grammar, sentence structure, spelling, punctuation and capitalization, organization, coherence may be included in assessments.

Learning Activities

- After brainstorming and writing the first draft, students use a simple writing checklist to review their work.
- Write a second draft after review.
- The teacher share with students, a list of transitional devices with their purpose and use in writing. Students use transitional devices in their written task
- Cut out strips of events happening in a text. Ask students to rearrange them chronologically. This activity should be done as pre-reading task. After completion of activity they can compare their work with the original text.

- Students complete writing tasks in pairs, groups or individually. They can then role-play their written work, present it, read it aloud, display it in a gallery walk, issue a class magazine of their writings, etc. The writing process should be followed with idea generation happening first, then composing the piece, and lastly reviewing and editing it (in multiple rounds).
- Make the writing topics interesting and relatable for the student and make the environment tolerant to making errors. Encourage students to apply their writing skills in real-world scenarios, for example, by taking part in writing competitions, submitting their writings to publications, writing letters or emails to people, etc.

SNC - ENGLISH (Grade 8) - Suggested Guidelines

Competency A: *Listening and Speaking Skills*

Standard 1:

Develop competence in listening and spoken language in order to communicate effectively across the variety of context and to arrange of audience.

Student Learning Outcomes

- perform a drama/play script showing different roles and scenarios through deliberate choice of dialogues/speeches, gestures and movements.

Knowledge:

Students will:

1. Student will show awareness to art of drama/play script.

Skills:

Students will be able to...

- a. students will be able to develop a range of physical skill and techniques (body language and postures), gait, gestures, coordination, facial expression, eye contact and expression of mood.

Assessments

Formative Assessments

- Discussions and reflection to observe active participation of characters, confidence.
- Involvement of both characters and audience .

Summative Assessments

.

- Students show right performance in dramas/play scripts.

Learning Activities

- Reading dramas and then performing
- Practicing
- Individual roles
- Collective roles
- Performing pantomime/role plays/simulations
- Drama ice-brakers
- Dialogue memorization

Competency B: Reading And Critical Thinking Skills

Standard 1: Use knowledge, skills, and strategies related to word identification/decoding and fluency to discover and comprehend meaning from a variety of informational and literary texts, develop a positive attitude towards reading for fluency, meaning, detail and enjoyment.	
Student Learning Outcomes <ul style="list-style-type: none">• Read a wide range of texts with accuracy, appropriate rate, and variation in voice appropriate for characters and expression in successive readings, both orally and independently.• Express preferences and opinions openly.	
Knowledge: Students will: <ul style="list-style-type: none">• learn to read with expression	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none">• Read a wide range of texts with accuracy and proper expression using voice modulation.• Identify characters through voice and expression• Read orally and silently for meaningful purposes• Express preferences and opinions openly.
Assessments - Formative Assessments <i>Role play</i> Summative Assessments Written task: students can be asked to change the conclusion/ending of the text with sufficient detail and impact.	

- **Learning Activities**

- Chain reading strategy should be used to read the text aloud with expression and accuracy.
- Teacher should prepare a vocabulary wall with new words from the given text and practice correct pronunciation with students.
- Pair reading strategy to be used. Student A reads a paragraph, while student B listens and underlines new words. Then student B summarises what he has listened and understood. Swap the roles and read next paragraph with partner B taking lead this time. In this way whole class will be reading at the same time to each other.
- Emphasise on correct pronunciation and volume.
- Students should be trained on reading and changing voice modulation according to the characters.
- Written or discussion task: students give opinions and judgements with reasons about the happening in the story/text. They should be able to prove their point with evidence.
- An open dialogue/debate can be conducted on similar topic as that of the text to express opinions openly while taking ideas from the text.

Standard 2: Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (expository, persuasive, procedural, and functional texts).

Student Learning Outcomes

Analyse larger paragraphs with abstract concepts to identify sentences that support the main idea through:

- evidence,
- cause and effect, and/or
- comparison and contrast.

Knowledge:

Students will:

- Recall prior knowledge of paragraph writing and its structure.
- Identify types of supporting details.

Skills:

Students will be able to...

- Analyse paragraphs to identify sentences that show cause and effect relationship

	<ul style="list-style-type: none"> Analyse paragraphs to identify sentences that show similarities and differences or some evidence to prove the point.
<p>Assessments</p> <p>-</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> Individual task to identify main idea, topic sentence and supporting details. Identify the types of supporting details Students make their own paragraphs with supporting details that show cause and effect, comparison and contrast. Engage in peer checking and after receiving feedback they edit their paragraphs for final version. Students work can be pasted on student board. <p>Summative Assessments</p> <p>Class test</p>	
<p>Learning Activities</p> <ul style="list-style-type: none"> Pre-reading strategies of prediction and brainstorming must be conducted on the theme/topic of the text followed by while reading tasks. The teacher should elaborate on the concept of cause and effect through a diagrammatic representation to show that cause leads to effect and chain reaction is created. The poster can be pasted in class for future reference. Give short paragraphs to students to identify causes of effects through reasons and consequences in the given text. After practicing this on short paragraphs, students work in pairs to do similar task on longer paragraphs which have more implied meaning and abstract concepts. 	

Competency C: Vocabulary And Grammar

Standard 1: Use vocabulary and structures accurately and appropriately in context to communicate meaning in familiar and unfamiliar settings.	
Student Learning Outcomes Understand and utilize similes, metaphors, personification, imagery, hyperbole, oxymoron, mood, meter, rhyme scheme, alliteration: assonance and consonance given in the text. Use these devices in writing tasks also.	
Knowledge: Students will: <ul style="list-style-type: none">● <i>recognise figures of speech correctly.</i>● <i>Demonstrate knowledge of different figures of speech in their writing.</i>	Skills: <ul style="list-style-type: none">● Students will be able to...● Differentiate between similes and metaphors● Identify imagery, hyperbole, oxymoron, mood, meter, rhyme scheme, alliteration: assonance and consonance in a poem or prose.● Use similes, metaphors personification and imagery, hyperbole given in the text in their own writing.● Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.● Take dictation of words of familiar and unfamiliar words● Keep a record of words (e.g., word wall, word bank)"
Assessments	
Formative Assessments <ul style="list-style-type: none">● students can be asked to identify. <i>figurative language in the text.</i>● <i>They can be provided with MCQ's and CRQ's (constructive response items)</i>	
Summative Assessments <ul style="list-style-type: none">● Objective type multiple choice questions text.	

