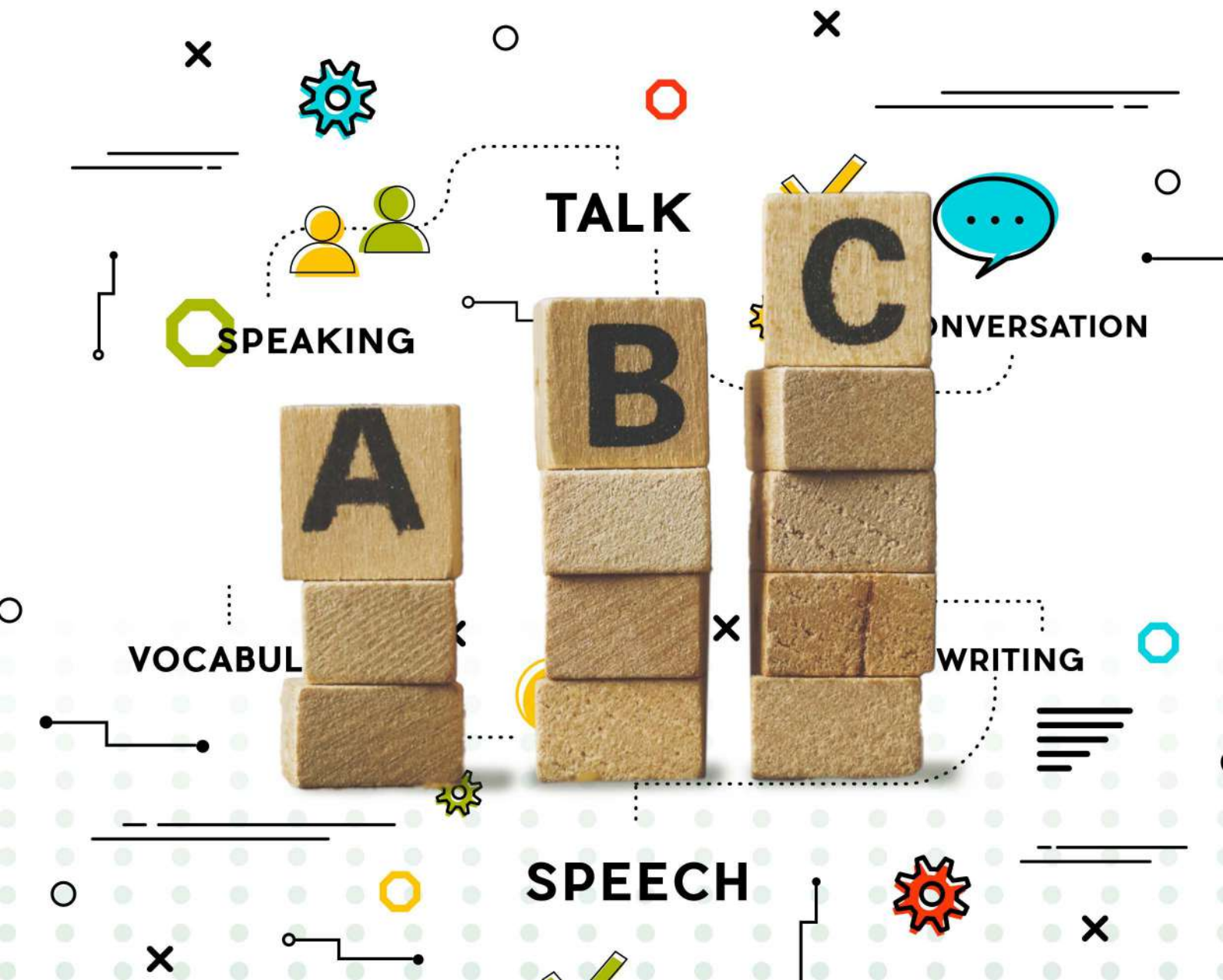


# Single National Curriculum 2022

## ENGLISH



## 1. Vision for the Review of the English Curriculum

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

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

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

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

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

Themes and sub-themes that promote values of peace and social cohesion are embedded in the English Curriculum. These cover ideological attributes and religious values of patience, tolerance, making friends, sharing, respect for self and others. It also highlights respect for Pakistani and international norms, equity among groups and nations, learning to live together in an extended society across the cultures and conflict resolution. 'Education for Sustainable Development (ESD)' and 'Global Citizenship Education (GCE)' are the two key concepts explicitly built into the curriculum to be eventually included in textbooks. The rationale is to empower learners of all ages to become proactive contributors to a fair, peaceful, tolerant, inclusive and sustainable world. In compliance with the United Nation's Sustainable Development Goals, especially SDG 4.7<sup>1</sup>, certain values were highlighted in the curriculum under themes and sub-themes for different classes including

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

global citizenship, sustainable development, gender equality, diversity of cultures, languages and religions, countering terrorism , risk reduction awareness about traffic education, health hazards of tobacco and other drugs, avoiding social evils (plagiarism, falsification, aggression, deception, greed, violent protests, etc.) and propagating sports and adventure. Moreover, the suggestions shared by Traffic Police Islamabad, Rahnuma-family Planning Association of Pakistan (FPAP), Ministry of Narcotics Control and Federal Investigation Agency (FIA) were incorporated in the curriculum for grade VI-VIII as well.

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

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

## **1.2. Statement of Philosophy**

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

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

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

The content and process of learning are structured and integrated to realise the standards for key competencies through spiral progression with a major focus on the development of language skills. Functional, literary and everyday texts<sup>2</sup> provide a context for the teaching of the micro-skills and strategies used in listening, speaking, reading and writing. The teaching strategies ensure the integration of the above-mentioned language skills. Students learn to acquire knowledge and ideas through listening and reading and to effectively communicate their ideas through speaking and writing.

To rectify the relatively narrow focus on building learners' listening and speaking skills in the previous curriculum, the Single National Curriculum 2021, for English emphasises the development of these skills through interactive teaching and learning practices in the classroom. In order to practice these oral communication skills, interactive and collaborative activities have been suggested for incorporation in textbooks. This will expose learners to the English language as it is spoken around them in media and offices, etc. Use of CDs, online resources, radio and sound-enabled multimedia can be employed for practicing intensive and extensive listening for wider language exposure and enhancement. These skills would be tested through test items embedded in the examination and assessment system.

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

### **1.3. Process of Curriculum Development**

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

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

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

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

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

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

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# Single National Curriculum 2022

*Required Standards and Student Learning Outcomes (SLOs)  
for every child in Pakistan*

**ECE - 8**

## FOUR PARTS OF A CURRICULUM:



## SNC - ENGLISH (1-8)

### Progression Grid

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

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

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

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

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

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

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



## Competency A: Oral Communication Skills

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Benchmark I:</b> <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.</i>					<b>Benchmark I:</b> <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.</i>		

A1. Listening and Viewing					
<p>[SLO: E-01-A1-01]</p> <p>Show awareness of the listener through non-verbal communication (e.g., through maintaining eye contact with the speaker and nodding in response).</p>	<p>[SLO: E-02-A1-01]</p> <p>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]</p> <p>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]</p> <p>Develop conversation for clarity and effect to engage a listener.</p>	<p>[SLO:E-07-A1-01]</p> <p>Adapt speech, non-verbal gestures and movement to meet an increasing range of situations.</p>	<p>[SLO:E-08-A1-01]</p> <p>Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening</p>

<p><u>[SLO: E-01-A1-02]</u></p> <p>Recognise sounds, words or phrases in the language and repeat them</p>	<p><u>[SLO: E-02-A1-02]</u></p> <p>Listen to smaller conversations and speak simple sentences using correct pronunciation and sentence structure.</p>	<p><u>[SLO: E-03-A1-02]</u>  <u>[SLO: E-04-A1-02]</u>  <u>[SLO: E-05-A1-02]</u></p> <p>Listen and understand longer conversations from different contexts, short lectures and talks, radio and TV broadcasts, stories, and descriptions of events and will be able to identify main ideas.</p>			<p><u>[SLO: E-06-A1-02]</u></p> <p>Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.</p>	<p><u>[SLO: E-07-A1-ADD]</u></p> <p><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><u>[SLO: E-08-A1-ADD]</u></p> <p><i>Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence.</i></p>
<p><u>[SLO: E-01-A1-03]</u></p> <p>Begin to use contextual clues to predict</p>	<p><u>[SLO: E-02-A1-03]</u></p>	<p><u>[SLO: E-03-A1-03]</u></p> <p>Deduce meaning from</p>	<p><u>[SLO: E-04-A1-03]</u></p> <p>Deduce meaning from context in short, supported talk</p>	<p><u>[SLO: E-05-A1-03]</u></p> <p>Deduce meaning from</p>	<p><u>[SLO: E-06-A1-03]</u></p> <p>Deduce, meaning from context in both short and extended talk on a range of</p>	<p><u>[SLO: E-07-A1-03]</u></p> <p>Apply knowledge from listening to, viewing</p>	<p><u>[SLO: E-08-A1-03]</u></p> <p>Apply knowledge from listening to, viewing and</p>

content in short supported talk on a limited range of general and curricular topics	Use contextual 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 support ed extend ed talk on a range of general and curricul ar topics	general and 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		<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		<u>[SLO: E-08-A2-01]</u> Apply knowledge from listening to,

		empathy and respect, taking into account opinions and ideas shared by others while developing their own.	understanding	viewing 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
<u>[SLO: E-01-A2-02]</u> <u>[SLO: E-02-A2-02]</u> <u>[SLO: E-03-A2-02]</u> Take turns to speak.	<u>[SLO: E-04-A2-02]</u> Take turns to speak on a given topic and during group discussions.	<u>[SLO: E-05-A2-02]</u> Take turns to speak on a range of topics of their own choices.	<u>[SLO: E-06-A2-02]</u> <u>[SLO: E-07-A2-02]</u> <u>[SLO: E-08-A2-02]</u> Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.	
<u>[SLO: E-01-A2-03]</u>	<u>[SLO: E-02-A2-03]</u> <u>[SLO: E-03-A2-03]</u>	<u>[SLO: E-04-A2-03]</u> <u>[SLO: E-05-A2-03]</u>	<u>[SLO: E-06-A2-03]</u> Ask and respond to questions with	<u>[SLO: E-07-A2-03]</u> <u>[SLO: E-08-A2-03]</u> Ask and answer questions of

Ask questions for clarity.	Ask questions for clarity and respond to questions from others.	Ask questions to obtain information and explain ideas clearly, making meaning explicit.	correct language making meaning explicit.	personal relevance, information and variety of communicative purposes
<u>[SLO: E-01-A2-04]</u> <u>[SLO: E-02-A2-04]</u> Recognise 'stress' and 'intonation' patterns as used in statements and questions.	<u>[SLO: E-01-A2-04]</u> Identify rhetorical patterns and make simple inferences while listening. (e.g., following commands, instructions, procedures etc)	<u>[SLO: E-04-A2-04]</u> <u>[SLO: E-05-A2-04]</u> Differentiate between rhetorical patterns while listening (e.g., stress and intonation in an imperative statement: "You must clean your room", as opposed to a question: "Will you clean your room?").	<u>[SLO: E-06-A2-04]</u> Adopt rhetorical patterns in one's own speech (e.g., by providing facts: "The Earth revolves around the Sun", opinions: "I think it will rain today", descriptions: "It is a sunny morning", etc.)  Recite poems or read prose aloud with proper intonation and expression to engage the audience.	<u>[SLO: E-07-A2-04]</u> <u>[SLO: E-08-A2-04]</u> Develop the ability to pose rhetorical questions for a range of audiences.

<u>[SLO: E-01-A2-05]</u> <u>[SLO: E-02-A2-05]</u> Engage in role play, enacting simple characters or situations.	<u>[SLO: E-03-A2-05]</u> Engage in role play to perform a character from a story/play script.	<u>[SLO: E-04-A2-05]</u> <u>[SLO: E-04-A2-05]</u> Enact a short drama/playscript showing different roles and scenarios through deliberate choice of dialogues/speech, gestures, and movements.	<u>[SLO: E-06-A2-05]</u> <u>[SLO: E-07-A2-05]</u> <u>[SLO: E-08-A2-05]</u> Perform a drama/playscript showing different roles and scenarios through deliberate choice of dialogues/speech, gestures and movements.
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<b>Benchmark III:</b> Use appropriate conventions of spoken discourse for effective oral communication and collaborate with individuals and in groups for a variety of purposes and audiences	<b>Benchmark III:</b> 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	<b>Benchmark III:</b> 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 words when speaking on matters of immediate interest.	<u>[SLO: E-02-A3-01]</u> ] Begin to be aware of ways in which speakers vary talk (e.g., the use of formal and informal vocabulary and expression: “Good morning, sir/madam, how are you?”).(Informal: “Hello! How do you do”?)	<u>[SLO: E-03-A3-01]</u> ] Speak clearly and confidently in a range of contexts including longer speaking turns.	<u>[SLO: E-04-A3-01]</u> <u>[SLO: E-05-A3-01]</u> Speak confidently using varied vocabulary and tone to express, persuade, instruct, or offer advice to engage the listener. (e.g., talking about reports, articles, programmes, etc).	<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 contexts to fulfil different purposes.
<u>[SLO: E-01-A3-02]</u>	<u>[SLO: E-02-A3-02]</u> ]	<u>[SLO: E-03-A3-02]</u> <u>[SLO: E-04-A3-02]</u> <u>[SLO: E-05-A3-02]</u>			

Interact minimally by naming things and asking simple questions.	Interact by naming things, responding with simple sentences and asking questions about people and things in their immediate physical context.	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.			
<u>[SLO: E-01-A3-03]</u> Participate in small group discussions.	<u>[SLO: E-02-A3-03]</u> ] Participate in group discussions , presentations and speeches.	<u>[SLO: E-03-A3-03]</u> <u>[SLO: E-04-A3-03]</u> <u>[SLO: E-05-A3-03]</u> Participate in group discussions, presentations and debates.	<u>[SLO: E-06-A3-02]</u> <u>[SLO: E-07-A3-02]</u> <u>[SLO: E-08-A3-02]</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly: <ul style="list-style-type: none"> <li>a. follow rules for discussions, set specific goals and deadlines, and define individual roles as needed</li> <li>b. come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text,</li> </ul>		

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

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

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



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

					purpose and what makes it interesting.	
<u>[SLO: E-01-B1-06]</u> Identify common words with silent letters e.g., listen, write, know etc.	<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	<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.	<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><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>
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<u>[SLO: E-01-B1-08]</u> <u>[SLO: E-02-B1-08]</u> Use prior knowledge and pre-reading strategies to predict a story by looking at the picture(s) and title of the text. (preview title/headings/ visuals; ask self, "What is it about? What do I know about this? What do I want to know?"		<u>[SLO: E-03-B1-08]</u> Use pre-reading strategies to predict some words that might occur in a text by looking at the picture/title (identify the type of text, purpose and intended audience)	<u>[SLO: E-04-B1-07]</u> <u>[SLO: E-05-B1-07]</u> Use pre-reading strategies to predict the type of content/ vocabulary/questions about the text from pictures title etc., by using prior knowledge (identify the type of text, purpose and intended audience)		<u>[SLO: E-06-B1-05]</u> <u>[SLO: E-07-B1-05]</u> <u>[SLO: E-08-B1-05]</u> Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?		
<u>[SLO: E-01-B1-09]</u> <u>[SLO: E-02-B1-09]</u> Read with guidance from simple books		<u>[SLO: E-03-B1-09]</u> Read with fluency and expression using age-appropriate books	<u>[SLO: E-04-B1-08]</u> <u>[SLO: E-05-B1-08]</u> Read a wide range of books, drawing on background information and vocabulary provided				
<u>[SLO: E-01-B1-10]</u> Read grade-level	<u>[SLO: E-02-B1-10]</u> Read grade-level prose and	<u>[SLO: E-03-B1-10]</u> Read grade-level prose and	<u>[SLO: E-04-B1-09]</u> Read a range of stories,	<u>[SLO: E-05-B1-09]</u> Read a range of stories,			

prose and poetry orally	poetry orally at an appropriate rate, and expression on successive reading.	poetry orally with accuracy, appropriate rate, and expression on successive reading	poetry and information books and begin to make links between them	poetry and information books and begin to make links between them			
<b>Standard 2:</b> 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).							
<b>Benchmark II:</b> 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.			<b>Benchmark II:</b> 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		<b>Benchmark II:</b> 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.		
<b>B2. Reading for Understanding</b>							



<u>[SLO: E-01-B2-01]</u>	<u>[SLO: E-02-B2-01]</u>	<u>[SLO: E-03-B2-01]</u>	<u>[SLO: E-04-B2-01]</u>	<u>[SLO: E-05-B2-01]</u>	<u>[SLO: E-06-B2-01]</u>	<u>[SLO: E-07-B2-01]</u>	<u>[SLO: E-08-B2-01]</u>
Recognise and read common sight words.	Read a range of common sight words.	Extend the range of common sight words.	Spell familiar common words accurately, drawing on sight vocabulary	Discuss the meaning of unfamiliar words encountered in reading	Look for the meaning of words from the text in a dictionary and compare them with the meaning of those words in the text.	Guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.	Guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.

<u>[SLO: E-01-B2-02]</u> Recognise conventions and identify purpose, theme and ideas in texts	<u>[SLO: E-02-B2-02]</u> Show some awareness that texts have different purposes	<u>[SLO: E-03-B2-02]</u> Identify the main purpose of a text	<u>[SLO: E-04-B2-02]</u> Read and evaluate a viewpoint, purpose, themes and ideas in the given text.	<u>[SLO: E-05-B2-02]</u> Read and evaluate a variety of texts for purpose, style, clarity and organization	<u>[SLO: E-06-B2-02]</u> Identify the use of language structure, vocabulary and presentation to predict and understand the meaning. Identify the use of some figures of speech like simile, metaphor, personification and hyperbole.	<u>[SLO: E-07-B2-02]</u> Discuss and evaluate how authors use language, including figures of speech like simile, metaphor, personification, hyperbole and onomatopoeia, considering the impact on the reader.	<u>[SLO: E-08-B2-02]</u> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
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	<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><u>[SLO: E-01-B2-04]</u></p> <p>Recognise the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p><u>[SLO: E-02-B2-05]</u></p> <p>Recognise the distinguishing features of a sentence and paragraph e.g., Identify paragraph as a graphical unit of expression</p>	<p><u>[SLO: E-03-B2-05]</u></p> <p>Recognise how paragraphs and chapters are used to organise ideas.</p> <p>Identify paragraph as a larger meaningful unit of expression representing the unity of thought.</p>	<p><u>[SLO: E-04-B2-05]</u></p> <p>Explain how paragraphs and chapters are used to organise ideas.</p> <p>Identify paragraph as a larger meaningful unit of expression representing the unity of thought. Recognise and understand that: In a paragraph, sentences</p>	<p><u>[SLO: E-05-B2-05]</u></p> <p>Discuss how paragraphs and chapters are structured and linked. Identify a paragraph has the following structure:</p> <ol style="list-style-type: none"> <li>1. topic sentence</li> <li>2. supporting details</li> <li>3. concluding sentence.</li> </ol> <p>identify the meaning/main idea of a paragraph through the topic.</p>	<p><u>[SLO: E-06-B2-05]</u></p> <p>Identify the use of language structure, vocabulary and presentation to predict and to understand the meaning.</p> <p>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.</p> <p>Recognise features of an</p>	<p><u>[SLO: E-07-B2-05]</u></p> <p>Discuss a larger text to recognize each paragraph as a separate meaningful unit of expression with its own topic sentence and supporting details</p> <p>Recognise features of an effective topic sentence using specific words and vivid verbs. Analyse larger paragraphs to identify sentences that support the</p>	<p><u>[SLO: E-08-B2-05]</u></p> <p>Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the writer throughout the text.</p> <p>Recognise features of an effective topic sentence using specific words and vivid verbs.</p> <p>Analyse larger paragraphs with abstract concepts to identify sentences that support the main idea through</p> <ul style="list-style-type: none"> <li>• evidence,</li> <li>• cause and effect, and/or</li> <li>• comparison and contrast.</li> </ul>

			join to make sense in relation to each other through transitional devices	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.	effective topic sentence using specific words and vivid verbs. Identify sentences in a paragraph that support the main idea through: • definition, • example, and/or • evidence.  Analyse organisational patterns in a text: a. list/ sequence of ideas/ events b. comparison-contrast c. cause-effect	main idea through: • illustration, • evidence, and/or • cause and effect.  Analyse organisational patterns in a text: a. list/ sequence of ideas/ events b. comparison-contrast c. cause-effect d. problem-solution	Analyse organisational patterns in a text: a. list/ sequence of ideas/ events b. cause-effect c. problem-solution d. reasons/ assumptions-conclusion
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					d. Problem- solution		
<u>[SLO: E-01-B2-05]</u> Give one-word answers to questions.	<u>[SLO: E-02-B2-06]</u> Answer questions in complete and correct sentences.	<u>[SLO: E-03-B2-06]</u> Answer questions in multiple-choice form.  Recognise questions as interrogative sentences that begin with WH-words.	<u>[SLO: E-04-B2-06]</u> Recognise the Wh-words as keywords in making questions. Understand the meaning of the WH words. Answer questions given in the text.	<u>[SLO: E-05-B2-06]</u> Read and understand questions by marking Wh-words and identify their meaning to answer questions (simple knowledge-based to more implied meaning-based questions given in the text.	<u>[SLO: E-06-B2-06]</u> Apply strategies to comprehend questions by marking keywords, verbs and tenses in literal/factual questions and Tag Questions.	<u>[SLO: E-07-B2-06]</u> Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/ textual/ factual questions that require interpretation and personal response.	<u>[SLO: E-08-B2-06]</u> Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/ textual/ factual open-ended questions that require interpretation, inference and personal response.
<b>Benchmark III:</b> Demonstrate understanding of implicit and explicit meanings in texts. Use strategies to read and understand texts, for example, skimming, scanning, predicting, and clarifying.			<b>Benchmark III:</b> Demonstrate understanding of implicit and explicit meanings in texts.		<b>Benchmark III:</b> Identify and analyse a variety of text types  <i>(a) literary texts which include novels, short stories, poetry, plays, essays, biographies and autobiographies</i>		

		Analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text  Interpret and integrate information from a variety of sources and make personal connections with the texts read.	<i>(b) informational text types to inform, persuade and explain by interpreting information from visual cues, graphic organisers, time-order, simple processes and procedures and cause and effect relationships</i>  to understand the explicit and implicit meaning using a range of reading strategies, for example, skimming, scanning, context cues, predicting, clarifying, summarizing, reasoning and inference.			
B3. Reading for Meaning						
<u>[SLO: E-01-B3-01]</u> <u>[SLO: E-02-B3-01]</u>  Use a dictionary to find the spelling and meaning of words	<u>[SLO: E-03-B3-01]</u>  Use a dictionary or electronic means to find the spelling and meaning of words	<u>[SLO: E-04-B3-01]</u>  Guess the meaning of new words as given in the text.	<u>[SLO: E-05-B3-01]</u>  Infer the meaning of unknown words from their context. Focus on units or chunks of meaning rather than on individual words.	<u>[SLO: E-06-B3-01]</u>  Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<u>[SLO: E-07-B3-01]</u>  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of a specific word choice on	<u>[SLO: E-08-B3-01]</u>  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyse the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.



						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>  Comprehend simple	<u>SLO: E-02-B3-03]</u>  Comprehend and respond to	<u>SLO: E-03-B3-03]</u>  Answer questions with	<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.,

question words e.g, who, what, why etc. using pre-reading strategies	question words, e.g., <i>what</i> , <i>where</i> , <i>when</i> , <i>who</i> , why using pre and while reading strategies	some reference to single points in a text using pre and while reading strategies	Retell or paraphrase events from the text in response to questions using pre and while reading strategies	locate an opinion. Distinguish between what is clearly stated and what is implied.  Explain whether predictions about the content of a text are acceptable or should be modified and why.	points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language.  Assimilate information to form its own meaning and express it in detail.  Choose words and phrases for effect Read for extracting diverse meanings/ shades of meanings Comment on implied meaning, e.g.,	look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.  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.  Explain whether predictions about the content of a text are acceptable or should be modified and why
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						writer's 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	<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	<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	

	instructions correctly.	Read and follow instructions correctly to assemble/operate the product.			imperative language.	specific reference to informational texts.
<u>SLO: E-01-B3-05]</u> <u>SLO: E-02-B3-05]</u> <u>SLO: E-03-B3-05]</u>  Anticipate what happens next in a story and predict story endings		<u>SLO: E-04-B4-05]</u> <u>SLO: E-05-B3-05]</u>  a) Provide an accurate textual reference from more than one point in a story to support answers to questions.  b)Identify character traits and setting to predict the proceedings in the text.		<u>SLO: E-06-B3-05]</u> Skim the text to extract the main idea and relevant information from a text/paragraph.  Predict the content of a short piece of text from topic/ picture, title/headings, bold/italicized print etc. by using prior knowledge, asking questions and	<u>SLO: E-07-B3-05]</u> Skim the text to have a general idea about the writer's purpose, intended audience and infer the main idea of the text.  Predict the content of a lengthy piece of text using prior knowledge, asking questions and	<u>SLO: E-08-B3-05]</u> Skim and scan relevant information and main points in texts to identify the writer's purpose, intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.

					contextual clues (topic sentence, synonyms, antonyms, definition, explanation, restatement).	contextual clues (topic sentence, 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>	<u>SLO: E-02-B3-07]</u>  <u>SLO: E-03-B3-07]</u>		<u>SLO: E-04-B3-07]</u>	<u>SLO: E-05-B3-07]</u>	<u>SLO: E-06-B3-07]</u>	<u>SLO: E-07-B3-07]</u>	<u>SLO: E-08-B3-07]</u>  Analyse how particular elements of

Recognise main elements of a story, e.g., beginning, middle and end	Predict what happens at the beginning, in the middle or at the end of a story	Identify how expressive and descriptive language creates different types of reading and writing	Interpret figurative language e.g., imagery, metaphor, personification, simile, adding to understanding beyond the literal meaning	<p>Explain how a series of chapters, scenes, or stanzas fit 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>Analyse how a particular sentence, chapter, scene, or 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</p>	<p>a story or drama interact (e.g., how setting shapes the characters or plot). Identify rhyme, rhythm, rhyme scheme, figurative language, and imagery in poems.</p> <p>Identify and analyse stages of plot development in a fiction text. (exposition, setting, climax, character development, resolution)</p>
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						development in a fiction text. (exposition, setting, climax, resolution)	
<u>SLO:</u> <u>E-01-B3-08]</u>  Show some awareness that texts for different purposes look different, e.g., use of photographs , diagrams	<u>SLO:</u> <u>E-02-B3-08]</u>  Show appropriate awareness that texts have different purposes	<u>SLO:</u> <u>E-03-B3-08]</u>  Identify the main purpose and different types of stories and typical story themes of a text	<u>SLO:</u> <u>E-04-B3-08]</u>  Read newspaper reports, posters, flyers and consider how they engage the reader	<u>SLO:</u> <u>E-05-B3-08]</u>  Read and evaluate non-fiction texts for purpose, style, clarity and organisation	<u>SLO:</u> <u>E-06-B3-08]</u> Determine two or more main ideas of an informational text and explain how they are supported by key details; summarize the text.  Use summary skills to: 1. extract salient points and develop a mind map to summarize an expository text.	<u>SLO:</u> <u>E-07-B3-08]</u> Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgment.  Use summary skills to:	<u>SLO: E-08-B3-08]</u> Determine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. Use summary skills to: 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.

