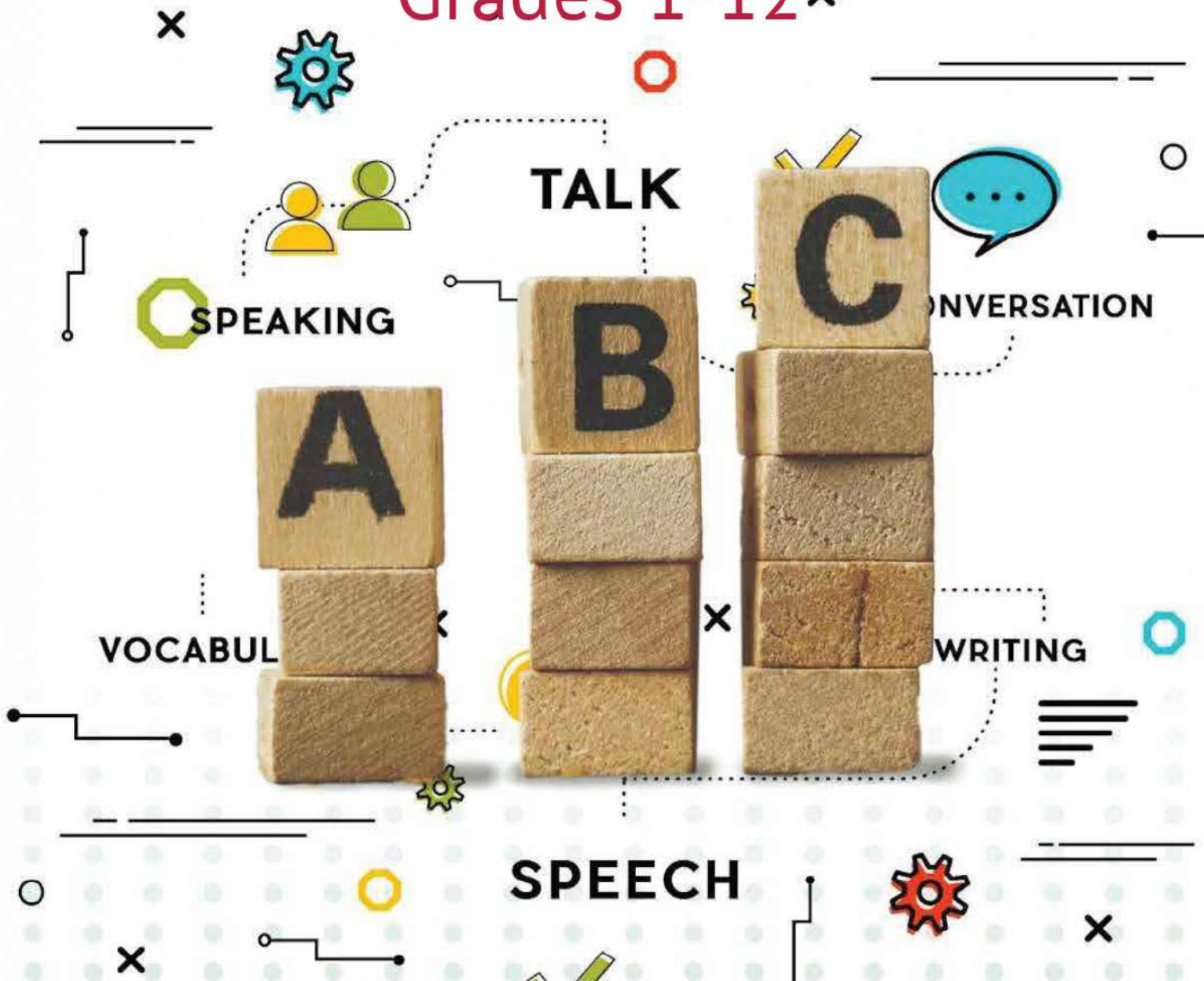


National Curriculum of Pakistan
2022-23

ENGLISH

Grades 1-12



NATIONAL CURRICULUM COUNCIL SECRETARIAT
MINISTRY OF FEDERAL EDUCATION AND
PROFESSIONAL TRAINING, ISLAMABAD
GOVERNMENT OF PAKISTAN

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It is with great pride that we, at the National Curriculum Council Secretariat, present the first core curriculum in Pakistan's 75-year history. Consistent with the right to education guaranteed by Article 25-A of our Constitution, the National Curriculum of Pakistan (2022-23) aspires to equip every child with the necessary tools required to thrive in and adapt to an ever-evolving globalized world.

The National Curriculum is in line with international benchmarks, yet sensitive to the economic, religious, and social needs of young scholars across Pakistan. As such, the National Curriculum aims to shift classroom instruction from rote learning to concept-based learning.

Concept-based learning permeates all aspects of the National Curriculum, aligning textbooks, teaching, classroom practice, and assessments to ensure compliance with contemplated student learning outcomes. Drawing on a rich tapestry of critical thinking exercises, students will acquire the confidence to embark on a journey of lifelong learning. They will further be able to acknowledge their weaknesses and develop an eagerness to build upon their strengths.

The National Curriculum was developed through a nationwide consultative process involving a wide range of stakeholders, including curriculum experts from the public, private, and non-governmental sectors. Representatives from provincial education departments, textbook boards, assessment departments, teacher training departments, *deeni madaris*, public and private publishers, private schools, and private school associations all contributed their expertise to ensure that the National Curriculum could meet the needs of all Pakistani students.

The experiences and collective wisdom of these diverse stakeholders enrich the National Curriculum, fostering the core, nation-building values of inclusion, harmony, and peace, making the National Curriculum truly representative of our nation's educational aspirations and diversity.

I take this opportunity to thank all stakeholders, including students, teachers, and parents who contributed to developing the National Curriculum of Pakistan (2022-23)

Dr. Mariam Chughtai

Director

National Curriculum Council Secretariat

Ministry of Federal Education and Professional Training

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
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.					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.		

A1. Listening and Viewing

<p><u>[SLO: E-01-A1-01]</u> Show awareness of the listener through non-verbal communication (e.g., through maintaining eye contact with the speaker and nodding in response).</p>	<p><u>[SLO: E-02-A1-01]</u> 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>[SLO: E-01-A1-02] Recognise sounds, words or phrases in the language and repeat them</p>	<p>[SLO: E-02-A1-02] Listen to smaller conversations and speak simple sentences using correct pronunciation and sentence structure.</p>	<p>[SLO: E-03-A1-02] [SLO: E-04-A1-02] [SLO: E-05-A1-02] 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>[SLO: E-06-A1-02] Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.</p>	<p>[SLO: E-07-A1-ADD] <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>[SLO: E-08-A1-ADD] <i>Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence.</i></p>
<p>[SLO: E-01-A1-03] Begin to use contextual clues to predict content in short</p>	<p>[SLO: E-02-A1-03] Use contextual</p>	<p>[SLO: E-03-A1-03] Deduce meaning from</p>	<p>[SLO: E-04-A1-03] Deduce meaning from context in short, supported talk</p>	<p>[SLO: E-05-A1-03] Deduce meaning from</p>	<p>[SLO: E-06-A1-03] Deduce, meaning from context in both short and extended talk on a range of general and</p>	<p>[SLO: E-07-A1-02] Apply knowledge from listening to, viewing</p>	<p>[SLO: E-08-A1-03] Apply knowledge from listening to, viewing and</p>

supported talk on a limited range of general and curricular topics	clues to predict content and meaning in short supported talk on an increasing range of general and curricular topics	context in short, supported talk on a limited range of general and curricular topics	on an increasing range of general and curricular topics	the context in supported extended talk on a range of general and curricular topics	curricular topics	and 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	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
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
[SLO: E-01-A2-02] [SLO: E-02-A2-02] [SLO: E-03-A2-02] Take turns to speak.	[SLO: E-04-A2-02] Take turns to speak on a given topic and during group discussions.	[SLO: E-05-A2-02] Take turns to speak on a range of topics of their own choices.	[SLO: E-06-A2-02] [SLO: E-07-A2-02] [SLO: E-08-A2-02] Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.	
[SLO: E-01-A2-03] Ask questions for clarity.	[SLO: E-02-A2-03] [SLO: E-03-A2-03] Ask questions for clarity and respond to questions from others.	[SLO: E-04-A2-03] [SLO: E-05-A2-03] Ask questions to obtain information and explain	[SLO: E-06-A2-03] Ask and respond to questions with correct language making meaning	[SLO: E-07-A2-03] [SLO: E-08-A2-03] Ask and answer questions of personal relevance, information and variety of communicative

		ideas clearly, making meaning explicit.	explicit.	purposes
<p>[SLO: E-01-A2-04] [SLO: E-02-A2-04]</p> <p>Recognise 'stress' and 'intonation' patterns as used in statements and questions.</p>	<p>[SLO: E-01-A2-04]</p> <p>Identify rhetorical patterns and make simple inferences while listening. (e.g., following commands, instructions, procedures etc)</p>	<p>[SLO: E-04-A2-04] [SLO: E-05-A2-04]</p> <p>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>[SLO: E-06-A2-04]</p> <p>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>[SLO: E-07-A2-04] [SLO: E-08-A2-04]</p> <p>Develop the ability to pose rhetorical questions for a range of audiences.</p>
<p>[SLO: E-01-A2-05] [SLO: E-02-A2-05]</p> <p>Engage in role play, enacting simple characters or situations.</p>	<p>[SLO: E-03-A2-05]</p> <p>Engage in role play to perform a character</p>	<p>[SLO: E-04-A2-05] [SLO: E-04-A2-05]</p> <p>Enact a short drama/playscript showing different roles and scenarios through deliberate choice of dialogues/speech,</p>	<p>[SLO: E-06-A2-05] [SLO: E-07-A2-05] [SLO: E-08-A2-05]</p> <p>Perform a drama/playscript showing different roles and scenarios through deliberate choice of dialogues/speech, gestures and movements.</p>	

	from a story/play script.	gestures, and movements.	
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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	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	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
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A3. Listening and Speaking for Different Purposes

<u>[SLO: E-01-A3-01]</u> Attempt to express feelings and ideas using appropriate	<u>[SLO: E-02-A3-01]</u>] Begin to be aware of ways in	<u>[SLO: E-03-A3-01]</u>] Speak clearly and confidently	<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	<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.	<u>[SLO: E-08-A3-01]</u> Speak confidently and fluently in a wide range of
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words when speaking on matters of immediate interest.	which speakers vary talk (e.g., the use of formal and informal vocabulary and expression: "Good morning, sir/madam, how are you?").(Informal: "Hello! How do you do"?)	in a range of contexts including longer speaking turns.	advice to engage the listener. (e.g., talking about reports, articles, programmes, etc).		contexts to fulfil different purposes.
<u>[SLO: E-01-A3-02]</u> Interact minimally by naming things and asking simple questions.	<u>[SLO: E-02-A3-02]</u> Interact by naming things, responding with simple sentences and asking questions	<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.			

	about people and things in their immediate physical context.				
[SLO: E-01-A3-03] Participate in small group discussions.	[SLO: E-02-A3-03]] Participate in group discussions, presentations and speeches.	[SLO: E-03-A3-03] [SLO: E-04-A3-03] [SLO: E-05-A3-03] Participate in group discussions, presentations and debates.	[SLO: E-06-A3-02] [SLO: E-07-A3-02] [SLO: E-08-A3-02] 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: <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 		
A4. Listening and Speaking for different audience					
[SLO: E-01-A4-01] [SLO: E-02-A4-01]	[SLO: E-03-A4-01]]	[SLO: E-04-A4-01]	[SLO: E-05-A4-01] 1]	[SLO: E-06-A4-01] Present an argument and viewpoint with	[SLO: E-07-A4-01] [SLO: E-08-A4-01]