- Correct the false statements.
- Utilizing of figurative language.

Learning Activities

- The teacher should bring a chart of figures of speech as given in SLO with the meaning and examples. Paste in the class for future reference.
- Using brainstorming to recall prior learning of figures of speech, ask students the meanings of these terms.
- Write a few sentences on the writing board and ask them to identify figure/s of speech in each sentence. Teacher can play this as a game between two teams.
- Divide the students in groups or pairs to find similes, metaphors, personification, oxymoron, hyperbole in a text.
- Students can write poems using these figures of speech. Students can make illustrations of the figures of speech used in the poem.
- Students are encouraged to read aloud poems and identify assonance, alliteration and rhyme scheme. Teacher can bring a sample poem with these sounds of language highlighted on the poem and read aloud with expression and accuracy. Volunteer student read.
- Play a game: prepare a set of cards with a figure of speech written on it. Distribute the cards to the students so each student gets a card. Teacher starts a story and passes on the story line to a student. Whatever card he has, he adds detail to the story using that figure of speech. Teacher can help if a student gets stuck. Pass on the turn to next student and repeat with the card till all get a chance to make a story.
- All student write their own story using some examples of figures of speech used by class fellows in the story making game.

Competency D: *Writing Skills*

Standard 1: Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.

Student Learning Outcomes

- Apply editing and proofreading skills to a range of different text and contexts; punctuate paragraphs and longer pieces of text correctly.
-

Knowledge:

Students will:

- *Use of punctuation and punctuate correctly.*
- *use knowledge of letter-sound correspondences, syllabification patterns, and morphology (e.g. roots and affixes) to accurately spell unfamiliar multisyllabic words in context and out of context.*

Skills:

Students will be able to...

- Recognize and rectify faulty punctuation in given passages and own work.
- Use commas to separate an introductory element from the rest of the sentence.
- Recognize and use colon to introduce a list of items and a long quotation.
- Recognize and use semicolon to emphasise parts of a series of clearly defined units.
- Recognize and use quotation marks to enclose a direct quotation/ /dialogues
- Recognize and use hyphens to indicate the division of a word at the end of a line.
- Recognize and use dash as a separator to indicate that a sentence has been broken off and an indicator of a new direction of thought.
- Recognize and use parenthesis (Round Brackets) to enclose numbers or letters in enumerations in the text, express an amount in numbers previously expressed in words and mark off explanatory or supplementary material.

Assessments

Formative Assessments

Students punctuate a larger piece of continuous writing to punctuate it correctly. They correct partners' work also for peer assessment.

Summative Assessments Add Colons and commas where necessary in the sentences.

The bookstore specializes in three subjects art, architecture and graphic design.

Asiya has all the ingredients he needs to make biryani rice food colour potatoes meat water spices tomatoes and onions.

- Students apply editing and proofreading skill in their own continuous writing.

Learning Activities

- Teacher can assess prior knowledge of punctuation by giving a short piece of text with faulty punctuation. Students complete the task individually and then conduct peer checking. Teacher can display correct paragraph on board for all students to check their partner's work.
- Teacher can make a punctuation song and sing with students in class. The song will have punctuation marks, their meanings and correct use so students can learn these rules in fun manner.

Standard 2: *Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.*

Student Learning Outcomes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selecting relevant content.

Knowledge:

Students will:
Follow techniques of pre-writing and writing strategies to create informative text.

Skills:

Students will be able to...

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.

- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and competency-specific vocabulary to inform about or explain the topic.

Assessments

Formative Assessments

Quiz students on how they can generate ideas before writing.

Summative Assessments

Exams and term tests.

Writing competitions.

Before every writing assignment, students are to be assessed on whether they did any idea generation or not using any method.

Assess whether students have followed guidelines when using a graphic organizer, whether they have used the brainstorming to bring structure to their work (like separating it into paragraphs).

Learning Activities

- Students are to be asked to do brainstorming for all writing that they are assigned. Use note-taking method of creating an outline of the composition.
- After generating ideas at random, it is useful to make an outline of the text before writing it. This can be used when the student is not using a graphic organizer for the writing.
- Students make an outline in the form of a mind map by branching out separately on the mind map for each paragraph separately. Add some points and details that will necessarily go into a specific paragraph. Give headings on mindmaps for clarity. Utilise prior knowledge of transitional devices and types of supporting detail to prepare the mindmap.
- Teacher should decide a topic and divide class into small groups. Assign one paragraph to each group to create a meaningful paragraph.
- Followed by this display the paragraphs and each group reads the paragraphs to make corrections and amendments needed.
- Later writing task may be done in notebooks in pairs or individually.

Standard 2 (continued): *Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.*

Glossary of Terms

Abstract noun	A feeling or concept which cannot be touched, such as love, happiness, education.
Active voice	A sentence written in the active voice has the subject of the sentence carrying out the main action.
Adjectival phrase	A phrase built around an adjective – for example ‘bright red’, ‘frighteningly bad’.
Adjective	A word which describes a noun .
Adverb	A word which describes how a verb action is being carried out.
Adverbial phrase	A phrase built around an adverb – for example ‘as quickly as possible’, ‘very rudely’.
Affix	A letter or syllable that is added to the beginning or end of a word to make a different word, tense, etc.
Ambiguity	A sentence contains ambiguity if it could be open to more than one meaning. students are taught to use hyphens to avoid ambiguity; for example, the sentence ‘Jaws is about a man eating shark’ could be ambiguous, but with the insertion of a hyphen becomes much clearer: ‘Jaws is about a man-eating shark’.
Antonym	A word with the opposite meaning to another, e.g. good/bad, wise/foolish, long/ short.
Apostrophe ’	A punctuation mark used to show possession or to represent missing letters in a contracted form. <i>See also possessive apostrophe.</i>
Article	Words which tell us if a noun is general or specific. ‘The’ is called the definite article and refers to specific nouns: ‘The man’s hat is blue’. The indefinite articles are ‘a’ and ‘an’, referring to general nouns: ‘A cow eats grass’.