					2. transfer the written text to a table, diagram, flowchart or work plan.	1. extract salient points and develop a mind map to summarize a procedural and functional text. 1. transfer the written text to a table, diagram, flowchart or work plan.	
<u>SLO:</u> <u>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:</u> <u>E-02-B3-09]</u>  Identify general features of known text types e.g., prose, poetry, drama.	<u>SLO:</u> <u>E-03-B3-09]</u>  Use the terms 'fact', 'fiction' and 'nonfiction' appropriately	<u>SLO:</u> <u>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:</u> <u>E-05-B3-09]</u>  Explore the features of texts which are about events and experiences, e.g., diaries and compare writing that	<u>SLO:</u> <u>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:</u> <u>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	<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



				informs and persuades.		from non-fiction texts. Give an informed personal response to a text and provide some textual reference in support.	/summary/biography/a utobiography.
<u>SLO: E-01-B3-10]</u> <u>SLO: E-02-B3-10]</u> Show awareness of the rhythmic structure of a poem or song by clapping or through movement.	<u>SLO: E-03-B3-10]</u> <u>SLO: E-04-B3-10]</u> Identify rhyme and rhythm, repetition, similes, and sensory images in poems.	<u>SLO: E-05-B3-10]</u> Identify rhyme and rhythm, repetition, similes, and sensory images in poems.  Identify the narrator of the text.	<u>SLO: E-06-B3-10]</u> Analyse rhyme, rhythm, metre and various techniques (e.g., colour, pictures, sound effects) used in written and visual texts to enhance the meaning of the text and impact on the reader.	<u>SLO: E-07-B3-10]</u> Analyse various techniques/ imagery (e.g., colour, pictures, sound effects, natural elements) used in written and visual texts to achieve a variety of purposes, specifically	<u>SLO: E-08-B3-10]</u> Evaluate the literary techniques (e.g., music/ sound, imagery/ visual effects, type of vocabulary and language structure) used in written and visual texts to achieve a variety of purposes.		

				clarification of theme and impact on the reader.	
			<u>SLO: E-06-B3-11]</u>  Identify the speaker of a poem or story (e.g., first-person, third person.	<u>SLO: E-07-B3-11]</u> Identify different points of view (e.g., first-person, third-person narrative) Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<u>SLO: E-08-B3-11]</u> Identify different points of view (e.g., first-person, third-person narrative) Determine an author's point of view or purpose in a text and analyse how the author distinguishes his or her position from that of others.
<u>SLO: E-01-B3-11]</u>  <u>SLO: E-02-B3-11]</u>  Tell the meaning of sentences.	<u>SLO: E-03-B3-11]</u> <u>SLO: E-04-B3-11]</u> Express understanding of the text in your own words.	<u>SLO: E-05-B3-11]</u>  Summarize key ideas of the text in	<u>SLO: E-06-B3-12]</u> Select, collate and summarise ideas from texts by paraphrasing	<u>SLO: E-07-B3-12]</u> Summarise complex concepts, processes, or information by paraphrasing	<u>SLO: E-08-B3-12]</u> Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words

		your own words.	<p>them in the simple but correct language.</p> <p>Draw conclusions and make simple generalisations (such as the moral of a story)</p>	<p>them in simple but correct language.</p> <p>Make simple generalisations (such as the moral of a story) by:</p> <ul style="list-style-type: none"> <li>a. identifying the gist/ main idea and key details</li> <li>b. identifying general patterns from more than one source</li> </ul>	<p>and relevant punctuation marks.</p> <p>Make inferences to draw conclusions from, e.g.,</p> <ul style="list-style-type: none"> <li>a. contextual information</li> <li>b. writer's viewpoint</li> <li>c. implied information</li> </ul>
			<p><u>SLO: E-06-B3-13]</u></p> <p>Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).</p>	<p><u>SLO: E-07-B3-13]</u></p> <p>Interpret and integrate information from a variety of sources (e.g., picture cues, timeline, storyboard).</p>	<p><u>SLO: E-08-B3-13]</u></p> <p>Demonstrate an understanding of Interpreting and integrating information from a variety of sources (e.g., maps, graphs, charts, diagrams)</p>

<u>SLO: E-01-B3-12]</u>  Share likes and dislikes about a text.	<u>SLO: E-02-B3-12]</u> <u>SLO: E-03-B3-12]</u> Respond to a text with reasons and personal opinions.	<u>SLO: E-04-B3-12]</u> <u>SLO: E-05-B3-12]</u> Differentiate between personal likes and dislikes and writer's technique of making reader develop a perspective.	<u>SLO: E-06-B3-14]</u> Respond to a text with, e.g., a. reasons b. simple judgement c. personal interpretation	<u>SLO: E-07-B3-14]</u> Ask a variety of questions at different levels (e.g., 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	<u>SLO: E-08-B3-14]</u> Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed Understand explicit meanings, through literal and vocabulary questions Understand implicit meanings and nuances of language, through inferential questions and questions on writer's craft
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				<u>SLO: E-04-B3-13]</u> Read and enjoy a variety of reading-age-appropriate and high-interest	<u>SLO: E-05-B3-13]</u> Read and enjoy a variety of reading-age-appropriate and high-interest books and texts	<u>SLO: E-06-B3-15]</u> Read and view a variety of reading-age-appropriate and high-interest	<u>SLO: E-07-B3-15]</u> Read and view a variety of reading-age-appropriate and high-interest	<u>SLO: E-08-B3-15]</u> Read and view a variety of reading-age-appropriate and high-interest books and texts from
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				<p>books and texts from print and non-print sources:</p> <ul style="list-style-type: none"> <li>a. poetry (e.g., sensory poems, rhymes, with tongue twisters, alliterations)</li> <li>b. Personal recounts (e.g., diary entries)</li> <li>c. Narratives (e.g., realistic and familiar stories, fairy tales, fables)</li> <li>d. Labels (e.g., labels around the classroom such as labeled clock, black/whiteb</li> </ul>	<p>from print and non-print sources:</p> <ul style="list-style-type: none"> <li>a. Poetry (e.g., rhyme, alliteration, tongue twisters)</li> <li>b. Personal recounts (e.g., diary entries)</li> <li>c. Narratives (e.g., stories, adventure stories, fantasy, fairy tales, fables, folktales, dialogues in speech bubbles)</li> <li>d. Procedures (e.g., lists, recipes, directions, instructions)</li> <li>e. Labels and captions</li> </ul>	<p>books and texts from print and non-print sources:</p> <ul style="list-style-type: none"> <li>a. Poetry (e.g., rhymes, alliteration, repeated beats, shape poem, acrostic poem)</li> <li>a. Personal recounts (e.g., diary entries, biographies)</li> <li>b. Narratives (e.g., fables, historical fiction, fairy tales, folktales, realistic stories)</li> <li>c. Procedures (e.g., lists, recipes, directions, instruction manuals)</li> </ul>	<p>books and texts from print and non-print sources:</p> <ul style="list-style-type: none"> <li>a. Poetry (e.g., rhymes, cinquains, haiku)</li> <li>a. Personal recounts (e.g., diary entries, biographies)</li> <li>b. Narratives (e.g., fables, historical fiction, folktales, scientific fiction)</li> <li>c. Procedures (e.g., recipes, directions, instruction manuals)</li> <li>d. Information reports (e.g., project reports, fact</li> </ul>	<p>print and non-print sources:</p> <ul style="list-style-type: none"> <li>a. Poetry (e.g., rhymes, cinquains, haiku)</li> <li>b. Personal recounts (e.g., diary entries, biographies)</li> <li>c. Narratives (e.g., fables, historical fiction, science fiction, legends)</li> <li>d. Procedures (e.g., recipes, directions, instruction manuals)</li> <li>e. Information reports (e.g., project reports, fact sheets, brochures)</li> <li>f. Interpersonal texts (e.g., informal and formal letter, notices, to email)</li> <li>g. Factual</li> </ul>
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				<p>oard, desk, chair etc)</p> <p>e. Picture based text (e.g., visual timetable)</p>		<p>d. Information reports and texts (e.g., reports, fact sheets)</p> <p>e. Interpersonal texts (e.g., letter, notices, notes)</p> <p>f. Drama (speech bubble and cartoon strips, dialogues)</p> <p>g. Lists</p>	<p>sheets, poster)</p> <p>e. Interpersonal texts (e.g., letter, notices, email, notes)</p> <p>f. Drama (a speech bubble, cartoon strips, play scripts and role plays)</p> <p>g. Factual recounts (e.g., eye-witness accounts, news bulletins)</p> <p>h. Explanations (e.g., how something works)</p>	<p>recounts (e.g., eye-witness accounts, news bulletins)</p> <p>h. Drama (play scripts)</p> <p>i. Explanations (e.g., how something works)</p> <p>j. Expositions (e.g., reviews, arguments)</p>
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## 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
<b>Benchmark I:</b> Identify & classify vocabulary, apply word-formation techniques and parts of speech concepts for reading, writing and spoken language.			<b>Benchmark I:</b> Acquire a wide vocabulary; use parts of speech concepts and word-formation techniques accurately for reading, writing and spoken language.		<b>Benchmark I:</b> Build vocabulary and language structures appropriate for writing and speech whilst applying a range of strategies and resources to use vocabulary accurately and knowledge of linguistic conventions in reading, writing and spoken language.		
C1. Vocabulary							
<u>SLO: E-01-C1-01]</u> Demonstrate the ability to name various objects through pictures and real life objects to: Sort, group, pick the odd one out etc.	<u>SLO: E-02-C1-01]</u> <u>SLO: E-03-C1-01]</u> Demonstrate the ability to identify and sort words from different reading materials, pictures and immediate surrounding: simple action words, naming and describing words		<u>SLO: E-04-C1-01]</u> Classify words into different categories, and use more naming, action and describing words, from pictures, signboards, advertise	<u>SLO: E-05-C1-01]</u> Classify words into different categories, and use more naming, action and describing words, from pictures, signboards, advertise			

			nt labels etc. in their immediate and extended environment	nt labels etc. in their immediate and extended environment			
<u>SLO:</u> <u>E-01-C1-02]</u> Identify and act simple words that show feelings and emotions (e.g., sad, happy, angry)	<u>SLO:</u> <u>E-02-C</u> <u>1-02]</u> Recognise and use simple grade-l evel words that show feelings and emotio ns (e.g., sad, happy, angry).	<u>SLO:</u> <u>E-03-C1-02]</u> Recognise and use grade-level words that show feelings and emotions (e.g., bored, scared, shy, afraid, upset).	<u>SLO:</u> <u>E-04-C1-02</u> <u>]</u> Recognise and use grade-level words that show feelings and emotions (e.g., terrified, disgruntled, and embarrass ed).	<u>SLO:</u> <u>E-05-C1-02]</u> Acquire and use grade-appro priate words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered).			



<u>SLO: E-01-C1-03]</u>  Articulate and identify simple rhyming words in text (eg -at,-ot,-ap,-op, -an, -ad, -et, -ill, -ig,-in).	<u>SLO: E-02-C1-03]</u>  Articulate and use simple rhyming words in writing (e.g -nd, nk, nt, mp).	<u>SLO: E-03-C1-03]</u>  <u>SLO: E-04-C1-03]</u>  <u>SLO: E-05-C1-03]</u>  Recognise and generate rhyming strings in writing (e.g., jokes, riddles, poems).				
<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: E-03-C1-04]</u>  Recognise alphabetical arrangement of words based on first two letters as preparation for glossary or dictionary use.	<u>SLO: E-04-C1-04]</u>  Recognise alphabetical arrangement of words based on first three letters for glossary or dictionary use.	<u>SLO: E-05-C1-04]</u>  Use guide words, dictionary entries, dictionary definitions to check spelling, and meaning of words.	<u>SLO: E-06-C1-01]</u> Find out the meaning of words (dictionary meaning i.e. denotative and contextual meaning i.e. connotative) Use dictionary / Thesaurus to	<u>SLO: E-07-C1-01]</u>  Explain the meaning of words from how they are used in different contexts i.e. use of contextual clues and identifying the word-class the words belong to.	<u>SLO: E-08-C1-01]</u> Explain the meaning of words from how they are used in different contexts (e.g., explanations: technical language; expositions; persuasive language) in both familiar and unfamiliar settings.

		<p>Use guide words, dictionary entries, dictionary definitions to check spelling, and meaning of words.</p>	<p>Use a simple thesaurus to locate synonyms/ antonyms and other functions definitions, etc.</p>	<ul style="list-style-type: none"> <li>• Locate guide words.</li> <li>• Locate entry word.               <ul style="list-style-type: none"> <li>o choose appropriate word definition</li> </ul> </li> <li>• To identify pronunciation of a word with the help of a pronunciation key.</li> <li>• identify syllable division.</li> <li>• identify the part of speech of a word through abbreviation used.</li> <li>• identify correct spellings.</li> <li>• use a thesaurus</li> </ul>	<p>Use dictionary / Thesaurus to</p> <ul style="list-style-type: none"> <li>• Locate guide words.</li> <li>• Locate entry word.               <ul style="list-style-type: none"> <li>• choose appropriate word definition.</li> <li>• identify pronunciation with the pronunciation key focusing on the consonant and vowel sounds</li> <li>• identify syllable division</li> <li>• identify the part of speech of a word through abbreviation used.</li> </ul> </li> </ul>	<p>Use dictionary / Thesaurus to</p> <ul style="list-style-type: none"> <li>• Locate guide words.</li> <li>• Locate entry word. Look for the etymology of the word.               <ul style="list-style-type: none"> <li>• choose appropriate word definition according to the context.</li> <li>• identify pronunciation with the pronunciation key focusing on the vowel sounds, diphthongs and triphthongs.</li> <li>• identify syllable division and stress patterns.</li> <li>• identify the part of speech of a word through</li> </ul> </li> </ul>
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				to locate synonyms / antonyms <ul style="list-style-type: none"> <li>• identify phrases through keywords.</li> <li>• understand various abbreviations used in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• identify correct spellings.</li> </ul> use thesaurus and dictionary to locate synonyms/ antonyms and their use in sentences <ul style="list-style-type: none"> <li>• identify phrases through keywords.</li> </ul> understand various abbreviations and acronyms used in a dictionary.	abbreviation used. <ul style="list-style-type: none"> <li>use thesaurus and dictionary to locate synonyms/ antonyms according to the context and use in writing.</li> <li>• identify phrases through keywords.</li> <li>• use abbreviations and acronyms correctly.</li> </ul>
<u>SLO: E-01-C1-05]</u>  Identify days of the week and month  Take dictation of familiar	<u>SLO: E-02-C1-05]</u>  Write spellings of days of the week, month and	<u>SLO: E-03-C1-05]</u>  Write spellings of days of the week, month, and numbers in a sequence.	<u>SLO: E-04-C1-05]</u> <u>SLO: E-05-C1-05]</u> <u>SLO: E-06-C1-02]</u> <u>SLO: E-07-C1-02]</u> <u>SLO: E-08-C1-02]</u>  Take dictation of paragraph/ text of grade level.  Keep a record of words (e.g., word wall, word bank, word journal).			

<p>words studied in class.</p> <p>Keep a record of words (e.g., word wall).</p>	<p>number s.</p> <p>Take dictation of familiar words studied in class.</p> <p>Keep a record of words (e.g., word wall, word bank).</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:</u> <u>E-01-C1-06]</u></p> <p>Provide the missing letter in simple one/two-syllable words.</p>	<p><u>SLO:</u> <u>E-02-C1-06]</u></p> <p>Provide the missing letter in simple two/thr</p>	<p><u>SLO:</u> <u>E-03-C1-06]</u></p> <p>Make anagrams from simple one/ two-syllable words in class.</p>	<p><u>SLO:</u> <u>E-04-C1-06]</u></p> <p>Make anagrams from /two /three-syllable words. (e.g., fol/low,ad/vi/</p>	<p><u>SLO:</u> <u>E-05-C1-06]</u></p> <p>Make anagrams from /three /four syllable words. (e.g., ed/u/ca/tion)</p>			

	ee-syllable words.	Provide the missing letter in simple two/three-syllable words.	ser.)  Provide the missing letter in simple multi-syllable two/three-syllable words.	Provide the missing letter in simple multi-syllable three/four-syllable words.			
	<u>SLO: E-02-C1-07]</u>  Join words with prefixes (e.g., un, dis, pre) and determine the meaning of the new word formed when a	<u>SLO: E-03-C1-07]</u>  Join prefixes with the base words and understand the change in meaning (e.g., love/pre-loved, agreeable/disagreeable, comfortable/uncomfortable, care/careless,	<u>SLO: E-04-C1-07]</u>  Learn to join prefixes and suffixes with the base words and understand the change of meaning (e.g., act-active, build-builder).	<u>SLO: E-05-C1-07]</u>  Identify the difference between base words 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	<u>SLO: E-06-C1-03]</u> Use common, grade-appropriate affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).  Use common roots (e.g., cycl, form, ped) and affixes (e.g., anti-, inter-, intra-, post-,	<u>SLO: E-07-C1-03]</u>  Use prefixes and suffixes to build words that express abstract concepts (e.g., micro-, trans-, -ness, -cracy, -ism).	<u>SLO: E-08-C1-03]</u> Use knowledge of syllable patterns, roots (e.g., bio, funct), and prefixes and suffixes (e.g., semi-, quad-, -ologist, -ician) to construct multisyllabic words and pronounce the words with the correct stress.

	known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	heat/preheat).		and active is an adjective.)  Use suffixes to make nouns, adjectives (e.g., ion, ay, ship, ance, ence, able, le, ful, ent).	-able, -less, -tion) to construct multisyllabic words.		
<u>SLO:</u> <u>E-01-C1-07]</u>  Match the familiar words with their opposites through pictures and text (e.g., black-white, tall-short).	<u>SLO:</u> <u>E-02-C1-08]</u>  Write opposites of simple words (e.g., give-take, late-early) and identify in	<u>SLO:</u> <u>E-03-C1-08]</u>  Recognise and use opposite words in the text.  Recognise and use words similar to each other in the text.	<u>SLO:</u> <u>E-04-C1-08]</u>  Locate, provide and use words similar (synonyms e.g., walk, march, strut, prance) and opposite (antonyms e.g., ancient-modern, current,	<u>SLO:</u> <u>E-05-C1-08]</u>  Connect and use words synonyms with positive and negative connotations (e.g., elderly vs. mature, economical vs. cheap) and opposites (e.g., general-particular,			

	different texts.		fresh, new) in different contexts to make their meanings clear.	frequently-occasionally) in text.			
			<u>SLO: E-04-C1-09]</u>  Identify, differentiate between and use some simple pairs of words including homophones (e.g., eight-ate, I-eye, two-too-to, their-there).  Correctly use frequently confused words (e.g., to, too, two;	<u>SLO: E-05-C1-09]</u>  1  Locate, identify, differentiate between, 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	<u>SLO: E-06-C1-04]</u>  Recognise and use simple binomial pairs (neat and tidy/far and wide).  Comprehend and use simple phrasal verbs (e.g., blow up-get angry) and Idioms (e.g., lend a hand-help) in the different texts.	<u>SLO: E-07-C1-04]</u>  Comprehend and use idioms and proverbs in the different texts.  Comprehend and use simple phrasal verbs and adverbial phrases  Differentiate between homophones and near homophones (Advice/advise). Correctly use frequently confused words (e.g., to, too,	<u>SLO: E-08-C1-04]</u>  Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.  Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks  Understand the difference between Capitonym words such as Turkey/turkey, May/may, August/august March/march, Polish/polish,

			there, their, they're).	see/sea bare/bear wait/weight  there/they're/their eight/ate where/ware /wear steal/steal some/sum by/buy).	Differentiate between homophones (whether/weat her, seen/scene, herd/heard, hare/hair), they're/there/their)  Understand and Identify homographs- words spelled the same, with different pronunciation	two; there, their, they're).  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, wound, desert, produce, object, sewer, sow, tear, subject, intimate).	China/china Titanic/titanic, Bill/bill, Lima/lima, Nice/nice, Earth/earth  Use homographs in writing.
	<u>SLO: E-02-C1-09]</u> Recognise and locate some compound	<u>SLO: E-03-C1-09]</u> Locate the difference between the two parts of a compound word. E.g., noun+noun,	<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).	<u>SLO: E-06-C1-05]</u> Distinguish between the literal and nonliteral meanings of words and phrases in	<u>SLO: E-07-C1-05]</u> Distinguish between the connotations (associations) of words with similar denotations	<u>SLO: E-08-C1-05]</u> Distinguish between the connotative and denotative meaning of words, both similar and dissimilar denotations and	



	words from various text sources (e.g., butterfly, football, timetable, textbook, homework, classroom and whiteboard)	adjective+noun etc  Break up some common compound words into words they are made of.			context (e.g., take steps) and use them appropriately in writing.	(definitions) (e.g., refined, respectful, polite, diplomatic, condescending) and their use in different text types.  Use verbs that differ in nuance (e.g., look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic) to convey shades of meaning.	their appropriate use in a variety of writing and texts.
			<u>SLO: E-04-C1-11]</u> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	<u>SLO: E-05-C1-11]</u> Analyse and use some analogies and more similes in speech and writing using “like” and “as	<u>SLO: E-06-C1-06]</u> Understand and utilize figurative language: similes, metaphors,, personification given in the	<u>SLO: E-07-C1-06]</u> Understand and utilize similes, metaphor, personification, mood, alliteration and imagery <u>[SLO: E-07-C1-ADD]</u>	<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,</i>

			<p>Use some common similes in speech and writing using “like” and “as __ as”. e.g., as black as coal.</p>	<p>__ as”. (e.g., she is as graceful as a swan.)</p> <p><u>[SLO: E-05-C1-AD D]</u></p> <p><i>Recognise and use onomatopoeia in their writing. (e.g., clang, buzz, twang)</i></p>	<p>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 1</u></p> <p><i>hyperbole, onomatopoeia (e.g., clang, buzz, twang) given in the text and paragraph writing.</i></p>	<p><i>onomatopoeia (e.g., clang, buzz, twang) given in the text and paragraph writing.</i></p> <p><u>[SLO: E-07-C1-ADD]</u></p> <p><i>Analyse analogies, complete analogies correctly.</i></p>	<p><i>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>
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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.

<b>Benchmark I:</b> Recognise and use naming, action, substitution and describing words correctly in an immediate and extended environment.		<b>Benchmark I:</b> Recognise and use naming, action, substitution and describing words, noun/adjective phrases, articles, adverbs, prepositions and conjunctions in the immediate and extended environment		<b>Benchmark I:</b> Recognise and use noun/adjectival/adverbial phrases and clauses in the immediate and extended environment along with pronouns, prepositional phrases, verbs and conjunctions.	
<b>C2. GRAMMAR</b>					
<u>SLO: E-01-C2-01]</u>  <u>SLO: E-02-C2-01]</u>  Recognise and use naming words from the environment and classify them into different categories such as a person, place animal or thing	<u>SLO: E-03-C2-01]</u> Understand and use different types of nouns i.e. common, proper (e.g., Pakistan, Ali), countable (e.g cup, pen), uncountable nouns (e.g., sugar, salt).	<u>SLO: E-04-C2-01]</u> Recognise and use different types of nouns i.e. common, proper, countable, uncountable nouns and collective nouns.	<u>SLO: E-05-C2-01]</u> Demonstrate the use of more complex common/proper nouns, countable/uncountable nouns, collective and abstract nouns.	<u>SLO: E-06-C2-01]</u> Use the types of nouns i.e. common, proper, collective, concrete and abstract 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 <b>scissors</b> are on the table. vs. There is <b>a pair of scissors</b> on the table. The <b>news</b> is not very good).
<u>SLO: E-01-C2-03]</u>  Illustrate the gender of naming words (masculine/feminine)	<u>SLO: E-02-C2-03]</u> <u>SLO: E-03-C2-03]</u> Identify and classify the grammatical gender of naming words from immediate environments (masculine/feminine).	<u>SLO: E-04-C2-03]</u> <u>SLO: E-05-C2-03]</u> Recognise and use the common grammatical gender used for both males and females.	<u>SLO: E-06-C2-03]</u> Sort the nouns by gender i.e. masculine, feminine, and common (e.g., baby), neuter (e.g., property).	<u>SLO: E-07-C2-02]</u> Use specific words for 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.
<u>SLO:</u> <u>E-01-C2-05]</u> Recognise and use questioning words: what, who, where, when, why.	<u>SLO:</u> <u>E-02-C2-05]</u> Recognise and use questioning words: what, who,	<u>SLO: E-03-C2-05]</u> <u>SLO: E-04-C2-05]</u> Use interrogative pronouns to make question sentences.		<u>SLO:</u> <u>E-05-C2-05]</u> Identify relative pronouns and use relative pronouns (who, whose,	<u>SLO:</u> <u>E-06-C2-05]</u> Demonstrate use of pronoun-antecedent agreement recognizing their	<u>SLO:</u> <u>E-07-C2-04]</u> Demonstrate use of pronoun-antecedent agreement recognizing their relationship.	<u>SLO:</u> <u>E-08-C2-03]</u> Demonstrate use of pronoun-antecedent agreement recognizing their

	where, when, why.		whom, which, that) to join relative clauses.	relationship.  Identify relative pronouns and use relative pronouns (who, whose, whom, which, that) to join relative clauses.	(i.e. Singular pronouns requires singular antecedent, plural pronouns required plural pronouns)	relationship. Variety of pronouns including reflexive pronouns.  Recognise and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
<u>SLO: E-01-C2-06]</u> Identify and differentiate between 'a' or 'an' articles (e.g., a book, an apple).  Recognise that plural nouns do not take the articles a or an.	<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.)	<u>SLO: E-03-C2-06]</u> Identify and recognize the rules for the use of 'a', 'an' and 'the'.  Understand the use of quantifiers with countable and uncountable nouns (some, few/ little,	<u>SLO: E-04-C2-06]</u> <u>SLO: E-05-C2-06]</u> Use of indefinite (a/an) and definite (the) articles.  Zero article: no article for uncountable nouns (e.g., I like music and I can play the guitar).  Use of quantifiers with countable and uncountable nouns (some, few/ little, many/ much, no, both/ all, each/ every) Indicate differences in proximity to speaker i.e: this/	<u>SLO: E-06-C2-06]</u>  Recall and apply rules for use of articles 'a', 'and', 'an' and 'the' in speech and writing.	<u>SLO: E-07-C2-05]</u> Use articles correctly in speech and writing	<u>SLO: E-08-C2-04]</u> Apply the rules and correct usage of articles through reading, speech and writing.

	Use of a, an with countable and uncountable nouns.	many/ much)	that, these/ those (e.g., This book belongs to her.)				
<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.		<u>SLO: E-03-C2-07]</u> Identify and use describing words as adjectives.  Understand the use of adjectives in sentences before nouns (e.g., It is a beautiful scene.)  Use and understand the difference between comparative and superlative degrees of	<u>SLO: E-04-C2-07]</u> Classify adjectives of quantity, quality, size, 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).  Use the degrees of	<u>SLO: E-05-C2-07]</u> Form adjectives from nouns and verbs (e.g., music → musical, help → helpful)  Identify adjectives that behave like nouns (e.g., the sick and the poor).  Adjectives with restricted positions	<u>SLO: E-06-C2-07]</u> Form adjectives from nouns Identify adjectival phrases.	<u>SLO: E-07-C2-06]</u> Locate the varying position of adjectives in sentences. Form adjectives from nouns and verbs. Use adjectival phrases in sentences and speech.	<u>SLO: E-08-C2-05]</u> Identify the varying position of adjectives in sentences and apply in their writing. Form adjectives from nouns and verbs. Use adjectival phrases in speech and writing.

	adjectives (i.e -er,-est)	<p>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>(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 -ed to differentiate between the meanings of adjectives (e.g., She is interesting/ She is interested.</p>			
				<p><u>SLO:</u> <u>E-06-C2-08]</u> Identify adjectives of quantity, quality, size,</p>	<p><u>SLO:</u> <u>E-07-C2-07]</u> Use different types of adjectives: regular,</p>	<p><u>SLO:</u> <u>E-08-C2-06]</u> Analyze and use adjectives in reading, listening to</p>



				shape, colour, and origin. Change and use degrees of adjectives: positive, comparative, superlative. Change and use degrees of regular and irregular adjectives.	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.	texts and also in their writing; use degrees of adjectives.
<u>SLO: E-01-C2-08]</u> Identify and use some common action words.	<u>SLO: E-02-C2-08]</u> Identify and use common action words. Identify sensing verbs (hear, touch etc.)	<u>SLO: E-03-C2-08]</u> Recognise action words as verbs. Use verbs in speech and sentences.  Distinguish verbs according to meaning: for example, mental verbs	<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.  Use and differentiate between regular verbs (walk/ walked) and irregular verbs (drink – drank)	<u>SLO: E-06-C2-09]</u> Demonstrate the use of main verbs and helping verbs.	<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	<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

	<p>Recognise formation of adverbs i.e adding -ly.</p>	<p>(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 degrees of adverbs, use more and most with adverbs.</p>			and verbs of possession.	and thinking verbs and verbs of possession.
			<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><u>SLO: E-06-C2-10]</u></p> <p>Demonstrate the use of main verbs and helping verbs.</p>	<p><u>SLO: E-07-C2-09]</u></p> <p>Demonstrate the use of main and helping verbs (primary auxiliary and modal auxiliary verbs), in</p>	<p><u>SLO: E-08-C2-08]</u></p> <p>Use helping verbs, transitive and intransitive verbs in speech and writing.</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.</p> <p>Identify, understand and use adverbs that qualify verbs, adjectives and other adverbs.</p>		<p>speech and writing.</p> <p>Distinguish and use linking, feeling verbs and verbs of possession.</p>	<p>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:</u> <u>E-03-C2-09]</u> Understand and use simple modal verbs (should/ should not – could / couldn't – must / mustn't) can /cannot and, may/may not.</p>	<p><u>SLO: E-04-C2-10]</u> <u>SLO: E-05-C2-10]</u> Understand the use of more modal verbs eg. can, could, may, might, must, ought, shall, should, will, and would.....</p>	<p><u>SLO:</u> <u>E-06-C2-11]</u> Recognise and demonstrate function and use of modal verbs can/ cannot, may/may not and should, shall, will, could, might, etc. to express ability, inability,</p>	<p><u>SLO:</u> <u>E-07-C2-10]</u> Recognise and demonstrate function and use of would, need, could, might, shall, must, ought and dare in affirmative, negative and interrogative sentences.</p>	<p><u>SLO:</u> <u>E-08-C2-09]</u> Use modals correctly in speech and writing to create an effect and impact on the reader.</p>

				permission, offers, invitations, requests, prohibition, doubt, obligation etc. in affirmative, negative and interrogative sentences.		
			<u>SLO: E-04-C2-11]</u> <u>SLO: E-05-C2-11]</u> Develop understanding to expand adverbs into adverb phrases.  <u>SLO: E-05-C2-ADD]</u> <i>Use of adverbs that connect            clauses and sentences.</i>	<u>SLO:</u> <u>E-06-C2-12]</u> Identify and use adverb phrases in writing for different purposes.	<u>SLO:</u> <u>E-07-C2-11]</u> Us e adverbs, adverb phrases in their speech and writing.  <u>SLO:</u> <u>E-07-C2-ADD]</u> <i>Use adverb            clauses as            needed in their            speech and            writing.</i>	<u>SLO:</u> <u>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.