Converse audibly with class fellows, teachers and other adults	Adapt tone of voice, use of vocabulary and non-verbal features for different audiences	Talk confidently in extended turns and listen purposefully in a range of contexts	Prepare and present an argument to persuade others to adopt a point of view	clarity of purpose and a convincing manner.	Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.
<p>[SLO: E-01-A4-02]</p> <p>[SLO: E-02-A4-02]</p> <p>Converse in basic language using simple words and phrases with a group to share an experience</p>	<p>[SLO: E-03-A4-02]</p> <p>1</p> <p>Speak confidently to a group to share an experience</p>	<p>[SLO: E-04-A4-02]</p> <p>[SLO: E-05-A4-02]</p> <p>Recall and discuss important features of a talk, possibly contributing new ideas within a familiar and an unfamiliar group settings</p>	<p>[SLO: E-06-A4-02]</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>[SLO: E-07-A4-02]</p> <p>Work effectively in skills in solo, paired and group assignments, including role-play and drama.</p>	<p>[SLO: E-08-A4-02]</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>[SLO: E-01-B1-01]</p> <p>Recognise the name of the common</p>	<p>[SLO: E-02-B1-01]</p> <p>Recognise and use different ways in which</p>	<p>[SLO: E-03-B1-01]</p> <p>Use strategies to learn to blend unfamiliar</p>	<p>[SLO: E-04-B1-01]</p> <p>[SLO: E-05-B1-01]</p> <p>Use effective strategies to tackle blending unfamiliar</p>	<p>[SLO: E-06-B1-01]</p> <p>Use familiar patterns (such as digraphs, blends, chunks,</p>	<p>[SLO: E-07-B1-01]</p> <p>Use familiar sentence patterns using</p>	<p>[SLO: E-08-B1-01]</p> <p>Demonstrate understanding of familiar sentence patterns using knowledge of</p>

<p>sound associated with every letter in the English alphabet</p>	<p>vowels can be pronounced, e.g., <i>how, low, apple, apron etc.</i></p>	<p>words to read, including sounding out and separating them into syllables.</p>	<p>words to read, including sounding out, separating into syllables, using the analogy, identifying known prefixes and suffixes using context</p>	<p>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>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>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>[SLO: E-01-B1-02] 1 Apply grade-level word analysis skills to: a. Recognise one's own name and familiar common signs and</p>	<p>[SLO: E-02-B1-02] Apply grade-level word analysis skills to: a. Read common high-frequency words by sight at an appropriate grade-level</p>	<p>[SLO: E-03-B1-02] Apply grade-level word analysis skills to: a. Read common high-frequency words by sight at an appropriate grade-level.</p>	<p>[SLO: E-04-B1-02] [SLO: E-05-B1-02] Apply grade-level word analysis skills to: Read common high-frequency words by 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.</p>	<p>-----</p>	<p>-----</p>	<p>-----</p>

<p>labels (e.g., STOP). Read common high-frequency words by sight</p>	<p>b)Recognise and read compound words (e.g., farmhouse, textbook, timetable).</p>	<p>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>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, dr, fl, gl, pl, pr, sl, sm, sp, st, tr, tw, qu).</p>			
<p>[SLO: E-01-B1-03] Use phonic knowledge to read decodable words and to</p>	<p>[SLO: E-02-B1-03] Use phonics as the main method of tackling</p>	<p>[SLO: E-03-B1-03] Demonstrate an understanding of spoken words, syllables, and</p>	<p>[SLO: E-04-B1-03] [SLO: E-05-B1-03] Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words</p>			

attempt to sound out some elements of unfamiliar words e.g., blending to read, and segment to spell	unfamiliar words	sounds (phonemes) <i>and</i> associate sounds with common spellings (graphemes) for the five major vowels.	and sentences. Read with some expression and clarity.			
<p>[SLO: E-01-B1-04]</p> <p>] Match sounds to their corresponding letters/letter patterns: Initial and final consonants : m, j, f, s, b, t, w, r, p, h, v, d, k, z, l, g, n, c, y. Initial short vowel</p>	<p>[SLO: E-02-B1-04]</p> <p>Match sounds to their corresponding letters/ letter patterns: Initial and final consonants: m, j, f, s, b, t, w, r, p, h, v, d, k, z, l, g, n, c, y. Initial short vowel sounds: a, e, i, o, u. Word families with vowel-conson</p>	<p>[SLO: E-03-B1-04]</p> <p>Learn to use Initial consonant blends (e.g., sw, sn, sk, bl, br, ch, cl, cr, dr, fl, gl, ph, pl, pr, sh, sl, sm, sp, st, th, tr, tw, wh,). Final consonant blends (e.g., nd, nk, nt, mp). Double consonants</p>				

<p>sounds: a, e, i, o, u. Word families with vowel-consonant patterns (e.g., -at, -ap, -et, -en). Consonant digraphs in initial position (e.g., sh, ch) Double consonants (e.g., ck, ff, ss, ll, zz). Inflectional suffix (e.g., -s, -es). Syllables (common patterns, e.g., vowel-consonants like "at",</p>	<p>ant patterns (e.g., -at, -an, -ad, -ap, -et, -en, -ill, -ig, -in, -un). Final "y" as a vowel (e.g., July, sky, cycle, python - when "y" is in final position of a word or syllable). Long vowel sounds a, e, u, i, o (<u>Note</u>: when the vowel sounds 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</p>	<p>(e.g., tt, pp, rr, gg, nn, ss, ll, ck). Diphthongs (e.g., ou, ow). Inflectional suffix (e.g., -s, -es, -ing, -ed). Syllables (common patterns, e.g., vowel-consonant, consonant-vowel, consonant-vowel-consonant) Silent letters, (e.g., -e like cake, kite, home -b like comb, plumb, thumb, climb, plumber, limb.</p>						
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<p>consonant-vowels like “me”, consonant-vowel-consonants like “sit”.</p>	<p>(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 patterns, e.g., vowel-consonant, consonant-vowel, consonant-vowel-consonant).</p>						
<p>[SLO: E-01-B1-05]</p>	<p>[SLO: E-02-B1-05]</p>	<p>[SLO: E-03-B1-05]</p>	<p>[SLO: E-04-B1-04]</p>		<p>[SLO: E-06-B1-02]</p>	<p>[SLO: E-07-B1-02]</p>	<p>[SLO: E-08-B1-02] Read a wide range of texts with accuracy,</p>

<p>Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g., 'th', 'ch', 'sh'</p>	<p>Identify syllables and split familiar compound words into parts</p>	<p>Read simple books from a range e.g., story, poetry, information books</p>	<p><u>[SLO: E-05-B1-04]</u> Explore the different processes of reading silently and reading aloud.</p>	<p>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.</p>	<p>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 what makes it interesting.</p>	<p>appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently. Express preferences and opinions openly.</p>
<p><u>[SLO: E-01-B1-06]</u> Identify common words with silent letters e.g., listen,</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>			

write, know etc.					
<p><u>[SLO: E-01-B1-07]</u></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, semi-colon, apostrophe).</p> <p>Recognise and rectify faulty punctuation in given passages and own work.</p>	<p><u>[SLO: E-08-B1-04]</u></p> <p>Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, colon, dash, parenthesis, slash, ellipses).</p> <p>Recognise and rectify faulty punctuation in given passages and own work and correct others' work.</p>

<p>[SLO: E-01-B1-08] [SLO: E-02-B1-08] 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>[SLO: E-03-B1-08] 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>[SLO: E-04-B1-07] [SLO: E-05-B1-07] 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>[SLO: E-06-B1-05] [SLO: E-07-B1-05] [SLO: E-08-B1-05] 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>[SLO: E-01-B1-09] [SLO: E-02-B1-09] Read with guidance from simple books</p>		<p>[SLO: E-03-B1-09] Read with fluency and expression using age-appropriate books</p>	<p>[SLO: E-04-B1-08] [SLO: E-05-B1-08] Read a wide range of books, drawing on background information and vocabulary provided</p>				
<p>[SLO: E-01-B1-10] Read grade-level prose and poetry orally</p>	<p>[SLO: E-02-B1-10] Read grade-level prose and poetry orally at</p>	<p>[SLO: E-03-B1-10] Read grade-level prose and poetry orally</p>	<p>[SLO: E-04-B1-09] Read a range of stories, poetry and</p>	<p>[SLO: E-05-B1-09] Read a range of stories, poetry and</p>			

	an appropriate rate, and expression on successive reading.	with accuracy, appropriate rate, and expression on successive reading	information books and begin to make links between them	information books and begin to make links between them			
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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).

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.	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	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.
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B2. Reading for Understanding

<u>[SLO: E-01-B2-01]</u> Recognise and read	<u>[SLO: E-02-B2-01]</u>	<u>[SLO: E-03-B2-01]</u> Extend the range of	<u>[SLO: E-04-B2-01]</u> Spell familiar common words accurately,	<u>[SLO: E-05-B2-01]</u> Discuss the meaning of unfamiliar words	<u>[SLO: E-06-B2-01]</u> Look for the meaning of words from the text in a	<u>[SLO: E-07-B2-01]</u> Guess the meaning of the word and	<u>[SLO: E-08-B2-01]</u> Guess the meaning of the word and phrases in the text. Compare with the dictionary
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common sight words.	Read a range of common sight words.	common sight words.	drawing on sight vocabulary	encountered in reading	dictionary and compare them with the meaning of those words in the text.	phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.	meaning to understand the contextual meaning.
[SLO: E-01-B2-02] Recognise conventions and identify purpose, theme and ideas in texts	[SLO: E-02-B2-02] Show some awareness that texts have different purposes	[SLO: E-03-B2-02] Identify the main purpose of a text	[SLO: E-04-B2-02] Read and evaluate viewpoint, purpose, themes and ideas in the given text.	[SLO: E-05-B2-02] Read and evaluate a variety of texts for purpose, style, clarity and organization	[SLO: E-06-B2-02] 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.	[SLO: E-07-B2-02] Discuss and evaluate how authors use language, including figures of speech like simile, metaphor, personification, hyperbole and onomatopoeia, considering the impact on the reader.	[SLO: E-08-B2-02] 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</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.</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</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.</p>
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			<p>join to make sense in relation to each other through transitional devices</p>	<p>Read a paragraph as a larger 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.</p>	<p>effective topic sentence using specific words and vivid verbs. Identify sentences in a paragraph that support the main idea through:</p> <ul style="list-style-type: none"> • definition, • example, and/or • evidence. <p>Analyse organisational patterns in a text:</p> <ol style="list-style-type: none"> a. list/ sequence of ideas/ events b. comparison-contrast c. cause-effect 	<p>main idea through:</p> <ul style="list-style-type: none"> • illustration, • evidence, and/or • cause and effect. <p>Analyse organisational patterns in a text:</p> <ol style="list-style-type: none"> a. list/ sequence of ideas/ events b. comparison-contrast c. cause-effect d. problem-solution 	<p>Analyse organisational patterns in a text:</p> <ol style="list-style-type: none"> a. list/ sequence of ideas/ events b. comparison-contrast c. problem-solution d. reasons/ assumptions-conclusion
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					d. Problem- solution		
[SLO: E-01-B2-05] Give one-word answers to questions.	[SLO: E-02-B2-06] Answer questions in complete and correct sentences.	[SLO: E-03-B2-06] Answer questions in multiple-choice form. Recognise questions as interrogative sentences that begin with WH-words.	[SLO: E-04-B2-06] Recognise the Wh-words as keywords in making questions. Understand the meaning of the WH words. Answer questions given in the text.	[SLO: E-05-B2-06] 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.	[SLO: E-06-B2-06] Apply strategies to comprehend questions by marking keywords, verbs and tenses in literal/factual questions and Tag Questions.	[SLO: E-07-B2-06] 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.	[SLO: E-08-B2-06] 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.
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.			Benchmark III: Demonstrate understanding of implicit and explicit meanings in texts.		Benchmark III: Identify and analyse a variety of text types <i>(a) literary texts which include novels, short stories, poetry, plays, essays, biographies and autobiographies</i> <i>(b) informational text types to inform, persuade and explain by interpreting information from visual cues,</i>		

	<p>Analyse, evaluate and develop facts, ideas and opinions, using 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>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.</p>
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B3. Reading for Meaning

<p>[SLO: E-01-B3-01] [SLO: E-02-B3-01]</p> <p>Use a dictionary to find the spelling and meaning of words</p>	<p>[SLO: E-03-B3-01]</p> <p>Use a dictionary or electronic means to find the spelling and meaning of words</p>	<p>[SLO: E-04-B3-01]</p> <p>Guess the meaning of new words as given in the text.</p>	<p>[SLO: E-05-B3-01]</p> <p>Infer the meaning of unknown words from their context. Focus on units or chunks of meaning rather than on individual words.</p>	<p>[SLO: E-06-B3-01]</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>[SLO: E-07-B3-01]</p> <p>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</p>	<p>[SLO: E-08-B3-01]</p> <p>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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						meaning and tone.	
<u>SLO: E-01-B3-02]</u> Read title, labels, lists and captions to find information	<u>SLO: E-02-B3-02]</u> Find factual information from different formats, e.g., charts, labelled diagrams.	<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.	<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.	<u>SLO: E-05-B3-02]</u> Locate information in different parts of the text, collate the information and list the major points.	<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.	<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.	<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.
<u>SLO: E-01-B3-03]</u>	<u>SLO: E-02-B3-03]</u>	<u>SLO: E-03-B3-03]</u>	<u>SLO: E-04-B3-03]</u> <u>SLO: E-05-B3-03]</u>		<u>SLO: E-06-B3-03]</u> Scan to answer short questions,	<u>SLO: E-07-B3-03]</u> Read and identify relevant	<u>SLO: E-08-B3-03]</u> Read and use inference and deduction to recognise implicit meaning (e.g.,