Assessment for learning	An assessment which has a formative purpose in that it is used to provide useful feedback to teachers and students that can improve both teaching and learning. The term is often used in contrast to assessment of learning which is summative in nature and aims to certify learning for reporting to stakeholders about students' learning achievements.
Assessment task	An activity that is set to collect learning achievement data for various purposes, including communicating findings to stakeholders, planning further tasks, and for improving teaching and learning.
Authentic materials	Texts we encounter in everyday life. These usually demonstrate language in use for some genuine communicative purposes, e.g., dialogue as found in television programmes, public announcements, written brochures and advertisements.
Automaticity	The ability to carry out an activity or to process information without conscious attention.
Auxiliary verb	A verb which forms the tense, mood and voice of other verbs. The auxiliary verbs are 'be', 'do' and 'have' plus the modal verbs . For example, 'be' is used in the progressive tense verbs such as 'I am running', 'he was eating'.
Blending	Forming a new word by joining parts of two words. This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.
Blog	An online diary; a personal chronological log of thoughts published on a web page.
Brackets ()	A punctuation mark used to set a non-essential section of a sentence apart. Also known as parenthesis . For example, 'My friend Nida (who is three months older than me) is coming to my house tonight'.

Brainstorming	A technique for idea generation in which a student or group of students write down as many thoughts as possible on a topic without paying attention to organisation, sentence structure or spelling.
Bullet points	A way of setting information out in a list of points, which may be phrases, words or short sentences.
Capital letter	A letter used at the beginning of a sentence and for proper nouns . They may also be used at the beginning of the important words in a title or sign, for example, 'Keep Off the Grass'.
Clause	Clauses are the building blocks of a sentence. They are groups of words that contain a subject and a verb. They can be main or subordinate .
Clipping	Shortening a word by omitting syllables, e.g., telephone □ phone.
Cognitive process	Any mental process which students make use of in language learning, such as making inferences, generalising, learning deductively, monitoring and memorising.
Coherence	The way a text makes sense to the reader through the organisation of its content and the relevance and clarity of its concepts and ideas. Generally, a paragraph has coherence if it is a series of sentences that develop a main idea (i.e., with a topic sentence and supporting sentences which relate to it).
Cohesion	A sentence will have cohesion if all its parts fit together, for example if tenses and pronouns are consistent and determiners refer to the correct noun.

Collective noun	A noun which refers to a group of people, animals or things, for example, 'a class of student', 'a herd of elephants', 'a pride of lions'.
Colon :	A punctuation mark used in a sentence to indicate that something is about to follow, such as a quotation, an example or a list. For example, 'I need three things from the shop: milk, eggs and bread'.
Comma ,	A punctuation mark used in a sentence to mark a slight break between different parts of a sentence, or to separate clauses in order to reduce ambiguity and increase cohesion. Primary students are taught to use commas to separate items in a list, to demarcate clauses and before introducing direct speech.
Command	A type of sentence which instructs or orders an action to take place. Contains an imperative verb which does not need a subject. Often a command will begin with this imperative verb or with a time connective. For example, 'Eat your dinner. Next add the eggs to the mixture'.
Common exception word	A word which does not follow the common phonetic spelling rules of the language, or where the usual rules act in an unusual way. Student have a list of these words which they are expected to learn by the end of each year in school.
Common noun	Describes a class of objects (e.g. dog, man, day) which do not have a capital letter (e.g. Rover, Shuja, Tuesday). See also proper nouns.
Comparative	The comparative form of an adjective compares one thing with another. For example, 'My cake is big but hers is bigger'. Usually formed by adding the suffix '-er' (smaller, higher, happier) or the word 'more' (more beautiful). See also superlative.

Complex sentence	Formed by joining a main clause with a subordinate clause using a subordinating conjunction. They can also be called multi-clause sentences. The main clause can stand alone but the subordinate or dependent clause cannot. For example, 'I burned dinner when I was on the phone'.
Compound sentence	Formed by joining two main clauses with a connective. The two clauses can stand on their own as sentences. For example, 'I like dogs, but my friend likes cats'.
Compound word	A combination of two or more individual words that have a single meaning. For example, 'football', 'timetable', 'sunflower'.
Compounding	Joining two or more root words without using affixes, e.g., blackbird, bookstore.
Concrete noun	Something you can touch. For example, 'bed', 'pencil', 'cat'. Can be common nouns, or proper nouns that need a capital letter. For example, 'Mr Bilal', 'Mayfair Tower'.
Conjunction	A type of connective that joins clauses. Co-ordinating conjunctions include 'and', 'but' and 'so'. Subordinating conjunctions include 'because', 'if' and 'until'. See also subordinating clause.
Connective	Any word which joins two bits of text.
Connotation	Overtone or suggestions of additional meaning that a word gains from the context in which it is used. It usually refers to implied or non-literal meaning.
Consonant	Any letter of the alphabet other than the vowels (a, e, i, o, u).

Contracted form	Short words made by putting two words together and omitting some letters, which are replaced by an apostrophe. For example, 'did not' is contracted to 'didn't'
Contraction	The reduction of a linguistic form and, often, its combination with another form (e.g., I will □ I'll; they are □ they're; did not □ didn't).
Co-ordinating conjunction	A conjunction which joins two main clauses to create a compound sentence (for, and, nor, but, or, yet, so).
Co-ordination	The joining of clauses in a way that gives each one equal importance. For example, 'I am seven and my friend is eight'.
CVC	CVC – acronym for consonant vowel consonant words such as d 'd-o-g'.
Cyber wellness	The positive well-being of internet users, involving issues associated with ethical and legal as well as safe and responsible use of information and communication technology (ICT).
Dash	Used in a similar way to brackets or parentheses to set information apart in a sentence. For example, 'My three friends – Nida, Afshan and Bushra –are coming to my house for tea'.
Definite article	See article.
Determiner	A word that introduces a noun and identifies it in detail. This may be a definite or indefinite article (a, an, the), a demonstrative (this, that), possessive (your, my), a quantifier (some, many) or a number (six, ten, half).
Digraph	A sound (phoneme) represented by two letters (grapheme). For example, ship starts with the <sh> consonant digraph, and road contains the <oa> vowel digraph.