<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.		<u>SLO: E-03-C2-10]</u> Understand and use some words showing position, possession and directions in sentences.	<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.	<u>SLO: E-06-C2-13]</u> Use prepositions of position, time, movement and direction including since and for.	<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.	<u>SLO: E-08-C2-11]</u> Identify and use compound prepositions and prepositional phrases in writing
	<u>SLO: E-02-C2-10]</u> Identify and use joining words in speaking to join words and sentences	<u>SLO: E-03-C2-11]</u> <u>SLO: E-04-C2-12]</u> Recognise the function of joining words in sentences.  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).	<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	<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,	<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),	<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

			<p>(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 conjunctions (i.e. but, or, yet, and).</p>	<p>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 difference between coordination and subordination conjunctions and their use in sentences i.e. compound and complex.</p>	<p>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., either...or..., neither...nor...)</p> <p>Recall the use of coordinating and subordinating conjunctions.</p>	<p>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 including pairs such as ""both/and,"" ""either/or,"" ""neither/nor,"" ""not/but"" and ""not only/but also.""</p>
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<b>Benchmark II:</b> Identity, comprehend and use capitalization and punctuation (full stop, question mark, exclamation mark, comma, quotation marks, and apostrophe) with reasonable accuracy.					<b>Benchmark II:</b> Identify, comprehend and use punctuation with reasonable accuracy.		
<b>C3.PUNCTUATION</b>							
<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.	<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.	<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.	<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.	<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.	<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.	<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.	<u>SLO:</u> <u>E-08-C3-01]</u> Punctuate paragraphs and longer pieces of text correctly.



<p><u>SLO:</u> <u>E-01-C3-02]</u></p> <p>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></p> <p>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></p> <p>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></p> <p>Recognise and use full stop with some abbreviations, and hyphen with common compound words.</p> <p>Read, pronounce, write, and understand the meaning of common abbreviations for titles, and time periods (e.g., Ms., Mrs., months, days of the week, a.m., p.m.)</p>	<p><u>SLO:</u> <u>E-05-C3-02]</u></p> <p>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</p>			
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			Use a comma and quotation marks in direct speech.	meaning of 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	<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	<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

			children's toys, a week's holiday) and in contractions (e.g., it's raining)	toys, a week's holiday) and in contractions (e.g., it's raining)			
<b>Benchmark III:</b> 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.			<b>Benchmark III:</b> 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.		<b>Benchmark III:</b> 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.		
<b>C4. TENSES</b>							
<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.	<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

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

	and speaking e.g., It rained in the morning.	actions in the past.(In sentences)			Understand and use gerunds. Understand the use of since and for  Understand and use gerunds and participles. Use aspects of time correctly in speech and writing.		
		<u>SLO:</u> <u>E-03-C4-05]</u> Recognise and use past continuous tense.	<u>SLO:</u> <u>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	<u>SLO:</u> <u>E-05-C4-05</u> 1 Use past continuous for the action going on when a second action took place (e.g., It was raining when the	<u>SLO:</u> <u>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		

			roads were slippery).	incident happened.)	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.	

<u>SLO: E-01-C5-01]</u> Recognise and construct simple sentences using nouns and verbs e.g., Ali runs.	<u>SLO: E-02-C5-01]</u> Construct simple sentences using a subject, verb, objects e.g., He eats apples.	<u>SLO: E-03-C5-02]</u> <u>SLO: E-04-C5-02]</u>  Recognise that sentences comprise of Subject + Predicate  Make simple sentences by using SV (subject and verb) and SVO (subject, verb, and object) pattern e.g., Alia cooks food.	<u>SLO: E-05-C5-02]</u> 1 Recall and practice that sentences structure with SVO pattern and identify predicates.  Make simple sentences with direct and indirect objects (e.g., Teacher asked him. Teacher asked him a question).	<u>SLO: E-06-C5-02]</u> Classify and use sentences with simple and compound structures Use simple pattern sentences. SV Subject-Verb (intransitive) SV0: Subject-Verb -Object SVA- Subject-Verb -Adjective SVA- Subject-Verb -Adverb SVN-Subject -Verb-Noun	<u>SLO: E-07-C5-02]</u> Use sentences with direct and indirect objects and sentence patterns: SVO- Subject-Verb (transitive)-Object (direct) SVOO – Subject-Verb-Object (indirect)-Object (direct) SVOC- Subject-Verb-Object (direct)-Complement	<u>SLO: E-08-C5-02]</u> Analyze and construct sentences using the sentence patterns and structures learnt in earlier classes.
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			<u>SLO: E-04-C5-ADD]</u> Identify and use the difference between main and subordinate clauses in a given sentence.	<u>SLO: E-05-C5-ADD]</u> Differentiate between main and subordinate clauses in a given sentence.	<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).	<u>SLO: E-08-C5-ADD]</u> Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation.
<u>SLO: E-01-C5-02]</u> Recognise simple sentences showing request and command in a school scenario.	<u>SLO: E-01-C5-02]</u> Identify and use simple sentences that show instructions, commands and requests,	<u>SLO: E-03-C5-03]</u> Use and respond to simple sentences showing requests, exclamatory and command, both physically	<u>SLO: E-04-C5-03]</u> <u>SLO: E-05-C5-03]</u> Distinguish between four types 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.		<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	



		and in their speech.					
<u>SLO: E-01-C5-03]</u> Comprehend simple what, where and when questions.	<u>SLO: E-02-C5-03]</u> Comprehend and respond to simple wh-questions	<u>SLO: E-03-C5-04]</u> Make questions by using Wh-questions (e.g. What are you doing?)	<u>SLO: E-04-C5-04]</u> Make questions starting with be form of verbs (e.g., Are you going to Lahore today?)	<u>SLO: E-05-C5-04]</u> Form questions and answers by varying the structure of sentences			
	<u>SLO: E-02-C5-04]</u> Identify and use transitional words to manage the sequence of events i.e. first, then, next, finally	<u>SLO: E-03-C5-05]</u> Use transitional words in simple procedure e.g., writing a recipe, following directions etc	<u>SLO: E-04-C5-05]</u> <u>SLO: E-05-C5-05]</u>  Use a variety of transitional words and phrases to manage the sequence of events, such as 'Earlier...' or 'Nearby...' or 'Firstly', 'Secondly...'. They can also use phrases in the same way: 'Later on...' or 'Far away...'				

			<u>SLO:</u> <u>E-04-C5-06]</u> Recognise direct speech sentences in a narration	<u>SLO:</u> <u>E-05-C5-06]</u> Differentiate between direct and indirect speech and change pronouns in indirect speech and replacement of other words (e.g., this-that, now-then, today-that day etc.)	<u>SLO:</u> <u>E-06-C5-04]</u> Differentiate between direct and indirect speech.  Change of tense in indirect speech i.e. (present into past tense in simple sentences and interrogative sentences.	<u>SLO:</u> <u>E-07-C5-04]</u> Change tense in indirect speech (present, past and perfect tenses in exclamatory sentences and paragraphs.	<u>SLO:</u> <u>E-08-C5-04]</u> Change tense in indirect speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing.
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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
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<b>Benchmark I:</b> 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.			<b>Benchmark I:</b> Write sentences legibly, consistently and with correct formation and spelling, on three/four-lined paper.		<b>Benchmark I:</b> 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.	
<b>D1. Writing Readiness and Spelling</b>						
<u>SLO: E-01-D1-01]</u>  Practise a comfortable and efficient pencil grip and learn to form letter correctly	<u>SLO: E-02-D1-01]</u>  Form words correctly and consistently	<u>SLO: E-03-D1-01]</u>  Develop consistency in the size and proportion of letters and the spacing of words	<u>SLO: E-04-D1-01]</u> <u>SLO: E-05-D1-01]</u>  Identify syllabic patterns in multisyllabic words	<u>SLO: E-06-D1-01]</u>  Practice note-taking for different purposes in a legible and consistent handwriting	<u>SLO: E-07-D1-01]</u> <u>SLO: E-08-D1-01]</u>  Apply editing and proofreading skills to a range of different texts and contexts	
<u>SLO: E-01-D1-02]</u>  a)Practise handwriting patterns and writing letters both capital and small with correct formation	<u>SLO: E-02-D1-02]</u>  a) Practise handwriting patterns and the joining of letters	<u>SLO: E-03-D1-02]</u>  Practise joining letters in handwriting	<u>SLO: E-04-D1-02]</u> <u>SLO: E-05-D1-02]</u>  Use joined-up handwriting in all writing	-----	-----	-----

b) Practise writing letters and words from left to right with regular spaces between letters and words	b) Use joined-up handwriting in limited range of written work					
<u>SLO: E-01-D1-03]</u> <u>SLO: E-02-D1-03]</u> Write letters and words at an appropriate speed and develop an understanding that a capital letter is for the start of a sentence.		<u>SLO: E-03-D1-03]</u> Build up handwriting speed, fluency and develop an understanding of capital letters, full stops and question marks within a sentence.	<u>SLO: E-04-D1-03]</u> <u>SLO: E-05-D1-03]</u> Practise fast, fluent and legible handwriting styles for different purposes and use punctuation marks appropriately.	-----	-----	-----
<u>SLO: E-01-D1-04]</u> Use phonetic knowledge and rhyme to attempt to write and spell simple words	<u>SLO: E-02-D1-04]</u> Use the common spelling of short and long vowel sounds	<u>SLO: E-03-D1-04]</u> Spell and write familiar, and unfamiliar words accurately.	<u>SLO: E-04-D1-04]</u> <u>SLO: E-05-D1-04]</u> Demonstrate an understanding of the use of spelling patterns, e.g., vowel phonemes, double	<u>SLO: E-06-D1-02]</u> Write multi-syllable words at grade level with correct spelling, using spelling rules and	<u>SLO: E-07-D1-02]</u> 1 Write multi-syllable words at grade level	<u>SLO: E-08-D1-02]</u> Use knowledge of letter-sound correspondences, syllabification patterns, and morphology (e.g., roots and affixes) to

(e.g., bat, cat, is, was etc).	eg.,cat, car, bed, bird, dot, door, cut, cute		consonants, silent letters, common prefixes and suffixes etc	<p>strategies: noting sound and visual patterns in words, applying vowel-consonant patterns (e.g., blends, doubling of consonants, changing the ending of a word from -y to -ies when forming the plural; /ʃəs/ spelt with -tious and cious. Exception:-xious; /ʃəl/ spelt with -tial, -cial and exceptions. Making analogies from familiar words.</p>	<p>with correct spelling, using spelling rules and strategies: making analogies from familiar words.</p> <p>Making words with -able, -ible, -ably, -ibly,</p> <p>Use of suffix -fer in stressed and unstressed vowels e.g., referred, referral (rr in case of stressed), reference, preference</p>	<p>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>'l' before 'e', except after 'c' rule with exceptions.</p>
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					(r in case of unstressed)	
<u>SLO: E-01-D1-05]</u>  Use the common spelling of long vowel phonemes, e.g., 'ee', 'ai', 'oo'	<u>SLO: E-02-D1-05]</u>  Use the different common spellings of long vowel phonemes.	<u>SLO: E-03-D1-05]</u>  Use to spell simple high-frequency words and common irregular words	<u>SLO: E-04-D1-05]</u>  <u>SLO: E-05-D1-05]</u>  Spell high frequency and irregular words.			
<u>SLO: E-01-D1-06]</u> Spell and write familiar common words accurately, drawing on sight words	<u>SLO: E-02-D1-06]</u>  Use the common spellings of long vowel phonemes and apply knowledge of phonemes and spelling patterns independently	<u>SLO: E-03-D1-06]</u>  Use strategies for segmenting unfamiliar words to spell, e.g., breaking into individual sounds, separating into syllables	<u>SLO: E-04-D1-06]</u> 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	

<b>Benchmark II:</b> Write and represent with some attention to the appropriate organizational structures and language features of texts for different purposes.			<b>Benchmark II:</b> Write and represent with an explicit awareness of the appropriate organizational structures and language features of texts for different purposes.		<b>Benchmark II:</b> Apply knowledge of appropriate organizational structures and language features to create a variety of increasingly advanced texts for different purposes.		
<b>D2. Writing for Understanding</b>							
<u>SLO: E-01-D2-01]</u>  Write a simple and short opening sentence which highlights the topic sentence	<u>SLO: E-02-D2-01]</u>  Write an opening sentence to highlight the topic sentence and introduce the setting in two to three sentences	<u>SLO: E-03-D2-01]</u>  Write multi-syllable words to express the tone of the characters in a setting according to the title.  (For example Mary goes to school with a big smile on his face every day.)	<u>SLO: E-04-D2-01]</u>  1  Write multi-syllable words at grade level with correct spelling, adjectives, and adverbs (for eg ly words) to show a glimpse of characterization	<u>SLO: E-05-D2-01]</u>  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	<u>SLO: E-06-D2-01]</u>  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.	<u>SLO: E-07-D2-01]</u>  1  Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers,	<u>SLO: E-08-D2-01]</u>  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.

						freewriting, note-taking.	
<u>SLO: E-01-D2-02]</u> <u>SLO: E-02-D2-02]</u> Write short sentences with basic personal information, etc	<u>SLO: E-03-D2-02]</u> Write longer and complex sentences on a limited range of topics e.g., sports day, nature, holidays etc.	<u>SLO: E-04-D2-02]</u> 1 a) Use descriptive imagery based on sight, touch & sound. Also, use words to suggest characterization.  b) Write at least one paragraph with adverbs. (for eg ly words. Quickly, he grabbed his arm &	<u>SLO: E-05-D2-02]</u> Use appropriate imagery to create an atmosphere of the setting & establish personality traits of the character(s) .				



			pushed him away.)				
<u>SLO: E-01-D2-03]</u> <u>SLO: E-02-D2-03]</u> Recognise and write for a purpose using some basic features of a text		<u>SLO: E-03-D2-03]</u> Use interesting and meaningful words in their writings	<u>SLO: E-04-D2-03]</u> <u>SLO: E-05-D2-03]</u> Use and compare/replace words to make writing meaningful.				
<u>SLO: E-01-D2-ADD]</u> Select a suitable concluding sentence. (For example, We all enjoyed the picnic.)	<u>SLO: E-02-D2-04]</u> Write a single concluding sentence which repeats the theme of the topic.	<u>SLO: E-03-D2-04]</u> Write concluding remarks in the form of two sentences  <u>SLO: E-03-D2-ADD]</u> Write concluding remarks in repeating the	<u>SLO: E-04-D2-04]</u> Insert at least one dialogue or exclamation of emotion to add richness to the story. (For example: "Hurrah!" Sarah	<u>SLO: E-05-D2-04]</u> 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	<u>SLO: E-06-D2-02]</u> Write a short dialogue between two people.	<u>SLO: E-07-D2-02]</u> Write short dialogues to show various situational relationships e.g., doctor-patient. Identify characters and their relationships in context.	<u>SLO: E-08-D2-02]</u> Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to context and relationship between addresser and addressee.

		<p><i>mood of the setting, a remark on characterization and a suitable ending.</i></p> <p><i>(For example, John enjoyed the trip with his friends. Their decent actions also got appreciation from the old man.)</i></p>	<p>shouted when she won the game.)</p> <p>Conclude the writing piece by giving a remark about all the aspects in a few sentences.</p>	<p>in All, In a nutshell, Alas, It was a thumping success etc.</p>			
					<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</p>	<p><u>SLO: E-07-D2-03]</u></p> <p>1 Follow the techniques of writing the first draft with sufficient details; proofread</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>

					develop a single idea Write a simple unified paragraph on a given topic:  • Write a clear topic sentence using specific words, vivid verbs, modifiers, etc.  • Add adequate supporting details to complete the idea.	it, and edit details to suit the purpose and audience.	
		<u>SLO: E-03-D2-05]</u>  Write a guided first draft and edit it.	<u>SLO: E-04-D2-05]</u> <u>SLO: E-05-D2-05]</u>  Write the first draft and then edit it.	<u>SLO: E-06-D2-04]</u> <u>SLO: E-07-D2-04]</u>  Write the final draft after complete editing and proofreading.		<u>SLO: E-08-D2-04]</u>  Write the final draft after complete editing and proofreading. ensure each paragraph develops the main idea of the essay/piece of writing and topic sentence of each paragraph. Use the technique of hook, lead-in	

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Benchmark I:</b> Generate ideas on a topic to project implicit and explicit meanings, and to use the storytelling technique to convey ideas or factual writing style.			<b>Benchmark I:</b> Generate ideas on a topic using brainstorming techniques and exploring the various writing techniques: descriptive, discursive and narrative		<b>Benchmark I:</b> 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.		
<b>D3. Writing for Meaning</b>							
<u>SLO: E-01-D3-01]</u> Fill in missing information to complete simple sentences. (For example. My name is _____.)	<u>SLO: E-02-D3-01]</u> Fill in missing information to complete a simple paragraph.	<u>SLO: E-03-D3-01]</u> Fill in words to change or complete a given story.	<u>SLO: E-04-D3-01]</u> Complete a simple paragraph using the given words, phrases and sentences.	<u>SLO: E-05-D3-01]</u> Complete a single paragraph using your own words, phrases and complex sentences.			

<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</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 chronologi</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>relationships and transitional devices within a paragraph.</p> <p>b. Use chronological/sequential order of arranging detail/</p> <p>c. Write a clear topic sentence using specific words, vivid verbs, modifiers, etc.</p> <p>d. Focus on clarity of</p>	<p>cal/sequential order of arranging detail.</p> <p>b. Write a composition of three or more paragraphs following conventions of essay writing:</p> <ul style="list-style-type: none"> <li>• Introductory paragraph</li> <li>• Body paragraphs</li> <li>• Concluding</li> </ul>	<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</p>
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					<p>ideas that show 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</p>	<p>paragraphs</p> <p>c. Recognise 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</p>	<p>sentence (example, definition, data, illustration or evidence) to develop the main idea.</p>
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					opinion, create an organizati onal structure, provide a reason to support a perspectiv e and conclude appropriat ely.	(example, definition or evidence) to develop the main idea.  e. The concludin g paragraph contains a summary of the whole essay and a general concludin g statement	
<b>D4. Various Text Types</b>							
<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	<u>SLO: E-03-D4-01]</u> Write personal recount and diary/journal entries using	<u>SLO: E-04-D4-01]</u> Write narratives in which they recount two or more	<u>SLO: E-05-D4-01]</u> Write narratives to develop real or imagined	<u>SLO: E-06-D4-01]</u> Write narratives to develop real or imagined	<u>SLO: E-07-D4-01]</u> Write narratives to develop real or imagined	<u>SLO: E-08-D4-01]</u> Write narratives to develop real or imagined

	experience (e.g., a daily routine).	free writing or planned writing (through the process approach - brainstorming, mind-mapping, first draft).	appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<p>experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>1. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>2. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the</p>	<p>experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue</p>	<p>experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing narrators and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative</p>	<p>experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>
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				<p>response of characters to situations.</p> <p>3. Provide a sense of closure.</p>	<p>and description to develop experiences and 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</p>	<p>techniques, such as dialogue, description, and pacing, to 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>b. Use narrative techniques, such as dialogue, 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</p>
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					<p>and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>setting to another.</p> <p>d. Use precise words and phrases, 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>
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<u>SLO: E-01-D4-02]</u> Write simple sentences giving information on what students observe. (e.g., This is a book.)	<u>SLO: E-02-D4-02]</u> Write 3-5 informative/explanatory sentences on one topic in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<u>SLO: E-03-D4-02]</u> Write a process/procedure paragraph in which they introduce a topic, use facts and definitions to develop points, use linking words (first, second, etc.), and provide a concluding statement or section.	<u>SLO: E-04-D4-02]</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>b. Develop the topic with facts,</li> </ul>	<u>SLO: E-05-D4-02]</u> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>a. Introduce a topic and group related information together; include illustrations when useful to aiding</li> </ul>	<u>SLO: E-06-D4-02]</u> Write informative/explanatory text like a book blurb, poster to examine a topic and convey ideas and information. <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in short paragraphs and sections; include formatting (e.g., headings), illustration to convey</li> </ul>	<u>SLO: E-07-D4-02]</u> Write informative/explanatory texts to examine a topic and convey ideas and information. <ul style="list-style-type: none"> <li>a. Introduce a topic, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and</li> </ul>	<u>SLO: E-08-D4-02]</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selecting relevant content. <ul style="list-style-type: none"> <li>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast</li> </ul>
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			<p>definition s, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categor ies of informati on.</p> <p>d. Provide a concludin g statemen</p>	<p>compre hensio n</p> <p>b. Develop p the topic with facts, definiti ons, and details.</p> <p>c. Use linking words and phrase s (e.g., also, anothe r, and, more, but) to connec t ideas within categor ies of</p>	<p>meaning effectively</p> <p>b. Develop the topic with facts, definitions , concrete details, quotations , or other informatio n and examples related to the topic.</p> <p>c. Link ideas within categories of informatio n using words and phrases (e.g., another, for example, because).</p>	<p>multimedi a when useful to aid comprehe nsion.</p> <p>b. Develop the topic with facts, definitions , concrete details, quotations , or other informatio n and examples related to the topic.</p> <p>c. Link ideas within and across categories of informatio n using words, phrases,</p>	<p>, and cause/effe ct; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehe nsion.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information</p>
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			t or section.	informa tion.  d. Provid e a conclu ding statem ent or section .	d. Use precise language and domain-s pecific vocabular y to inform about or explain the topic.  e. Provide a concludin g statement or section related to the informatio n or explanatio n presented .	and clauses (e.g., in contrast, especially ).  d. Use precise language and domain-s pecific vocabular y to inform about or explain the topic.  e. Provide a concludin g statement or section related to the informatio n or explanatio	and examples.  c. Use appropriat e transitions to clarify the relationshi ps among ideas and concepts.  d. Use precise language and domain-sp ecific vocabular y to inform about or explain the topic.  e. Establish and maintain a
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						n presented	formal style.  f. Provide a concluding statement or section that follows from the information or explanatio n presented.
		<u>SLO: E-03-D4-03]</u>  Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a	<u>SLO: E-04-D4-03]</u>  Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use	<u>SLO: E-05-D4-03]</u>  Write opinion pieces on topics or texts, supporting a point of view with reasons.  Introduce the topic or text they are	<u>SLO: E-06-D4-03]</u>  Write opinion piece on topics or texts, supporting a point of view with reasons and information.  a. Introduce a topic or	<u>SLO: E-07-D4-03]</u>  Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s) and	<u>SLO: E-07-D4-03]</u>  Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s), acknowled



		reason for the opinion, and provide some sense of closure.	linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<p>writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>text, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using</p>	<p>organize the reasons and evidence.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the</p>	<p>ge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the</p>
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					<p>correct words and phrases</p> <p>d. Provide a concluding statement, and analyse or section related to the opinion presented.</p>	<p>relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p>topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that</p>
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							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 - brainstorm, mind mapping, writing a first draft.	<u>SLO: E-05-D4-04]</u>  Write simple descriptive paragraphs (giving physical description and characteristics /traits of a person/object/ place, using correct capitalization, punctuation and spelling,	<u>SLO: E-06-D4-04]</u> <u>SLO: E-07-D4-04]</u>  Write a simple descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation, complex vocabulary and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft and final draft	<u>SLO: E-08-D4-04]</u>  Write a descriptive composition (giving physical description and characteristics/ traits of a person/object/ place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorm, mind mapping,		

							writing a first draft.
	<u>SLO:</u> <u>E-02-D4-03]</u>  Fill in speech bubbles and cartoon strips with appropriate formulaic expressions or a simple dialogue.	<u>SLO:</u> <u>E-03-D4-05]</u>  Begin to write guided sentences in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.	<u>SLO: E-04-D4-05]</u> <u>SLO: E-05-D4-05]</u>  Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.		<u>SLO:</u> <u>E-06-D4-05]</u>  Write a short dialogue between two people.	<u>SLO:</u> <u>E-07-D4-05]</u>  Write short dialogues to show various situational relationships e.g., doctor-patient. Identify characters and their relationships in context.	<u>SLO:</u> <u>E-08-D4-05]</u>  Write a short dialogue between two people, giving narration/background round in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to context and relationship between addresser and addressee.
		<u>SLO:</u> <u>E-03-D4-06]</u>  Design and write an invitation card	<u>SLO:</u> <u>E-04-D4-06]</u>  Write an informal letter to family and friends on	<u>SLO:</u> <u>E-05-D4-06]</u>  Write informal letters to people in an	<u>SLO:</u> <u>E-06-D4-06]</u>  Write informal letters to people in	<u>SLO:</u> <u>E-07-D4-06]</u>  Write informal letters to people in	<u>SLO:</u> <u>E-08-D4-06]</u>  Compare and write informal and formal

		for a range of purposes.	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)	immediate social and academic environment for e.g., write a get well soon letter	extended social and academic environments for various purposes. e.g., Thank you letter  Follow conventions of informal letters concerning layout, salutations etc. Use of appropriate vocabulary, style and tone in informal letters. Write the address on the envelope clearly and in a proper format. Write short texts in speech bubbles and cartoon strips using	extended social and academic environments for various purposes.  Write short informal letters to people in an extended social and academic environment for various purposes: • Use correct conventions, appropriate vocabulary, tone and style. • Revise for: • Correct format, layout.  Write a Formal letter of application to people within your environment	letters to people in extended social and academic environments for various purposes.
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					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.)	(principal/teacher).	
			<u>SLO: E-04-D4-07]</u> <u>SLO: E-05-D4-07]</u> Draft and write a formal letter/ email, application, complaint	<u>SLO: E-06-D4-07]</u> Write a formal letter/email (application, complaint).	<u>SLO: E-07-D4-07]</u> Write a formal letter/email (application, complaint, acceptance/rejection).	<u>SLO: E-08-D4-07]</u> Write a formal letter/email (application, complaint, acceptance/rejection, condolence),	

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

			<u>SLO:</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, brainstorming or pleasure.	<u>SLO:</u> <u>E-07-D4-11]</u>  Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure.	<u>SLO:</u> <u>E-08-D4-11]</u>  Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure.
					<u>SLO:</u> <u>E-06-D4-12]</u>  Proofread and edit texts for errors of	<u>SLO:</u> <u>E-07-D4-12]</u>  Proofread and edit texts for errors of	<u>SLO:</u> <u>E-08-D4-12]</u>  Proofread and edit texts for errors of:



					<ul style="list-style-type: none"> <li>•sentence structure.</li> <li>• subject/verb agreement.</li> <li>• noun/pronoun agreement.</li> <li>•connectives.</li> <li>•punctuation and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>•sentence structure.</li> <li>• subject/verb agreement.</li> <li>• noun/pronoun agreement.</li> <li>•transitional devices</li> <li>•punctuation and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>•sentence structure.</li> <li>• subject/verb agreement.</li> <li>• noun/pronoun agreement.</li> <li>•reference words, connectives/transitional devices.</li> <li>•punctuation and spelling.</li> </ul>
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## Guidelines for Appropriate Ethical and Social Development

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

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

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

## English (1-8) – Suggested Topic List

### Text Types / Themes and Sub-Themes

#### **Text Types**

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

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

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

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

#### **Text Types**

<b>Text Type</b>	<b>Intention</b>	<b>Focus</b>	<b>Examples</b>
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"><li>• Stories</li><li>• Extracts from classical novels (Abridged form)</li><li>• Poems (lyrics, ballads, sonnets)</li><li>• Play scripts</li><li>• Biographies</li><li>• Anecdotes</li></ul>

			<ul style="list-style-type: none"> <li>• Diary, journal entries</li> <li>• Fantasy, adventure, science, fiction</li> </ul>
Persuasive/ argumentative texts	To persuade, argue, advice.	Influence the readers or viewers to change their mind about something.	<ul style="list-style-type: none"> <li>• Brochures</li> <li>• Advertisement of consumer products</li> <li>• Letters to the editor conveying opinions</li> <li>• Editorials</li> <li>• Campaign literature</li> <li>• Magazine articles supporting a position</li> </ul>
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"> <li>• News reports</li> <li>• Magazine articles</li> <li>• Memos</li> <li>• Menus, blurbs, memes</li> <li>• Indices, forms</li> <li>• Maps</li> <li>• Recipes</li> <li>• Minutes</li> <li>• Tables</li> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Fact sheets</li> <li>• Information leaflets</li> <li>• Prospectuses</li> <li>• Plans</li> <li>• Summaries</li> <li>• Records</li> </ul>
Expository (analytical texts)	To analyze, review and comment.	Present weighed and evaluative	<ul style="list-style-type: none"> <li>• Commentaries</li> <li>• Analytical articles</li> <li>• Essays and reports</li> </ul>

		views of ideas and issues	<ul style="list-style-type: none"> <li>• Reviews</li> </ul>
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"> <li>• Dialogues (informal/ formal)</li> <li>• Letters (informal/ formal)</li> <li>• Greeting cards</li> <li>• E mails</li> <li>• Notices</li> <li>• Talks</li> <li>• Interviews</li> <li>• Job advertisements</li> <li>• Resumes'</li> </ul>