<p>Comprehend simple question words e.g, who, what, why etc. using pre-reading strategies</p>	<p>Comprehend and respond to question words, e.g., <i>what</i>, <i>where</i>, <i>when</i>, <i>who</i>, why using pre and while reading strategies</p>	<p>Answer questions with some reference to single points in a text using pre and while reading strategies</p>	<p>Retell or paraphrase events from the text in response to questions using pre and while reading strategies</p>	<p>locate an opinion. Distinguish between what is clearly stated and what is implied.</p> <p>Explain whether predictions about the content of a text are acceptable or should be modified and why.</p>	<p>points, collate, synthesise and summarise ideas from 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 Read for extracting diverse meanings/ shades of meanings Comment on implied meaning, e.g., writer's</p>	<p>look for supporting details within a text/paragraph) using prior knowledge and 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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						viewpoint, relationships between characters etc.	
						Explain whether predictions about the content of a text are acceptable or should be modified and why.	
<u>SLO: E-01-B3-04]</u> <u>SLO: E-02-B3-04]</u> Read and follow simple instructions, e.g., in a recipe.	<u>SLO: E-03-B3-04]</u> Scan a passage to find specific information and answer questions. Read and follow	<u>SLO: E-04-B3-04]</u> Highlight/underline keywords and phrases to identify the main points in a passage Read and follow	<u>SLO: E-05-B3-04]</u> Look for information in non-fiction texts to build on what is already known	<u>SLO: E-06-B3-04]</u> Distinguish between fact and opinion. Distinguish between positive and negative imperative language.	<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.	<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.	

	instructions correctly.	instructions correctly to assemble/operate the product.				
<p><u>SLO: E-01-B3-05]</u></p> <p><u>SLO: E-02-B3-05]</u></p> <p><u>SLO: E-03-B3-05]</u></p> <p>Anticipate what happens next in a story and predict story endings</p>	<p><u>SLO: E-04-B4-05]</u></p> <p><u>SLO: E-05-B3-05]</u></p> <p>a) Provide an accurate textual reference from more than one point in a story to support answers to questions.</p> <p>b) Identify character traits and setting to predict the proceedings in the text.</p>	<p><u>SLO: E-06-B3-05]</u></p> <p>Skim the text to extract the main idea and relevant information from a text/paragraph.</p> <p>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,</p>	<p><u>SLO: E-07-B3-05]</u></p> <p>Skim the text to have a general idea about the writer's purpose, intended audience and infer the main idea of the text.</p> <p>Predict the content of a lengthy piece of text using prior knowledge, asking questions and contextual clues (topic sentence,</p>	<p><u>SLO: E-08-B3-05]</u></p> <p>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>		

					synonyms, antonyms, definition, explanation, restatement).	synonyms, antonyms,	
<u>SLO: E-01-B3-06]</u> Talk about events in a story and make simple inferences about characters and events to show understanding	<u>SLO: E-02-B3-06]</u> Identify and describe story settings and characters, recognising that they may be from different times and places	<u>SLO: E-03-B3-06]</u> Infer meanings beyond the literal, e.g., about motives and character	<u>SLO: E-04-B3-06]</u> Investigate how settings and characters are built up from details and identify keywords and phrases	<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.	<u>SLO: E-06-B3-06]</u> Identify different points of view in stories/poems. Differentiate between developing and static characters in the story.	<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.	<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.
<u>SLO: E-01-B3-07]</u> Recognise main elements of	<u>SLO: E-02-B3-07]</u> <u>SLO: E-03-B3-07]</u>		<u>SLO: E-04-B3-07]</u> Identify how expressive and	<u>SLO: E-05-B3-07]</u> Interpret figurative language	<u>SLO: E-06-B3-07]</u> Explain how a series of chapters, scenes, or stanzas fit	<u>SLO: E-07-B3-07]</u> Analyse how a particular sentence, chapter, scene, or	<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).

<p>a story, e.g., beginning, middle and end</p>	<p>Predict what happens at the beginning, in the middle or at the end of a story</p>	<p>descriptive language creates different types of reading and writing</p>	<p>e.g., imagery, metaphor, personification, simile, adding to understanding beyond the literal meaning</p>	<p>together to provide the overall structure of a particular 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>stanzas fit into the overall structure of a text and 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,</p>	<p>Identify rhyme, rhythm, rhyme scheme, figurative language, and imagery in poems.</p> <p>Identify and analyse stages of plot development in a fiction text. (exposition, setting, climax, character development, resolution)</p>
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						climax, resolution)	
<p><u>SLO:</u> <u>E-01-B3-08]</u></p> <p>Show some awareness that texts for different purposes look different, e.g., use of photographs , diagrams</p>	<p><u>SLO:</u> <u>E-02-B3-08]</u></p> <p>Show appropriate awareness that texts have different purposes</p>	<p><u>SLO:</u> <u>E-03-B3-08]</u></p> <p>Identify the main purpose and different types of stories and typical story themes of a text</p>	<p><u>SLO:</u> <u>E-04-B3-08]</u></p> <p>Read newspaper reports, posters, flyers and consider how they engage the reader</p>	<p><u>SLO:</u> <u>E-05-B3-08]</u></p> <p>Read and evaluate non-fiction texts for purpose, style, clarity and organisation</p>	<p><u>SLO:</u> <u>E-06-B3-08]</u></p> <p>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:</u> <u>E-07-B3-08]</u></p> <p>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 	<p><u>SLO: E-08-B3-08]</u></p> <p>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.

						and functional text. 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	<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.

						response to a text and provide some textual reference in support.	
<p><u>SLO: E-01-B3-10]</u></p> <p><u>SLO: E-02-B3-10]</u></p> <p>Show awareness of the rhythmic structure of a poem or song by clapping or through movement.</p>	<p><u>SLO: E-03-B3-10]</u></p> <p><u>SLO: E-04-B3-10]</u></p> <p>Identify rhyme and rhythm, repetition, similes, and sensory images in poems.</p>	<p><u>SLO: E-05-B3-10]</u></p> <p>Identify rhyme and rhythm, repetition, similes, and sensory images in poems.</p> <p>Identify the narrator of the text.</p>	<p><u>SLO: E-06-B3-10]</u></p> <p>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.</p>	<p><u>SLO: E-07-B3-10]</u></p> <p>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.</p>	<p><u>SLO: E-08-B3-10]</u></p> <p>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.</p>		

			<p><u>SLO: E-06-B3-11]</u></p> <p>Identify the speaker of a poem or story (e.g., first-person, third person.</p>	<p><u>SLO: E-07-B3-11]</u></p> <p>Identify different points of view (e.g., first-person, third-person narrative)</p> <p>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p><u>SLO: E-08-B3-11]</u></p> <p>Identify different points of view (e.g., first-person, third-person narrative)</p> <p>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.</p>
<p><u>SLO: E-01-B3-11]</u></p> <p><u>SLO: E-02-B3-11]</u></p> <p>Tell the meaning of sentences.</p>	<p><u>SLO: E-03-B3-11]</u></p> <p><u>SLO: E-04-B3-11]</u></p> <p>Express understanding of the text in your own words.</p>	<p><u>SLO: E-05-B3-11]</u></p> <p>Summarize key ideas of the text in your own words.</p>	<p><u>SLO: E-06-B3-12]</u></p> <p>Select, collate and summarise ideas from texts by paraphrasing them in the simple but correct language.</p>	<p><u>SLO: E-07-B3-12]</u></p> <p>Summarise complex concepts, processes, or information by paraphrasing them in simple but correct language.</p> <p>Make simple generalisation</p>	<p><u>SLO: E-08-B3-12]</u></p> <p>Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks.</p> <p>Make inferences to draw conclusions from, e.g.,</p>

			Draw conclusions and make simple generalisations (such as the moral of a story)	s (such as the moral of a story) by: a. identifying the gist/ main idea and key details b. identifying general patterns from more than one source	a. contextual information b. writer's viewpoint 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>	<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	<u>SLO: E-06-B3-14]</u> Respond to a text with, e.g., a. reasons	<u>SLO: E-07-B3-14]</u> Ask a variety of questions at different levels (e.g.,	<u>SLO: E-08-B3-14]</u> Ask a variety of questions at different levels (e.g., clarifying, open-ended questions)

Share likes and dislikes about a text.		making reader develop a perspective.	b. simple judgement c. personal interpretation	clarifying, open-ended questions) 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	about the texts read or viewed 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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			<p><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</p>	<p><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)</p>	<p><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,</p>	<p><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)</p>	<p><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,</p>
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				<p>poems, rhymes, with tongue twisters, 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>repeated beats, 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, notices, email, notes)</p> <p>f. Drama (a speech</p>	<p>biographies)</p> <p>c. Narratives (e.g., 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</p>
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						notices, notes) f. Drama (speech bubble and cartoon strips, dialogues) g. Lists	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)	works) j. Expositions (e.g., reviews, arguments)
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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			Benchmark I: Acquire a wide vocabulary; use parts of speech concepts and word-formation techniques accurately for reading,		Benchmark I: Build vocabulary and language structures appropriate for writing and speech whilst applying a range of strategies and resources to use vocabulary		

concepts for reading, writing and spoken language.		writing and spoken language.		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 extended environment	<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		
<u>SLO: E-01-C1-02]</u> Identify and act simple	<u>SLO: E-02-C1-02]</u>	<u>SLO: E-03-C1-02]</u> Recognise and use	<u>SLO: E-04-C1-02]</u> 1	<u>SLO: E-05-C1-02]</u> Acquire and use		

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

-ad, -et, -ill, -ig, -in).	-nd, nk, nt, mp).					
<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).	<u>SLO:</u> <u>E-03-C1-04]</u> Recognise alphabetical arrangement of words based on first two letters as preparation for glossary or dictionary use.	<u>SLO:</u> <u>E-04-C1-04]</u> Recognise alphabetical arrangement of words based on first three letters for glossary or dictionary use. Use guide words, dictionary entries, dictionary definitions to check spelling, and meaning of words.	<u>SLO:</u> <u>E-05-C1-04]</u> Use guide words, dictionary entries, dictionary definitions to check spelling, and meaning of words. Use a simple thesaurus to locate synonyms/ antonyms and other functions definitions, etc.	<u>SLO:</u> <u>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 • Locate guide words. • Locate entry word. o choose appropriate word definition • To identify pronuncia tion of a word with the help of a	<u>SLO:</u> <u>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. Use dictionary / Thesaurus to • Locate guide words. • Locate entry word. • choose appropriate word definition. • identify pronuncia tion with the pronuncia tio	<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. Use dictionary / Thesaurus to • Locate guide words. • Locate entry word. Look for the etymology of the word. • choose appropriate word definition according to the context. • identify pronunciation

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

	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	<u>SLO: E-03-C1-07]</u> Join prefixes with the base words and	<u>SLO: E-04-C1-07]</u> Learn to join prefixes and suffixes with the base	<u>SLO: E-05-C1-07]</u> Identify the difference between base words	<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	<u>SLO: E-08-C1-03]</u> Use knowledge of syllable patterns, roots (e.g., bio, funct), and prefixes and