Diphthong	Speech sound beginning with one vowel sound and moving to another vowel sound within the same syllable. For example, /ɔɪ/ in the word <i>boy</i> .
Direct speech	A sentence where the exact words spoken are represented and shown in speech marks (also known as inverted commas). (“Tidy your room, please,” said Mum).
Discourse marker	A word, phrase or clause that signals links or boundaries between parts of a text, beyond the level of a sentence, e.g., A: But then he would be late. B: Well , what if he is? A: To be frank , I don’t care.
Domain-specific words and phrases	Vocabulary specific to a particular field of study (domain), such as the human body.
Editing	The process of engaging students in activities that require correction of discrete language errors in their writing, such as errors in grammar, vocabulary, sentence structure and spelling. A part of writing and preparing presentations concerned chiefly with improving the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience; compared to revising, a smaller-scale activity often associated with surface aspects of a text; see also revising, rewriting.
Ellipsis ...	Three dots which are used to show missing words or to create a pause for effect. For example, ‘So...tell me what happened’.
Embedded clause	A clause used in the middle of another clause. It is usually marked by commas. For example, ‘The man, walking along with his dog, whistled a tune to himself’.
Emergent reader texts	Texts consisting of short sentences comprised of learned sight words and CVC words; may also include rebuses to represent words that cannot yet be decoded or recognized; see also <i>rebus</i> .
Etymology	The origin of words and how they have changed over time. Knowing the etymology of some words can help student to spell them, for example knowing that words with ‘ch’ pronounced ‘sh’ are often of French origin (e.g. machine, chef, brochure).

Evidence	Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.
Exclamation	A sentence which expresses surprise or wonder and ends with an exclamation mark in place of a full stop. Begins with the words 'how' or 'what' and must also contain a verb. For example, 'What big eyes you have, Grandma!' or 'How cold it is today!'
Exclamation mark !	A punctuation mark used at the end of an exclamation - for example, 'What a fantastic day we have had!' It can also be used at the end of a statement or command to show something has been said with feeling or emotion, for example, 'That was a really scary film!' or 'Stop hitting your brother!'
Exclamative statement	See exclamation.
Explicit instruction	Instruction which involves the teacher modelling and providing explanations of the specific strategies students are learning, giving guided practice and feedback on the use of the strategies, and promoting independent practice to apply the strategies.
First person	A sentence is written in the first person if it is written from the point of view of the subject – in other words, using the pronouns 'I' or 'we'.
Fluency	A term used to describe oral proficiency or reading level, including automaticity in the rate of comprehension. In writing, it describes a level of proficiency in terms of the ability to produce language with ease.
Focused question	A query narrowly tailored to task, purpose, and audience, as in a research query that is sufficiently precise to allow a student to achieve adequate specificity and depth within the time and format constraints.

Formal assessment	<p>Timed tests in a structured setting, usually conducted in the middle and/or at the end of the school year. Students' performance in formally assessed tasks will count towards the award of marks</p> <p>and grades. Assessment criteria for such assessments have to be made known to students.</p>
Formal English	See <i>Standard English</i>
Formal speech	A type of speech or writing used in formal, 'serious' texts and situations. Student in primary school start to be taught the difference between the language we use when speaking informally (for example, to our friends) and the language we may use for a formal text, such as a letter of complaint.
Formative feedback	<p>Information that provides students with direct and useful insight into how and how much they have learned, and the directions they must take to develop further or improve.</p> <p>In teaching, it is the ongoing evaluation of teaching conducted by the teacher to improve curriculum and instructional planning.</p>
Freewriting	A type of writing for idea generation and expression in which students write freely about a topic. The goal is to write without worrying about grammatical accuracy in order to develop fluency in writing.
Fronted adverbial	Words or phrases used at the beginning of a sentence, used like adverbs to describe the action that follows. For example, 'With a happy smile, she skipped into the room'.
Full stop	A punctuation mark used to demarcate the end of a statement or command.
Functions of language	Language is often described as having the following major functions: a descriptive function, a social function, an expressive function and a textual function (i.e., for creating written and spoken texts).

Future tense	A verb tense which describes actions that are going to take place in the future. Often uses the modal auxiliary verb 'will'. For example, 'Tomorrow I will do the shopping'.
General academic words and phrases	Vocabulary common to written texts but not commonly a part of speech
Genres	Distinctive and recognisable patterns and norms of text organisation and structure. Texts of different genres present different ways of communicating ideas and information so as to address a variety of purposes, the needs of different audiences and contexts, e.g., sports writing, crime fiction. In the study of literature or literary texts, the term <i>genres</i> refers specifically to the common classifications of texts, e.g., <i>prose</i> , <i>poetry</i> and <i>drama</i> .
GPC	Stands for grapheme-phoneme-correspondence and refers to the way that sounds heard in words are written down. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.
Grammar	The rules that cover spoken and written language.
Grapheme	Spelling of a sound in a word. In other words it is a way of writing down a phoneme. 1-4 letter graphemes can represent 1 sound. e.g. 'h' in 'hat' is a one-letter spelling; 'sh' in 'ship' is a two-letter spelling; 'igh' in 'night' is a three-letter spelling and 'ough' in 'through' is a four-letter spelling. Here is an example of a 1 letter grapheme: c a t. The sounds /k/ is represented by the letter 'c'. Here is an example of a 2 letter grapheme: l ea f. The sound /ee/ is represented by the letters 'e a'. Here is a 3 letter grapheme: n igh t. The sound /ie/ is represented by the letters 'i g h'. Here is a 4 letter grapheme: th r ough . The sound /oo/ is represented by the letters 'o u g h'. Some sounds (phonemes) can be spelled by different graphemes (spellings) e.g.: -the sound /k/ can be spelled 'c, k or ck' -the sound /ee/ can be spelled 'ee, ea, ie, ei, e, e-e, etc'
High progress learners	Students who can work more independently and can be challenged to engage in tasks and processes that require the application of sophisticated skills, including higher-order thinking skills and critical analysis. These students may have a stronger grasp of language skills and can attain mastery of complex language concepts and skills more quickly than their peers.