### **Themes and Sub-Themes:**

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

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

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

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

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

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

		interest in Pakistan and other countries.	Pakistan and other countries	<ul style="list-style-type: none"> <li>Showing the ability to adjust in different places and cultures</li> </ul>
4.	<b>Patriotism/ National Pride</b>	<ul style="list-style-type: none"> <li>Understanding and exhibiting national Pride (Language, Dress, Culture, food, arts &amp; crafts)</li> </ul>	<ul style="list-style-type: none"> <li>Understanding national Pride (Language, Dress, Culture, food arts &amp; crafts)</li> </ul>	<ul style="list-style-type: none"> <li>Understanding national Pride (Language, Dress, Culture, food, arts &amp; crafts)</li> </ul>
5.	<b>Nature</b>	<ul style="list-style-type: none"> <li>Natural beauty and geographical diversity of Pakistan (Famous tourist spots)</li> </ul>	<ul style="list-style-type: none"> <li>Natural beauty and geographical diversity of Pakistan and Asia (Famous tourist spots)</li> </ul>	<ul style="list-style-type: none"> <li>Natural beauty and geographical diversity of Pakistan and world (Famous tourist spots)</li> </ul>
6.	<b>Gender equality and Equity</b>	<ul style="list-style-type: none"> <li>Gender balance roles in domestic setup</li> </ul>	<ul style="list-style-type: none"> <li>Gender balanced access to basic needs (Education, health and employment)</li> <li>Role of women in the development of society (female entrepreneurs, Women in sports, IT, and science etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Role of women in development of society (female entrepreneurs, Women in sports, Women in IT, politics, social work and science)</li> </ul>
7.	<b>Festivals and cultural events</b>	<ul style="list-style-type: none"> <li>Cultural festival of Pakistan and around the world</li> </ul>	<ul style="list-style-type: none"> <li>Festivals and global cultural events around the world</li> </ul>	<ul style="list-style-type: none"> <li>Festivals and global cultural events around the world</li> </ul>
8.	<b>Role models Male/female (Past and Present.) Life of Rasool Akram Hazrat Muhammad ( SAW) Khatum-un-Nabiyeen,</b>	<ul style="list-style-type: none"> <li>Local, National and International Role models depicting noble cause, national cause.</li> </ul>	<ul style="list-style-type: none"> <li>Local, National and International Role models depicting noble cause, national cause.</li> </ul>	<ul style="list-style-type: none"> <li>Local, National and International Role models depicting noble cause, national cause.</li> </ul>

	<b>personalities from Islamic history Awardees of Nishan e Haider, Pakistani armed forces and civilian personalities )</b>	<ul style="list-style-type: none"> <li>Incidents from the Life of Rasool Akram Hazrat Muhammad (SAW) Khatum-un-Nabiyeen showing his patience and tolerance</li> <li>Awardees of Nishan –e- Haider</li> <li>Contemporaries heroes/ role models national and international (Dr. Ruth, Arfa Karim,i, Dr Abdul Qadeer Khan</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Awardees of Nishan –e- Haider</li> </ul> </li> <li>Contemporaries heroes/ role models national and international</li> <li>(Maryam Mukhtar, Abdul Sattaar Edhi</li> </ul>	<ul style="list-style-type: none"> <li>Incidents form the Life of Rasool Akram Hazrat Muhammad (SAW) Khatum-un-Nabiyeen as Teacher/ Educationist</li> <li>Awardees of Nishan –e- Haider</li> <li>Contemporary heroes national and international/ role models, i.e., Vice Admiral Ahmed Tasneem</li> </ul>
9.	<b>Environmental education</b>	<ul style="list-style-type: none"> <li>Knowledge of immediate environment and biomes</li> <li>Keeping the resorts clean, avoid chalking on trees and rocks</li> <li>Importance of the use of biodegradable products</li> </ul>	<ul style="list-style-type: none"> <li>Solid waste management (disposal and recycling)</li> <li>Keeping the resorts clean, avoid chalking on trees and rocks</li> <li>Making sustainable lifestyle choice</li> <li>Introduction to climate change</li> </ul>	<ul style="list-style-type: none"> <li>Effects of man’s action on environment Biomes (Global warming and greenhouse effect)</li> <li>Conservation of resources (water, forest, energy, mountains, rocks, etc.)</li> <li>Keeping the resorts clean, avoid chalking on trees and rocks</li> </ul>



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

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

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

		<ul style="list-style-type: none"> <li>• Understanding warning / regulatory Traffic Signs and Signals</li> <li>• Respecting community resources</li> <li>• Practicing cleanliness for self and surroundings</li> <li>• Civic responsibilities (Making queues, avoid spitting, Avoid Public urination/open defecations)</li> </ul>	<ul style="list-style-type: none"> <li>• Public urination/open defecations)</li> <li>• Respecting community resources</li> <li>• Traffic education</li> <li>• Obeying rules and regulations (observing speed Limit)</li> <li>• Being a responsible and helpful citizen</li> <li>• Effects of littering and damaging surroundings (Avoid using plastic bags, wall chalking, etc.)</li> <li>• Respecting Human rights</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the real notion of democratic processes in personal and social context.</li> <li>• Importance of the National Constitution with respect to Human rights etc. (No one is above the law etc.)</li> <li>• Give way (rules to give way to ambulance, Police Cars and fellow commuters, observing speed Limit)</li> <li>• Civic responsibilities (Making queues, avoid spitting, Avoid Public urination/open defecations)</li> <li>• Rules for overtaking</li> <li>• Using public facilities</li> <li>• Traffic education</li> <li>• Effects of littering and damaging</li> </ul>
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				surroundings (Avoid using plastic bags, wall chalking, etc.)
18.	<b>Health, Safety, Drug education</b>	<ul style="list-style-type: none"> <li>• Understanding physical well-being</li> <li>• Visiting a doctor</li> <li>• Knowledge about harmful drugs</li> <li>• Reporting to authorities</li> <li>• Awareness of concept of abuse and ways to handle it</li> <li>• Confiding in family members</li> <li>• Learning to say “no” to an inappropriate touch/situation (Stranger Danger)</li> <li>• Healthy eating habits (No junk food, No skipping meals,</li> <li>• Knowledge about household chemicals and</li> </ul>	<ul style="list-style-type: none"> <li>• Visiting a doctor</li> <li>• Knowing harmful medicines and dangerous drugs (tobacco, illegal and unlawful drugs, prescription drugs and over- the-counter medicines.)</li> <li>• Negative and harmful effects of drug abuse</li> <li>• Awareness of concept of abuse and ways to handle it</li> <li>• Confiding in family members</li> <li>• Learning to say “no” to an inappropriate touch/ situation (Stranger Danger)</li> <li>• Gathering support from teachers and parents</li> <li>• Awareness campaign about Health and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing harmful medicines and dangerous drugs (tobacco, illegal and unlawful drugs, prescription drugs and over- the-counter medicines.)</li> <li>• Concept of addiction</li> <li>• Courage to say NO to peer pressure.</li> <li>• Reporting to authorities</li> <li>• Awareness of concept of abuse and ways to handle it</li> <li>• Confiding in family members</li> <li>• Importance of Self esteem</li> <li>• Learning to say “no” to an inappropriate touch/ situation (Stranger Danger)</li> </ul>

		<p>careless use of medicines</p> <ul style="list-style-type: none"> <li>• Calling emergency helplines</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting to authorities</li> <li>• Healthy eating habits (No junk food, No skipping meals,</li> <li>• Knowledge about household chemicals and careless use of medicines</li> <li>• Calling emergency helplines</li> </ul>	<ul style="list-style-type: none"> <li>• Health hazards of smoking.</li> <li>• Awareness campaign about Health and hygiene.</li> <li>• Healthy eating habits (No junk food, No skipping meals,</li> <li>• Knowledge about household chemicals and careless use of medicines</li> <li>• Calling emergency helplines</li> </ul>
19.	<b>Personality Development</b>	<ul style="list-style-type: none"> <li>• Concept of Self esteem</li> <li>• Polishing Communication and interpersonal skills</li> <li>• Handling emotions effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of Self esteem</li> <li>• Polishing Communication and interpersonal skills</li> <li>• Handling emotions effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of Self esteem</li> <li>• Polishing Communication and interpersonal skills</li> <li>• Developing decision making and problem-solving skills</li> <li>• Handling emotions effectively and coping with stress</li> </ul>
20	<b>Avoiding Social Evils</b>	<ul style="list-style-type: none"> <li>• Say no to corruption</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying (in social setup)</li> <li>• Say no to corruption</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying (in social setup)</li> </ul>

		<ul style="list-style-type: none"> <li>Discouraging Social Discrimination (Class, color, religion, sect, language, ethnicity, social class and gender)</li> </ul>	<ul style="list-style-type: none"> <li>Discouraging Social Discrimination (Class, color, religion, sect, language, ethnicity, social class and gender)</li> <li>Child labor</li> <li>Hoarding</li> </ul>	<ul style="list-style-type: none"> <li>shunning bribery</li> <li>Say no to corruption</li> <li>Discouraging Social Discrimination (Class, color, religion, sect, language, ethnicity, social class and gender)</li> <li>Child labor</li> <li>Hoarding</li> </ul>
21	<b>Sports</b>	<ul style="list-style-type: none"> <li>Outdoor games (Cycling, hiking and trekking)</li> <li>Sportsman spirit (team spirit and teamwork)</li> <li>National and International famous sport personalities</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor games (Swimming, athletics, and other sports)</li> <li>Sportsman spirit team spirit and teamwork)</li> <li>National and International famous sport personalities</li> </ul>	<ul style="list-style-type: none"> <li>Olympics, Asian games, international popular sports, (football, skiing)</li> <li>Sportsman spirit team spirit and teamwork)</li> <li>National and International famous sport personalities</li> </ul>
22	<b>Adventure</b>	<ul style="list-style-type: none"> <li>Climbing walls/mountaineering /hiking/ skiing</li> <li>Difference between Thrill seeking and adventure</li> <li>Avoiding wreck less thrill seeking (over speeding, riding without license, dangerous pranking)</li> </ul>	<ul style="list-style-type: none"> <li>Climbing walls/mountaineering /hiking/ skiing/</li> <li>Difference between Thrill seeking and adventure</li> <li>Avoiding negative thrill seeking (over speeding, riding without license, dangerous pranking)</li> </ul>	<ul style="list-style-type: none"> <li>Climbing walls/mountaineering /hiking/ skiing</li> <li>Difference between Thrill seeking and adventure</li> <li>Avoiding negative thrill seeking (over speeding, riding without license, dangerous pranking)</li> </ul>

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# Single National Curriculum 2022

*Curriculum Guidelines*

**ECE - 8**

## FOUR PARTS OF A CURRICULUM:



# DRAFT

## SNC - ENGLISH (Grade 1) - Suggested Guidelines

### Competency A: Oral Communication Skills

**Standard 1:** Students will be able to develop competence in listening and spoken language in order to communicate effectively across a variety of contexts and to a range of audiences.

#### Student Learning Outcomes:

Recognise sounds, words or phrases in English; show awareness of the listener through non-verbal communication (e.g., through maintaining eye contact with the speaker and nodding in response); Listen to others and respond appropriately and ask questions for clarity.

#### Knowledge:

*Students will:*

Ask questions for clarity while speaking in small sentences and phrases and on matters of immediate interest using various mediums e.g. role play, simple conversations, interviews , etc.

Recognise the appropriate manner to express feelings and ideas using appropriate words when speaking/conversing on matters of immediate interest in basic English using simple words

#### Skills:

*Students will be able to...*

1. Demonstrate an awareness of listener through non-verbal communication, e.g.,
  - a. look at the person speaking and maintain eye contact
  - b. maintain appropriate posture and facial expression
  - c. Listen and view for the entire duration of a listening text (e.g., listening to the reading of a 'Read Aloud' story, instructions , etc.).
2. Engage in imaginative play, enacting simple characters or situations
3. Demonstrate their ability to interact/converse audibly by naming things and asking simple questions with class fellows, teachers and other adults.

#### Assessments

#### Formative Assessments

1. Passport activity is an excellent start to sharing personal information and then talking about it. Provide a passport size booklet or fold a paper to create a simple passport. Ask students to paste their picture and Fill in the blanks by writing name, father's name etc. Encourage them to share this information with the whole class. Ask questions about each other. Tell them to talk about peers, where do they live?
1. Play games using rhymes. Play "I Spy" (a game where you find something by looking at it and the other person has to guess what it is) and ask your student to spy an object that starts with a given sound (e.g., "I spy something that begins with ch.")
2. Break up the sounds or syllables in words and ask your student to put them together. For example, say, "C plus -are. What word is that?" (care). "M plus -ilk. What word is that?" (milk).
3. Practice taking sounds away from words. For example, ask your student, "What word would be left if you take the buh (B) sound away from bat?" (at)
4. Draw simple pictures on the black board. Have your student identify what's in the picture, and then break that word into its individual sounds. For example *dog* is d-o-g, three sounds (phonemes). Three sounds?, The student can raise his three fingers to show that the dog has three sounds
5. "Read and Highlight" – students read the words in the worksheet or on a board, circle all of the blends, and write a sentence using a couple of the words, for instance, highlight "sh" in Shelf, "ch" in chant.

### Summative Assessments

Point to various items in classroom and encourage students to talk about them. Ask them to use simple sentences or phrases to share this information.

Record conversations between two students and notice how each one responds to the other

-Have students do a fun role play

### Learning Activities

#### Activity 1

The students listen to an audio with different types of sounds. Here the teacher can expose students to sounds belonging to different categories (animal sounds, nature sounds, vehicle/airplane sounds, baby crying, dogs barking, wind etc.). This could be a pair share activity where the teacher will play each sound and allow the students to discuss with their partner what sound is being played and allow them to share with the class. The teacher will give them the right answer after they have had the chance to discuss and share their answers. The teacher will reiterate the rule of discussion e.g. listening to others and taking turns while speaking for this pair exercise.

#### Activity 2

Each student is asked to come up to the front of the class and introduce him/herself. Students are given about three days to prepare at home. The teacher gives a format for the introduction. It could be as follows.

*Hello, good morning.*

*My name is .....*

*I live in .....*

*I have ..... and ..... (brother, sister)*

*My hobbies are .....*

*Thank you very much*

The whole class gives an applause after each student finishes his introduction. Shy students should be given ample encouragement and support by the teacher. Since these are young children, the teacher could give a reward (e.g. a sweet or chocolate) after a student finishes his/her introduction.

### **Activity 3**

#### **Follow the Sound**

In this activity, students sit in a circle with the teacher. The teacher begins making a sound from their body (e.g. a clap, snap, stamp). Each student in the circle will replicate the sound until it comes back to the teacher. Ask the following discussion questions:

- Did the sound remain the same throughout the circle?
- If it changed, what changed? Did it become slower, faster, quieter, louder etc.

### **Activity 4**

#### **Simon Says!**

Play 'Simon says' using instructions such as:

Simon says stand up, Simon says turn around, Simon says point to the door.

The class follow instructions to perform certain actions, but only if the instruction is prefaced with Simon says, for example:

Simon says stand up,

Simon says turn around,

Simon says point to the door.

At random, say an instruction without 'Simon says' (e.g. Touch your head). The children who move are out – they must only do the action that 'Simon says'.

The winner is the last child in the game. Alternatively, you may want to set a time period in which to play the game.

## CompetencyA: 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.

### Student Learning Outcomes:

Participate in small group discussions; Begin to use language to give simple instructions and descriptions; attempt to express feelings and ideas using appropriate words when speaking on matters of immediate interest; listen to others and respond appropriately.

#### Knowledge:

*Students will:*

To ask questions for clarity while speaking in small sentences and phrases and on matters of immediate interest using various mediums e.g. role play, simple conversations, interviews , etc.

The appropriate manner to express feelings and ideas using appropriate words when speaking/conversing on matters of immediate interest in basic English using simple words

#### Skills:

*Students will be able to...*

1. *Begin to recognise 'stress' and 'intonation' patterns as used in statements and questions.*
2. *Begin to participate in small group discussions using simple words and respond to questions asked by others.*
3. *Begin to converse in basic language using simple words and phrases with a group to share an experience*

### Assessments

#### Formative Assessments

Performing simple greeting exchanges e.g. *Hello my name's Amna. Her name is Shazia or Hello, my name is Umer. His name is Ali.*  
Make finger puppets and think of an English name for the puppet. Write the first letter of the name on the puppet

#### Summative Assessments

Point to various items in classroom and encourage students to talk about them. Ask them to use simple sentences or phrases to share this information.

Record conversations between two students and notice how each one responds to the other

-Have students do a fun role play

### **Learning Activities**

**A range of beginner's activities can be used at this stage. These help engage students in speaking for a range and on matters of immediate interest.**

Practise counting up and down from 1–10, using different finger gestures; learning a numbers song [1-10] e.g. Ten Little Numbers; listen and circle the colour numbers they hear e.g. red, brown, blue etc.

Students write the numbers [jumbled] in sequence on a ladder and say the numbers; arrange number cards [number and dots] to make as many rows of ten as they can

Asking and answering questions in a circle about various familiar characters

[ Superheroes/Puppets/Classroom Characters]

Answering questions in name quiz. Show students in teams pictures of famous people and asked their names

Writing first letter of people's names in a continuation of the name quiz

Acting out short greeting exchanges, pretending to be famous people from the quiz

Focusing on greeting language

Listening to and performing with gestures a simple 'Hello' Song and recognise names of classroom objects.

### **A few more activities...**

One way to encourage all students to speak is to divide them into pairs A and B, C and D. Give each pair a specified amount of time to discuss their ideas.

Then ask them to form new pairs (A and D, B and C) and share the ideas they previously talked about with their new partner. Give a specified amount of time for A/B to share the ideas with D/C, then for D/C to share with A/D. Students return to their original pairs and report back the new ideas. At the end, discuss as a class how students' ideas were similar and how they were different.

## Competency B: Reading and Critical Thinking Skills

### Standard 1:

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

### Student Learning Outcome:

Know the name of the most common sound associated with every letter in the English alphabet; Know and apply grade-level word analysis skills to:

- a) Recognise one's own name and familiar common signs and labels
- b) Read common high-frequency words by sight

#### Knowledge:

*Students will:*

- *Learn to use phonological awareness to read decodable words and to attempt to sound out familiar and some elements of unfamiliar words.*
- *Learn to gradually develop word recognition skills, accuracy, fluency and positive reading.*
- *Read with guidance from simple books*

#### Skills:

*Students will be able to...*

1. Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words e.g. blending to read, and segment to spell
  - a. upper and lowercase letters of the alphabet
  - b. match sounds to their corresponding letters/letter patterns and punctuation cues to aid reading
  - c. identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'
2. Use prior knowledge and pre-reading strategies to predict a story by looking at the picture 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?")
3. Begin to read with guidance from simple books

<p><b>Assessments</b></p> <p><b>Formative Assessments:</b> Continuous blending exercises, read aloud sessions, making words with consonant blends etc</p> <p><b>Summative Assessments:</b> Class tests, end of unit assessments etc.</p>	
<p><b>Learning Activities:</b></p> <p><b>Activity 1</b></p> <p>Encourage the habit of sharing books with students. Encourage them to interact with the content, for example, joining in with repetitive text.</p> <ul style="list-style-type: none"> <li>• Ensure learners have access to a wide range of fiction and non-fiction texts to encourage reading for pleasure and with greater independence. Provide opportunities for independent reading across the year.</li> <li>• Share simple large print books with pictures. When reading, point out and discuss:</li> <li>• new high frequency words</li> <li>• phonically regular words which learners can decode</li> <li>• how the words relate to the picture</li> <li>• spelling patterns in rhyming words</li> </ul> <p>Introduce:</p> <ul style="list-style-type: none"> <li>• CCVC and CVCC words</li> <li>• CVC words with long vowel phonemes that learners can decode</li> <li>• words with common endings-s, -ed and -ing.</li> </ul> <p>CCVC = consonant–consonant–vowel–consonant (e.g. <i>frog</i>)  CVCC = consonant–vowel–consonant–consonant (e.g. <i>sand</i>)  CVC = consonant–vowel–consonant (e.g. <i>feet</i>, where the double <i>e</i> sounds as a single long vowel phoneme ‘ee’)</p> <ul style="list-style-type: none"> <li>• As students read aloud, either individually or in guided reading groups, encourage them to use all the available information to identify words and make sense of what they read, and to develop their speaking and listening skills by, for example:</li> <li>• speaking clearly and pausing at full stops</li> </ul>	



- using the pictures to help them to identify less familiar words
- summarising what has happened on a page before moving to the next page
- making predictions about what will happen next
- saying one thing that happened in the story at the beginning/middle/end.

### Activity 2

For this activity we need little plastic letters and a spare box or paper bag. Initially we can place three plastic letters that can be used to make an easy-to-sound-out word (pat or cat, for example) inside the bag.

Suggest your student pull out one letter at a time. Ask them what sound each letter makes. For struggling students, you can place the letters together to spell a word and sound it out for them. Then let them copy you.

You can ask children to try to make a word on their own. If they make tap instead of pat that's fine, of course! With more advanced readers, also consider adding more letters to make longer words.

### Activity 3

Ask your students to make punctuation mark characters in the Art class and colour them (question mark puppet, exclamation mark puppet. etc.) Cut them out and glue them to the ends of ice cream sticks. These cute punctuation mark stick puppets can be used in fun **punctuation mark activities** that will help your child learn.

Write sentences on your dry erase board and leave out the punctuation marks. Have your children use the stick puppets to fill in the missing punctuation.

### Activity 4

*Used a shared reading to check that each child understands book concepts such as line, title, cover, back, front and some expressions referring to texts (e.g. this page, the next page, turn over).*

*Check that children can retell parts of a story in English and point to the relevant part of the text.*

Identify and differentiate between by choosing the front and back of the book.

- Identify the book's title.
- Point out where to begin reading and which way the sentence goes.
- Point out one word from the first and last sentence.
- Find the last word in the story.
- Point out a single letter anywhere in the book.

- Identify an uppercase letter and a lowercase letter.
- Show a period, a comma, a question mark, and an exclamation mark in the book
- Predict the main plot / theme of the story.

#### **Activity 5**

Students are shown a book title and asked to predict (by selecting pictures or writing words) what the book will be about.

#### **Activity 6**

Another nice and relaxing way to break up the day is to shake up your lesson plan and take a class reading break! This activity is useful on days when kids don't seem to be engaged in the lessons and need something a little different to reset and get back into the learning mood.

Like the acronym DEAR says, just drop everything and read. Math books closed, reading books open. You can also do this as a read-aloud/read-along, where you read to the kids and they follow along in the text.

## Competency B: Reading and Critical Thinking Skills

### Standard 2:

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

### Student Learning Outcome:

Know the name of the most common sound associated with every letter in the English alphabet; Know and apply grade-level word analysis skills to:

- a) Identify common terms relating to books (e.g. title page, author, illustrator, front/back cover, table of contents)
- b) Recognise the distinguishing features of a sentence (e.g. first word, capitalisation, ending punctuation).

#### Knowledge:

*Students will:*

- Understand the importance and how texts and books used for different purposes look different, e.g. use of photographs, diagrams
- Identify different parts of a book, e.g., title page, contents, front and back cover, etc.
- Identify the difference between a poem and a story
- understand the meaning of simple sentences.

#### Skills:

*Students will be able to...*

1. Read title, labels, lists and captions to find information
2. Begin to read and follow simple instructions, e.g. in a recipe
3. Begin to read with guidance from simple books
4. Anticipate what happens next in a story
5. Talk about events in a story and make simple inferences about characters and events to show understanding
6. Recognise main elements of a story, e.g. beginning, middle and end
7. Develop an understanding of the difference between a poem and a story and the meaning of simple sentences

### Assessments

#### Formative Assessments:

Daily class exercises using pre-reading strategies should be used. Provide students with simple picture books. Ask them to read common words with the help of pictures. Ask them questions related to different parts of story whether its the beginning, middle or ending part of the story.

**Summative Assessments:**

Read aloud sessions, end of unit assessments, end of term assessments etc.

**Learning Activities:****Activity:**

Share the large print and books, posters and class read-aloud books with learners.

While reading different kinds of instruction books, talk about:

- the purpose of the books;
- the layout and features of instruction texts, e.g. the aim stated at the beginning, a *what you need* list, instructions numbered in sequence;
- the similarities and differences between instruction books and storybooks (introduce the words *fiction* and *non-fiction*)
- the kind of things instruction books tell you about.

**Reading Instructions:**

Encourage students to talk about their own experiences of following instructions.

When students have had experience of reading instructions, give them opportunities of giving instructions orally. For example:

- ask students to give the rest of the class clear instructions for regular classroom routines

When students are reading aloud or writing, encourage them to:

- pause at the end of sentences / full stops
- identify/write in sentences (remind them that a sentence is not necessarily one line of text)
- identify/use the features of sentences (capital letters and full stops)
- Identify/use capital letters for *I* and names.
- 

Reading is the most effective way to develop language skills. Encourage students to read as extensively as possible. Tell them to read newspaper headlines, title covers of books, go through picture dictionaries etc. Ask questions and encourage discussions on the read books. Display book charts in class. This helps develop a sense of competition and inculcate the habit of reading.

## Competency C: Vocabulary and Grammar

<p><b>Standard 1:</b> 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.</p>	
<p><b>Student Learning Outcomes:</b>            Demonstrate understanding of word relationships (through pictures, real objects, and text) to:</p> <ul style="list-style-type: none"> <li>Sort words into categories to gain a sense of the concepts the categories represent and select the odd word out from the group of words; Identify and act simple words that show feelings and emotions; articulate and identify simple rhyming words in text</li> <li>Identify days of the week and month; name the months of the year; take dictation of familiar words studied in class and keep a record of words (e.g., word wall)</li> </ul>	
<p><b>Knowledge:</b>  <i>Students will:</i>    <i>Learn, extend and use their word knowledge to:</i>    <i>Generate rhyming strings; write days of the week and month; names of the year; simple words that show feelings and emotions.</i></p>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ol style="list-style-type: none"> <li>Classify words into different categories from a range of texts to:               <ol style="list-style-type: none"> <li>Identify simple action words and naming words from pictures and immediate surrounding (e.g. animals, fruits, vegetable, parts of body, objects in the classroom and at home)</li> <li>colours, shapes, numbers (cardinal and ordinal), days of the week, months of the year, feeling words</li> </ol> </li> <li>Recognise and speak simple grade-level words that show feelings and emotions (e.g. sad, happy, angry).</li> <li>Articulate and use simple rhyming words in writing (e.g -nd, nk, nt, mp).</li> </ol>

	<p>4. Learn to arrange words alphabetically based on the first letter (ABC order apple, bag, cat).</p> <p>5. Learn to join words with prefixes, and recognize and locate some compound words from various text sources.</p>
<p><b>Assessments</b></p> <p><b>Formative Assessments</b> Word wall, vocabulary competition, daily spelling log etc. These activities help in developing vocabulary.</p> <p><b>Summative Assessments</b> Class test, quiz, words in their writings etc.</p>	
<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>Have regular vocabulary building sessions in class, teach and reinforce phonics techniques for reading decodable words and for sounding out parts of words which cannot be fully sounded out. This could include: <ul style="list-style-type: none"> <li>blending individual letter sounds</li> <li>identifying and blending sounds which are represented by more than one letter, e.g. <i>th</i></li> <li>using knowledge of sounds to read one syllable words with short vowels, e.g. <i>mat</i></li> <li>blending to read words with final and initial adjacent consonants, e.g. <i>stop, bend, stand</i></li> <li>Blending to generate rhyming strings e.g., -at, -it, -un, -ut words.</li> </ul> </li> <li>Put students into small groups. Give each group the same set of cards each showing a letter of the alphabet (the set can include all letters or a specific group of letters). Give learners a specified amount of time to make as many words using the cards as possible, and to record them. Ask one group to read out their words while the other groups cross off the matching words in their own lists. Then ask the remaining groups if they have listed any other words. The group with the most words is the winner.</li> </ul> <p>As the year progresses, replace single letters with sounds (phonemes) that are represented by more than one letter, including long vowel phonemes</p> <ul style="list-style-type: none"> <li>Introduce 25–30 high frequency words each term. Students write these in a notebook and learn them.</li> <li>Teach and reinforce the recognition and spelling of high frequency words in regular sessions. This could include: <ul style="list-style-type: none"> <li>pointing out high frequency words when reading</li> <li>pointing out common word endings such as <i>-s, -ed, -ing</i></li> </ul> </li> </ul>	

- using them in writing activities and oral sentence construction
- Reinforce them in handwriting activities.

### **Competency C: Vocabulary and Grammar**

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

#### **Student Learning Outcomes:**

Recognise and use naming words from the environment and classify them into different categories such as a person, place animal or thing; change the number and gender (masculine/feminine) of simple naming words by adding or removing “s” (singular/plural);

Recognise and use substitution words; (e.g., I, we, you, he, she, it, they); and questioning words: what, who, where, when, why)

Apply capitalisation to the initial letter of the first word of a sentence and to the initial letters of names of people and dates.