	<p>prefixes (e.g., un, 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).</p>	<p>understand the change in meaning (e.g., love/pre-loved, agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>	<p>words and understand the change of meaning (e.g., act-active, build-builder).</p>	<p>and new words by 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.)</p> <p>Use suffixes to make nouns, adjectives (e.g., ion, ays, ship, ance, ence, able, le, ful, ent).</p>	<p>clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>Use common roots (e.g., cycl, form, ped) and affixes (e.g., anti-, inter-, intra-, post-, -able, -less, -tion) to construct multisyllabic words.</p>	<p>concepts (e.g., micro-, trans-, -ness, -cracy, -ism).</p>	<p>suffixes (e.g., semi-, quad-, -ologist, -ician) to construct multisyllabic words and pronounce the words with the correct stress.</p>
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<p><u>SLO:</u> <u>E-01-C1-07]</u></p> <p>Match the familiar words with their opposites through pictures and text (e.g., black-white, tall-short).</p>	<p><u>SLO:</u> <u>E-02-C1-08]</u></p> <p>Write opposites of simple words (e.g., give-take, late-early) and identify in different texts.</p>	<p><u>SLO:</u> <u>E-03-C1-08]</u></p> <p>Recognise and use opposite words in the text.</p> <p>Recognise and use words similar to each other in the text.</p>	<p><u>SLO:</u> <u>E-04-C1-08]</u></p> <p>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:</u> <u>E-05-C1-08]</u></p> <p>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:</u> <u>E-04-C1-09]</u></p> <p>Identify, differentiate between and use some simple pairs</p>	<p><u>SLO:</u> <u>E-05-C1-09]</u></p> <p>Locate, identify, differentiate between,</p>	<p><u>SLO:</u> <u>E-06-C1-04]</u></p> <p>Recognise and use simple binomial pairs (neat and</p>	<p><u>SLO:</u> <u>E-07-C1-04]</u></p> <p>Comprehend and use idioms and proverbs in the different texts.</p>	<p><u>SLO:</u> <u>E-08-C1-04]</u></p> <p>Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.</p>

			<p>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>and use some simple pairs of words including homophones (e.g., wait-weight), (e.g., been/bean, flower/flour, principal/principle toad/towed be/bee see/sea bare/bear wait/weight</p> <p>there/they're/their eight/ate where/ware/wear steal/steal some/sum by/buy).</p>	<p>tidy/far and wide).</p> <p>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/weather, seen/scene, herd/heard, hare/hair), they're/there/their)</p> <p>Understand and Identify homographs-words spelled</p>	<p>Comprehend and use simple phrasal verbs and adverbial phrases</p> <p>Differentiate between homophones and near homophones (Advice/advise). 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, refuse, lead, invalid,</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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					the same, with different pronunciation	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</p> <p>Break up some common compound words into words they are made of.</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 adjectives that differ in intensity (e.g., large,</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)					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, buzz, twang)</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.</p> <p>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>

					(e.g., <i>clang, buzz, twang</i>) given in the text and paragraph writing.		
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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.
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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	<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	<u>SLO: E-04-C2-01]</u> Recognise and use different types of nouns i.e. common, proper, countable,	<u>SLO: E-05-C2-01]</u> Demonstrate the use of more complex common/proper nouns, countable/uncountable	<u>SLO: E-06-C2-01]</u> Use the types of nouns i.e. common, proper, collective, concrete and abstract		
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person, place animal or thing		cup, pen), uncountable nouns (e.g., sugar, salt).	uncountable nouns and collective nouns.	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-baby sitters)	<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	<u>SLO: E-02-C2-03]</u> <u>SLO: E-03-C2-03]</u> Identify and classify the grammatical gender of	<u>SLO: E-04-C2-03]</u> <u>SLO: E-05-C2-03]</u> Recognise and use the common grammatical gender	<u>SLO: E-06-C2-03]</u> Sort the nouns by	<u>SLO: E-07-C2-02]</u> Use specific words for			

of naming words (masculine/feminine)	naming words from immediate environments (masculine/feminine).		used for both males and females.		gender i.e. masculine, feminine, and common (e.g., baby), neuter (e.g., property).	genders and gender-neutral terms where needed.	
<u>SLO:</u> <u>E-01-C2-04]</u> Recognise and use substitution words (e.g., I, we, you, he, she, it, they).	<u>SLO:</u> <u>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:</u> <u>E-03-C2-04]</u> Differentiate and use subjective, objective and possessive pronouns in sentences.	<u>SLO:</u> <u>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:</u> <u>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:</u> <u>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:</u> <u>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:</u> <u>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)</p> <p>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 and colour, soft, big, yellow.</p>		<p><u>SLO: E-03-C2-07]</u> Identify and use describing words as adjectives.</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 (e.g., music</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 adjectives in sentences.</p>	<p><u>SLO: E-08-C2-05]</u> Identify the varying position of adjectives in sentences and</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. 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 meanings of adjectives.</p>	<p>→ 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 -ing, -en and</p>	<p>adjectival phrases.</p>	<p>Form adjectives from nouns and verbs. Use adjectival phrases in sentences and speech.</p>	<p>apply in their writing. Form adjectives from nouns and verbs. Use adjectival phrases in speech and writing.</p>
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			-ed to differentiate between the meanings of adjectives (e.g., She is interesting/ She is interested.			
				<p><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.</p>	<p><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.</p>	<p><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>

<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 irregular</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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		degrees of adverbs, use more and most with adverbs.				
			<p><u>SLO: E-04-C2-09]</u> <u>SLO: E-05-C2-09]</u></p> <p>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</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,</p>	<p><u>SLO: E-06-C2-11]</u> Recognise and demonstrate</p>	<p><u>SLO: E-07-C2-10]</u> Recognise and demonstrate function and</p>	<p><u>SLO: E-08-C2-09]</u> Use modals correctly in speech and</p>

		(should/ should not – could / couldn't – must / mustn't) can /cannot and, may/may not.	may, might, must, ought, shall, should, will, and would.....	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.	use of would, need, could, might, shall, must, ought and dare in affirmative, negative and interrogative sentences.	writing to create an effect and impact on the reader.
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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> <i>Use adverb clauses as needed in their speech and writing.</i></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 prepositional phrases.</p>	<p><u>SLO: E-08-C2-11]</u> Identify and use compound prepositions and prepositional phrases in writing</p>	

<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..., neither...nor...)</p> <p>Introduce and explain the use of coordinating</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, wherever), choice (e.g., either...or..., neither...nor)</p> <p>Identify the</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), cause-and-effect (e.g., so that, therefore, since*), choice (e.g.,</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>"Recognise and use correlative conjunctions</p>
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			<p>conjunctions (i.e. but, or, yet, and).</p>	<p>difference between coordination and subordination conjunctions and their use in sentences i.e. compound and complex.</p>	<p>either...or..., neither...nor...)</p> <p>Recall the use of coordinating and subordinating conjunctions.</p>	<p>including pairs such as "both/and," "either/or," "neither/nor," "not/but" and "not only/but also."</p>
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Benchmark II: Identify, 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

<p><u>SLO:</u> <u>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.</p>	<p><u>SLO:</u> <u>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.</p>	<p><u>SLO:</u> <u>E-03-C3-01]</u> Recognise and apply capitalization to the initial letter of proper nouns. Capitalize holidays, product names, and geographical names.</p>	<p><u>SLO:</u> <u>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.</p>	<p><u>SLO:</u> <u>E-05-C3-01]</u> ↓ Capitalize proper nouns and titles of stories and books, the first words of sentences, and letters in acronyms.</p>	<p><u>SLO:</u> <u>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.</p>	<p><u>SLO:</u> <u>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.</p>	<p><u>SLO:</u> <u>E-08-C3-01]</u> Punctuate paragraphs and longer pieces of text correctly.</p>
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<p><u>SLO:</u> <u>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:</u> <u>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:</u> <u>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:</u> <u>E-04-C3-02]</u> Recognise and use full stop with some abbreviation s, and hyphen with common compound words.</p> <p>Read, pronounce, write, and understand the meaning of common abbreviation s for titles, and time periods (e.g., Ms., Mrs., months, days of the week, a.m., p.m.)</p>	<p><u>SLO:</u> <u>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:</u> <u>E-02-C3-03]</u> Recognise the apostrophe of possession with naming words i.e. Imran's bag, Ali's hat.	<u>SLO:</u> <u>E-03-C3-03]</u> Use of contractions with verbs (e.g., I'm, I've, she's, it's).	<u>SLO:</u> <u>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 toys, a	<u>SLO:</u> <u>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 toys, a week's	<u>SLO:</u> <u>E-06-C3-02]</u> Use apostrophe with nouns (singular, plural) ending with missing sounds e.g, Keats' poetry, Boys' college etc	<u>SLO:</u> <u>E-07-C3-02]</u> Identify, apply and use apostrophe with nouns in reading and writing	<u>SLO:</u> <u>E-08-C3-02]</u> Identify, apply and use apostrophe/contractions with nouns in complex readings and extensive writing

			week's holiday) and in contractions (e.g., it's raining)	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 Future tense. Understand and use gerunds.	<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 speech and writing.		

					Understand the use of since and for	
	<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 actions/events in writing and speaking e.g., It	<u>SLO: E-03-C4-04]</u> Use past simple for completed actions/events and regular actions in the past.(In sentences)	<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 past perfect tense. Understand and use gerunds.		

	rained in the morning.				Understand the use of since and for Understand and use gerunds and participles. Use aspects of time correctly in speech and writing.		
		<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 was driving slowly because the roads were slippery).	<u>SLO: E-05-C4-05]</u> Use past continuous for the action going on when a second action took place (e.g., It was raining when the incident happened.)	<u>SLO: E-06-C4-05]</u> Use past continuous in writing and past perfect for a past action occurring 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 using phrases	<u>SLO: E-06-C5-01]</u> Differentiate between phrases and clauses.	<u>SLO: E-07-C5-01]</u> Identify and differentiate between sentences, clauses and phrases	<u>SLO: E-08-C5-01]</u> Identify and differentiate between a variety of phrases and clauses.	

<p><u>SLO:</u> <u>E-01-C5-01]</u> Recognise and construct simple sentences using nouns and verbs e.g., Ali runs.</p>	<p><u>SLO:</u> <u>E-02-C5-01]</u> Construct simple sentences using a subject, verb, objects e.g., He eats apples.</p>	<p><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.</p>	<p><u>SLO:</u> <u>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).</p>	<p><u>SLO:</u> <u>E-06-C5-02]</u> Classify and use sentences with simple and compound structures Use simple pattern sentences. SV Subject-Verb (intransitive) SVO: Subject-Verb -Object SVA- Subject-Verb -Adjective SVA- Subject-Verb -Adverb SVN-Subject -Verb-Noun</p>	<p><u>SLO:</u> <u>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</p>	<p><u>SLO:</u> <u>E-08-C5-02]</u> Analyze and construct sentences using the sentence patterns and structures learnt in earlier classes.</p>
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			<p><u>SLO: E-04-C5-ADD]</u> Identify and use the difference between main and subordinate clauses in a given sentence.</p>	<p><u>SLO: E-05-C5-ADD]</u> Differentiate between main and subordinate clauses in a given sentence.</p>	<p><u>SLO: E-06-C5-ADD]</u> <u>SLO: E-07-C5-ADD]</u> 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).</p>	<p><u>SLO: E-08-C5-ADD]</u> Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation.</p>
<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, exclamatory 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>		

<u>SLO:</u> <u>E-01-C5-03]</u> Comprehend simple what, where and when questions.	<u>SLO:</u> <u>E-02-C5-03]</u> Comprehend and respond to simple wh-questions	<u>SLO:</u> <u>E-03-C5-04]</u> Make questions by using Wh-questions (e.g. What are you doing?)	<u>SLO:</u> <u>E-04-C5-04]</u> Make questions starting with be form of verbs (e.g., Are you going to Lahore today?)	<u>SLO:</u> <u>E-05-C5-04]</u> Form questions and answers by varying the structure of sentences			
	<u>SLO:</u> <u>E-02-C5-04]</u> Identify and use transitional words to manage the sequence of events i.e. first, then, next, finally	<u>SLO:</u> <u>E-03-C5-05]</u> Use transitional words in simple procedure e.g., writing a recipe, following directions etc	<u>SLO:</u> E-04-C5-05] <u>SLO:</u> E-05-C5-05] 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:</u> <u>E-04-C5-06]</u> Recognise direct speech sentences	<u>SLO:</u> <u>E-05-C5-06]</u> Differentiate between direct and	<u>SLO:</u> <u>E-06-C5-04]</u> Differentiate between direct and	<u>SLO:</u> <u>E-07-C5-04]</u> Change tense in indirect speech	<u>SLO:</u> <u>E-08-C5-04]</u> Change tense in indirect speech (present, past and perfect

			in a narration	indirect speech and change pronouns in indirect speech and replacement of other words (e.g., this-that, now-then, today-that day etc.)	indirect speech. Change of tense in indirect speech i.e. (present into past tense in simple sentences and interrogative sentences.	(present, past and perfect tenses in exclamatory sentences and paragraphs.	tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing.
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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