Homonym	A word that is identical in form with another word, either in sound (as a homophone) or in spelling (as a homograph), or in both, but differs from it in meaning: days / daze, or lead (guide) / lead (metal), or pitch (throw) / pitch (tar). Identity of form between two or more words is known as homonymy.
Homophone	Words that sound the same but have different meanings. Some have different spellings and meanings but sound the same - for example, 'there/their/they're'; some are spelt the same but have different meanings - for example, 'fair' ('Let's go to the fair!'/ 'That's not fair').
Hyphen -	A punctuation mark used to link and join words, and often used to reduce ambiguity in sentences: for example twenty-seven, brother-in-law, man-eating, long-legged.
Hyponym	A word whose meaning is a specific instance of a more general word (e.g., red, white, blue, etc., are hyponyms of colour).
Idiom	A phrase or grammatical construction whose meaning is not equivalent to that of its component words, e.g., <i>follow suit</i> , <i>flat broke</i> .
Imagery	The use of words and phrases to create a picture or an idea of something. Imagery (or "images" taken collectively) usually appeals to the five senses.
Imperative verb	A verb that stands alone without a subject noun or pronoun in a command.
Indefinite article	See article.
Independent(ly)	A student performance done without <i>scaffolding</i> from a teacher, other adult, or peer; in the Standards, often paired with <i>proficient(ly)</i> to suggest a successful student performance done without <i>scaffolding</i> ; in the Reading standards, the act of reading a text without scaffolding, as in an assessment; see also <i>proficient(ly)</i> , <i>scaffolding</i> .
Indirect speech	A sentence where the main points of what someone has said are reported without actually writing the speech out in full. Speech marks are not used. For example, 'Mum told us to tidy our rooms'.

Informal assessment	<p>Evaluation of students' learning and/or performance that does not contribute to the award of marks and grades but serves assessment for learning purposes, i.e., to provide useful and immediate feedback to students for improving learning, and to the teacher for determining what more to follow up with students and how to improve teaching.</p> <p>Informal assessment is part of classroom routines and learning activities. Inventories, checklists, rating scales and rubrics are used in place of prescribed or standardised criteria for scoring. Examples of informal assessment modes are observations, performance and portfolio assessments, peer and self-evaluation, and teacher-student conferencing.</p>
Informal speech	See formal speech.
Information and Communication Technology (ICT)	A range of technologies for gathering, storing, retrieving, processing, analysing, and transmitting information. Examples of such technologies are computers, handheld devices, and the Internet.
Information literacy	The ability to access and evaluate information from different sources, and use it meaningfully and effectively.
Informational/functional texts	<p>Writing about real people, places and events, largely giving factual information to readers. Writers can shape the information according to their purpose and viewpoint, to meet the needs of their audience or the context.</p> <p>Reports, biographies and news articles are examples of informational/functional texts.</p>
Inverted commas	Punctuation marks used to demarcate direct speech in a sentence. Also known as speech marks.
Learning outcome	<p>An expected attainment target to be achieved as a result of teacher instruction. It specifies the desired result or output; not the input (e.g., content and methods). The key question it addresses is: What will students know and be able to do as a result of instruction?</p> <p>To determine if outcomes have been attained or achieved, students are expected to demonstrate mastery of basic language skills, learner strategies, attitudes and behaviour, and items and structures, which can be measured through informal or formal assessment tasks.</p>
Literary techniques	Specific, deliberate constructions, choices of language or strategies which a writer uses to convey, reinforce and enhance meaning in literary writing (e.g., use of direct speech, twist-in-the-tale).

Literary texts	Texts that relate an event, a series of events or a story. A literary text can be imaginary, as in a short story.
Low progress learners	Students who require more scaffolding in their learning of language skills. These students may not be equipped with an adequate language background or prior knowledge needed for the completion of tasks and so need more time than their peers in attaining understanding and mastery of the skills.
Organisational structure	Different types of texts are characterised by the way information is sequenced and organised and this structure creates the coherence in a text
Main clause	The leading clause in a sentence which indicates the main subject and action of the sentence. It stands alone without any additional clauses. For example, 'Even though the weather is bad, I will still go for a walk'.
Media literacy	The ability to access, analyse, evaluate and create information in a variety of forms and media.
Meronym	A word that names a part of a larger whole (e.g., 'steering wheel' is part of a 'car').
Metacognition	Knowledge of the cognitive processes used in learning, including planning, monitoring and evaluating the learning before, during and after it has occurred, so as to make decisions about what to focus on, refine or repair to achieve learning progress or to respond to different learning problems
Modal verb	A special verb which affects the other verbs in the sentence by showing obligation (e.g. 'You should do your homework'), possibility (e.g. 'I might have pizza for tea'), ability (e.g. 'You can ride a bike now') or permission (e.g. 'You may go out now').
More sustained research project	An investigation intended to address a relatively expansive query using several sources over an extended period of time, as in a few weeks of instructional time
Morphology	The study of words, how they are formed and their relationship to other words in the same language. It analyses the structure of words and parts of words, such as stems, root words, prefixes, and suffixes. An understanding of morphology can help students with spelling strategies, e.g. knowing that 'medicine', 'medical' and 'paramedic' all share a common root.
Multimedia	Use of text, audio, graphics, animation and/ or video to represent information and ideas in more than one form.

Multimodal	Use of more than one mode of communication – spoken, written, visual, gestural, spatial – in a single text to convey meaning.
Noun	A naming word for things, animals, people, places and feelings. Can be common, proper, concrete, abstract or collective.
Noun phrase	A small group of words that does not contain a verb. A noun phrase contains a noun plus words to describe it - for example, 'the spotty, black dog'.
Object	The object of a sentence is involved in the action but does not carry it out. For example, 'I dropped my cup on the floor'.
Onset	The part of the syllable that precedes the vowel. For example, the letter <h> is an onset in <i>hop</i> , and the letters <sc> is an onset in <i>scotch</i> . Some syllables have no onset, as in <i>at</i> or <i>on</i> .
Oral Segmenting	This is the act hearing a whole word and then splitting it up into the phonemes that make it. Students need to develop this skill before they will be able to segment words to spell them.
Paragraph	A distinct section of a piece of writing, which usually has a single theme. It is indicated by starting a new line or indenting the start of the first sentence.
Parenthesis	See brackets.
Passive voice	A sentence is written in the passive voice when the subject is having something done to it. For example, 'The mouse was chased by the cat'.
Past continuous tense	See past progressive tense.
Past perfect tense	A tense used to describe actions that were completed by a certain time in the past. For example, 'Yesterday I was late because I had walked to school'.