#### **Knowledge:**

Students will:

Learn to use naming correctly, classifying them into different categories I.e. Singular/Plural, masculine/feminine.

Identify rules of punctuation i.e. capitalisation and full stop in sentences

Learn the correct usage of preposition in sentences

Form sentences using correct tense.

#### **Skills:**

*Students will be able to...*

1. Identify and differentiate between 'a' or 'an' articles (e.g. a book, an apple) and that plural nouns do not take the articles a or an.
2. Recognise common action words and learn to use them in sentences with a noun.
3. Identify and use some describing words showing quality, size and colour, soft, big, yellow
4. Recognise and use simple words that tell the position i.e. in, on, under, behind, next
5. Recognise simple present verbs to show habitual actions e.g. He walks daily.
6. Recognise past simple for completed actions/events in writing and speaking e.g. She eats an apple in the morning.
7. Recognition of simple future tense will/shall/in sentences.

	8. Respond to simple wh- questions in simple words and phrases
<p><b>Assessments</b></p> <p><b>Formative Assessments</b> Word wall, vocabulary competition, daily spelling log etc. These activities help in developing vocabulary.</p> <p><b>Summative Assessments</b> Class test, quiz, words in their writings etc.</p>	
<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Have regular vocabulary building sessions in class, teach and reinforce phonics techniques for reading decodable words and for sounding out parts of words which cannot be fully sounded out. This could include: <ul style="list-style-type: none"> <li>• blending individual letter sounds</li> <li>• identifying and blending sounds which are represented by more than one letter, e.g. <i>th</i></li> <li>• using knowledge of sounds to read one syllable words with short vowels, e.g. <i>mat</i></li> <li>• blending to read words with final and initial adjacent consonants, e.g. <i>stop, bend, stand</i></li> <li>• Blending to generate rhyming strings e.g., -at, -it, -un, -ut words.</li> </ul> </li> <li>• Put students into small groups. Give each group the same set of cards each showing a letter of the alphabet (the set can include all letters or a specific group of letters). Give learners a specified amount of time to make as many words using the cards as possible, and to record them. Ask one group to read out their words while the other groups cross off the matching words in their own lists. Then ask the remaining groups if they have listed any other words. The group with the most words is the winner.</li> </ul> <p>As the year progresses, replace single letters with sounds (phonemes) that are represented by more than one letter, including long vowel phonemes</p> <ul style="list-style-type: none"> <li>• Introduce 25–30 high frequency words each term. Students write these in a notebook and learn them.</li> <li>• Teach and reinforce the recognition and spelling of high frequency words in regular sessions. This could include:</li> <li>• pointing out high frequency words when reading</li> </ul>	



- pointing out common word endings such as *-s*, *-ed*, *-ing*
- using them in writing activities and oral sentence construction
- Reinforce them in handwriting activities.

## Competency D: Writing Skills

**Standard 1:** Write English legibly, fluently and with correct grammar, punctuation and spelling, for a variety of purposes. Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.

**Student Learning Outcomes:** Develop a comfortable and efficient pencil grip and learn to form letter correctly; )Practice handwriting patterns and writing letters both capital and small with correct formation  
Practice writing letters and words from left to right with regular spaces between letters and words

### Knowledge:

*Students will ...*

- Develop writing readiness by tracing and writing letters, words and sentences legibly, consistently and with correct formation and spelling, on three/four-lined paper.
- Generate ideas on a topic to project implicit and explicit meanings, and to use the storytelling technique to convey ideas or factual writing style.

### Skills:

*Students will be able to....*

1. Learn to write letters and words at an appropriate speed and develop an understanding that a capital letter is for the start of a sentence.
2. Use phonetic knowledge and rhyme to attempt to write and spell simple words (e.g. bat, cat, is, was etc).
3. Begin to learn the common spelling of long vowel phonemes, e.g. 'ee', 'ai', 'oo'
4. begin to learn to, spell and write familiar common words accurately, drawing on sight vocabulary

<ul style="list-style-type: none"> <li>• Write a simple and short opening sentence which highlights the topic sentence</li> </ul>	<ol style="list-style-type: none"> <li>5. Spell and write accurately using knowledge of phonic elements, words with:               <ol style="list-style-type: none"> <li>a. initial short vowel sounds</li> <li>b. Long vowel sounds</li> <li>c. word families with vowel-consonant pattern</li> <li>d. consonant digraphs in initial position</li> <li>e. double consonants</li> </ol> </li> <li>6. begin to write short sentences with basic personal information, information, etc.</li> <li>7. Select a suitable concluding sentence for an informative or a narrative or sharing their personal information.</li> </ol>
<p><b>Assessments</b></p> <p><b>Formative Assessment:</b> Students will be asked to write a small introduction about themselves, using correct formation of words and usage of parts of speech, like nouns and pronouns. (4 to 5 sentences)</p> <ul style="list-style-type: none"> <li>• Observation of work during the lesson. Focus on how the child grips a pencil, the direction of movement, formation of letters.</li> <li>• Check for Understandings</li> </ul> <p>Sample: The teacher may ask a child to show her in the air how the letter ‘b’ is written. The teacher may write a letter incorrectly on the board and ask the children if it is correct, and what might be wrong with it.</p> <p><b>Summative Assessments:</b> Class Test on words, word puzzles, end of unit assessments etc.</p>	
<p><b>Learning Activities:</b></p> <p><b>Activity 1:</b></p> <p>Teach and reinforce handwriting in regular sessions when ‘families’ of similar-shaped letters. The key to each of the letter families should be their starting strokes. Commonly used letter families are:</p> <p>f, i, j, l, t, u, y b, h, k, m, n, p, r a, c, d, e, g, o, q, s v, w, x, z</p>	

The placement of the letters f and k will depend on the style of handwriting chosen.

Check that all taught letters are correctly formed in all writing. Learners often find it difficult to transfer letter formation to their regular writing, but bad habits learned now are harder to eradicate later on.

Once learners can form all letters correctly, introduce some basic joins. At first, only join up pairs of letters which will help students as they learn to spell words independently (e.g. *y-ou*, *M-um*, *c-at*, *s-a-nd*).

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## Competency D: Writing Skills

<b>Standard 2: Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.</b>	
<b>Student Learning Outcomes:</b> Develop a comfortable and efficient pencil grip and learn to form letter correctly; )Practice handwriting patterns and writing letters both capital and small with correct formation Practice writing letters and words from left to right with regular spaces between letters and words	
<b>Knowledge:</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>Develop writing readiness by tracing and writing letters, words and sentences legibly, consistently and with correct formation and spelling, on three/four-lined paper.</li> <li>Generate ideas on a topic to project implicit and explicit meanings, and to use the storytelling technique to convey ideas or factual writing style.</li> <li>Write a simple and short opening sentence which highlights the topic sentence</li> </ul>	<b>Skills:</b> <i>Students will be able to....</i> <ol style="list-style-type: none"> <li>Learn to write letters and words at an appropriate speed and develop an understanding that a capital letter is for the start of a sentence.</li> <li>Use phonetic knowledge and rhyme to attempt to write and spell simple words (e.g. bat, cat, is, was etc).</li> <li>Begin to learn the common spelling of long vowel phonemes, e.g. ‘ee’, ‘ai’, ‘oo’</li> <li>begin to learn to, spell and write familiar common words accurately, drawing on sight vocabulary</li> <li>Spell and write accurately using knowledge of phonic elements, words with:               <ol style="list-style-type: none"> <li>initial short vowel sounds</li> <li>Long vowel sounds</li> <li>word families with vowel-consonant pattern</li> <li>consonant digraphs in initial position</li> <li>double consonants</li> </ol> </li> <li>begin to write short sentences with basic personal information, information, etc</li> <li>Select a suitable concluding sentence for an informative or a narrative or sharing their personal information.</li> </ol>
<b>Assessments</b>  <b>Formative Assessment:</b> Daily class exercises, worksheets, spelling log	

**Summative Assessments:**

Class Test on words, word puzzles, end of unit assessments etc.

**Learning Activities:****Activity 1:**

- Teach and reinforce handwriting in regular sessions when ‘families’ of similar-shaped letters. The key to each of the letter families should be their starting strokes. Commonly used letter families are:
- f, i, j, l, t, u, y
- b, h, k, m, n, p, r
- a, c, d, e, g, o, q, s
- v, w, x, z

The placement of the letters f and k will depend on the style of handwriting chosen.

- Check that all taught letters are correctly formed in all writing. Learners often find it difficult to transfer letter formation to their regular writing, but bad habits learned now are harder to eradicate later on.

**Activity 2: (The following activity can be used both in Reading & Writing))**

Once students form all letters correctly, introduce some basic joins. At first, only join up pairs of letters which will help students as they learn to spell words independently (e.g. *y-ou*, *M-um*, *c-at*, *s-a-nd*).

Every lesson should include some phonics games and activities, for example:

- ask learners to say phonemes in ways that reflects a mood (e.g. bossy, scary)
- play rhyming bingo by drawing out of a bag an object/picture and asking learners to call out if it rhymes with any of the three pictures they each have.

Use regular opportunities to reinforce segmenting and blending. Say the word, the phonemes, and the word. Learners repeat the sequence. Repeat with another word. For example, say, ‘Cat, c-a-t, cat. Hat, h-a-t, hat. Fat, f-a-t, fat.’

Use card/wooden cut-out letters so that learners have both an aural and a visual input for these sounds. This activity combines segmenting a word for spelling and blending the phonemes for reading. Include ‘sh’, ‘th’ and ‘ch’ in these activities. Although each sound is represented by two letters, they are still one phoneme, so a word like *shop* is a single-syllable word

Use card/wooden cut-out letters to make simple, single-syllable words.

- Ask learners to explore what happens when the first letter is replaced by another. Can they predict what will happen if the first letter is replaced by a different sound?
- Ask learners to make as many words as they can.
- Read all the words aloud. Talk about the fact that they rhyme and share spelling patterns.
- Repeat with different vowel–consonant (VC) combinations.

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## SNC - ENGLISH (Grade 2)

### Suggested Guidelines

#### Competency A: Oral Communication Skills

<b>Standard 1:</b> Develop competence in listening and spoken language to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences.	
<b>Student Learning Outcomes:</b> <ul style="list-style-type: none"><li>• Show awareness of the listener through including relevant details in non-verbal and verbal communication and be able to distinguish individual sounds, word stress.</li><li>• Take turns to speak and ask questions for clarity and respond to questions from others</li><li>• Converse audibly with class fellows, teachers and other adults</li></ul>	
<b>Knowledge:</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• Learn to take turns to speak and to listen to others and respond appropriately; ask questions for clarity and respond to questions from others.</li></ul>	<b>Skills:</b> Students will be able to... <ol style="list-style-type: none"><li>1. 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)</li><li>2. Listen to and name family members and items in a house.</li><li>3. Ask and answer simple questions related to family and friends</li><li>4. Identify rhetorical patterns and make simple inferences while listening. (e.g. following commands</li></ol>

## **Assessments**

### **Formative Assessments**

Daily class activities with speaking and listening incorporated in it.

### **Summative Assessments**

Encourage students to speak on matters of immediate interest. Show a picture, ask them to describe it using no more than 3 sentences. A simple audio message can be played encouraging students to repeat it.

## **Learning Activities**

### **Activity 1**

The following activities can also be used to develop and practise speaking and listening skills:

Simple interviewing skills can be developed at this stage. Divide students into pairs and encourage them to interview each other using simple questions e.g., How old are you? How was your weekend? Etc. What is your favourite pastime activity? Encourage students to report about their partner's interview to the class. Students take turns till all of them got a chance to speak.

Play 'Guess who ...'. Divide class into groups.

Give each group a set of cards showing different characters who all look slightly different, e.g., long hair, short hair, brown hair, black hair, blue eyes, brown eyes. They lay out the cards face up on the table. Ask one student from the group to see the card and the rest of the groups guesses it till they come up with the correct character description. Rule of the game should be that the student with the card can only reply in yes/no.

Working in groups, ask them to invent a story character using simple sentences. Students share ideas about the appearance and personality of their character in simple phrases and sentences.

natively, you may want to set a time period in which to play the game.

### **Activity 2**

Students will be asked to sit in pairs. A simple topic will be given to them and they would be expected to talk and listen, by taking turns. At least 3 to 4 sentences to be spoken by each partner and responded by the listener. Topics could be like:

My favourite game

A day in a park



My mom

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

**Student Learning Outcomes** Ask questions to find out general information on a limited range of general and curricular topics

**Knowledge:**

*Students will:*

*Recognise the formal and informal forms of communication.*

*Learn to interact in a pair or group setting.*

*Ask suitable questions.*

**Skills:**

*Students will be able to...*

*Use basic vocabulary for an increasing range of general and curricular topics*

*Communicate meaning clearly using phrases and simple sentences during pair, group and whole class exchange*

*Ask questions to find out general information on a limited range of general and curricular topics*

## Assessments

**Formative Assessments** - The students will listen to teachers' statements and convert them into questions. The class will discuss how the order of the words in the sentences was changed to assist in this transformation. Some examples of statements are given below.

Ali likes reading.	Does Ali like reading?
It is raining today.	Is it raining today?
I took the bus to school.	Did you take the bus to school?

**Summative Assessments** - Teachers will divide the students into pairs and ask the students to think about their most favourite personality/celebrity. This can be a male or female person, living or dead who is imaginary or real like Quaid-e-Azam or Mulan. The students have to come up with questions that they might ask this person, for example, what was their personality like when they were growing up or who was their role model. The teacher will give each student a turn to share at least one question they would ask their favourite personality, with the class.

## Learning Activities -

### Activity 1: Starting new friendships

Teachers will divide the students into groups of two and ask them to share how easily they can make friends. They will then discuss what questions they usually ask a new person they meet to learn more about them.

### Activity 2: Guess the animal

The main purpose of this activity is to help students ask logical questions and to shortlist animals that these descriptions might correspond to. Teachers choose an animal that they want the students to guess with the help of questions they ask like:

Where does the animal live (in a desert, in water, in trees, underground, in a house, on a farm, or in a jungle)?  
Does it have feathers, scales, or fur on its body?  
Does it have wings, a beak, a tail, or other distinguishing features?  
Does it have babies or does it lay eggs?  
What does it eat (plants, insects, or other animals)?

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## Competency B: Reading and Critical Thinking Skills

### Standard 1:

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

### Student Learning Outcome:

Learn the different ways in which vowels can be pronounced, e.g. *how, low, apple, apron etc*; Know and apply grade-level word analysis skills to:

*a. Read common high-frequency words by sight at an appropriate grade-level*

*b) Recognise and read compound words (e.g., farmhouse, textbook, timetable)*

*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)*

#### Knowledge:

*Students will:*

- Use phonics as the main method of tackling unfamiliar words
- Match sounds to their corresponding letters/letter patterns:
- Initial and final consonants;
- Initial short and long vowel sounds;
- Word families with vowel-consonant patterns (e.g., -at, -an, -ad, -ap, -et, -en, -ill, -ig, -in, -un).
- Consonant digraphs in initial position (e.g., th, sh, ch, wh).
- Initial and double consonant blends

#### Skills:

*Students will be able to...*

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

identify upper and lowercase letters of the alphabet

recognize silent letters in words

match sounds to their corresponding letters/letter patterns

2. Identify syllables and split familiar compound words into parts

3. Learn to use pre-reading strategies to predict some of the words that might occur in the book/text

3. Read with fluency and expression, taking some notice of punctuation, including speech marks

<ul style="list-style-type: none"> <li>• Begin to learn to use pre-reading strategies to predict about the words that might occur in the book and begin to read with fluency and expression.</li> </ul>	
<p><b>Assessments</b></p> <p><b>Formative Assessments:</b> students with cross word puzzle exercises, worksheets on consonant blends, matching exercises etc.</p> <p><b>Summative Assessments:</b> End of unit assessment, oral quiz, class tests etc</p>	
<p><b>Learning Activities:</b></p> <p>As learners' phonic knowledge develops, they need to begin to segment words for spelling and blend them for reading using bigger 'chunks' of the word than phonemes. The most useful chunk is often the syllable. Teach learners to recognise syllables both orally and in writing. Clap names and the rhymes of songs. Can learners match words to the claps? Show learners how compound words can be broken into syllables, each of which is a word (e.g. <i>foot-ball</i>, <i>light-house</i>, <i>hand-bag</i>). Demonstrate how to find syllables to blend for reading. Teach learners to look for the vowel phonemes in a word and find the associated consonants. That is usually a syllable (and all syllables must have a vowel phoneme). Demonstrate how to segment a word into syllables as a strategy for spelling (e.g. <i>im-por-tant</i>, <i>teach-er</i>)</p> <p>Use regular opportunities to reinforce segmenting and blending. Say the word, the phonemes, and the word. Ask students to repeat. For example, say, 'Point, p-oi-n-t, point. Cart, c-ar-t, cart. House, h-ou-se, house.'</p> <p>Revisit the long vowel phonemes 'ai', 'ee', 'ie', 'oa', 'ue', as well as introducing 'oi', 'ar' and 'ou'. Use card/wooden cut-out letters so that learners have both an aural and a visual input for these sounds. Alternatively, write them on the board.</p> <p>Ask students to make sets of rhyming words on analogy with a given word with a long vowel phoneme. They will find different ways of spelling each of the long vowel phonemes, but encourage this awareness and try to spot generalisations which could account for different spelling variations.</p> <p>These activities combine segmenting a word for spelling and blending the phonemes for reading.</p>	

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## Competency B: Reading and Critical Thinking Skills

<b>Standard 2:</b> Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (expository, persuasive, procedural, and functional texts).	
<b>Student Learning Outcome:</b>  Read a range of common words on sight and show some awareness that texts have different purposes; distinguish between fact and opinion in a range of texts and other media; Identify and read the title of an article, book, or chapter; the function of captions and sub-heads	
<b>Knowledge:</b> <i>Students will:</i>  Learn to read a range of common sight words and understand the importance of reading the title of an article or a book and show some awareness that texts have different purposes; find factual information from different formats, e.g. charts, labelled diagrams and answer questions in complete and correct sentences.	<b>Skills:</b> <i>Students will be able to...</i>  Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. identify upper and lowercase letters of the alphabet recognise silent letters in words match sounds to their corresponding letters/letter patterns 2. Identify syllables and split familiar compound words into parts 3. Learn to use pre-reading strategies to predict some of the words that might occur in the book/text 4. Begin to read with fluency and expression, taking some notice of punctuation, including speech marks 5. Learn to read and respond to question words, e.g. <i>what, where, when, who, why</i> using pre and while reading strategies

## Assessments

### Formative Assessments:

Write a number of sentences with missing words on the board. Ask students to read the sentences and fill in the missing words. E.g., We \_\_\_\_\_ a boat (sail), I \_\_\_\_\_ a bicycle (ride) etc.

Write a number of statements on the board/provide a worksheet. Ask students to identify whether it is a question or a simple sentence e.g., What is the colour of the sky?, The sun always rises in the East and sets in the West etc.

Worksheets on question words. Provide a series of questions, asking students to answer them. An effective way is to use simple comprehension passages based on a range of texts.

### Summative Assessments:

Class tests, end of unit assessments etc.

## Learning Activities:

Share simple large print books with pictures with students. Develop pre-reading skills by showing front cover and title to students encouraging them to:

Predict what the story might be about;

Tell them about the front and back cover of the book; explaining that in English language, script is from left to right.

Read new and high frequency words. (A good idea is to display them on the side of the board and refer them repeatedly throughout the year.)

Ask students to phonetically pronounce regular words which are easily decodable.

Strategies students can use to work out unknown words, including using context and grammar

Interesting and significant words/phrases they could add to their own vocabulary and spelling log.

While reading aloud, ask *what*, *where*, *when*, *who* and *why* questions. If reading fiction, ask them if they can guess the ending of the story.

As students read aloud individually, encourage them to:

read with increasing independence

use knowledge of grammar and context in deciphering words and sentences

monitor themselves when reading to make sure they don't lose the sense of what they are reading

think about what they like and/or dislike about the fiction/non-fiction text they are reading

Identify interesting words/phrases they could add to their own vocabulary.

read with awareness of punctuation, including speech marks

read with expression, altering tone when interpreting dialogue  
ask and answer questions about sections of the text.

Reading is the most effective way to develop language skills. Encourage students to read as extensively as possible. Tell them to read newspaper headlines, title covers of books, go through picture dictionaries etc. Ask questions and encourage discussions on the read books. Display book charts in class. This helps develop a sense of competition and inculcate the habit of reading.

### 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.

**Student Learning Outcomes:** Identify & classify vocabulary, apply word-formation techniques and parts of speech concepts for reading, writing and spoken language.

#### **Knowledge:**

*Students will:*

understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication.

#### **Skills:**

*Students will be able to...*

1. Sort words into different categories from reading materials and use simple action words and naming words from pictures and immediate surrounding (e.g. animals, fruits, vegetable, parts of body, objects in the classroom and at home) colours, shapes, numbers (cardinal and ordinal), days of the week, months of the year, feeling words words belonging to the same lexical field (e.g. 'pupil' and 'recess' belong to the lexical field of 'school')
2. Recognize and speak simple grade-level words that show feelings and emotions (e.g. sad, happy, angry).
3. Articulate and use simple rhyming words in writing (e.g -nd, nk, nt, mp).
4. Learn to arrange words alphabetically based on the first letter (ABC order apple, bag, cat).



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|--|---|
|  | <p>5. Learn to join words with prefixes, and recognize and locate some compound words from various text sources.</p> <p>6. Describe the use of joining words in speaking to join words and sentences.</p> <p>7. Use of simple present, past and future tenses to show actions</p> <p>8. Identify the difference between direct speech and speech bubbles.</p> |
|--|---|

## Assessments

### Formative Assessments

Provide a worksheet with sample statements asking students to correct the incorrect statements.

Mr. Li speaks three languages: chinese, english, and Japanese.

In june we spent a lot of time at the metropolitan museum and at central park.

Next year I'm going to study international business. I'm looking forward to taking the course, economic history of europe.

We had a very hot Summer. I cannot wait until September.

They took their daughter to see dr. Lucas last friday.

Answer Key: 1 (Chinese, English, Japanese); 2. (June, Metropolitan Museum, Central Park); 3. Economic History of Europe); 4. (summer); 5. (Dr., Friday)

Design simple practise worksheets on Tenses.

Word puzzles, word games can be used extensively to develop a strong understanding of Prefixes and suffix

### Summative Assessments

Encourage students to use correct punctuations in their creative writings. Class tests and end of term assessments.

### Learning Activity:

Introduce the terms suffixes and prefixes to students. Write a few words on the board and introduce common prefixes un- and dis- and suffixes like -ing, -ed, and -s.

Share words with commonly used prefixes and suffixes. Encourage students to read and pronounce these words. Explain meanings of these words. Students can make a list in their notebooks.  
A list of high frequency words should be available for students to pronounce and spell. Display list on a wall or at the corner of whiteboards. Refer to them again and again till the students have memorised high frequency words.

### **Competency C: Vocabulary and Grammar**

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

#### **Student Learning Outcomes:**

Learn regular formation of plural naming words; recognise the use of subject and objective pronouns words with verbs; develop an understanding of using articles appropriately in sentences

Identify and use describing words as adjectives Identify and use common action words as verbs

Identify sensing verbs

Construct simple sentences using a subject, verb, objects e.g. He eats quickly, He eats apples

Comprehend and respond to simple wh-questions.

#### **Knowledge:**

*Students will:*

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

Identify, use and simple sentences:

- Using subject, verbs and objects
- For instructions, commands and requests

#### **Skills:**

*Students will be able to...*

1. Sort words into different categories from reading materials and use them as nouns, verbs, adjectives and adverb
2. Use of simple present, past and future tenses (and continuous forms) to show actions with verbs in sentences and various contexts
3. Recognise contractions and use them in their writings
4. Identify and use simple words that tell the position i.e. in, on, under, behind, next.
5. Apply knowledge of punctuation on different types of sentences e.g., capital letter, full stop, question marks and exclamation marks.
6. Respond appropriately to wh-questions in their writings with correct punctuation

## Assessments

### Formative Assessments

During reading or writing activities, talk to students about:

punctuation, including speech marks / using capital letters, full stops and question marks

identifying/using past and present tenses

identifying/using words that connect sentences, e.g. *and*, *but*, *then*, *because*

Identifying/using sentence openings, e.g., adverbs.

Create sets of words by taking two different types of sentences – a question and a statement - and writing the words on separate pieces of card. Divide students into groups and give each group a set of word cards. Students create two sentences from the cards. Ask one group to read out their sentences and to explain why they put the cards in the order they chose. Other students listen carefully and decide whether they agree with the word order.

Ask students to suggest changes to their sentences to e.g. change them from present to past tense, to add an appropriate sentence opening.

### Summative Assessments

Encourage students to use correct punctuations in their creative writings. Class tests and end of term assessments.

### Activity 1:

Talk to students about when and how to use punctuation, including speech marks/using capital letters, fullstops and question marks. Form sentences on board and ask students to identify the missing punctuation and ask them to put them at the proper place.

Introduce wh- words. Tell them these are question words. Write who, what, why, where on the board and explain students these are question words and the statement that follows it, is a question sentence and we put a question mark at the end of a question statement.

Create sets of different type of sentences. Either write them on board or provide a worksheet with question sentences and statements. Tell students to identify whether each sentence is a simple statement or a sentence.

### Activity 2:

Introduce the terms suffixes and prefixes to students. Write a few words on the board and introduce common prefixes un- and dis- and suffixes like -ing, -ed, and -s.

Share words with commonly used prefixes and suffixes. Encourage students to read and pronounce these words. Explain meanings of these words.

Students can make a list in their notebooks.

A list of high frequency words should be available for students to pronounce and spell. Display list on a wall or at the corner of whiteboards. Refer to them again and again till the students have memorised high frequency words.

## Competency D: Writing Skills

**Standard 1:** Write English legibly, fluently and with correct grammar, punctuation and spelling, for a variety of purposes. Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.

**Student Learning Outcomes:** Generate ideas on a topic to project implicit and explicit meanings, and to use the storytelling technique to convey ideas or factual writing style.

### Knowledge:

*Students will ...*

Develop writing readiness by tracing and writing letters, words and sentences legibly, consistently and with correct formation and spelling, on three/four-lined paper.

Generate ideas on a topic to project implicit and explicit meanings, and to use the storytelling technique to convey ideas or factual writing style.

### Skills:

*Students will be able to....*

Form words correctly and consistently

Practise handwriting patterns and the joining of letters

Learn the different common spellings of long vowel phonemes.

Use two to three descriptive words based on sight and personality.

Memorize the meaning of the words through oral discussion by giving more examples

Use different parts of speech in writing

### Assessments

#### Formative Assessment:

Students will be asked to write a small introduction about themselves, using correct formation of words and usage of parts of speech, like nouns and pronouns. (4 to 5 sentences)

Observation of work during the lesson. Focus on how the child grips a pencil, the direction of movement, formation of letters.

Check for Understandings

Sample: The teacher may ask a child to show her in the air how the letter ‘b’ is written. The teacher may write a letter incorrectly on the board and ask the children if it is correct, and what might be wrong with it.

**Summative Assessments:**

Write a short paragraph of to 7 sentences on any given topic using a minimum of 2 nouns, one adjective, two verbs and one describing word. Marks will be given for the correct usage of these parts of speech.

**Learning Activities:**

**Activity 1:**

Introduce joining of letters that represent long vowel phonemes to reinforce that two or more letters represent one phoneme. This assists students to spell and write the letters to make words.

Encourage students to:

draw controlled patterns to develop fine motor control and to develop the shapes and movements used for joining letters

Use handwriting as part of teaching high frequency words and phonics.

Form simple sentences about their likes, dislikes and begin to form small paragraphs of around 30 to 50 words.

**Handwriting:**

Encourage students to write in a legible handwriting on four lines. The script needs to be simple and easy to read. Use sentences comprising of both upper and lower case sentences.

write in clear sentence

use a range of interesting words and phrases

Use a range of words to connect sentences. A sample sentence can be:

**The quick brown fox jumps over the lazy fox.**

Give a time frame to complete the handwriting page depending on the page size. Encourage students not to erase their work repeatedly. Reduce time as the term progresses, it will help them develop handwriting speed.

**Competency D: Writing Skills**

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

<b>Student Learning Outcomes:</b> Write 3-5 simple, meaningful sentences of their own on the given text types, using correct capitalisation, punctuation and spelling using pre-writing strategies;	
<b>Knowledge:</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>Learn to fill in missing information to complete a simple paragraph and begin to write a few sentences describing a personal experience;</li> <li>Use speech bubbles and cartoon strips with appropriate formulaic expressions or a simple dialogue to convey meaning in writing</li> </ul>	<b>Skills:</b> <i>Students will be able to....</i> <ul style="list-style-type: none"> <li>Write 3-5 informative/explanatory sentences on one topic/in which they name a topic, provide some facts about the topic, and provide some sense of closure.</li> <li>Develop a story of their own; using the beginning, middle and ending as an important component inserting a dialogue.</li> </ul>
<b>Assessments</b>  <b>Formative Assessment:</b> Students will be asked to write a small introduction about themselves, using correct formation of words and sentences. <b>Summative Assessments:</b> Write a short paragraph/story on any given topic using simple nouns, verbs, adjectives & adverbs.	
<b>Learning Activities:</b> Pre Writing Strategies: Read different types of books (Fiction, non fiction). Discuss different elements of a story with students. Develop a sample draft on the board with students. Developing a draft with students is an excellent way to develop writing skills.  Once students have read, discussed and considered a story, they should attempt to write their own version of it. Before they write their story, encourage them to plan it using a simple flow diagram to map out the basic structure of the story – beginning, middle and end.  <b>While Writing:</b> Encourage them to write simple words and phrases to describe the main characters and the setting. (If possible, prepare a plan sheet with simple headings:  Beginning: _____ Middle: _____	

Ending: \_\_\_\_\_

While they are writing, encourage them to use:

high frequency words

a variety of sentence openings e.g., Once upon a time..., once it happened..., Long ago... etc.

full stops or question marks to mark the end of sentences

**Post Writing:**

Ask students to volunteer and read their writings to the class. Encourage them to improve their work by suggesting a different word where necessary.