<p><u>SLO: E-01-D1-01]</u></p> <p>Practise a comfortable and efficient pencil grip and learn to form letter correctly</p>	<p><u>SLO: E-02-D1-01]</u></p> <p>Form words correctly and consistently</p>	<p><u>SLO: E-03-D1-01]</u></p> <p>Develop consistency in the size and proportion of letters and the spacing of words</p>	<p><u>SLO: E-04-D1-01]</u></p> <p><u>SLO: E-05-D1-01]</u></p> <p>Identify syllabic patterns in multisyllabic words</p>	<p><u>SLO: E-06-D1-01]</u></p> <p>Practice note-taking for different purposes in a legible and consistent handwriting</p>	<p><u>SLO: E-07-D1-01]</u></p> <p><u>SLO: E-08-D1-01]</u></p> <p>Apply editing and proofreading skills to a range of different texts and contexts</p>	
<p><u>SLO: E-01-D1-02]</u></p> <p>a) Practise handwriting patterns and writing letters both capital and small with correct formation</p> <p>b) Practise writing letters and words from left to right with regular spaces between letters an words</p>	<p><u>SLO: E-02-D1-02]</u></p> <p>a) Practise handwriting patterns and the joining of letters</p> <p>b) Use joined-up handwriting in limited range of written work</p>	<p><u>SLO: E-03-D1-02]</u></p> <p>Practise joining letters in handwriting</p>	<p><u>SLO: E-04-D1-02]</u></p> <p><u>SLO: E-05-D1-02]</u></p> <p>Use joined-up handwriting in all writing</p>	<p>-----</p>	<p>-----</p>	<p>-----</p>

<p><u>SLO: E-01-D1-03]</u> <u>SLO: E-02-D1-03]</u></p> <p>Write letters and words at an appropriate speed and develop an understanding that a capital letter is for the start of a sentence.</p>	<p><u>SLO: E-03-D1-03]</u></p> <p>Build up handwriting speed, fluency and develop an understanding of capital letters, full stops and question marks within a sentence.</p>	<p><u>SLO: E-04-D1-03]</u> <u>SLO: E-05-D1-03]</u></p> <p>Practise fast, fluent and legible handwriting styles for different purposes and use punctuation marks appropriately.</p>	<p>-----</p>	<p>-----</p>	<p>-----</p>	
<p><u>SLO: E-01-D1-04]</u></p> <p>Use phonetic knowledge and rhyme to attempt to write and spell simple words (e.g., bat, cat, is, was etc).</p>	<p><u>SLO: E-02-D1-04]</u></p> <p>Use the common spelling of short and long vowel sounds eg.,cat, car, bed, bird, dot, door, cut, cute</p>	<p><u>SLO: E-03-D1-04]</u></p> <p>Spell and write familiar, and unfamiliar words accurately.</p>	<p><u>SLO: E-04-D1-04]</u> <u>SLO: E-05-D1-04]</u></p> <p>Demonstrate an understanding of the use of spelling patterns, e.g., vowel phonemes, double consonants, silent letters, common prefixes and suffixes etc</p>	<p><u>SLO: E-06-D1-02]</u></p> <p>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,</p>	<p><u>SLO: E-07-D1-02]</u></p> <p>Write multi-syllable words at grade level with correct spelling, using spelling rules and strategies: making analogies</p>	<p><u>SLO: E-08-D1-02]</u></p> <p>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.</p> <p>Use hyphens in words, letter string –ough words and homophones</p>

				<p>changing the ending of a word from -y to -ies when forming the plural; /ʃəs/ spelt with -tious and cious. Exception: -xious; /ʃəl/ spelt with -tial, -cial and exceptions. Making analogies from familiar words.</p>	<p>from familiar words. Making words with -able, -ible, -ably, -ibly, 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)</p>	<p>'l' before 'e', except after 'c' rule with exceptions.</p>
<p><u>SLO: E-01-D1-05]</u> Use the common spelling of long vowel phonemes, e.g., 'ee', 'ai', 'oo'</p>	<p><u>SLO: E-02-D1-05]</u> Use the different common</p>	<p><u>SLO: E-03-D1-05]</u> Use to spell simple high-frequency words and</p>	<p><u>SLO: E-04-D1-05]</u> <u>SLO: E-05-D1-05]</u> Spell high frequency and irregular words.</p>			

	spellings of long vowel phonemes.	common 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> 1 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						

<p><u>SLO: E-01-D2-01]</u></p> <p>Write a simple and short opening sentence which highlights the topic sentence</p>	<p><u>SLO: E-02-D2-01]</u></p> <p>Write an opening sentence to highlight the topic sentence and introduce the setting in two to three sentences</p>	<p><u>SLO: E-03-D2-01]</u></p> <p>Write multi-syllable words to express the tone of the characters in a setting according to the title.</p> <p>(For example Mary goes to school with a big smile on his face every day.)</p>	<p><u>SLO: E-04-D2-01]</u></p> <p>Write multi-syllable words at grade level with correct spelling, adjectives, and adverbs (for eg ly words) to show a glimpse of characterization</p>	<p><u>SLO: E-05-D2-01]</u></p> <p>Write multi-syllable words at grade level with correct spelling, using spelling rules, adjectives, adverbs (for eg. Ly words) and imagery to create an atmosphere of the setting</p>	<p><u>SLO: E-06-D2-01]</u></p> <p>Follow the steps of the process approach to plan for writing a paragraph: brainstorming, mind mapping using a variety of graphic organizers, mind-mapping, note-taking, picture illustrations and doodles.</p>	<p><u>SLO: E-07-D2-01]</u></p> <p>Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.</p>	<p><u>SLO: E-08-D2-01]</u></p> <p>Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.</p>
<p><u>SLO: E-01-D2-02]</u></p> <p><u>SLO: E-02-D2-02]</u></p> <p>Write short sentences with basic personal information, etc</p>	<p><u>SLO: E-03-D2-02]</u></p> <p>Write longer and complex sentences on a limited range of topics e.g.,</p>	<p><u>SLO: E-04-D2-02]</u></p> <p>↓</p> <p>a) Use descriptive imagery based on sight, touch</p>	<p><u>SLO: E-05-D2-02]</u></p> <p>Use appropriate imagery to create an atmosphere of the</p>				

	<p>sports day, nature, holidays etc.</p>	<p>& sound. Also, use words to suggest characterization.</p> <p>b)Write at least one paragraph with adverbs. (for eg ly words. Quickly, he grabbed his arm & pushed him away.)</p>	<p>setting & establish personality traits of the character(s)</p>			
<p><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</p>	<p><u>SLO: E-03-D2-03]</u> Use interesting and meaningful words in their writings</p>	<p><u>SLO: E-04-D2-03]</u> <u>SLO: E-05-D2-03]</u> Use and compare/replace words to make writing meaningful.</p>				

<p><u>SLO:</u> <u>E-01-D2-ADD]</u></p> <p>Select a suitable concluding sentence.</p> <p>(For example, We all enjoyed the picnic.)</p>	<p><u>SLO:</u> <u>E-02-D2-04]</u></p> <p>Write a single concluding sentence which repeats the theme of the topic.</p>	<p><u>SLO:</u> <u>E-03-D2-04]</u></p> <p>Write concluding remarks in the form of two sentences</p> <p><u>SLO:</u> <u>E-03-D2-ADD]</u></p> <p>Write concluding remarks in repeating the mood of the setting, a remark on characterization and a suitable ending.</p> <p>(For example, John enjoyed the trip with his friends. Their decent actions also</p>	<p><u>SLO:</u> <u>E-04-D2-04]</u></p> <p>Insert at least one dialogue or exclamation of emotion to add richness to the story.</p> <p>(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</p>	<p><u>SLO:</u> <u>E-05-D2-04]</u></p> <p>Insert a dialogue and an expression of emotion to add depth to the character(s). 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><u>SLO: E-06-D2-02]</u></p> <p>Write a short dialogue between two people.</p>	<p><u>SLO:</u> <u>E-07-D2-02]</u></p> <p>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-D2-02]</u></p> <p>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>
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		<i>got appreciation from the old man.)</i>	a few sentences.				
					<p><u>SLO: E-06-D2-03]</u></p> <p>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 	<p><u>SLO: E-07-D2-03]</u></p> <p>Follow the techniques 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></p> <p>Follow the techniques of writing the first draft with sufficient details; proofread it, and edit details to suit the purpose and audience.</p>

					details to complete the idea.		
		<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.		

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>		
D3. Writing for Meaning							
<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></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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></p> <p>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-antecedent relationships</p>	<p><u>SLO: E-07-D3-01]</u></p> <p>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>a. Use chronological/sequence</p>	<p><u>SLO: E-08-D3-01]</u></p> <p>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>ps and transition 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>ntial 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>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,</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 organization.</p>	<p>c. Recognize that the introductory paragraph carries the main idea of the 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)</p>	<p>definition, data, illustration or evidence) to develop the main idea.</p>
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					onal structure, provide a reason to support a perspective and conclude appropriately.	to develop the main idea. e. The concluding paragraph contains a summary of the whole essay and a general concluding statement	
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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	<u>SLO: E-04-D4-01]</u> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what	<u>SLO: E-05-D4-01]</u> Write narratives to develop real or imagined experiences or events using effective techniques, descriptive	<u>SLO: E-06-D4-01]</u> Write narratives to develop real or imagined experiences or events using effective techniques, descriptive	<u>SLO: E-07-D4-01]</u> Write narratives to develop real or imagined experiences or events using effective techniques, descriptive	<u>SLO: E-08-D4-01]</u> Write narratives to develop real or imagined experiences or events using effective techniques, relevant
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		<p>approach - brainstorming, mind-mapping, first draft).</p>	<p>happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>details, and clear event sequences.</p> <ol style="list-style-type: none"> 1. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. 2. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. 	<p>details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and 	<p>details, and clear event sequences.</p> <ol style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing narrators and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to 	<p>descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 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. b. Use narrative techniques, such as dialogue,
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				<p>3. Provide a sense of closure.</p>	<p>events or show the responses of characters to situations.</p> <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</p>	<p>develop experiences and events or show the responses of characters 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</p>	<p>pacing, and description, to develop experiences, events, 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,</p>
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					<p>events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
<p><u>SLO: E-01-D4-02]</u></p> <p>Write simple sentences giving information on what students observe. (e.g., This is a book.)</p>	<p><u>SLO: E-02-D4-02]</u></p> <p>Write 3-5 informative/explanatory sentences on one topic in which they name a topic,</p>	<p><u>SLO: E-03-D4-02]</u></p> <p>Write a process/procedure paragraph in which they introduce a topic, use</p>	<p><u>SLO: E-04-D4-02]</u></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><u>SLO: E-05-D4-02]</u></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and</p>	<p><u>SLO: E-06-D4-02]</u></p> <p>Write informative/explanatory text like a book blurb, poster to examine a topic and convey ideas</p>	<p><u>SLO: E-07-D4-02]</u></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information.</p>	<p><u>SLO: E-08-D4-02]</u></p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information</p>

	supply some facts about the topic, and provide some sense of closure.	facts and definitions to develop points, use linking words (first, second, etc.), and provide a concluding statement or section.	<ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, 	information clearly. <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension b. Develop the topic with facts, definitions, 	and information. <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> a. Introduce a topic, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. b. Develop the topic with facts, definitions 	through selecting relevant content. <ul style="list-style-type: none"> a. 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
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			<p>and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>and details.</p> <p>c. Use linking 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</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-specific vocabulary to inform about or</p>	<p>, concrete details, quotations, or 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 and domain-s</p>	<p>multimedia when useful to aid 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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				section	<p>explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented</p>	<p>pecific 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 information or explanation</p>
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							presented.
		<p><u>SLO:</u> <u>E-03-D4-03]</u></p> <p>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:</u> <u>E-04-D4-03]</u></p> <p>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:</u> <u>E-05-D4-03]</u></p> <p>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 support the opinion</p>	<p><u>SLO:</u> <u>E-06-D4-03]</u></p> <p>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 ideas are grouped to support the</p>	<p><u>SLO:</u> <u>E-07-D4-03]</u></p> <p>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 reasons and relevant evidence, using credible</p>	<p><u>SLO:</u> <u>E-07-D4-03]</u></p> <p>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 evidence logically.</p> <p>b. Support claim(s)</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>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 statement, and analyse or section related to the opinion presented.</p>	<p>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>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement</p>	<p>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 cohesion and clarify the relationships claim(s), reasons,</p>
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						or section that follows from the argument presented .	and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
		<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 -	<u>SLO: E-05-D4-04]</u> Write simple descriptive paragraphs (giving physical description and	<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			<u>SLO: E-08-D4-04]</u> Write a descriptive composition (giving physical description and characteristics/traits of a