Past progressive tense	Also known as past continuous tense, a form of the past tense where something goes on for a period of time in the past - for example, 'I was walking in the park'. Usually formed by adding the suffix '-ing' to a verb.
Past tense	Any one of a set of verb tenses which describe action that took place in the past. See also progressive tense, past perfect tense.
Peer editing	An activity in the process of writing in which students receive feedback about their writing from other students/ peers. For example, in the revising and editing of work, students can work in pairs or small groups, read each other's writing and ask questions or give comments and/ or suggestions.
Performance assessment	Assessment carried out through teacher observation of students' performance of an authentic task or activity. It makes use of a set of specific band descriptors, rubrics or a checklist to monitor and document students' progress in their listening, reading, viewing, speaking, writing and representing skills.
Personal pronoun	A pronoun which replaces a person, place or thing. For example, 'I', 'you', 'he', 'she', 'we', 'they', 'it', 'me', 'him', 'her', 'us', 'them'.
Phonemes	The sound in a word, e.g. 'cat' has three phonemes 'c-a-t'. <i>fly</i> consists of three phonemes: /f/-/l/-/ai/. There are approximately 44 phonemes in English. Phonemes can be put together to make words.
Phonemic awareness	Ability to focus on, discriminate and manipulate the sequence of phonemes in spoken words.
Phonics	An instructional design for teaching students to read. Phonics involves teaching students to connect sounds with letters or groups of letters (e.g., that the sound /k/ can be represented by <i>c</i> , <i>k</i> , or <i>ck</i> spellings).
Phrase	A small group of words that does not contain a verb.

Plural	More than one. Using plurals can affect the nouns and verbs in a sentence.
Podcast	A collection of digital media files which is distributed over the Internet.
Point of view	Chiefly in literary texts, the narrative point of view (as in first- or third-person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character.
Portfolio	A purposeful collection of work that provides information about a student's effort, progress or achievement in a given area. It is a learning as well as an assessment tool.
Possessive apostrophe	An apostrophe used before the letters to show ownership. For example, 'This is Maliha's coat'.
Possessive pronoun	A pronoun which is used to show ownership. Some can be used on their own ('mine', 'yours', 'his', 'hers', 'ours', 'theirs'), whilst others need to be attached to a noun ('my', 'your', 'her', 'our', 'their', 'whose').
Prefix	Letters that go in front of a root word and change its meaning, for example, 'un-' (happy/unhappy), 'dis-' (appear/disappear), 're-'(act/react)
Preposition	A linking word in a sentence, used to show where things are in time or space. For example, 'under', 'after', 'next', 'behind'.
Prepositional phrase	A phrase which contains a preposition. For example, 'under the carpet', 'behind the door', 'after school'.
Present perfect tense	The tense which describes actions that are completed at an unspecified time before this moment. For example, 'I have cycled two miles already.'

Present progressive tense	A tense that describes an action, which began in the past and is still going on now. For example, 'I am learning to speak Chinese'.
Present tense	Any one of a set of tenses that describe actions, which are happening now. See also present perfect tense and present progressive tense.
Print or digital (texts, sources)	Sometimes added for emphasis to stress that a given standard is particularly likely to be applied to electronic as well as traditional texts; the Standards are generally assumed to apply to both
Proficient(ly)	A student performance that meets the criterion established in the Standards as measured by a teacher or assessment; in the Standards, often paired with <i>independent(ly)</i> to suggest a successful student performance done without <i>scaffolding</i> ; in the Reading standards, the act of reading a text with comprehension; see also <i>independent(ly)</i> , <i>scaffolding</i>
Pronoun	Any word which can be used to replace a noun. See personal pronoun, possessive pronoun.
Proper noun	A noun which names a particular person, place or thing. For example, 'Farida', 'Lahore', 'Pakistan', 'Monday', 'December'.
Pun	A humorous use of a word that has more than one meaning, or of words with the same sound but different meanings, e.g., <i>The violinist spent the night in a vile inn</i> (where <i>vile inn</i> sounds like <i>violin</i>).
Punctuation mark	A symbol used to create and support meaning within a sentence or within a word, for example full stop, comma, question mark, colon, speech marks.
Question	A type of sentence which asks a question. It either begins with one of the question words (who, what, where, when, how, why) or reverses the (pro)noun/verb order in a statement - for example, 'Asad is washing the dishes' becomes 'Is Asad washing the dishes?'
Question mark ?	A punctuation mark which indicates a question and comes at the end of the sentence in place of the full stop.

Reading readiness	A state of general maturity, based on knowledge, skills and general disposition and aptitude, which allows students to learn to read under given instructional conditions.
Rebus	A mode of expressing words and phrases by using pictures of objects whose names resemble those words.
Register	Variety of language appropriate to the topic, the setting, the participants and the purpose of the interaction. The register that one chooses to use is based on the formality or informality of the context.
Relative clause	A relative clause is a type of subordinate clause that adapts, describes or modifies a noun by using a relative pronoun (who, that or which). For example, 'He ate too many cakes, which made him feel ill'.
Relative pronoun	A pronoun used in a relative clause (who, that, which).
Reported speech	See indirect speech.
Representing	The active process of applying skills and strategies to present facts, ideas and points of view through a variety of audio and visual texts/ forms.
Revising/revision	The process of engaging in thinking about writing to improve areas such as organisation and focus, so that the writing fulfils its intended purpose and addresses the reader's needs. A part of writing and preparing presentations concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience; compared to <i>editing</i> , a larger-scale activity often associated with the overall content and structure of a text; see also <i>editing</i> , <i>rewriting</i>
Rewriting	A part of writing and preparing presentations that involves largely or wholly replacing a previous, unsatisfactory effort with a new effort, better aligned to task, purpose, and audience, on the same or a similar topic or theme; compared to <i>revising</i> , a larger-scale activity more akin to replacement than refinement; see also <i>editing</i> , <i>revising</i> .
Rhyme	If two words or lines of poetry rhyme, they end with a similar sound, e.g., <i>take</i> and <i>cake</i> .
Rich texts	Literary and informational/ functional texts which are well-written and engaging. They are rich in content and concern themselves with a variety of ideas, issues, topics and themes. These texts can be multimodal.
Rime	Used together with onset. Onset refers to the consonant/s at the beginning of a syllable. Rime refers to the vowel and any