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## SNC - ENGLISH (Grade 3) - Suggested Guidelines

### Competency A: *Listening and Speaking Skills*

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

**Student Learning Outcomes:**

- Show awareness of one or more listeners by developing sensitivity to ways that others express meaning in their talk and non-verbal communication.
- 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 identify main ideas.
- Talk confidently in extended turns and listen purposefully in a range of contexts
- Participate in discussions, presentations, performances, role play, improvisations and debates.

**Knowledge:**

*Students will:*

- Listen and understand to longer conversations from different contexts, short lectures and talks, radio and TV broadcasts, stories, and descriptions of events.
- Identify main ideas, supporting ideas and contexts while discussing the talks, stories and description of events.

**Skills:**

*Students will be able to...*

*Listen and view attentively e.g.,*

- look at the person speaking and maintain eye contact*
  - maintain appropriate posture and facial expression*
  - listen and view for the entire duration of a conversation*
- *Engage in longer conversations, story telling, short group discussions, and respond to ideas and opinions.*



<ul style="list-style-type: none"> <li>• Convey ideas about the characters in a drama/play script in different roles and scenarios e.g. story telling, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Demonstrate 'attentive listening' and engage appropriately with empathy and respect, taking into account opinions and ideas shared by others while developing their own.</i></li> <li>• <i>Convey ideas about the characters in a drama/play script in different roles and scenarios through deliberate choice of dialogues/speech, gestures, and movements.</i></li> <li>• <i>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.</i></li> <li>• <i>Contribute new ideas within a familiar and an unfamiliar group settings to extend meaningful conversation</i></li> </ul>
<p><b>Assessments</b></p> <p><b>Formative Assessments</b></p> <p>Use various questions to discuss about discussions, in case of a story telling or a drama, following questions can be asked:</p> <ul style="list-style-type: none"> <li>• Which was the most memorable or enjoyable story?</li> <li>• How did the storyteller hold your interest?</li> <li>• Were the tone of voice, pitch and volume used effectively?</li> <li>• Did the storyteller use suitable facial expressions and actions to illustrate the story?</li> <li>• How did the storyteller use language to hold your interest?</li> </ul> <p><b>Summative Assessments</b></p> <p>Good listening audios can be used, followed by a written task.</p> <p>Story telling can be assessed using a checklist (criteria must be shared with students beforehand).</p>	
<p><b>Learning Activities</b></p> <p><b>StoryTelling:</b> (The given activity can be used in a simpler version with students coming up with simple sentences in the beginning of term and taking it to more complex levels in second term.)</p>	

Telling a story to entertain an audience involves speaking, listening, having a good memory and performance skills. For this activity, divide class into small groups of 3 or 4. To develop and present a story. Tell students they can base it on a real life event at school or in the community. They can also come up with a fictitious story based on any event. Provide them with a list of new and interesting words along with a prompt they can use to develop their story. (Given below is the prompt. Can be written on board or given as a printed sheet.)

Tell everyone to share their ideas until an interesting story is formed.

Headings to put structure to the story:

- Introduction
- Characters
- Rising action
- Ending

Give proper time for practice it with group members and make adjustments. Tell students to experiment with the use of voice by trying the following suggestions:

Pitch-Change the pitch from high to low to change the way characters speak.

Volume-Use a loud voice for emphasis and a soft voice to create tension and suspense.

Pace-Speed up the rate speaking to show excitement and urgency.

### **Talk about Important Festivals:**

Ask students about various festivals they've heard of. Talk about Eid, its importance and significance. Ask students about festivals of other cultures, example, Chinese, Christians etc. Show them pictures from different cultures and ask them to prepare a five minute talk explaining why it is important for people to celebrate festivals that are part of their culture.

### **Guess the Mood:**

- Teacher divides the class into groups. Each group is given a mood word, e.g., happy, sad, scared, angry, surprised. Also give each group a card with a sentence written on. Students take turns to pick a mood card secretly and read the sentence aloud in the mood written on their mood card. For example, a student may have the mood card 'happy' and the sentence, 'We are not going for the picnic this weekend' in a way conveying the mood on their card. Other group members will try to guess the mood with the expression of the speaker as well as through his/her tone of voice.

- Using mood cards (as above), ask students to use non-verbal communications only to communicate the mood on their card. Can the other group member guess the mood from the facial expressions and posture or other non-verbal gestures that a student uses?

**Standard 1:** *Develop/adopt listening attitudes and behaviours to listen to, comprehend, and respond to a variety of speech types. Use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both formal and informal settings for various purposes.*

**Student Learning Outcomes:**

Give well-structured instructions, descriptions, explanations and narratives for different purposes, and use voice to depict mood, meaning and rhythm.

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.

**Knowledge:**

*Students will:*

- *Learn the importance of talking confidently and clearly in extended turns and listen purposefully in a range of contexts*
- *Identify and use rhetorical patterns and make simple inferences while listening (e.g. following commands, instructions, procedures etc)*
- *Take turns to speak on a given topic and during group discussions.*

**Skills:**

*Students will be able to:*

- Talk confidently in extended turns and listen purposefully in a range of contexts
- Apply prior knowledge to discuss important features of a talk, possibly contributing new ideas within a familiar and an unfamiliar group settings
- Speak clearly and confidently in a range of contexts including longer speaking turns.
- Ask questions for clarity and respond to questions from others.

	<ul style="list-style-type: none"> <li>• Demonstrate ‘attentive listening’ and engage appropriately with empathy and respect, taking into account opinions and ideas shared by others while developing their own.</li> </ul>
<p><b>Assessments</b></p> <p><b>Formative Assessments</b> A class speech or debate competition is organised to develop better listening and speaking skills.</p> <p><b>Summative Assessments</b> Listening and speaking assessments help students speak on various topics spontaneously. Provide pictures and topics. Ask students to see them for a few minutes and talk about it for at least 1 minute. (A pre-designed checklist will be helpful for these assessments.)</p>	
<p><b>Learning Activities</b></p> <p><b>Activity 1</b> For this activity, teacher needs to divide class into groups of three or four. Teacher provides simple pictures (landscapes depicting different seasons, a fruit basket, etc) and gives it to one group member who needs to describe the group picture in three to four sentences (one sentence per group member) and the rest of the group will have to draw the picture.</p> <p>Teacher will see if students have been able to draw it exactly or something close to it. The student explaining it can tell where to draw what (fruit basket next to the jug, a cloud in the sky etc)</p> <p>The teacher can give prompts to groups to think how to describe the pictures. For e.g.: What do you see in the picture? How many items are there? What are the colors? What’s happening in the picture?</p> <p>The students gain points on how well their sentences described the picture and were able to guide students in drawing. If the majority of the students are able to replicate the picture, the group presenting will be successful.</p>	

If the students do not succeed, the teacher can provide feedback to improve their sentences/instructions.

## **Activity 2**

Students learn about a few different questions used in different contexts:

Example:

1. How can I help you?
2. Could you please help me?
3. Can you explain a little more?

They are given scenarios and asked to use the appropriate question in each scenario. This activity could happen in pairs for discussion followed by a class discussion to go over answers:

For example:

Scenario 1: Your sister is carrying a heavy load. What will you say to her?

Scenario 2: You want some help with a task.

Scenario 3: A friend is trying to say something that is important. But you do not fully understand what he/she is saying. How will you ask them to clarify?

## **Activity 3**

### **Follow Directions**

- Teacher divides the class into pairs and makes a small maze in class (a small path, with boxes/pencil cases, bag etc). One student from each pair is blindfolded. (Keep in mind safety rules here. If a child is not comfortable being blindfolded; do not force him/her to be).
- The teacher provides the other partner with an instruction card to cross the maze. Student needs to provide his/her partner with accurate instructions to cross the maze. It is important for teacher to emphasise to the blindfolded student to listen carefully to instructions.
- The teacher can keep tweaking the maze so that each pair has slightly different directions.

## **Resources**

The following link can be used to access poems and nursery rhymes to conduct activities.

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-a-to-z-index/z4ddgwx>

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## Competency B: Reading and critical thinking skills

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

### Student Learning Outcomes:

- Begin to read simple books from a range e.g. story, poetry, information books
- 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)
- Begin to read with fluency and expression, taking some notice of punctuation, including speech marks
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading

### Knowledge:

*Students will:*

- Use pre-reading strategies to predict about the text
- Analyse the text between various types of books e.g. informative, fictional etc

### Skills:

*Students will be able to...*

- *Begin to use strategies to learn to blend unfamiliar words to read, including sounding out and separating them into syllables.*
- *Demonstrate knowledge and skills of sounds to read single and double syllable words with short and long vowel sounds*
- *begin to learn to identify common and complex silent letters in words e.g. chalk, guess, guest, knife, knowledge etc*
- *Demonstrate an understanding of spoken words, syllables, and sounds (phonemes) and associate sounds with common spellings (graphemes) for the five major vowels*

	<ul style="list-style-type: none"> <li>• <i>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) (add analysis)</i></li> <li>• <i>Read grade-level prose and poetry orally with accuracy, appropriate (application of strategies)rate, and expression on successive reading analyse the text and apply strategies</i></li> </ul>
<p><b>Assessments</b></p> <p><b>Formative Assessments:</b> Share a new book with students encouraging them to individually read through it, find new and unfamiliar words, pronounce it share the information/story presented in the book.</p> <p><b>Summative Assessments:</b>  Provide students with a set of similar comprehension passage as used in the book; ask them to read aloud, and attempt the questions given at the end.</p>	
<p><b>Learning Activities:</b></p> <p><b>Activity 1:</b> Teacher carefully selects a book with number of short stories or two to three short stories by same author. Read aloud these books. (Teacher needs to ensure that each story is not more than 2 minutes long.) As he/she reads; engage the students in a talk by asking their opinion by the book. Following questions can be helpful.</p> <ul style="list-style-type: none"> <li>• What did you like/did not like in the story?</li> <li>• Were you able to picture anything about the story in your mind? What kind of a picture comes to your mind? Explain in simple sentences.</li> <li>• Was there any word or phrase that caught your attention? Why did you like it?</li> </ul>	



Later, a few students can be asked to read a short story aloud.

### **Activity 2:**

Divide students in pairs and provide them with a number and a variety of books (fiction/non fiction). Encourage the students to go through the title, front and back cover of the book and predict:

- Is your book fiction or non-fiction? How do you know?
- What is your book about? How do you know? (Encourage learners to use the title, the covers pictures, the blurb as well as a brief skim through.)
- Which features usually found in non-fiction books can you find in your book? (e.g. contents, index, glossary, photographs, illustrations, diagrams, maps, charts, headings and subheadings, captions and labels, bullet points, different fonts for different ways of presenting information)

Check that all of the learners can identify the features. Discuss the purpose of each of the features. Focus particularly on the different purposes and organisation of the contents and index pages.

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

### **Student Learning Outcomes: Phonics:**

- Use strategies to learn to blend unfamiliar words to read, including sounding out and separating them into syllables.
- Demonstrate an understanding of spoken words, syllables, and sounds (phonemes) *and* associate sounds with common spellings (graphemes) for the five major vowels.

**Knowledge:**

*Students will:*

- Apply grade-level phonics to decode words.
- Use initial consonant digraphs and consonant blends (e.g., sw, sk, bl, br, cl, cr, dr, fl, gl, pl, pr, sl, sm, sp, tr, tw, wh, qu) to:
- Read, pronounce and spell new words effectively

**Skills:**

*Students will be able to...*

*Apply grade-level phonics in decoding words.*

- *Distinguish long and short vowels when reading regularly spelled two and three-syllable words.*
- *Decode regularly spelled two or three-syllable words.*
- *Know spelling-sound correspondences for additional common vowel teams.*
- *Decode words with common prefixes and suffixes. (e.g. re-, -less, -ful)*
- *Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word (put a hand under the chin, to see where the chin drops at the vowel while speaking the word, number of chin drops is also the number of syllables).*

*Recognise and apply grade-level word analysis skills to:*

- *Read common high-frequency words by sight (grade-level)*
- *Identify words with inconsistent but common spelling-sound correspondences.*
- *Recognize and read grade-appropriate irregularly spelled words*
- *Recognize and match contractions to words (e.g., couldn't – could not)*
- *Recognize silent letters*

*Identify and apply grade-level phonics skills to read:*

*Match sounds to their corresponding letters/ letter patterns:*

- *i° long vowel sounds A (ai, ay, a-e); E (ee, ea); U (u-e, ue); I (ie, igh, i-e), O (oo)*
- *vowel digraphs (e.g., oo, ee, ea, oa, ai, ay)*
- *final y as a vowel*
- *consonant digraphs in initial position (e.g., th, sh, ch, wh, ph)*
- *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, qu)*
- *final consonant blends (e.g., nd, nk, nt, mp)*
- *double consonants (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)*

	<p>°silent letters, e.g., – e (e.g., cake, kite, home)– b (e.g., comb, plumb, thumb, climb, plumber; limb)</p> <p>°Recognise and articulate soft and hard sounds of the letters c and g</p>
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## Assessments

### Formative Assessments:

Develop worksheets for vowel sounds(short and long), consonant blends, generate strings with rhymes and breaking them down into vowel-consonant, consonant-vowel-consonant, using visual strings like letter patterns analogy to work out the likely spelling, trying out different possible spellings before deciding which ‘looks right and using a dictionary.

### Summative Assessments:

Word puzzles, spelling competitions, dictations, using words in a context or in their writings etc.

### Learning Activities:

#### Teaching an unfamiliar word:

While reading a text aloud, cover up a potentially unfamiliar word. Ask students to use pictures as cues to develop the sense and syntax of the sentence (re-reading the whole sentence, without the missing word, and trying to predict the word class, then the likely meaning of the word).

Uncover the word, bit by bit. Focus on common letter patterns or syllables, depending on the reading skills of the students.

- Use five-minute sessions, ask students what they can say about it. Encourage observations which include reference to:
- any recognised long or short vowel phonemes and the possible pronunciations (ask learners to make links to other words when they explain the possible pronunciations, e.g. ea could be ‘ee’ as in *bead* or ‘e’ as in *bread*)
- any recognised syllables and possible pronunciations (with analogous words)
- prefixes or suffixes that are recognised
- possible pronunciations of the word

Develop a word learning programme for students to spell and read the words they need to use confidently and accurately by the end of the year. Some suggestions are:

- Make a word wall of phonically regular high frequency words

- *-ing, -ed* and *-s* forms of regular verbs
- common irregular verbs
- Carry out regular dictation activities to enable students to apply word skills effectively.

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

**Student Learning Outcomes: Reading Fluency:** Read grade-level text with sufficient accuracy, fluency, comprehension, and appropriate expression.

**Knowledge:**

*Students will:*

Develop reading skills by reading age-appropriate text with sufficient accuracy, fluency and expression

**Skills:**

*Students will be able to...*

Read aloud with sufficient accuracy and fluency to:

- Support comprehension.
- literary and informational/functional short connected texts with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- Apply punctuation rules to assist in developing accuracy and fluency through reading aloud.

**Assessments**

**Formative Assessments**

3 minute reading assessments can be extensively use for reading efficacy. (The process to conduct these assessments can be found on [https://microsite-sws-prod.s3.amazonaws.com/media/editor/32/Scholastic\\_3-Minute\\_Reading\\_Assessment\\_-\\_Grades\\_1-4.pdf](https://microsite-sws-prod.s3.amazonaws.com/media/editor/32/Scholastic_3-Minute_Reading_Assessment_-_Grades_1-4.pdf))

**Summative Assessment:**

Lexile reading programme can be used for summative assessments. (Sample passages based on the lexile reading programme can be used without computer/internet) Further information can be accessed from:

<https://lexile.com>

**Learning Activities:**

How to teach reading fluently (fluency strategies)

- Help students focus on making connections among ideas within the text and their own background knowledge. This helps increase comprehension.
- When struggling with words, help them decode them. Sound the words out syllable by syllable, gently correcting them when they make a mistake.
- Make students learn how to divide the text into small chunks. By focusing on one clause at a time, they will be able to do so easily. Add expression to their reading. Help them understand when to pause, and when to emphasise certain words or phrases.
- Understand that fluency is not static. Children will read more fluently when the subject is familiar to them. Even experienced readers will read more slowly when reading about a new subject.
- Model fluent reading. Help them determine appropriate times to pause, emphasise, and add emotion to their reading.
- Encourage students to re-read passages multiple times. Model fluent reading of the same passage for them.
- One-on-one reading: Reading out loud with an adult who can help provide a model of fluent reading and help with word recognition and comprehension
- Group Reading: Have students read out loud simultaneously in a group
- Recorded reading: Students read aloud along with a recording.
- Partner Reading: Students can pair up and take turns reading out loud to each other
- Popcorn Reading:
  - Encourage students to take turns reading two to three sentences at a time. Once one finishes, another student volunteers to read the next few sentences. This goes on until everybody has read.

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## DOMAIN 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 and achieve impact.*

### **Student Learning Outcomes**

Recognise and use grade-level words that show feelings and emotions, recognise and generate rhyming strings in writing and make anagrams from simple one/two-syllable words in class.

#### **Knowledge:**

Students will know to:

- Learn to use emotive words appropriately e.g. happy, happier, sad, anxious , etc.
- Understand to form anagrams and generate rhyming string

#### **Skills:**

Students will be able to...

Recognise and classify words into different categories and use:

- Expression words
- Make anagrams from simple one/two syllable words
- Generate rhyming words e.g. bridge/fridge, win/bin etc

### **Assessments**

#### **Formative Assessments**

Various word building strategies can be used here. Some of the strategies that can be used are:

- Cross-word puzzle exercises (worksheets)
- Identifying anagrams and rhyming words within a poem etc
- Anagram riddles (see appendix for sample activity sheet)

Another interesting activity can be:

Give students anagrams of colour words. Ask them to unscramble the letters to find the colours. For example:

Sliver-silver

Lebu-blue

### **Summative Assessment**

An extract of a text can be provided to students asking them to identify rhyming words, anagrams and emotive and expressive words and write them separately in their notebooks or worksheet. (Sample text attached in appendix)

### **Learning Activities**

Various word building exercises can be used to develop and enhance vocabulary.

#### **Activity 1: (Anagrams)**

Introduce the term 'Anagram' to students. Write one syllable word on the board in the boxes and give numbering to each letter e.g.

1.	2.	3.	4.	5.
E	A	R	T	H

Encourage students to rearrange the letters to form a new one. e.g. heart

Provide a list of words to students. Ask them to rearrange words to form new words.

#### **Activity 2: (Rhyming words)**

Recap with students some simple rhyming words that they have learnt and use in previous classes.

#### **Activity 2: (Expressive language )**

#### **Activity 3: (Rhyming words)**

This activity is just to enhance vocabulary and revisiting previous concepts on rhyming words

Follow the discussion with a read-aloud rhyming book. Read the book twice, the second time asking children to identify the rhyming words on each page. Write the rhyming words onto index cards and group them together on the floor or in a pocket chart.



Invite the class to assemble the rhyming word cards in a designated area of the classroom where they can make a rhyming word wall. Review the sets of rhyming words with the class. Invite them to think of other words that rhyme and add those to the rhyming word wall.

## DOMAIN C: *Vocabulary and Grammar*

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

### Student Learning Outcomes

- Understand and use different types of nouns i.e. common, proper (e.g. Pakistan, Ali), countable (e.g cup, pen), uncountable nouns (e.g. sugar, salt) and change the regular nouns into irregular nouns (e.g. child-children, thief-thieves)
- Classify and write spellings of days of the week, month and numbers.
- Take dictation of familiar words studied in class.
- Learn strategies to keep a record of words (e.g., word wall, word bank).
- Recognise the function of joining words in sentences.
- Use simple connectors i.e. for addition (e.g., and, as well as) *for reason* (e.g., because) for sequence (e.g., first, second).
- Recognise and apply capitalisation to the initial letter of proper nouns and for letters beginning the first word of a sentence. Use capital letters for beginning the first word of a sentence for the word

### Knowledge:

*Students will:*

- Classify countable and uncountable nouns
- Identify and learn the use of articles effectively i.e. 'a', 'an' and 'the'.

### Skills:

*Students will be able to*

1. Sort words into different categories from reading materials and use simple action, naming and describing words from pictures and immediate surrounding
2. Classify the different types of nouns i.e Common, Proper (e.g Pakistan, Ali) , countable (e.g Cup, pen) ,uncountable nouns(e.g

<ul style="list-style-type: none"> <li>• Recognise words as doing verbs.</li> <li>• Identify describing words as adjectives.</li> <li>• Use the degrees of adjectives in sentences with 'more' and 'most'</li> <li>• Learn the use of connectives e.g., but/because</li> </ul>	<p>Sugar; salt) and change the regular nouns into irregular nouns.(e.g child-children, (thief-thieves)</p> <ol style="list-style-type: none"> <li>3. Differentiate between countable and uncountable nouns and learn to use of quantifiers with countable and uncountable nouns( some, few/little, many/much</li> <li>4. Differentiate and use subjective, objective and possessive pronouns in sentences.</li> <li>5. Use interrogative pronouns to make question sentences.</li> <li>6. Use adjectives of quantity, quality, size, shape and colour and use them in sentences before nouns and after verbs.(e.g The food is delicious. /The delicious food is served.)</li> <li>7. Use connectives of reason in their sentences</li> <li>8. Apply punctuation appropriately in their sentences</li> </ol>
<p><b>Assessments</b></p> <p><b>Formative Assessments</b></p> <p><b>Subject and Object Pronouns:</b></p> <ol style="list-style-type: none"> <li>1) Provide students a set of sentences and ask them to identify the subject, verb, direct object and indirect object circling, underlying or highlighting them in different ways.</li> <li>2)</li> <li>3) Connectives:</li> </ol> <p>Give students sentence starters and ask them to complete the sentences by adding a phrase starting the connective 'but' or 'because'.</p> <p><b>Summative Assessments</b></p> <p><b>Subject and Object Pronouns:</b></p> <ol style="list-style-type: none"> <li>1) Provide a worksheet with a set of sentences to assess understanding of the use of subject and object pronouns. Ask students to rewrite the</li> </ol>	

sentences and to replace the corresponding parts with subject or object pronouns.

2)

3) Connectives:

Provide students with a simple paragraph without connectives. Ask them to add the correct connective and punctuation mark in their work.

### **Learning Activities**

1) This writing activity aims to help students identify nouns, verbs and pronouns. It further reinforces subject and object pronouns by asking students to categorise the pronouns that have been identified.

In their notebooks, students should sort out the words in a table into four sets:

Nouns	Verbs	Subject pronoun	Object pronoun
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Divide students in two groups:

Subject and  
Direct object

Use sentences that include one or two nouns. They can include proper nouns e.g.

- a) Ahmed kicked the ball.
- b) Fatima ate the pizza.
- c) The salad has lettuce, cucumber and tomatoes.

Ask each group to clap when they hear their part of the sentences, namely the subject and the direct object.

**2) Use of Adjectives:** (The following activity can be used as a starter activity for eliciting prior knowledge on adjectives)

Begin the lesson by playing a game to get the students to think about adjectives. A list of adjectives can be put up on board for students to refer to.

Throw the ball to a student asking him to say an adjective and take few seconds and use it in a sentences. He, then throws the ball to another student. Continue the game till all students get a chance to call out an adjective and use it in a sentence properly.

**2b) Use common adjectives and comparative and superlative adjectives to give personal information and opinions)**

Write the days of the week and months of the year on separate pieces of paper. Place them face down on the table. Ask a student to pick up one card and then describe a memory or an event that happened in that particular month. Use the list of adjectives to describe memory or event. Continue doing this until all students have taken their turns.

**3) Connectives of reason:**

Introduce the term ‘connectives’. Explain students that connectives are used to join together parts of sentences. Prepare the following sentences on paper strips. Give parts of strips to different students asking them to hold them properly. One student should be provided with the word ‘but’ and another with the symbol ‘, comma’

- I like asking questions. Sometimes I don’t know what to ask.
- I think we followed the instructions. Something does not seem right.
- I love experiments. Sometimes they take too long to carry out.

Ask the students to read both parts of the sentences. Then ask the student with a comma to stand with the student holding the 1st part of the sentence and the one holding ‘but’ right after. The sentence should be like, ‘I like asking questions, but sometimes I don’t know what to ask’.

Rewrite the sentence on the board using correct punctuation.

**DOMAIN C: *Vocabulary and Grammar***

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

**Student Learning Outcomes**

- Use simple present verbs to show habitual actions, universal statements, and current facts in sentences and paragraphs
- Use past simple for completed actions/events and regular actions in the past.(In paragraphs)
- 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.)
- Identify and use simple adverbs of manner and time.
- Recognise and use regular and irregular degrees of adverbs, use more and most with adverbs.
- Understand and use simple modal verbs (should/should not, could / couldn’t, must / mustn’t) can /cannot and, may/may not.

**Knowledge:**

*Students will:*

- *Learn verbs in simple present, past and future in speech and writing*
- *Understand regular and irregular degrees of adverbs and adverbs of manner and time.*

**Skills:**

*Students will be able to...*

- *Use action verbs in speech and writing.*
- *Identify and make simple sentences with the verbs be, done, do, and have as main verbs.*
- *Demonstrate the use of verb can/cannot , may may not*
- *Use and differentiate between regular and irregular verbs i.e buy-bought, go -went.*
- *Distinguish verbs according to meaning: for example, mental verbs (think) and feeling verbs (love, hate)*
- *Use of simple present for schedule future actions/even*
- *Identify and use simple sentences that show instructions, commands and requests, surprise.*
- *Understand to make questions by using Wh-questions (e.g What are you doing?)*
- *Understand to make simple questions starting with verbs (e.g. Are you going to Lahore today?)*
- *Recognise that sentences comprise of Subject + Predicate*
- *Make simple sentences by using SV (subject and verb) and SVO (subject, verb, object) pattern e.g Alia Cooks food.*

**Assessments****Formative Assessments**

1) Action verbs:

Worksheets on action verbs can be designed along with written work in the notebooks.

2) Adverbs of Sequence:

Students can write instructions about making an egg or making a milkshake in sequence.

3) Adverbs of Frequency:

Design worksheets with fill in the blanks where students are required to add in correct adverbs. Alternatively, provide with a paragraph asking students to identify adverbs of sequence and frequency both.

### **Summative Assessments**

- Class Tests
- Oral Quiz
- Identify for grammar and vocabulary in students writings.

### **Learning Activities:**

#### **1) Action Verbs**

**Step 1:** To begin, elicit some common action verbs from students. To do this, act out some actions and ask them to guess what it is. For example, pick up a book and pretend to read. Students will likely guess the action verb 'read'. Do the same with other verbs such as write, eat, run, etc, and write them on the board.

**Step 2 :** In front of each verb, write 'I' and practice saying each of these verbs together with 'I'. For example, "I read. I write. I eat. I run.", etc.

- Write 'I wake up' on the board and then ask students what time they wake up. Then complete the sentence on the board to make the present simple sentence. For example 'I wake up at 8.'

Do the same for other daily actions / routines and write these examples on the board.

- I wake up at 7.
- I eat breakfast at 8.
- I go to school at 8:30.
- I study English at 10.
- I have lunch at 12.
- I go home at 3.

- I do my homework at 5.
- I cook dinner at 7.
- I go to bed at 11.

Step 3: Demonstrate the students to ask “What time do you get up?” and that student will answer something like “I wake up at 7 o’clock.” Then point at that student and say, “You wake up at 7 o’clock.” Next, ask the student again “What time do you get up?” then when he/she answers, encourage the rest of the class to point at the student and say, “You get up at 7 o’clock.”

**Step 4:** Ask a student again “What time do you get up?” and he/she will answer “I get up at 7 o’clock.” Repeat the sentence saying the student’s name e.g., “Faiza gets up at 7 o’clock.”

Do the same with a few students to demonstrate these present simple sentences in the third person singular form. Then ask students to identify how the verb changed in those sentences.

Also explain to students that when using the plural form, the verb does not change.

**Step 5: Negative sentences:** give students a few minutes to ask their partner about food / activities that they like or don’t like. Then go around the class and ask students to tell you about what their partner likes or doesn’t like.

For example, a student might say, “Fahad likes paratha. He does not like rice.”

## 2) Sequential Adverbs:

Introduce the term adverb of sequence to students. Establish a Link with the previous action verbs activity explaining how things are done in a sequence. Sequential adverbs help us to describe what to do when we need to do things in an order. Also, explain that the words, ‘sequence’ and order are synonym of each other.