		brainstorm, mind mapping, writing a first draft.	characteristics /traits of a person/object/ place, using correct capitalization, punctuation and spelling,	vocabulary and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft and final draft	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><u>SLO: E-02-D4-03]</u></p> <p>Fill in speech bubbles and cartoon strips with appropriate formulaic expressions or a simple dialogue.</p>	<p><u>SLO: E-03-D4-05]</u></p> <p>Begin to write guided sentences in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicativ</p>	<p><u>SLO: E-04-D4-05]</u></p> <p><u>SLO: E-05-D4-05]</u></p> <p>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></p> <p>Write a short dialogue between two people.</p>	<p><u>SLO: E-07-D4-05]</u></p> <p>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></p> <p>Write a short dialogue between two people, giving narration/backg round in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to</p>

		e purpose and context.					context and relationship between addresser and addressee.
		<p><u>SLO:</u> <u>E-03-D4-06]</u></p> <p>Design and write an invitation card for a range of purposes.</p>	<p><u>SLO:</u> <u>E-04-D4-06]</u></p> <p>Write an informal letter to family and friends on personal, familiar topics and replies to a 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><u>SLO:</u> <u>E-05-D4-06]</u></p> <p>Write informal letters to people in an immediate social and academic environment for e.g., write a get well soon letter</p>	<p><u>SLO:</u> <u>E-06-D4-06]</u></p> <p>Write informal letters to people in extended social and academic environments for various purposes. e.g., Thank you letter</p> <p>Follow conventions of informal letters concerning layout, salutations etc. Use of appropriate vocabulary, style and tone in informal</p>	<p><u>SLO:</u> <u>E-07-D4-06]</u></p> <p>Write informal letters to people in extended social and academic environments for various purposes.</p> <p>Write short informal letters to people in an extended social and academic environment for various purposes: • Use correct conventions, appropriate vocabulary,</p>	<p><u>SLO:</u> <u>E-08-D4-06]</u></p> <p>Compare and write informal and formal letters to people in extended social and academic environments for various purposes.</p>

					<p>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 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.)</p>	<p>tone and style.</p> <ul style="list-style-type: none"> · Revise for: <ul style="list-style-type: none"> • Correct format, layout. <p>Write a Formal letter of application to people within your environment (principal/teacher).</p>	
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			<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:</u> <u>E-06-D4-07]</u> Write a formal letter/email (application, complaint).	<u>SLO:</u> <u>E-07-D4-07]</u> Write a formal letter/email (application, complaint, acceptance/rej ection).	<u>SLO:</u> <u>E-08-D4-07]</u> Write a formal letter/email (application, complaint, acceptance/rej ection, 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:</u> <u>E-02-D4-04]</u> Write a simple guided poem using a list of given rhyming words.	<u>SLO:</u> <u>E-03-D4-07]</u> Write a simple acrostic poem using a given structure.	<u>SLO:</u> <u>E-04-D4-08]</u> Write a simple cinquain (poem).	<u>SLO:</u> <u>E-05-D4-08]</u> Write a haiku (poem).	<u>SLO:</u> <u>E-06-D4-08]</u> Write a poem describing objects or places.	<u>SLO:</u> <u>E-07-D4-08]</u> Write a poem narrating an event.	<u>SLO:</u> <u>E-08-D4-08]</u> Write a poem narrating an event or a story.

				<u>SLO:</u> <u>E-05-D4-09]</u> Write the main idea of a familiar and unfamiliar poem.	<u>SLO:</u> <u>E-06-D4-09]</u> Write the main idea of a familiar and unfamiliar poem.	<u>SLO:</u> <u>E-07-D4-09]</u> Use paraphrasing skills to paraphrase stanzas in a poem.	<u>SLO:</u> <u>E-08-D4-09]</u> Use paraphrasing skills to paraphrase stanzas in a poem.
			<u>SLO:</u> <u>E-04-D4-09]</u> Paraphrase the text in your own words.	<u>SLO:</u> <u>E-05-D4-10]</u> Use summary skills to write a summary of the given text.	<u>SLO:</u> <u>E-06-D4-10]</u> Use summary skills to write an objective summary of the given text, distinct from personal opinion and judgement.	<u>SLO:</u> <u>E-07-D4-10]</u> Use summary skills to write an objective summary of the given text.	<u>SLO:</u> <u>E-08-D4-10]</u> Use summary skills to write an objective summary of the given text and poems.
					<u>SLO:</u> <u>E-06-D4-11]</u> Write a paragraph of free writing for fluency, creativity,	<u>SLO:</u> <u>E-07-D4-11]</u> Write a paragraph of free writing for fluency, creativity,	<u>SLO:</u> <u>E-08-D4-11]</u> Write a paragraph of free writing for fluency, creativity,

					brainstorming or pleasure.	brainstorming or pleasure.	brainstorming or pleasure.
					<p><u>SLO:</u> <u>E-06-D4-12]</u></p> <p>Proofread and edit texts for errors of</p> <ul style="list-style-type: none"> •sentence structure. • subject/verb agreement. • noun/pronoun agreement. •connectives. •punctuation and spelling. 	<p><u>SLO:</u> <u>E-07-D4-12]</u></p> <p>Proofread and edit texts for errors of</p> <ul style="list-style-type: none"> •sentence structure. • subject/verb agreement. • noun/pronoun agreement. •transitional devices •punctuation and spelling. 	<p><u>SLO:</u> <u>E-08-D4-12]</u></p> <p>Proofread and edit texts for errors of:</p> <ul style="list-style-type: none"> •sentence structure. • subject/verb agreement. • noun/pronoun agreement. •reference words, connectives/transitional devices.
							•punctuation and spelling.

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

			<ul style="list-style-type: none"> • 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
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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 interest in Pakistan and other countries. 	<ul style="list-style-type: none"> • Knowing people of different religions, ethnicity, languages and nationalities • Places of historical, cultural and geographical importance and interest in Pakistan and other countries 	<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
4.	<p>Patriotism/ National Pride</p>	<ul style="list-style-type: none"> • Understanding and exhibiting national Pride (Language, 	<ul style="list-style-type: none"> • Understanding national Pride (Language, Dress, 	<ul style="list-style-type: none"> • Understanding national Pride (Language, Dress,

		Dress, Culture, food, arts & crafts)	Culture, food arts & crafts)	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.	Role models Male/female (Past and Present.) Life of Rasool Akram Hazrat Muhammad (SAW) Khatum-un-Nabiyeen, 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. Incidents from the Life of Rasool Akram Hazrat Muhammad (SAW) Khatum-un-Nabiyeen showing his patience and tolerance 	<ul style="list-style-type: none"> Local, National and International Role models depicting noble cause, national cause. Incidents form the Life of Rasool Akram Hazrat Muhammad (SAW) Khatum-un-Nabiyeen (Prophet Muhammad (saw)'s head of family) <ul style="list-style-type: none"> Awardees of Nishan –e- Haider 	<ul style="list-style-type: none"> Local, National and International Role models depicting noble cause, national cause. Incidents form the Life of Rasool Akram Hazrat Muhammad (SAW) Khatum-un-Nabiyeen as Teacher/ Educationist

		<ul style="list-style-type: none"> • 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"> • Contemporaries heroes/ role models national and international • (Maryam Mukhtar, Abdul Sattaar Edhi 	<ul style="list-style-type: none"> • 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.) • Importance of plants and trees 	<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
10.	Population education	<ul style="list-style-type: none"> • General Impact of population growth on 	<ul style="list-style-type: none"> • General Impact of population growth on 	<ul style="list-style-type: none"> • General Impact of population growth on

		natural resources and environment	natural resources on a global level.	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 • 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 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 • 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 • Awareness of crisis, accidents natural calamities and pandemics 	<ul style="list-style-type: none"> • Basic knowledge of first aid • Awareness of crisis, accidents natural calamities and pandemics 	<ul style="list-style-type: none"> • Basic knowledge of first aid • Awareness of crisis, accidents natural calamities and pandemics

		<ul style="list-style-type: none"> • 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"> • 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"> • 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 • Understanding warning / regulatory Traffic Signs and Signals • Respecting community resources 	<ul style="list-style-type: none"> • Understanding individual responsibility as a citizen, in different situation • Civic responsibilities (Making queues, Avoid spitting, Avoid Public urination/open defecations) • Respecting community resources • Traffic education • Obeying rules and regulations 	<ul style="list-style-type: none"> • Understanding individual responsibility as a citizen, in different situations. • Respecting Human rights • Understand the real notion of democratic processes in personal and social context. • Importance of the National Constitution with

		<ul style="list-style-type: none"> • Practicing cleanliness for self and surroundings • Civic responsibilities (Making queues, avoid spitting, Avoid Public urination/open defecations) 	<p>(observing speed Limit)</p> <ul style="list-style-type: none"> • Being a responsible and helpful citizen • Effects of littering and damaging surroundings (Avoid using plastic bags, wall chalking, etc.) • Respecting Human rights 	<p>respect to Human rights etc. (No one is above the law etc.)</p> <ul style="list-style-type: none"> • 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.)
18.	Health, Safety, Drug education	<ul style="list-style-type: none"> • Understanding physical well-being • Visiting a doctor 	<ul style="list-style-type: none"> • Visiting a doctor • Knowing harmful medicines and dangerous drugs (tobacco, illegal and 	<ul style="list-style-type: none"> • Knowing harmful medicines and dangerous drugs (tobacco, illegal and unlawful drugs,

		<ul style="list-style-type: none"> • 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 	<p>unlawful drugs, prescription drugs and over- the-counter medicines.)</p> <ul style="list-style-type: none"> • 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, • Knowledge about household chemicals and careless use of medicines • Calling emergency helplines 	<p>prescription drugs and over- the-counter medicines.)</p> <ul style="list-style-type: none"> • 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. • Healthy eating habits (No junk food, No skipping meals, • Knowledge about household
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				<p>chemicals and careless use of medicines</p> <ul style="list-style-type: none"> • 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) • Child labor • Hoarding 	<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, social class and gender) • 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)

ENGLISH (9-12)

Progression Grid

The Progression Grid template below is taken from the English Curriculum 2020¹. There are two changes made. First, the template begins with the Competency specifically for Language requirements. Second, the columns are extended all the way to Grade 12. Please note that some Standards and Student Learning Outcomes will not begin until a higher grade or learning level. This template format must be consistent for all subjects.

Progression Grid Template

The Progression Grid below is divided by grade level; Grades 9-12

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

1. Oral Communication Skills
2. Reading and Critical Thinking
3. Vocabulary and Grammar
4. 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 due to 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 9	Grade 10	Grade 11	Grade 12
Benchmark I: Listen to and respond to a variety of spoken discourse at increasing levels of difficulty in different contexts. Apply a range of listening strategies individually and collaboratively to comprehend and interpret by critically analysing information.		Benchmark I: Respond to a variety of spoken discourse at increasing levels of difficulty in different contexts. Apply a range of listening strategies individually and collaboratively to comprehend and interpret by critically analysing information.	
A1. Listening and Viewing			
[SLO: E-09-A1-01] Explore simple to complex ideas and issues in a two to three-act play.	[SLO: E-10-A1-01] Analyse and present complex ideas and issues in a short drama.	[SLO: E-11-A1-01] Establish roles and apply dramatic approaches with confidence, especially in a four to five-act play.	[SLO: E-12-A1-01] Apply dramatic approaches with confidence, especially in a drama.
[SLO: E-09-A1-02] Respond to text through discussion, short stories and plays.	[SLO: E-10-A1-02] Respond to the text by giving arguments and opinions.	[SLO: E-11-A1-02] Respond to texts for different purposes (including arguments and discussions).	[SLO: E-12-A1-02] Listen to texts and critically analyse the situations/events.
Benchmark II: Comprehend, and respond to a variety of spoken discourse with standard pronunciation.		Benchmark II: Respond to a variety of spoken discourse with standard pronunciation.	