	consonants that follow it. For example, in <i>scotch</i> , the letters <sc> are an onset and the letters <otch> are a rime.
Root word	A basic word with no prefix or suffix added to it. Adding prefixes and suffixes can change the meaning of a root word (e.g., 'respect' is the root of 'disrespectful').
Scaffolding	<p>A teaching strategy where the teacher and students engage in a collaborative task during which the teacher provides demonstrations, support, guidance and input, and gradually withdraws these as the students become increasingly independent.</p> <p>Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on.</p>
Scheme of work	A teaching plan stating the Learning Goals and Learning Outcomes to be achieved for a term or semester, prepared by an individual teacher or a group of teachers.
Second person	A sentence is written in the second person if it is written from the point of view of a person being spoken to – in other words, using the pronoun 'you'.
Segmenting	This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.
Self-evaluation	Used interchangeably with self-assessment. It refers to any process where students review and assess their own progress and achievement, in tandem with their personal target-setting, in order to improve their language learning.
Semi-colon ;	A punctuation mark used in a sentence to separate major sentence elements. A semicolon can be used between two closely related independent clauses, provided they are not already joined by a coordinating conjunction. For example, 'My car is red; my friend's car is blue'.

Sentence	One word or a group of words that makes sense by itself (a grammatical unit). Begins with a capital letter and ends with a full stop, question mark or exclamation mark. Usually contains a subject and always contains a verb.
Sentence stress	Emphasis placed on a word in a sentence so that it is heard more prominently than the rest of the words.
Short research project	An investigation intended to address a narrowly-tailored query in a brief period of time, as in a few class periods or a week of instructional time.
Sight vocabulary	Words that can be identified immediately without being decoded.
Sight word	A word that has to be learned by sight as it cannot be easily decoded by means of the principles of phonics. For example, <i>one, head, what, could, eye</i> and <i>tongue</i> all have unexpected pronunciation so they are taught as sight words.
Simple sentence	Has a subject and one verb. See also compound sentence and complex sentence.
Singular	Referring to only one. Use of the singular may affect the nouns, pronouns and verbs in a sentence.
Source	A text used largely for informational purposes, as in research.
Speech marks “ ”	Punctuation marks used to demarcate direct speech in a sentence.
Split digraph	A digraph that is split by a consonant. Usually represent long vowel sounds ‘a-e’ (for example, ‘cake’), ‘i-e’ (five), ‘o-e’ (code) and ‘u-e’ (rule).
Standard English	In the Standards, the most widely accepted and understood form of expression in English.

Stanza	A group of verse lines forming a section of a poem and sharing the same structure as all or some of the other sections of the same poem, in terms of the lengths of its lines, its metre and, usually, its rhyme scheme.
Statement	A sentence that conveys a simple piece of information. For example, 'It is a sunny day today'.
Stress	See Sentence Stress and Word Stress .
Subject	The subject of a sentence is the thing or person carrying out the main action. For example, 'The donkey ate the grass'.
Subordinate clause	A clause that cannot stand alone as a complete sentence, but is linked to a main clause using a subordinating conjunction. It does not express a complete thought, and if read on its own it requires additional information. For example, 'I take my dog to the park every day, even though sometimes it is raining'. Subordinate clauses contain a subject noun and a verb.
Subordinating conjunction	A conjunction that connects a main clause to a subordinating clause. Examples include 'because', 'until', 'when', 'as', 'since', 'whereas', 'even though'.
Subordination	The joining of clauses and phrases in a way that links a main clause to a subordinate clause that does not stand alone.
Suffix	A string of letters that go at the end of a root word, changing or adding to its meaning. Suffixes can also show if a word is a noun, verb, adjective or adverb.
Superlative	A form of an adjective used to compare one object to all others in its class. Usually formed by adding the suffix '-est' or the word 'most'. For example, 'Shireen ran fastest on Sports Day'. 'I am hungry, you are hungrier than me, but he is the hungriest of all'. See also comparative.
Syllabication	The process of breaking a word into syllables, or the forming of syllables.

Syllable	A sequence of speech sounds in a word. The number of syllables in a word sounds like the 'beats' in the word and breaking a word into syllables can help with spelling. One- syllable words include words such as, 'dog', 'cat', 'walk' and 'bath'; two-syllable words include 'teacher'; three-syllable words include, 'beautiful', 'manager'.
Syllable	Part of a word that usually consists of a vowel sound with one or more preceding and following consonants. For example, <i>pet</i> has one syllable while <i>carpet</i> has two and <i>carpeting</i> has three.
Synonym	A word which has exactly or nearly the same meaning as another word.
Systematic instruction	The design and delivery of instruction that examines the learning outcomes to be achieved and selects and sequences the essential skills, learner strategies, attitudes and behaviour, and items and structures necessary to achieve them. Instruction is introduced in sequential units, building on prior knowledge and integrating what the students know with what they need to learn. Progression is made from easier skills and tasks to more challenging ones. Previously taught skills are also revisited and reinforced to consolidate learning.
Task	Within the classroom, an activity that is designed to help students acquire or develop a specific skill, learner strategy, attitude, behaviour, item and/ or structure or, specifically, a learning outcome.
Technical subjects	A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music
Test	A task or situation planned specifically for the assessment of students' achievement. Tests can include: <ul style="list-style-type: none"> ● Standardised test items prepared by professional test developers ● National public examinations ● Short test items devised by teachers for classroom use