Start the activity by asking students if they have ever given or seen anyone giving directions to someone. How do they give directions? Based on students response, explain how directions or instructions are given in a sequence. For example, while giving road directions, we use certain words like, first, then, next’ and ‘lastly’. Write these words on the board telling them that these are sequential adverbs. These words tell us when to do something-they help to get things right in many situations.

Ask students to use these words and give directions on reaching the cricket ground from any particular place. An example is given below

**First** cross road.

**Then** go straight until you reach Kalma Chowk.

**Next** turn left.

**Go straight** until you see the traffic lights and then turn right.

**At the end** of the road turn left and it's on your left.

### **3) Adverbs of Frequency: (never, sometimes, rarely, usually, always)**

Continue playing with adverbs and introduce the term adverbs of frequency Explain that these are used to talk about how often we do something.

Display a list of adverbs of frequency on the board. Elicit students' prior knowledge on how often do they eat oranges. Encourage them to give answers from the list.

Write a few sentences on the board. For example,

I **always** go to Masjid to offer my prayers

I **never** eat sugarcane juice.

**Sometimes** I enjoy going to a museum.

We **rarely** go to the seaside.

Underline adverbs of frequency.

Students then write simple instructions on making an egg.



## Competency D: Writing

**Standard 1:** Write English legibly, fluently and with correct grammar, punctuation and spelling, for a variety of purposes.

### Student Learning Outcomes

- Learn to spell simple high-frequency words and common irregular words.
- Begin to use strategies for segmenting unfamiliar words to spell, e.g. breaking into individual sounds, separating into syllables
- Spell and write familiar, and unfamiliar words accurately.
- Build up handwriting speed, fluency and develop an understanding of capital letters, full stops and question marks within a sentence.

### Knowledge:

*Students will:*

- Write words and sentences in a legible and consistent handwriting
- Formulate appropriate paragraph indentation, word spacing and spacing of text on a page.
- Spell and write unfamiliar words

### Skills:

*Students will be able to...*

1. Write letters, words and sentences legibly and consistently on three/four-lined paper through practice.
2. Use appropriate paragraph indentation, word spacing, and spacing of text on a page to enhance readability.
3. Write multi-syllable words at grade level with correct spelling, using spelling rules and strategies: noting sound and visual patterns in words, applying vowel-consonant patterns (e.g., blends, doubling of consonants, changing the ending of a word from -y to -ies when forming the plural), making analogies from familiar words,
4. Apply grade-level word analysis skills to:
  - a. Spell common high-frequency words by sight (grade-level)
  - b. Identify words with inconsistent but common spelling-sound correspondences.
  - c. Spell grade-appropriate irregularly spelled words
  - d. Spell contractions to words (e.g., couldn't – could not)

- e. Spell words with common prefixes and suffixes. (e.g. re-, -less, -ful)
5. Spell and write accurately using knowledge of phonic elements, words with:
  - a. short and long vowel sounds: a, e, i, o, u
  - b. vowel digraphs (e.g., oo, ee, ea, oa, ai, ay)
  - c. word families with vowel-consonant patterns (e.g., -at, -an, -ad, -ap, -et, -en, -ill, -ig, -in, -ot, -op, -og, -ug, -un)
  - d. final y as a vowel
  - e. consonant digraphs in initial position (e.g., th, sh, ch, wh)
  - f. 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, qu)
  - g. final consonant blends (e.g., nd, nk, nt, mp)
  - h. double consonants (e.g., tt, pp, rr, gg, nn, ss, ll, ck)
  - i. diphthongs (e.g., ou, ow)
  - j. inflectional suffix (e.g., -s, -es, -ing, -ed)
  - k. silent letters, e.g., -e (e.g., cake, kite, home)– b (e.g., comb, plumb, thumb, climb, plumber, limb)
  - l. soft and hard sounds of the letters c and g

## Assessments

### Formative Assessments

- Check for Understandings  
Sample: The teacher may write a word incorrectly on the board and ask a show of thumbs up if it is written correctly.
- Blending activities:
- Ask students to break down each sound in a word to spell if they struggle to spell correctly to check where they struggle (identification of sound-letter, blending, etc.)

**Summative Assessments**

- Term Tests, Quizzes, Exams
- Dictation may be part of regular testing
- Spelling to be an indicator in writing assessment rubrics.

**Learning Activities**

- Introduce high frequency words. (List shared in appendix.) Provide students with a copy or alternatively they can write these in a notebook and learn them.
- Teach and reinforce the recognition and spelling of high frequency words regularly. This could include:
  - pointing out high frequency words when reading
  - pointing out common word endings such as *-s*, *-ed*, *-ing*
  - Use them in writing activities and oral sentence construction
  - Reinforce them in handwriting activities.
- Do ‘quick-write’ activities: Ask students to write a given word as a handwriting activity on one day, then ask them to reproduce it several times on the next day. Reinforce at the end of a week.
- LASACAWAC (look and say and cover and write and check) is an effective strategy to teach words. Ask students to look at a word for a few minutes and try to memorise it. After a few minutes, cover the word and write it and then check to ensure about your spelling. Repeat the process until the student memorises the word.
- Come up with a word wall. Tell students to read through the words everyday. Add in words each week. This will help in developing better vocabulary and spelling.
- Encourage students to use new words in their writings with accurate spelling. Also, ask them to use them in their conversations.

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

**Student Learning Outcomes** Use pre-writing strategies to compose sentences.

<b>Knowledge:</b>	<b>Skills:</b> <i>Students will be able to...</i> <ol style="list-style-type: none"> <li>Follow the steps of the process approach to plan for writing a paragraph: brainstorm, mind mapping, using a variety of graphic organizers.</li> </ol>
<b>Assessments</b>  <b>Formative Assessments</b> During whole class activities to fill graphic organizers, the teacher asks individual students to contribute their ideas. Ask a student specific questions to generate ideas (What would happen if? What does it look like? What other things can you think of?)  <b>Summative Assessments</b> Exams, Quizzes, Tests Fill a graphic organizer individually to generate ideas.	
<b>Learning Activities</b> The teacher fills in a graphic organizer with the whole class on the board. Then children fill one themselves in a groups or pairs. They then practise filling one individually. This will help them generate ideas on different topics.	
<b>Standard 2:</b> <i>Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.</i>	

### Student Learning Outcomes

- Write a simple paragraph to express ideas on a variety of genres.
- Write a process/procedure paragraph in which they introduce a topic, use facts and definitions to develop points, use linking words (first, second, etc.), and provide a concluding statement or section.
- Build up handwriting speed, fluency and develop an understanding of capital letters, full stops and question marks within a sentence
- Spell and write familiar, and unfamiliar words accurately.
- Write multi-syllable words to express the tone of the characters in a setting according to the title.

#### Knowledge:

*Students will be able to...*

- Recognise that a simple paragraph comprises a group of sentences that is developed around a single main idea.

#### Skills:

*Students will be able to...*

1. Compose a simple paragraph on the given text types, using correct punctuation and spelling, by using the process approach brainstorm, mind mapping, writing a first draft.
2. Identify the main idea in a simple paragraph.
3. Write a few simple sentences to describe/show sequence in a picture/series of pictures.
4. Write simple descriptive paragraphs (giving general description of a person/object)

### Assessments

#### Formative Assessments

Checklists for understanding (Provides a clear understanding whether the student has met the criteria or not)

Peer review

#### Summative Assessments

End of unit assessment, class and term tests, Exams

**Learning Activities**

Brainstorm the ideas of writing a paragraph. Explain students that writing needs to be for a purpose. Discuss the writing process. Explain that since it is only one paragraph, keep descriptions specific. Remind them to use adverbs, sequential and frequent adverbs to make their writing interesting.

Develop the first draft with students on the board, write students ideas, words, sentences in the sequence they use. Then edit the draft using a different coloured marker/chalk, omitting the unnecessary words, adding in details, replacing words with synonyms, checking the punctuation.

The process of drafting helps students develop better writing skills.

Students work on their paragraphs independently.

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

**Student Learning Outcomes** Review and revise written work.

**Knowledge:****Skills:**

*Students will be able to...*

1. Review & Revise written work (using a simple editing checklist) for spelling, grammar, punctuation (capital letters, full stops, question marks, exclamation marks, commas)

**Assessments****-Formative Assessments**

Students to do a self-check using a writing checklist at the end of their work. The teacher can observe and double-check if they are identifying errors correctly.

The teacher may model filling a checklist and take responses from the students.

**Summative Assessments**

Students to be marked on whether they have used a checklist to review their work and edit it after review. Marks to be given on the use of this checklist, and whether the use was correct or not.

**Learning Activities**

After brainstorming and writing a first draft, students to use a simple writing checklist to review their work.  
Write a second draft after review.

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## SNC - ENGLISH (Grade 4) - Suggested Guidelines

### Competency A: *Listening and Speaking Skills*

<b>Standard 1:</b> <i>Students will be able to develop competence in listening and spoken language in order to communicate effectively across a variety of contexts and to a range of audiences.</i>	
<b>Student Learning Outcomes:</b> <ul style="list-style-type: none"><li>• Show awareness of one or more listeners by developing sensitivity to ways that others express meaning in their talk and non-verbal communication.</li><li>• 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.</li></ul>	
<b>Knowledge:</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• Ask questions to obtain information and explain ideas clearly, making meaning explicit.</li><li>• Convey ideas about the characters in a drama/play script in different roles and scenarios through deliberate choice of dialogues/speech, gestures, and movements.</li></ul>	<b>Skills:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"><li>• Demonstrate 'attentive listening' and engage appropriately with empathy and respect, taking into account opinions and ideas shared by others while developing their own.</li><li>• Take turns to speak on a range of topics of their own choices.</li><li>• Ask questions to obtain information and explain ideas clearly, making meaning explicit.</li></ul>



	<ul style="list-style-type: none"> <li>• <i>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly.</i></li> </ul>
<p><b>Assessments</b></p> <p><b>Formative Assessment:</b> Various checklists for listening and speaking can be prepared and students oral communication skills can be assessed on the learning activities given below.</p> <p><b>Summative Assessment:</b> Debates, Speech competitions, class tests, annual play etc</p>	
<p><b>Learning Activities:</b> The following activities can also be used to develop and practise speaking and listening skills:</p> <ul style="list-style-type: none"> <li>• Put students into pairs and ask them to interview each other. Encourage them to use simple questions about, e.g., their family, their likes and dislikes, their free time activities. Tell the students to note down the answers on paper/provided worksheet. Each pair reports back about their partner.</li> <li>• Put students into groups. Give each group a set of cards showing different story settings or different characters. They lay out the cards face up on the table. One student in the group secretly chooses one card and describes the setting/character to the group. Other students in the group ask questions until they are sure which setting/character is being described.</li> <li>• To develop learners' awareness of non-verbal communication carry out a whole-class activity with two sets of cards. One set should show simple verbs, e.g., walking, reading, cooking, eating. The other set should show moods, e.g. happy, sad, excited, scared. Encourage students to enact the first card and show mood from the other card. Class will depict the meaning through non-verbal communication and describe the situation and mood in complete sentences.</li> <li>• Choose a type of product that students are familiar with (e.g. a type of drink, or a snack). Divide the class into small groups. Each group makes up their own new example of the product type. They decide on the special features of their product and write/come up with a poster presentation to persuade the rest of the class that their product is the best. Each member of the group should have an active role in the presentation.</li> </ul>	

Once the learners have had time to practise their presentation, they deliver it to the class. Other learners listen carefully and give constructive feedback – two things they liked about the presentation and one thing that could be improved on. Once all groups have given their presentations, the class decide which product they thought was the best.

**Standard 1:** *Students will be able to develop competence in listening and spoken language in order to communicate effectively across a variety of contexts and to a range of audiences*

**Student Learning Outcome:** Speak confidently using varied vocabulary and tone to express, persuade, instruct, or offer advice to engage the listener. (e.g. talking about reports, articles, programmes, etc).

**Knowledge:**

**Students will:**

- Talk confidently in extended turns and listen purposefully in a range of contexts
- Recall and discuss important features of a talk, possibly contributing new ideas within a familiar and an unfamiliar group settings

**Skills:**

*Students will be able to individually or collaboratively*

1. *Identify the purpose and audience of speaking and presenting*
2. *Give well-structured instructions, descriptions, explanations and narratives for different purposes,*
3. *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.*
1. *Participate in discussions, presentations, performances, role play, improvisations and debates.*

**Learning Activities:**

Ask students to share how their first day at school was and how they felt.

Share an example of yourself in a clear voice, along with facial expressions (sad face when she expresses sadness, smile when she expresses happiness over the course of the story) starting with:

1. How was the day for her
2. What did she feel and why?
3. How she moved around the day?
4. And how her day ended?

5. What were her feelings at the end of the day?

Form small groups and ask the students to plan for their spoken presentations. A number of generic and curricular topics can be provided. e.g.,  
Why it is important to show tolerance and empathy towards others?  
How can we stop wasting water everyday? Etc.

## Competency B: Reading & Critical Thinking

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

### Students Learning Outcomes:

- Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words and sentences. Read with some expression and clarity.
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- 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)

### Knowledge:

*Students will:*

- *How to use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using the analogy, identifying known suffixes and prefixes, using context*
- *To use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression*

### Skills:

*Students will be able to...*

1. *Know and 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*
  - *Read grade-appropriate irregularly spelled words.*
  - *Recognise and match contractions to words (e.g., couldn't – could not).*
  - *Recognise silent letters in words and match sounds to their corresponding letter patterns:*
    - *Initial and final consonants, Initial short and long vowel sounds:*
    - *Word families with vowel-consonant patterns*
    - *Vowel digraphs Initial consonant blends*

	<p><i>2. Enjoy reading a range of books, drawing on background information and vocabulary provided</i></p>
<p><b>Assessments:</b></p> <p><b>Formative Assessment:</b> Give a series of spelling tests; first focusing on words in their prefix or suffix groups, then as a mixture. Ask students to review, underline and self-check new spellings from across the words.</p> <p><b>Summative Assessment:</b> Class tests, end of unit assessments</p>	
<p><b>Learning Activities:</b> As students encounter more complex multisyllabic words in their reading, examine multisyllabic words and model how to analyse them, e.g.</p> <ul style="list-style-type: none"> <li>• Do any of the words have a prefix or suffix? If so, what is the root word?</li> <li>• Do any of the words have common roots?</li> <li>• Can I use this information to pronounce or spell the word?</li> <li>• What does the prefix/suffix/root tell me about this word?</li> </ul> <p>Model and practise dividing the words into syllables. A syllable must have a vowel sound, and the vowel usually has consonants surrounding it. Explain students how to break down a word into syllabus can help with both pronunciation and spelling.</p> <ul style="list-style-type: none"> <li>• Have regular smaller word building and pronunciation sessions with students encouraging them to read words, add prefix, suffix, words that rhyme together.</li> <li>• Create mind maps from common root words to display as word family charts. Fill the class wall with words and revisit it time and again for better pronunciation and retention.</li> </ul>	
<p><b>Standard 2: Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (expository, persuasive, procedural, and functional texts).</b></p>	
<p><b>Student Learning Outcome:</b></p>	

- Highlight the main idea/theme of the text with reference to any illustrations given in the text while retelling or paraphrasing events from the text in response to questions.
  - Read and evaluate viewpoint, purpose, themes and ideas in the given text.
  - Read a range of fiction and non-fiction books and begin to make links between them
  - Start reading the story, poetry and information books noting how text is organised into sections or chapters.
- Recognise the Wh-words as keywords in making questions. Understand the meaning of the wh words. Answer questions given in the text.

### **Knowledge:**

*Students will:*

- identify the various features of an expository text

### **Skills:**

*Students will be able to...*

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text
- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- *Compare and contrast the most important points and key details presented in two texts on the same topic.* Layout
  - identify typographical and visual features (e.g., headings, illustrations, use of logo)
  - identify text features (e.g., titles/ headlines, main and sub-headings, captions/ labels for visuals)

### **Assessments:**

Formative Assessment:

Teacher provides students a leaflet and they find key information about it (refer to skills). Students write the relevant details about the leaflet in their notebooks

**Summative Assessment:**

An informational text about the lifecycle of either a butterfly or a frog, water cycle or any text that has information/facts can be provided to students and they complete it by answering questions in detail.

**Learning Activities**

- Display a text and a question that can be answered from it. Model scanning to find the relevant paragraph and then focusing in on the specific information without reading the whole text. Give learners other questions to answer in a similar way.
- 
- Develop students' skills of finding information/evidence in non-fiction texts. Give each table a small selection of books on a theme and display a few simple questions that they might be able to use the books to answer. For example, you might give students a selection of bird/animal books and ask:

- Where do you find Emperor penguins?
- What do they eat?
- How many eggs do they have?
- What do you call a baby penguin?

Give students a few minutes to decide which books might be most useful to answer the questions. Encourage them to use the contents page and index to help them.

Then give them a few minutes to answer the questions.

Once they have answered the questions, give them more time to read the whole text closely to check that they gave the correct answers. Add more questions on the board which might need closer reading and more considered answers. For example:

- Who raises the chicks?
- How do the penguins protect themselves from the cold?
- Why are penguins black and white?

## Competency C: *Vocabulary and Grammar*

<b>Standard 1:</b> <i>Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning and achieve impact.</i>	
<b>Student Learning Outcomes:</b> Demonstrate a rich vocabulary that supports the development of listening, reading, viewing, speaking, and writing skills;	
<b>Knowledge:</b>  Students will: <ul style="list-style-type: none"> <li>• Recognise how words are formed (suffix, prefix, compounding, clipping)</li> <li>• Use dictionary to look for guide words, definitions to check spelling, and meaning of words</li> </ul>	<b>Skills:</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Join prefixes with the base words and understand the change in meaning (e.g. love-preloved)</li> <li>• Join suffixes with the base words and understand the change of meaning (e.g. act-active, build -builder)</li> <li>• Locate 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 shades of meaning clear.</li> <li>• Use words appropriate to context, culture, texts and situations in speech and writing with moderate accuracy.</li> <li>• Identify, differentiate between, and use some simple pairs of words including homophones (e.g. eight-ate, I-eye, two-too-to, their-there)</li> <li>• Correctly use frequently confused words (e.g., to, too, two; there, their, they're).</li> <li>• Analyse and use figurative language (metaphor, imagery, analogies, onomatopoeia and similes in speech and writing.)</li> </ul>
<b>Assessments:</b>  <b>Formative Assessment:</b>	

Teacher puts up a vocabulary wall in the class and encourage students to read and use these in their routine work. Wall can be filled up with work on continuous basis.

**Summative Assessment:**

Look for new and unfamiliar words and vocabulary in their end of unit assessments. Vocabulary assessment can be designed.

**Learning Activities**

A number of Grammar age-appropriate activities can be used here to build on students' concepts.

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

**Student Learning Outcomes**

- Use different forms of verbs (regular/irregular - transitive/intransitive) and distinguish verbs according to their meaning (action, linking, feeling, sensing verbs) in texts
- Develop understanding to expand adverbs into adverb phrases and use adverbs that connect clauses and sentences.

**Knowledge:**

Students will:

- *Learn, recognise, articulate and use forms of common regular verbs, i.e. base, s/es, present participle (-ing), past, and past participle forms.*

**Skills:**

Students will be able to

- Demonstrate the use of main and helping verbs in speech and writing.
- Use and differentiate between regular verbs (walk/walks) and irregular verbs (drink – drank)



<ul style="list-style-type: none"> <li>• <i>Begin to use transitive, intransitive, imperative, infinitive verbs in sentences</i></li> <li>• <i>Understand to make simple questions starting with verbs (e.g., Are you going to Lahore today)?</i></li> <li>• <i>Identify the difference between main and subordinate clauses (e.g., If I can find my wallet, we can all go for ice cream).</i></li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate the use of different positive and negative forms of the be, do and have with their corresponding pronouns (I, we, you, he, she, it, they). Recall and use contractions of be, do in sentences.</li> <li>• Illustrate the use of modal verbs (should/ should not – could / couldn't – must / mustn't) can /cannot and, may/may not.</li> <li>• Recognize, articulate and use forms of common regular verbs, i.e. base, s/es, present participle (-ing), past, and past participle forms.</li> <li>• Distinguish verbs according to meaning: for example, mental verbs (think, ponder) and feeling verbs (love, hate), saying verbs (babbled, joked, laughed)</li> <li>• Use imperative verbs and infinitive verbs in sentence i.e. Stay here, Run fast</li> <li>• Apply knowledge of adverbs of manner, time, place, frequency in their writing</li> </ul>
<p><b>Learning Activities</b></p> <p>Various grammar exercises based on the skills can be designed to facilitate learning.</p>	

<p><b><i>Standard 2: Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication.</i></b></p>	
<p><b>Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Use tenses (present, past and future)effectively to show actions, universal statements, facts in present, past and at unspecified times.</li> <li>• Make and practise sentence structure with SVO pattern and identify predicates; make sentences with direct and indirect objects</li> <li>• Distinguish between four type sentences i.e. Declarative, Exclamatory, Interrogative, Imperative</li> </ul>	
<p><b>Knowledge:</b></p> <p>Students will :</p>	<p><b>Skills:</b></p> <p>Students will be able to</p>

<ul style="list-style-type: none"> <li>• <i>Learn, recognise, articulate and use forms of common regular verbs, i.e. base, s/es, present participle (-ing), past, and past participle forms.</i></li> <li>• <i>Begin to use transitive, intransitive, imperative, infinitive verbs in sentences</i></li> <li>• <i>To make simple questions starting with verbs (e.g. Are you going to Lahore today?)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the use of main and helping verbs in speech and writing.</li> <li>• Use and differentiate between regular verbs (walk/walks) and irregular verbs (drink – drank)</li> <li>• Illustrate the use of different positive and negative forms of the be, do and have with their corresponding pronouns (I, we, you, he, she, it, they). Recall and use contractions of be, do in sentences.</li> <li>• Illustrate the use of modal verbs (should/ should not – could / couldn't – must / mustn't) can /cannot and, may/may not.</li> <li>• Recognize, articulate and use forms of common regular verbs, i.e. base, s/es, present participle (-ing), past, and past participle forms.</li> <li>• Distinguish verbs according to meaning: for example, mental verbs (think, ponder) and feeling verbs (love, hate), saying verbs (babbled, joked, laughed)</li> <li>• Use imperative verbs and infinitive verbs in sentence i.e. Stay here, Run fast</li> <li>• Apply knowledge of adverbs of manner, time, place, frequency in their writing</li> </ul>
<b>Learning Activities</b>	

***Standard 2(Continued)***

<p><b>Standard 2:</b> Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication.</p>
<p><b>Student Learning Outcomes:</b></p>

- Identify and differentiate between and use some simple pairs of words including homophones for example number eight/ate, I/eye etc.
- Correctly use frequently confused words e.g. too/two etc
- 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
- Recognise and use grade-level words that show feelings and emotions (e.g. terrified, disgruntled, and embarrassed).
- Recognise alphabetical arrangement of words based on first three letters for glossary or dictionary use.
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- 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.)

**Knowledge:**

Students will:

- Learn commonly pronounced confusing words for a better understanding and correct usage
- Learn to put groups of words in alphabetical order and include groups that all begin with the same letter and learn how the order depends on the second letter
- Learn the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, housefly etc)
- 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.

**Skills:**

Students will be able to...

- Recall, and use commonly confused words
- Distinguish between commonly confused words, spelling and meaning
- Practise use of compound words in their writing especially sentences
- Use appropriate homophones in sentences
- Distinguish between words similar and opposite meanings in different contexts to make their meanings clear
- Use guide words, dictionary entries, dictionary definitions to check spelling, and meaning of words.
- Take dictation of paragraph/text of grade level.

	<ul style="list-style-type: none"> <li>• <i>Keep a record of words (e.g., word wall, word bank, word journal) on a spelling log and use missing letters in simple multi-syllable two/three-syllable words</i></li> <li>• <i>Effectively use guide words, dictionary entries, dictionary definitions to check spelling, and meaning of words</i></li> <li>• <i>Learn to join prefixes and suffixes with the base words and understand the change of meaning (e.g. act-active, build-builder)</i></li> <li>• <i>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</i></li> <li>• <i>Demonstrate an understanding of anagrams from /two /three-syllable words. (e.g. fol/low,ad/vi/ser.)</i></li> </ul>
<p><b>Assessments:</b></p> <p><b>Formative Assessment:</b></p> <p>Homophone Hunt: Teacher provides a worksheet and students identify misused homophones in the story and write the correct spelling which should have been used.</p> <p><b>Summative Assessment:</b> Class Test/Oral quiz can be taken to ensure the clarity of the concept.</p>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Introduce the term <i>homophone</i> and explain that it means ‘same sound’, i.e. words with the same pronunciation but different spelling.</li> </ul>	

- Identify and discuss common grammatical homophones, e.g. *here/hear; there/their/they're; your/you're; to/too/two; which/witch*. Explain that students need to make correct spelling choices when they are writing. Ask them to think of ways they can remember which form is correct in a sentence.
  - Ask students to create gap-fill sentences for a partner to complete, using:
    - there, their or they're
    - your or you're
    - to, too or two.
  - To help students to remember less common homophones, e.g. *piece-peace, ate-eight, night-knight, him-hymn*: create sets of cards showing 16 pairs of homophones. Students use them to play 'Homophone snap'.
  - Display pairs of sentences using different homophones, e.g. The mouse has a long tail. The mouse has a long tale. Students identify the correct sentence in each pair.
  - Ask students to write humorous sentences using homophones incorrectly. For example: 'I'm board of this lesson.', 'I wish the bell wood go.', 'There's a hare in my soup.', A doctor says, "I'm losing my patients with you." They swap with a partner who corrects the homophone.
  - Ask learners to identify pairs of homophones and write definitions of each word.

### **Activity 2: Using Dictionary:**

- Write some unfamiliar words on the board. Ask students to look up for the words in a dictionary. To develop students' confidence and understanding in using dictionaries, begin by asking them to look for words all beginning with the same letter. Reinforce that the order of these words in the dictionary depends on the second letter.  
For each word ask a student to share the meaning in their own words. Other students check that the meaning given reflects the dictionary definition. Ask another learner to say the word in a sentence.
- Encourage students to use dictionaries to explore the different meanings of words with the same spelling (e.g., *form, wave*). Check their understanding by asking them to write sentences containing the words with their different meanings.
- Encourage students to keep a record of new words that they like and their meanings (or sentences demonstrating their meaning), so they can try to use them in their own writing.