A2. Listening and Speaking Readiness

[SLO: E-09-A2-01] Demonstrate attentive listening' skills to respond orally with standard pronunciation.	[SLO: E-10-A2-01] Demonstrate attentive listening' skills while working in pairs and taking turns to speak with standard pronunciation.	[SLO: E-11-A2-01] Demonstrate attentive listening' skills while working in groups and taking turns to speak with standard pronunciation.	[SLO: E-12-A2-01] Demonstrate attentive listening' skills while working in a whole class setting and taking turns to speak with standard pronunciation.
[SLO: E-09-A2-02] [SLO: E-10-A2-02] Ask and answer questions of personal relevance, information and a variety of communicative purposes		[SLO: E-11-A2-02] [SLO: E-12-A2-02] Respond to questions on a range of communicative purposes.	
[SLO: E-09-A2-03] Use rhetorical questions for a range of audiences.	[SLO: E-10-A2-03] Apply the use of rhetorical questions for a range of audiences.	[SLO: E-11-A2-03] [SLO: E-12-A2-03] Use complex questions for a range of audiences.	
[SLO: E-09-A2-04] Perform a drama/ role play/play script.	[SLO: E-10-A2-04] Perform a drama/ role play/play script showing different roles and scenarios.	[SLO: E-11-A2-04] Perform a drama/ role play/play script showing different roles and scenarios through deliberate choice of dialogues/ speech.	[SLO: E-12-A2-04] Perform a drama/ role play/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.

<p>Benchmark III: Use dialogues and panel discussions on particular topics to communicate information/ ideas and demonstrate the social and academic conventions/ dynamics for a variety of purposes and audiences</p>	<p>Benchmark III: Use dialogues, panel discussions, and presentations on particular topics to communicate information/ ideas and demonstrate the social and academic conventions/ dynamics for a variety of purposes and audience.</p>
<p>A3. Listening and Speaking for Different Purposes and Audiences</p>	
<p>[SLO: E-09-A3-01] [SLO: E-10-A3-01] [SLO: E-11-A3-01] [SLO: E-12-A3-01] Speak confidently and fluently in a wide range of contexts, For example, (conflict resolution, panel discussion, role-play, dialogue etc.) to fulfil different purposes (exposition, argumentation etc.).</p>	
<p>[SLO: E-09-A3-02] [SLO: E-10-A3-02] Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners.</p>	<p>[SLO: E-11-A3-02] [SLO: E-12-A3-02] 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</p>

A4. Listening and Speaking for different audiences

[SLO: E-09-A4-01] Engage in extended discussions.	[SLO: E-10-A4-01] Engage in extended discussions and critique taking into account others' viewpoints.	[SLO: E-11-A4-01] Engage in extended discussions and critique taking into account other speakers' viewpoints and presenting one's own with clarity.	[SLO: E-12-A4-01] Engage in extended discussions and critique taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.
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Competency B: Reading and Critical Thinking

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 9	Grade 10	Grade 11	Grade 12
Benchmark I: Read a wide range of texts with fluency, appropriate expression, comprehension and pleasure.		Benchmark I: Examine and critique a wide range of extended texts with fluency, correct expression, comprehension and pleasure.	

B1. Reading Readiness and Fluency

[SLO: E-09-B1-01]
[SLO: E-10-B1-01]

Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.

[SLO: E-11-B1-01]

[SLO: E-12-B1-01]

Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.

[SLO: E-09-B1-02]

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?)

[SLO: E-10-B1-02]

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?)

[SLO: E-11-B1-02]

[SLO: E-12-B1-02]

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?)

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

Benchmark II: Discover the literal and contextual meaning of words and phrases. Analyse patterns of text organization and functions of various devices used in a paragraph and text.

Benchmark II: Examine the literal and contextual meaning of words and phrases. Analyse patterns of text organization and functions of various devices used in a paragraph and text.

B2. Reading for Understanding

<p>[SLO: E-09-B2-01] Discuss how authors use language, including figurative language, considering the impact on the reader. Discuss their own reading critically.</p>	<p>[SLO: E-10-B2-01] Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Discuss their own and others' reading critically</p>	<p>[SLO: E-11-B2-01] Evaluate how authors use language, including figurative language, considering the impact on the reader. Discuss others' reading critically, taking account of their views.</p>	<p>[SLO: E-12-B2-01] Evaluate how authors use language, including figurative language, considering the impact on the reader. Discuss others' reading critically, taking account of their views. Express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.</p>
<p>[SLO: E-09-B2-02] [SLO: E-10-B2-02] Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text.</p>		<p>[SLO: E-11-B2-02] [SLO: E-12-B2-02] Analyse how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	

<p>[SLO: E-09-B2-03] Make recommendations and develop an interest in fiction and poetry.</p>	<p>[SLO: E-10-B2-03] Make recommendations and develop an interest in a variety of texts including fiction, non-fiction texts and poetry.</p>	<p>[SLO: E-11-B2-03] Critique reading interpretations.</p>	<p>[SLO: E-12-B2-03] Critique reading interpretations, taking account of others' views on reading.</p>
<p>[SLO: E-09-B2-04] [SLO: E-10-B2-04] Analyse organisational patterns in a text:</p> <ul style="list-style-type: none"> a. list/ sequence of ideas/ events comparison-contrast b. cause-effect c. problem-solution d. reasons/ assumptions-conclusion 		<p>[SLO: E-11-B2-04] [SLO: E-12-B2-04] Analyse organisational patterns in a text:</p> <ul style="list-style-type: none"> a. list/ sequence of ideas/ events comparison-contrast b. cause-effect c. problem-solution d. reasons/ assumptions-conclusion 	
<p>Benchmark: III Examine a variety of text types <i>(a) literary texts which include novels, short stories, poetry, plays, essays, biographies and autobiographies</i> <i>(b) informational text types to inform, persuade and explain by interpreting information (for example, visual cues, graphic organisers, time order, simple processes and procedures and cause and effect relationships) to analyse 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>		<p>Benchmark: III Critique a variety of text types <i>(a) literary texts which include novels, short stories, poetry, plays, essays and autobiographies</i> <i>(b) informational text types to persuade and explain by interpreting information.</i></p>	

B3. Reading for Meaning

[SLO: E-09-B3-01]

Provide an objective summary of fiction and poetry texts.

[SLO: E-10-B3-01]

Provide an objective summary of fiction, non-fiction and poetry texts.

[SLO: E-11-B3-01]

Provide an objective summary of a range of texts including fiction, non-fiction and other types of text.

[SLO: E-12-B3-01]

Provide an objective summary of a range of texts.

(* The complexity of the given SLOs will be determined by the choice and length of the texts. For higher grades, the text needs to be more challenging and lengthy).

[SLO: E-09-B3-02]

[SLO: E-10-B3-02]

[SLO: E-11-B3-02]

[SLO: E-12-B3-02]

Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.

Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.

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.

[SLO: E-09-B3-03]

[SLO: E-10-B3-03]

[SLO: E-11-B3-03]

[SLO: E-12-B3-03]

Explain whether predictions about the content of a text are acceptable or should be modified and why

[SLO: E-09-B3-04]

[SLO: E-10-B3-04]

[SLO: E-11-B3-04]

[SLO: E-12-B3-04]

Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), and generalized statements from evidence-based information with specific reference to informational texts.

[SLO: E-09-B3-05]

[SLO: E-10-B3-05]

[SLO: E-11-B3-05]

[SLO: E-12-B3-05]

Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.

[SLO: E-09-B3-06]

[SLO: E-10-B3-06]

[SLO: E-11-B3-06]

[SLO: E-12-B3-06]

Examine how an author develops and contrasts the points of view of different characters or narrators in a text.

Critique the plot development with respect to different aspects of the story.

<p>[SLO: E-09-B3-07] [SLO: E-10-B3-07]</p> <p>Examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot). Identify rhyme schemes and figurative language in poems.</p> <p>Examine stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution)</p> <p>Analyse how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>[SLO: E-11-B3-07] [SLO: E-12-B3-07]</p> <p>Evaluate the particular elements of a story or drama (e.g., how the setting shapes the characters or plot). Identify rhyme schemes and figurative language in poems.</p> <p>Evaluate stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution)</p> <p>Examine how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	
<p>[SLO: E-09-B3-08]</p> <p>Examine 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>[SLO: E-10-B3-08]</p> <p>Examine 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. 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. 	<p>[SLO: E-11-B3-08] [SLO: E-12-B3-08]</p> <p>Evaluate two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis</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. 2. transfer the written text to a table, diagram, flowchart or work plan.

	[SLO: E-10-B3-09] Examine the mechanics of precis writing	[SLO: E-11-B3-09] Practice precis writing skills	
[SLO: E-09-B3-10] Give an informed personal and analytical response to a descriptive and informative text.	[SLO: E-10-B3-10] Give an informed personal and analytical response to descriptive, informative texts and poetry.	[SLO: E-11-B3-10] Give an informed personal and analytical response to a text and provide some supporting textual reference.	[SLO: E-12-B3-10] Give an informed personal and analytical response to a variety of texts and provide a textual reference in support.
[SLO: E-09-B3-11] Reading to analyse descriptive/argumentative essays.	[SLO: E-10-B3-11] Reading to analyse descriptive/argumentative/persuasive essays. Reading to analyse application/letter/report/summary/biography.	[SLO: E-11-B3-11] Reading to analyse descriptive/argumentative persuasive essays. Reading to analyse application/letter/report/summary/biography/autobiography	[SLO: E-12-B3-11] Reading to analyse descriptive/argumentative persuasive essays. Reading to analyse application/letter/report/summary/biography/autobiography/reviews

[SLO: E-09-B3-11]

[SLO: E-10-B3-11]

Examine different points of view (e.g., first-person, third-person narrative)

Determine an author's point of view or purpose in a text.

Analyse how the author distinguishes his or her position from that of others.

[SLO: E-11-B3-11]

[SLO: E-12-B3-11]

Evaluate different points of view (e.g., first-person, third-person narrative)

Examine an author's point of view or purpose in a text.

Critique how the author distinguishes his or her position from that of others.

[SLO: E-09-B3-12]

[SLO: E-10-B3-12]

[SLO: E-11-B3-12]

[SLO: E-12-B3-12]

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
- c. implied information

[SLO: E-09-B3-13]

[SLO: E-10-B3-13]

[SLO: E-11-B3-13]

[SLO: E-12-B3-13]

Interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams)

[SLO: E-09-B3-14]

[SLO: E-10-B3-14]

Analyze various types of biographies and autobiographies connected to different fields and professions. (e.g., a person's life story in print and multimedia), determining which details are emphasized in each type.

[SLO: E-11-B3-14]

[SLO: E-12-B3-14]

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

[SLO: E-09-B3-15]

[SLO: E-10-B3-15]

[SLO: E-11-B3-15]

[SLO: E-12-B3-15]

Read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources:

- a. Poetry (free verse, narrative and rhythmic)
- b. Personal recounts (e.g., diary entries, biographies)
- c. Narratives (e.g., fables, historical fiction, science fiction, legends)
- d. Procedures (e.g., recipes, directions, instruction manuals)
- e. Information reports (e.g., project reports, fact sheets, brochures)
- f. Interpersonal texts (e.g. informal and formal letters, notices, emails)
- g. Factual recounts (e.g., eye-witness accounts, news bulletins)
- h. Drama (play scripts)
- i. Explanations (e.g., how something works)
- j. Expositions (e.g., reviews, arguments)

[SLO: E-09-B3-16]

[SLO: E-10-B3-16]

[SLO: E-11-B3-16]

[SLO: E-12-B3-16]

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Competency C: VOCABULARY AND 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 9	Grade 10	Grade 11	Grade 12
Benchmark I: -Apply a range of strategies and resources to use vocabulary accurately and develop knowledge of linguistic conventions in reading, writing and spoken language.		Benchmark I: Examine a range of strategies and resources to use vocabulary accurately and develop knowledge of linguistic conventions in reading, writing and spoken language.	
C1. VOCABULARY			

SLO: E-09-C1-01]

SLO: E-10-C1-01]

SLO: E-11-C1-01]

SLO: E-12-C1-01]

Clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 and 11 & 12 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

SLO: E-09-C1-02]

SLO: E-10-C1-02]

SLO: E-11-C1-02]

SLO: E-12-C1-02]

Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.

SLO: E-09-C1-03]

SLO: E-10-C1-03]

SLO: E-11-C1-03]

SLO: E-12-C1-03]

Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.