Text	Refers broadly to both print and non-print material which can be spoken, audio and/or visual.
Text complexity	The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty Source – A text used largely for informational purposes, as in research.
Text complexity band	A range of text difficulty corresponding to grade spans within the Standards; specifically, the spans from grades 2–3, grades 4–5, grades 6–8, grades 9–10, and grades 11–CCR (college and career readiness)
Text form	<p>The purpose of a text may be expressed in various forms, depending on the intended audience. Examples of narrative text forms include fairy tales, fables, short stories and novels, while procedures can take the form of instructions or recipes.</p> <p>Within a text <u>form</u>, there may be features characteristic of various text <u>types</u>. For example, a letter of complaint to the news editor may have characteristics of a factual and/or personal recount, as well as those of an exposition.</p>
Text type	The purpose and context of a text determine its <u>type</u> . Text types (e.g., personal recounts, narratives, factual recounts, information reports and expositions) are defined by their purposes.
Text/paragraph structure	The organisational pattern of ideas and information that is required for coherence in a text/paragraph.
Textual evidence	See <i>evidence</i>
Theme	In non-fiction prose, theme is the main idea of the piece; in literature, it is the dominating idea or the “message” implicit in a work. Seldom stated directly in the writing, it is an abstract concept that must be inferred by the reader.
Third person	A sentence is written in the third person if it is written from the point of view of a person being spoken about – in other words, using the pronouns ‘he’, ‘she’, ‘it’ or ‘they’.

Time connective	Words or phrases which tell the reader when something is happening. For example, 'After dinner you must do your homework. Then you can read your book'.
Tone	<p>In Listening and Speaking, it refers to the modulation of the voice that expresses a particular meaning / feeling / attitude of the speaker.</p> <p>In Writing, it is the mood or atmosphere of a work. It can also refer to the attitude that the writer/narrator conveys to the reader (e.g., formal, intimate, pompous) or the writer's / narrator's treatment of the subject-matter (e.g., ironic, light, solemn, satirical).</p>
Topic	What a text is about, i.e., its subject.
Topic sentence	A sentence which describes the topic, purpose or main idea of a paragraph, stating what the paragraph is about. A topic sentence may be the first sentence in a paragraph, with the other sentences adding illustrative or supporting details, or it may be the final sentence of a paragraph. Sometimes the topic sentence in a paragraph may not be stated but implied.
Trigraph	<p>A string of three letters which make a single sound, for example 'igh'.</p> <p>A grapheme containing three letters that makes just one sound (phoneme).</p>
Type of text	The purpose and context of a text determine its type. Types of texts (e.g., personal recounts, factual recounts, narratives, descriptive reports and arguments) are defined by their purposes.
Typographical and visual features	<p>Typographical features in a text can include the font type, colour and size of letters, letter or word spacing, punctuation and line length.</p> <p>Visual features of a text can include its shape, as in poetry.</p> <p>Writers can use typographical and visual features to draw attention to particular words or parts of a text so as to enhance the expression of specific ideas or to create different kinds of impact on readers.</p>

Unit plan	A teaching plan stating the Learning Goals and Learning Outcomes to be achieved for a few weeks and describing a sequence of lessons. It can be prepared by an individual teacher or a group of teachers.
Utterance	Minimally, a spoken word, phrase or sentence. It may also consist of more than one sentence.
Verb	A word used to describe an action, occurrence or state. An essential part of a sentence.
Viewing	The active process of applying skills and learner strategies to interpret and understand a variety of visual texts.
Visual literacy	The ability to construct meaning from symbols and images, and to communicate through visual means.
Visual resources	Still and moving images and other features such as transitions, colours, shape and shading.
Visual texts	Texts that are constructed using only images (still or moving) or that have a combination of image and written/oral language. Examples include illustrations, maps, posters, TV broadcasts, and films.
Vlog	An online diary that has mainly video content.
Vodcast	Online delivery of video on demand or video clip content.
Voice	The self-representation or positioning that writers present in a text. Voice may be reflected in the way they represent the world, in their relative tentativeness or authority in terms of their relationship with readers, and in their preferred way of turning meaning into text.
Vowel	(1) A “vowel letter” is one of <a>, <e>, <i>, <o> or <u>. (2) A “vowel sound” is a sound that is produced without a constriction in the vocal tract, such as /a:/ or /e□/.

Word family	A group of words which may share a common root word or morphology. For example, 'happy', 'unhappy', 'happiness', 'happily', 'unhappiness', 'unhappily'.
Word stress	Emphasis placed on a syllable in a word so that it is heard more prominently than the other syllables.
Writing conference	An activity in the teaching of writing in which the teacher and students meet for a short period of time to discuss the student's writing and different aspects of the writing process.
Writing processes	The skills, strategies, procedures and decision-making employed by writers as they write. Writing is viewed as the result of complex processes of planning (idea generation, development, and organization), reviewing and revision.
Year levels	They refer to: Lower Primary – Primary 1, 2, and 3 Upper Primary – Primary 4 and 5 Middle- 6, 7, 8 Secondary- 9, 10 Higher secondary 11, 12
Year plan	A broadly-outlined instructional programme for a school year or level of study developed on the basis of selected learning goals.

Glossary of Terms

For Whom

The key terms in this syllabus are listed here in alphabetical order. Though by no means exhaustive, this list is intended to be a source of quick reference for teachers.

Basis of Selection

These terms are taken from:

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Curriculum Review Committee:

1. **Mr. Inamullah Khan**
Subject Specialist (Desk Officer)
DCTE Abbottabad
2. **Mr. Muhammad Saeed**
Subject Specialist (Eng)
Govt. Higher Secondary School No.1 Haripur
3. **Mr. Muhammad Abdul Basit**
Subject Specialist (Eng)
Govt. Higher Secondary Mohar Mansehra
4. **Ms. Shazia Saleem**
Head Mistress
Govt. Girls High School Behra Haripur

Review Supervision:

1. **Mr. Jaffar Mansoor Abbasi**
Director
Directorate of Curriculum & Teacher Education Khyber Pakhtunkhwa, Abbottabad
2. **Syed Amjad Ali**
Additional Director (Curriculum & Textbooks Review)
Directorate of Curriculum & Teacher Education Khyber Pakhtunkhwa, Abbottabad

IT Team:

1. **Mr. Ahsan Nazir**
Directorate of Curriculum & Teacher Education Khyber Pakhtunkhwa, Abbottabad
2. **Mr. Hussnain Mohavia**
Directorate of Curriculum & Teacher Education Khyber Pakhtunkhwa, Abbottabad