SLO: E-09-C1-04]

SLO: E-10-C1-04]

SLO: E-11-C1-04]

SLO: E-12-C1-04]

Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.

SLO: E-09-C1-05]

SLO: E-10-C1-05]

SLO: E-11-C1-05]

SLO: E-12-C1-05]

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.

SLO: E-09-C1-06]

SLO: E-10-C1-06]

SLO: E-11-C1-06]

SLO: E-12-C1-06]

Acquire and use appropriate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary when considering a word or phrase important for comprehension or expression.

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: Use noun/adjectival/adverbial phrases and clauses in the immediate environment along with pronouns, prepositional phrases, verbs and conjunctions.

Benchmark I: Use noun/adjectival/adverbial phrases and clauses in the immediate and extended environment along with pronouns, prepositional phrases, verbs and conjunctions.

C2. GRAMMAR

SLO: E-09-C2-01]

SLO: E-10-C2-01]

SLO: E-11-C2-01]

SLO: E-12-C2-01]

Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.

SLO: E-09-C2-02]

SLO: E-10-C2-02]

SLO: E-11-C2-02]

SLO: E-12-C2-02]

Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.

SLO: E-09-C2-03]

SLO: E-10-C2-03]

SLO: E-11-C2-03]

SLO: E-12-C2-03]

Identify and use compound prepositions and prepositional phrases in writing

[SLO: E-09-C2-04]

[SLO: E-10-C2-04]

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.

Recognize and use correlative conjunctions including pairs such as "both/and," "either/or," "neither/nor," "not/but" and "not only/but also." etc.

[SLO: E-11-C2-04]

[SLO: E-12-C2-04]

Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect.
RecogniseRecognize 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.

Recognize and use correlative conjunctions including pairs such as "both/and," "either/or," "neither/nor," "not/but" and "not only/but also." etc.

Benchmark II: Use punctuation with reasonable accuracy.

Benchmark II: Use punctuation with reasonable accuracy.

C3.PUNCTUATION

SLO: E-09-C3-01]

SLO: E-10-C3-01]

SLO: E-11-C3-01]

SLO: E-12-C3-01]

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing in different varieties of texts.

- Observe hyphenation conventions.
 - 1.
- Produce legible work that shows the correct spelling of the conventions of punctuation and capitalization.

Benchmark III: Use concepts of time and tense in speech and writing; recognise different sentence patterns and structures; follow rules of subject-verb agreement, apply the concept and functions of voice and speech in reading and writing.

Benchmark III: Use concepts of time and tense in speech and writing; recognise different sentence patterns and structures; follow rules of subject-verb agreement, apply the concept and functions of voice and speech in reading and writing.

C4. TENSES

SLO: E-09-C4-01]

SLO: E-10-C4-01]

SLO: E-11-C4-01]

SLO: E-12-C4-01]

Use all types of tenses correctly in speech and writing.
Use gerunds, infinitives, and participles.
Use the aspect of time correctly in speech and writing.

C5. SENTENCE STRUCTURE

SLO: E-09-C5-02]

SLO: E-10-C5-02]

Construct sentences using the sentence patterns and structures learnt in earlier classes.

Construct sentences using the sentence patterns and structure for grade specific genres

SLO: E-09-C5-03]

SLO: E-10-C5-03]

Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation in varying degrees of complexity.

Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation in varying degrees of complexity for grade-specific genres.

<p><u>SLO: E-09-C5-04]</u></p> <p><u>SLO: E-10-C5-04]</u></p> <p>Change into indirect/direct speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing.</p>	<p>Change tense in indirect/direct speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in narrative paragraphs</p>	
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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 9	Grade 10	Grade 11	Grade 12
<p>Benchmark I: <i>Write legibly, consistently and with correct formation; apply word analysis, following rules of grammar, stages of writing skills and structure to write coherently and cohesively.</i></p>		<p>Benchmark I: <i>Apply word analysis, following rules of grammar, stages of writing and structure to write coherently and cohesively.</i></p>	

D1. Writing Readiness and Fluency

SLO: E-09-D1-01]

SLO: E-10-D1-01]

SLO: E-11-D1-01]

SLO: E-12-D1-01]

Apply editing and proofreading skills to a range of different texts and contexts

SLO: E-09-D1-02]

SLO: E-10-D1-02]

Use hyphens (hyphenated nouns and adjectives) in words, letter string
-ough words.

Benchmark II: Apply conventions of different types of writing to create a variety of increasingly advanced texts for different purposes.

Benchmark II: Apply conventions of different types of writing to create a variety of increasingly advanced texts for different purposes.

D2. Writing for Understanding

SLO: E-09-D2-01]

SLO: E-10-D2-01]

Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking.

SLO: E-11-D2-01]

SLO: E-12-D2-01]

Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

SLO: E-09-D2-02]

SLO: E-10-D2-02]

Write a dialogue between multiple people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee.

SLO: E-09-D2-03]

SLO: E-10-D2-03]

SLO: E-11-D2-03]

SLO: E-12-D2-03]

Apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience.

SLO: E-09-D2-04]

SLO: E-10-D2-04]

SLO: E-11-D2-04]

SLO: E-12-D2-04]

Write and critique (self/peer checking) the final draft after complete editing and proofreading. Ensure each paragraph develops the main idea of the essay/piece of writing and the topic sentence of each paragraph. Use the technique of hook, and lead-in sentences to develop the flow of thought.

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

Benchmark III: Write compositions on various text types by following the mechanics of writing- descriptive, narrative, expository, persuasive/argumentative, formal and informal letters, summaries, stories, poems, and dialogues; that are clear, coherent, cohesive and of creative value

D3. Writing for Meaning

SLO: E-09-D3-01]

SLO: E-10-D3-01]

SLO: E-11-D3-01]

SLO: E-12-D3-01]

Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.

Varying degrees of complexities will be added as per the grade level. Textbook authors can explain this while writing the book.

SLO: E-09-D3-02]

SLO: E-10-D3-02]

SLO: E-11-D3-02]

SLO: E-12-D3-02]

Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Varying degrees of complexities will be added as per the grade level. Textbook authors can explain this while writing the book.

SLO: E-09-D3-03]

SLO: E-10-D3-03]

SLO: E-11-D3-03]

SLO: E-12-D3-03]

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Varying degrees of complexities will be added as per the grade level. Textbook authors can explain this while writing the book.

SLO: E-09-D3-04]

SLO: E-10-D3-04]

SLO: E-11-D3-04]

SLO: E-12-D3-04]

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

Varying degrees of complexities will be added as per the grade level. Textbook authors can explain this while writing the book.

SLO: E-09-D3-05]

SLO: E-10-D3-05]

SLO: E-11-D3-05]

SLO: E-12-D3-05]

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 - brainstorming, mind mapping, and writing a first draft.

SLO: E-09-D3-06]

Write formal letters to people in extended academic and professional environments for various purposes.

[SLO: E-11-D3-06]

[SLO: E-12-D3-06]

Write formal letters and emails to people in extended academic (professional) environments for various purposes.

SLO: E-09-D3-07]

SLO: E-10-D3-07]

Research for short projects to answer a question (including a self-generated question) or solve a problem; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation while writing or presenting their assignment.

SLO: E-11-D3-07]

SLO: E-12-D3-07]

Gather relevant information from multiple authentic available resources following research ethics to write and present their assignment

SLO: E-09-D3-08]

SLO: E-10-D3-08]

- Examine the mechanics of developing a book review report
- Write a book review report

SLO: E-11-D3-08]

SLO: E-12-D3-08]

Write a book review report

	<p>[SLO: E-10-D3-09] Develop precis writing skills. Write precis effectively.</p>	<p>[SLO: E-11-D3-09] Develop precis writing skills. Write precis effectively.</p>	
<p><u>SLO: E-09-D3-10]</u> <u>SLO: E-10-D3-10]</u> <u>SLO: E-11-D3-10]</u> <u>SLO: E-12-D3-10]</u> Use paraphrasing skills to paraphrase a poem.</p>			
<p><u>SLO: E-09-D3-11]</u> <u>SLO: E-10-D3-11]</u> <u>SLO: E-11-D3-11]</u> <u>SLO: E-12-D3-11]</u> Use summary skills to write an objective summary of the given text and poems.</p>			

SLO: E-09-D3-12]

SLO: E-10-D3-12]

SLO: E-11-D3-12]

SLO: E-12-D3-12]

Write multiple paragraphs of free writing for fluency, creativity, brainstorming or pleasure.

Proofread and edit texts for errors in

- sentence structure.
- subject/verb agreement.
- noun/pronoun agreement.
- reference words, connectives/transitional devices.
- punctuation and spelling.

Guidelines for Appropriate Ethical and Social Development

Students develop ethical and social attributes and values relevant to a multicultural and civilised 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 are 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.

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, and 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• Novels (classic and contemporary)• 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 minds 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.	The document organises and conveys 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 the selection of topics and development of content for English Textbooks. These themes should primarily nurture ethical and social attitudes relevant to the Global Context required for the 21st century, and also create 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 a 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. Authors can and must use other themes to teach language appropriately.

An indicative list of themes is given below.

Themes	Sub-Theme	Text Type
Entrepreneurship	<ul style="list-style-type: none"> ● Entrepreneurship-Role in a society ● Success stories of entrepreneurs ● women empowerment 	<ul style="list-style-type: none"> ● Informative article/ magazine article ● Autobiography/ Blogs/News report ● Novel/ speeches/ poems
Digital Globalization (The theme can be covered in Grades 9 & 10)	<ul style="list-style-type: none"> ● Impact of digital globalization on the English Language ● Impact on culture and economy ● MOOC (Massive Open Online Courses) ● Twitter/ LinkedIn 	<ul style="list-style-type: none"> ● web article/ magazine article ● magazine advertisement ● an extract from the guide book ● narrative text type
Digital Media (Grade 11 & 12)	<ul style="list-style-type: none"> ● Artificial Intelligence ● Digital marketing ● Google/ Facebook/YouTube (knowledge hub) ● MOOC (educational resource) 	<ul style="list-style-type: none"> ● Advertisement ● Articles/blogs ● News report/ article ● podcasts ● websites ● narrative text type

SDG-Millineum Development Goals	<ul style="list-style-type: none"> ● No Poverty, Zero hunger ● Quality Education ● Gender Equality ● Good Health and well-being ● Global Partnership ● Climate action ● sustainable cities and communities ● Clean water & sanitation ● affordable and clean energy ● decent work and economic growth ● Industry, innovation and infrastructure ● life on land ● life below water ● peace, justice, freedom for all and strong institutions. 	<ul style="list-style-type: none"> ● Informative article/ web article ● formal report writing ● news story ● essays ● stories and success stories ● articles ● essays ● projects
Innovation and Creativity	<ul style="list-style-type: none"> ● Importance of innovation & creativity at school ● Innovation & creativity in science/ business/ work. ● Innovation, Creativity and success 	<ul style="list-style-type: none"> ● news story ● interviews ● news reports ● articles / blogs ● narrative stories
Drug Education	<ul style="list-style-type: none"> ● drug education in schools ● refusal skills ● prevention of drugs 	<ul style="list-style-type: none"> ● essays ● blogs ● diary writing ● advertisements ● stories

Soft Skills	<ul style="list-style-type: none"> ● Time management ● team work ● Stress management ● Communication and collaboration ● Decision making 	<ul style="list-style-type: none"> ● Moral stories ● Success stories ● narrative stories ● informative blogs ● Case study ● biography/autobiography
Nature and natural resources	<p>Connecting People and Nature</p> <ul style="list-style-type: none"> ● Wonder Green ● Smart and Sustainable ● Wildlife Vignette ● Environment Matters 	<ul style="list-style-type: none"> ● Poetry/ literature ● Journals ● Articles/ blogs ● descriptive essays
Travel and Tourism	<ul style="list-style-type: none"> ● GIS application in tourism ● Hospitality ● Transportation 	<ul style="list-style-type: none"> ● Travel writing/ travel log ● Journal/ magazine article ● Autobiography/ blogs ● leaflet/ brochure/ advertisement ● poems/ novel

Literature & Poetry

- Human Relationships
- War and Peace
- Technology
- Bravery
- Freedom
- Nature
- Industrial Revolution
- Spiritualism (Rubaiyat)

- Sonnets, free verse etc
- fables, short stories, small plays, excerpts from novels, novelettes, etc.
- Poems on the suggested sub-themes



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