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## COMPETENCY D: Writing

<p><b>Standard 1:</b> <i>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.</i></p>	
<p><b>Student Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>Identify syllabic patterns in multisyllabic words; practise fast, fluent and legible handwriting styles for different purposes and use punctuation marks appropriately;</li> <li>learn to apply strategies to learn and check correct spellings with words that need to be learned</li> <li>Write multi-syllable words at grade level with correct spelling, adjectives, and adverbs (for eg ly words) to show a glimpse of characterisation</li> <li>begin to learn to use and compare/replace words to make writing impactful</li> </ul>	
<p><b>Knowledge:</b> Students will:</p> <ul style="list-style-type: none"> <li><i>The importance of using syllabic patterns in multisyllabic words and learn to apply strategies like LASACAWAC (Look and say and cover and write and check) for writing grade level words with correct spelling, adjectives and adverbs.</i></li> <li><i>The effective ways to learn to use and compare/replace words to make writing impactful</i></li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <p><i>Spell and write accurately using knowledge of phonic elements, words with:</i></p> <ul style="list-style-type: none"> <li><i>initial short and long vowel sounds: a, e, i, o, u</i></li> <li><i>word families with vowel-consonant patterns (e.g., -at, -an, -ad, -ap, -et, -en, -ill, -ig, -in, -ot, -op, -og, -ug, -un)</i></li> <li><i>consonant digraphs in initial position (e.g., th, sh, ch, wh)</i></li> <li><i>vowel digraphs (e.g., oo, ee, ea, oa, aw, ai, ay)</i></li> <li><i>initial consonant blends (e.g., sw, sn, sk, bl, br, cl, cr, dr, fl, gl, pl, pr, sl, sm, sp, st, tr, tw, qu)</i></li> <li><i>final consonant blends (e.g., nd, nk, nt, mp)</i></li> <li><i>initial consonant blends (e.g., thr, str, scr)</i></li> <li><i>double consonants (e.g., tt, pp, rr, gg, nn, ss, ll, ck)</i></li> </ul>

	<ul style="list-style-type: none"> <li>• word endings (e.g., ple, ble, dle, tle , ng, tch)</li> <li>• r-controlled vowel (e.g., ar, ir, ur, or)</li> <li>• diphthongs (e.g., ou, ow, oi, oy)</li> <li>• inflectional suffix (e.g., -s, -es, -ing, -ed)</li> <li>• silent letters, e.g., – e (e.g., cake, kite, home)</li> </ul> <p>Apply grade-level word analysis skills to:</p> <ul style="list-style-type: none"> <li>• Spell common high-frequency words by sight (grade-level).</li> <li>• Spell words made using the most common prefixes and suffixes (Pre-, re-, mis-, -less, -ful).</li> <li>• Spell grade-appropriate irregularly spelled words.</li> <li>• Spell contractions to words (e.g., couldn't – could not).</li> <li>• Spell words correctly using generalized spelling patterns (e.g., doubling consonants, silent e).</li> <li>• Spell homophones.</li> </ul>
<p><b>Assessments:</b></p> <p><b>Formative Assessment:</b> Word building exercises can be used</p> <p><b>Summative Assessment:</b> Class test, end of unit assessments etc.</p>	
<p><b>Learning Activities</b></p>	



## COMPETENCY D: Writing

<b>Standard 2:</b> <i>Apply skills and strategies for idea generation, selection, development, organisation and revision for a variety of writing purposes and text types.</i>	
<b>Student Learning Outcomes:</b> Write multiple paragraphs on a single topic (on the given text types), using correct capitalisation, punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft, seeking peer feedback, developing a final draft for a variety of purposes	
<b>Knowledge:</b> Students will: The process of planning with appropriate tools to develop various types of writings: <ul style="list-style-type: none"><li>• Narratives</li><li>• Descriptive</li><li>• Informative</li><li>• Opinions pieces</li><li>• Informal letters and</li><li>• Short texts in speech bubbles (direct speech)</li><li>• Writing a poem</li></ul>	<b>Skills:</b> <i>Students will be able to...</i> <ol style="list-style-type: none"><li>1. Learn the process of planning a story using planning tools e.g. flow diagrams, mind maps etc.</li><li>2. Learn to put their thoughts in an organised manner</li><li>3. <i>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</i></li><li>4. <i>Write simple descriptive paragraphs (giving general description of a person/object), using correct capitalization, punctuation and spelling, by using the process approach</i></li><li>5. <i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i></li><li>6. <i>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.</i></li></ol>

	<ol style="list-style-type: none"> <li>7. <i>Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.</i></li> <li>8. <i>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)</i></li> <li>1. <i>Write a simple cinquain (poem).</i></li> </ol>
<p><b>Assessments:</b></p> <p><b>Formative Assessment:</b></p> <p>After students have finished planning their story, ask them to write the first draft. Give them the success criteria for the story, e.g. ‘Write a story with a historical setting, including details to build the setting. Build your characters by including details about them. Use paragraphs and a good story structure.’</p> <p><b>Summative Assessment:</b></p> <p>Based on the 1st draft and the review from the teacher, students can write the final draft.</p>	
<p><b>Learning Activities</b></p> <p>Introduce the students to the process of planning a story using planning tools e.g. flow diagrams, mind maps and storyboards / story maps.</p> <p>Introduce them to the idea of planning their story from a paragraph plan. This can be like a flow diagram, or linear down a piece of paper, but it will probably include more information than an action flow diagram. Each paragraph on the plan should have:</p> <ul style="list-style-type: none"> <li>• a heading showing which part of the story the paragraph relates to</li> <li>• notes about the characters and setting</li> <li>• notes about the action in the paragraph.</li> </ul> <p>Encourage students to consider two alternative openings and/or endings to their plan.</p> <p>Ask students to share their plan with a response partner and tell their story aloud, using the plan as a guide. The response partner should make suggestions for improvement and about which opening and/or ending to use. Students can alter their plans as necessary.</p>	

<b>Standard 2:</b> <i>Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.</i>	
<b>Student Learning Outcomes:</b> begin to learn to use and compare/replace words to make writing impactful	
<b>Knowledge:</b> <i>Students will:</i> <ul style="list-style-type: none"> <li>Learn to use new and unfamiliar words to make writing meaningful</li> </ul>	<b>Skills:</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>Learn to use synonyms for high-frequency words to make writing impactful</li> <li>Enhance their vocabulary by using new and unfamiliar words in their writing</li> </ul>
<b>Assessments:</b> <b>Formative Assessments:</b> Teacher provides a number of high frequency common words and encourage students to replace the words with synonyms.  <b>Summative Assessments:</b> A worksheet with a paragraph can be given. Highlight the commonly used words and ask students to replace with a synonym ensuring that the meaning stays well within context.	
<b>Learning Activities</b> <b>To encourage learners to apply and extend their vocabulary:</b> <ul style="list-style-type: none"> <li>use more challenging vocabulary when you talk, giving alternative forms for the words you use to help learners understand their meaning when reading to or with the class, identify and discuss effective vocabulary and how it adds to the reading experience when modelling writing with the class, model writing and editing vocabulary to make it more effective, e.g. ‘At the weekend, I saw a <del>good</del> really funny movie.’</li> <li>Ask students to collect words from their reading that might be useful in their writing. Encourage the use of dictionaries to identify the meaning of unfamiliar vocabulary.</li> <li>Ask students to use thesauruses to find alternatives for mundane words and phrases. Expect them to use these alternatives in their writing.</li> </ul>	

- As a warm up activity at the beginning of the lesson, write a common, mundane word on the board, e.g. 'walk'. In pairs, students have 2 minutes to list as many synonyms as they can. At the end, each pair gets 1 mark for every correct answer and 3 marks for a correct answer that no other pair has included.

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## SNC - ENGLISH (Grade 5) - Suggested Guidelines

### Competency A: *Listening and Speaking Skills*

<b>Standard 1: Students will be able to develop competence in listening and spoken language in order to communicate effectively across a variety of contexts and to a range of audiences.</b>	
<b>Student Learning Outcomes:</b> <ul style="list-style-type: none"><li>• Show awareness of one or more listeners by developing sensitivity to ways that others express meaning in their talk and non-verbal communication.</li><li>• 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.</li></ul>	
<b>Knowledge:</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• Learn to prepare and present an argument to persuade others to adopt a point of view</li><li>• Engage in extensive conversation that require performing everyday tasks and speech acts, talking about matters of interest and sharing key ideas on varied topics.</li><li>• Talk confidently in extended turns and listen purposefully in a range of contexts</li></ul>	<b>Skills:</b> <i>Students will be able to...</i> <i>1. Speak confidently using varied vocabulary and tone to express, persuade, instruct, or offer advice to engage the listener. (e.g. talking about reports, articles, programmes, etc).on grade level topics and texts, building on others' ideas and expressing their own clearly:</i> <ul style="list-style-type: none"><li>a. <i>follow agreed-upon rules for discussions and carry out assigned roles</i></li><li>b. <i>pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others</i></li><li>c. <i>review the key ideas expressed and explain their own ideas and understanding in light of the discussion</i></li></ul>

	<p>d. <i>respond with suggestions, feedback, and different points of view (e.g. provide positive verbal and non-verbal feedback, give comments/interject when appropriate, agree/disagree appropriately and politely, offer simple evaluative comments on peer performance/presentation etc.)</i></p> <p>e. <i>use roles of participants in group work effectively (for e.g. know the roles of facilitator, advisor, timekeeper, encourager, writer, speaker in the group)</i></p> <p>2. <i>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.</i></p> <p>3. <i>Participate in discussions, presentations, performances, role play, improvisations and debates.</i></p> <p>4. <i>Recall and discuss important features of a talk, possibly contributing new ideas within a familiar and an unfamiliar group settings</i></p>
<p><b>Assessments:</b></p> <p><b>Formative Assessments:</b></p> <p>Class presentations</p> <p>Speech debate competitions</p> <p><b>Summative Assessment:</b></p> <p>Various listening audios along with text can be used, based on that students can be assessed.</p>	
<p>During class and group discussions, encourage students to:</p> <ul style="list-style-type: none"> <li>• Talk confidently</li> <li>• Shape and organise ideas clearly when speaking</li> <li>• Demonstrate careful listening, including by asking questions to develop ideas and extend understanding.</li> </ul> <ul style="list-style-type: none"> <li>• To help students develop their understanding of group roles and responsibilities, sometimes give each student a specific role in a group discussion and specified success criteria, for example</li> <li>• Facilitator – makes sure that everyone contributes and that discussion keeps moving towards the goal</li> </ul>	

- Timekeeper – keeps track of time and makes sure the discussion is moving forwards at a suitable speed
- Recorder – records key ideas clearly and concisely for everyone to refer to
- Reporter – summarises the group discussion for the rest of the class (using the Recorder's notes)

In some group discussions, expect students to decide for themselves the different roles and responsibilities for each member of the group.

- Provide opportunities for students to plan and deliver a 5-minute presentation on a topic they are interested in (e.g., a sport, an animal, a hobby). Encourage other students to listen carefully so they can respond and ask relevant questions at the end of the talk.

### ***Standard 1 Continued...***

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

**Student Learning Outcomes:** Present knowledge/ideas and interact with others using a variety of speaking skills and incorporating essential components of speech delivery

#### **Knowledge:**

Students will:

- *Recall and discuss important features of a talk, possibly contributing new ideas within a familiar and an unfamiliar group settings*
- *Convey ideas about the characters in a drama/playscript in different roles and scenarios through deliberate choice of dialogues/speech, gestures, and movements.*

#### **Skills:**

*Students will be able to individually or collaboratively...*

1. *Describe the situation in pictures/illustrations using multiple sentences orally (e.g. What is happening in this picture?)*
1. *Speak clearly and fluently using the appropriate voice qualities: pace, volume, tone, stress and enunciation, pronunciation.*
2. *Contribute to group conversations by coming up with new ideas and discussing them at length*

#### **Assessments:**

##### **Formative Assessments:**

Class presentations

Speech debate competitions

**Summative Assessment:**

Various listening audios along with text can be used, based on that students can be assessed.

**Learning Activities**

- Provide opportunities for students to talk in pairs about what they have done over the weekend or during a holiday. They can then either join another pair to report back to, or report back to the class. When reporting back, ask each student to report back on what their partner told them rather than reporting back about themselves.
- Encourage students to reflect on their own and others' presentations and contribution to discussions. Help them to give constructive feedback on others, for example, by asking them to say two things that went well and one thing that could have been better. Allow opportunities for further activities where students are expected to respond to previous feedback.



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## Competency B: Reading and Critical Thinking Skills

<p><b>Standard 1:</b> Use knowledge, skills, and strategies related to word identification/decoding, fluency, vocabulary, and comprehension to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.</p>	
<p><b>Student Learning Outcomes: Phonics:</b></p> <ul style="list-style-type: none"> <li>• Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using the analogy, identifying known suffixes and prefixes, using context</li> <li>• Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words and sentences. Read with some expression and clarity.</li> <li>• <i>Read with fluency and expression, taking some notice of punctuation, including speech marks and joining in and extending rhymes and refrains, playing with language patterns</i></li> </ul>	
<p><b>Knowledge:</b> <i>Students will:</i></p> <p>Learn to use grade-level phonics and word analysis in decoding words and read a range of stories, poetry and information books and begin to make links between them</p>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• <i>Apply grade-level word analysis skills to:</i></li> <li>• <i>Read common high-frequency words by sight at an appropriate grade-level.</i></li> <li>• <i>Identify and know the meaning of the most common prefixes and suffixes (Pre-, re-, mis-, -less, -ful).</i></li> <li>• <i>Read grade-appropriate irregularly spelled words.</i></li> <li>• <i>Recognise and match contractions to words (e.g., couldn't – could not).</i></li> <li>• <i>Recognise silent letters in words and match sounds to their corresponding letter patterns:</i></li> <li>• <i>Initial and final consonants</i></li> <li>• <i>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.</i></li> </ul>
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for learners to develop word knowledge skills along with reading skills. Ensure that:</li> <li>• Students have access to dictionary.</li> </ul>	

- Pick out new words regularly and display them on the class wall. Add in words. By the end of the year, should master at least 100 new words.
- use their knowledge of suffixes, prefixes and word roots to work out the meanings of words
- research the origins of proper names and places, the months of the year and the days of the week
- Provide students lists of words/expressions to research in pairs or groups, for example:
- familiar words with meanings that have changed over time, e.g. *want, approach, awful, nice, clue, naughty*
- *From word knowledge, take students to difficult and complex texts covering various genres. A good combination of descriptive, informative text along with poetry will assist in language building skills.*

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

**Student Learning Outcomes:**

- Discuss the meaning of unfamiliar words encountered in reading; 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
- 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.
- Locate information in different parts of the text, collate the information and list the major points.

**Knowledge:**

*Students will:*

- Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal
- Explore the features of texts which are about events and experiences, e.g. diaries and compare writing that informs and persuades.

**Skills:**

*Students will be able to...*

- *Provide an accurate textual reference from more than one point in a story to support answers to questions.*
- *Identify character traits and setting to predict the proceedings in the text.*
- *Read and enjoy a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources:*

	<ul style="list-style-type: none"> <li>• <i>Read a paragraph as a larger meaningful unit of expression to recognise 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.</i></li> <li>• <i>Locate information in different parts of the text, collate the information and list the major points</i></li> </ul>
<b>Assessments:</b>  <b>Formative Assessment:</b>  <b>Summative Assessment:</b>	
<ul style="list-style-type: none"> <li>• Encourage the students to read independently and for a variety of purposes. Make up a book reading chart and display it in the class. Ask students to add in the book name (they've read) in front of their name. At the end of each week, organise a session on book reading. Tell students to:             <ul style="list-style-type: none"> <li>• Talk about books they have read / are reading</li> <li>• Keep a reading log with comments, observations and predictions about books during reading, as well as reviews and reflections after reading.</li> <li>• read and compare a range of different authors, and different books by the same author</li> <li>• read a range of fiction genres and begin to identify those they find most appealing</li> <li>• make use of a variety of non-fiction books, both across the curriculum and to further leisure interests</li> <li>• find out as much as they can about a book (fiction or non-fiction) before they read it, and evaluate the book for writing style, topic, genre, audience, purpose, clarity and organisation before beginning to read it properly</li> </ul> </li> <li>• Revise the features of different fiction genres by giving students a number of short extracts illustrating some of the usual features of the genre. For example, select a description, an adventure, science fiction, a detective story and a traditional tale. In pairs, learners first decide the genre of each extract. They then make a list of the typical features of each genre, both those illustrated in the text and those not illustrated in the text. They discuss their lists with another pair.</li> </ul>	

- Use the activity above for non-fiction text types, for example a recipe, an explanation, a biography and an informal letter.
- When reading texts as a class, check that students can both read closely, and skim and scan for information or evidence in a text.
- Help students develop these skills by giving them a few minutes to try and find the answers to simple questions relating to an extract of the text. Model how to skim read quickly to find the relevant paragraph, for specific information without reading the whole text.

Once students have answered the questions give them more time to read the whole text closely to see if they gave the correct answers.

### 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

**Student Learning Outcomes:** 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

Acquire and use grade-appropriate words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered).

#### ***Knowledge:***

Students will:

To classify words into different categories and use more naming, action and describing words from a range of sources and in their immediate environment

To learn and classify age-appropriate words and phrases, including suffixes, nouns, adjectives, synonyms and connotations and opposites in text

#### ***Skills:***

*Students will be able to...*

- *Identify the difference between base words 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.)*
- *Use suffixes to make nouns, adjectives (e.g. ion, ay, ship, ance, ence, able, le, ful, ent).*
- *Connect and use words synonyms with positive and negative connotations and opposites in text.*

	<ul style="list-style-type: none"> <li>•</li> <li>• <i>Locate, identify, differentiate between, and use some simple pairs of words including homophones</i></li> <li>• <i>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)</i></li> <li>• <i>Recognise and use onomatopoeia in their writing. (e.g. clang, buzz, twang)</i></li> </ul>
<p><b>Assessments:</b></p> <p><b>Formative Assessment:</b>  Daily class work,  Vocabulary wall  Spelling log  Read aloud sessions</p> <p><b>Summative Assessment:</b>  Class tests, vocabulary and grammar quiz, use of effective vocabulary and correct grammar in their writings</p>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• This is an area in which many spelling errors are made by students in this age group, so it needs consistent work. Useful strategies include:</li> <li>• making links between related words, e.g. <i>medicine, medical</i></li> <li>• investigating the spelling of final unstressed vowels, e.g. final unstressed ‘er’ in <i>butter</i> and ‘ee’ in <i>city</i></li> <li>• sometimes saying the unstressed syllable as if it was a stressed syllable, e.g. ‘in-ter-est’ for <i>interest</i></li> <li>• finding words within words, e.g. <i>car-pet</i>; ‘there’s a <i>rat</i> in <i>separate</i>!’</li> <li>• using rhymes and mnemonics, e.g. <i>difficulty</i> – ‘Mrs D, Mrs I, Mrs FFI, Mrs C, Mrs U, Mrs LTY!’</li> <li>• learning the most common high frequency words and reinforcing these with regular use.</li> </ul>	

**Standard 2:**

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

**Student Learning Outcomes**

- Recall, and demonstrate the use of more complex common/proper nouns, countable/ uncountable nouns, collective and abstract nouns.
- Recognize and use indefinite and relative pronouns (who, which, that, whose, where) and reciprocal pronouns (each other, one another)
- Form adjectives from nouns and verbs (e.g., music → musical, help → helpful)

**Knowledge:**

Students will:

- Recognise all types of pronouns learnt in previous grades including relative pronouns (who, which, that, whose, where) and reciprocal pronouns (each other, one another)
- Differentiate between types of pronouns in different contexts
- Recognize, articulate and use forms of common regular verbs, i.e. base, s/es, present participle (-ing), past, and past participle forms.
- Use and differentiate between regular verbs (walk/ walks) and irregular verbs (drink – drank)
- Use of transitive and intransitive verbs in sentences i.e she bought a pan, the dog barked.
- Use of imperative verbs in sentences i.e. Stay here, Run fast.
- Use of infinitive in sentences i.e. Teacher helped the students to complete the class project.
- Understand and use adverbs of manner, time, place and frequency.

**Skills:**

Students will be able to...

- Identify relative pronouns and use relative pronouns (who, whose, whom, which, that) to join relative clauses
- use Indefinite pronouns: anyone, anybody, anything, everyone, everybody, everything, someone, somebody, something, no one, nobody, nothing.
- Recognise and use the common pronoun used for both male and female
- Identify adjectives that behave like nouns (e.g., the sick and the poor).
- Adjectives with restricted positions (e.g. The cat is afraid/the afraid cat).
- Use and classify degrees of regular and irregular adjectives.
- Develop an understanding of the participles-ing, -en and -ed to differentiate between the meanings of adjectives (e.g., She is interesting/She is interested).

<ul style="list-style-type: none"> <li>Identify, understand and use adverbs that qualify verbs, adjectives and other adverbs.</li> </ul>	
<p><b>Assessments:</b></p> <p><b>Formative Assessment:</b></p> <p><b>Summative Assessment:</b></p>	
<ul style="list-style-type: none"> <li>Display a selection of verbs with a range of different endings, including those ending in <i>-e</i>, <i>-y</i>, single consonant (e.g. <i>take</i>, <i>try</i>, <i>stop</i>). In groups, learners discuss the effect of adding the suffix <i>-ing</i>, <i>-ed</i> and <i>-s</i> to each of the verbs. Ask groups to describe any spelling rules they identify.</li> <li>Revise and develop understanding of plurals. Ask learners to help you to make lists of singular nouns that end in <i>-s</i>, <i>-es</i> and <i>-ies</i> when they become plural.</li> </ul> <p>Deduce spelling rules, highlighting one example and asking learners to suggest others, e.g. if a noun ends in:</p> <ul style="list-style-type: none"> <li><i>-s</i>, <i>-sh</i>, or <i>-x</i>, add <i>-es</i>, e.g. <i>bus</i>, <i>dish</i>, <i>box</i></li> <li><i>-ch</i>, you usually add <i>-es</i>, e.g. <i>bench</i> (the exception is if the <i>-ch</i> ending is pronounced 'k', e.g. <i>stomach</i> becomes <i>stomachs</i>)</li> <li>a consonant and <i>-y</i>, change the <i>-y</i> to <i>-ies</i>, e.g. <i>puppy</i></li> <li>a consonant or a single vowel plus <i>-f</i> or <i>-fe</i>, change the <i>-f</i> or <i>-fe</i> to <i>-ves</i>, e.g. <i>half</i> or <i>knife</i>.</li> </ul> <p>Ask students to suggest a list of irregular plural nouns, including nouns that remain the same when singular or plural (e.g. <i>sheep</i>).</p> <ul style="list-style-type: none"> <li>When they are writing, it is important that students use grammar accurately. When students are proofreading their writing, give them a checklist of common errors to check and correct. These might include:</li> <li>non-agreement of pronoun and verb (in particular, errors with the verb <i>to be</i>, e.g. <i>we was</i>, <i>I were</i>)</li> <li>using an adjective instead of an adverb (e.g. <i>I was real excited</i>)</li> <li>using the wrong part of a verb (e.g. <i>I seen</i>)</li> <li>having a double negative (e.g. <i>I didn't have no ...</i>)</li> <li>using them instead of those (e.g. <i>I liked them gloves.</i>)</li> </ul>	



## Competency D: *Writing*

<b>Standard 1:</b> Write English legibly, fluently and with correct grammar, punctuation and spelling, for a variety of purposes.	
<b>Student Learning Outcomes:</b> demonstrate an understanding of the use of spelling patterns, e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes etc; able to spell high frequency and irregular words; Learn spelling rules for words ending in -e and -y e.g. have/having, fry/fries	
<b>Knowledge</b> <b>Students will:</b> <ul style="list-style-type: none"> <li>• Write correct spelling fluently and learn to apply knowledge of multi-syllable words and spelling pattern in their writings</li> </ul>	<b>Skills:</b> <i>Students will be able to...</i> <ol style="list-style-type: none"> <li>1. Apply knowledge of 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</li> <li>2. Apply grade-level phonics and word analysis in decoding words.               <ol style="list-style-type: none"> <li>a. Spell common high-frequency words by sight (grade-level)</li> <li>b. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to spell accurately unfamiliar multisyllabic words.</li> <li>c. Spell words made from the most common prefixes and suffixes (Un-, dis-,un-, im-,non-,Pre-, re-, mis-, -less, -ful, -ly, -ness, -able)</li> <li>d. Spell homophones</li> </ol> </li> <li>3. Spell and write accurately using knowledge of phonic elements, words with:               <ol style="list-style-type: none"> <li>1. zh/ sound in certain words with the letters ge or s (measure, diphthongs (ough) silent letters, e.g., – e</li> </ol> </li> </ol>

**Assessments:****Formative Assessment:**

Daily class exercises, spelling log and word building puzzles, worksheets can be used.

**Summative Assessment:**

Spelling bee competition, application of effective word knowledge in end of unit and end of term exams can be extensively used.

**Learning Activities**

- Provide opportunities for learners to develop word knowledge skills along with reading skills. Ensure that:
- Students have access to dictionary.
- Pick out new words regularly and display them on the class wall. Add in words. By the end of the year, should master at least 65 to 75 words.
- use their knowledge of suffixes, prefixes and word roots to work out the meanings of words
- research the origins of proper names and places, the months of the year and the days of the week
- Provide students lists of words/expressions to research in pairs or groups, for example:
- familiar words with meanings that have changed over time, e.g. *want, approach, awful, nice, clue, naughty*
- *From word knowledge, take students to difficult and complex texts covering various genres. A good combination of descriptive, informative text along with poetry will assist in language and word building skills.*

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

**Student Learning Outcomes**

Begin the writing task with abrupt beginnings to create a level of suspense and interest, Use complex sentences in a relatively easy manner, Each paragraph should have a separate theme/idea

Use a range of texts and genres to develop real or imagined experiences or events using effective techniques, descriptive/informative details, and clear event sequences.

<p><b>Knowledge:</b> Students will:</p> <p>Write for different purposes and audience using a range of texts and genres to develop their writing skills</p>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ol style="list-style-type: none"> <li><i>1. Write simple descriptive paragraphs (giving physical description and characteristics/traits of a person/object/place, using correct capitalization, punctuation and spelling,</i></li> <li><i>2. Write informal letters to people in an immediate social and academic environment for e.g. write a get well soon letter</i></li> <li><i>3. Write a haiku (poem).</i></li> <li><i>4. learn to draft and write a formal letter/ email, application, complaint</i></li> <li><i>5. Write the main idea of a familiar and unfamiliar poem.</i></li> <li><i>6. Use summary skills to write a summary of the given text</i></li> </ol> <ol style="list-style-type: none"> <li><i>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</i></li> </ol>
<p><b>Assessments:</b> <b>Formative Assessment:</b> Teacher should plan a writing task almost each week; encourage students to read a range of books and Texts and apply their word and sentence knowledge in their writings.</p> <p><b>Summative Assessment:</b> Class tests, end of unit and end of term assessments</p>	
<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Make use of opportunities for writing a range of letters for real purposes, for example:</li> <li>• to the museum manager describing how the visit to the museum was and giving suggestions on the improvements of the overall layout.</li> <li>• a thank-you letter to a visitor to the school or the venue for a school trip</li> <li>• an invitation to the parents inviting them on the school's annual day.</li> <li>• To help prepare learners to write formal letters for real purposes:</li> </ul>	

- generate scenarios as a basis for letter writing. For example, brainstorm ideas for what could go wrong on the family dinner at a restaurant. Get students to plan and act out the scenario, before working in pairs to write a letter of complaint to the restaurant. Problems might include slow service, rude or clumsy waiters mistakes with food orders, cold/disgusting food.
- brainstorm appropriate words and phrases for writing letters, including openings and endings, and useful connectives.
- Teach students to always proofread their writing before anyone else reads it. Proofreading should include reading their writing multiple times to check for:
  - sense
  - best choice of words and sentence types
  - spelling errors
  - punctuation errors.
- Make students understand that redrafting is not just about copying their work out in neat handwriting, but is also about improving it. Initially, students need direction so they understand what to improve. This can include:
- reference to the success criteria agreed for the piece of work
- Redrafting a particular part of their writing, e.g. the climax of the story to include references to more senses, the beginning to include a hook, or the end to add a twist.

# DRAFT

## SNC - ENGLISH (Grade 6) - Suggested Guidelines

### COMPETENCY A: *Oral Communication Skills*

<b>Standard 1:</b> Students will be able to develop competence in listening and spoken language to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences	
<b>Student Learning Outcomes</b> <ul style="list-style-type: none"><li>• Listen to and comprehend a variety of listening texts individually and through collaborative exercises.</li><li>• Speak for a variety of purposes, such as to explain, describe, <u>narrate</u>, <u>explore</u>, <u>analyse</u>, imagine, discuss, argue and persuade.</li><li>• Recite poems or read prose aloud with proper intonation and <u>expression</u> to engage the audience.</li><li>• Develop the ability to listen courteously to others <u>and be sensitive</u> to turn-taking</li><li>• Engage effectively in a range of collaborative <u>discussions</u> (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.</li></ul>	
<b>Knowledge:</b> <i>Students will:</i> <ul style="list-style-type: none"><li>• Listen to and comprehend different types of texts (fiction/non-fiction/stories/poems) or information presented orally and visually through other media:<ul style="list-style-type: none"><li>o determine/identify main idea/key ideas or details from the text.</li></ul></li></ul>	<b>Skills:</b> <i>Students will be able to...</i> <ol style="list-style-type: none"><li>1. Listen to and comprehend different types of texts (fiction/non-fiction/poems) or information presented orally and visually through other media:<ul style="list-style-type: none"><li>o ask and answer grade level questions about key details across comprehension levels (factual, inferential, and evaluative- e.g make predictions, make inferences about the purpose, intention, theme, compare and contrast, categorize and classify, distinguish between cause and effect, draw conclusions, identify different points of view, identify a problem solution relationship etc.)</li><li>o retell main idea/key ideas or details from the text orally</li></ul></li></ol>

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|  | <ul style="list-style-type: none"> <li>o paraphrase and summarize the text orally and present naturally.</li> <li>2. Identify and evaluate the credibility of the speaker/source.</li> <li>3. Listen critically to distinguish fact from opinion.</li> <li>4. Interpret and critique a speaker's intent/purpose (e.g., to instruct, to inform, to persuade).</li> <li>5. Identify the reasons and evidence a speaker provides to support points.</li> <li>6. Evaluate a speaker's delivery (pace, volume tone, stress, mood/emotion) from the text and body language.</li> <li>7. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly:             <ul style="list-style-type: none"> <li>a. follow agreed-upon rules for discussions and carry out assigned roles</li> <li>b. come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</li> <li>c. pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</li> <li>d. review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> <li>e. respond with suggestions, feedback, and different points of view (e.g. provide positive verbal and non-verbal feedback, give comments/interject when appropriate, agree/disagree appropriately and politely, offer simple evaluative comments on peer performance/presentation etc.)</li> <li>f. use roles of participants in group work effectively (for e.g. know the roles of facilitator, advisor, timekeeper, encourager, writer, the speaker in the group).</li> </ul> </li> </ul> |
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## Assessments

### Formative Assessment

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

### Summative Assessment

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

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

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

### Learning Activities

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

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

Group A: Opinions.

Group B: Facts.

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

Students will correct each other's responses if needed.

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

- Fact: a thing that is known or proved to be true.
- Opinion: a view or judgment formed about something, not necessarily based on fact or knowledge.

- The teacher then writes a few sentences on the board such as
  - Fact: The sunsets in the west.
  - Opinion: The sunset looks very beautiful today.
- The teacher then asks the students to think about some facts and opinions. She makes two columns on the board and as the students give her their statements, she asks them whether to write those in the 'Facts' column or the 'Opinions' column. Conclude this activity by highlighting the importance of understanding the difference between facts and opinions, especially in order to contain the spread of rumours or misinterpretations which may cause misunderstandings or conflict.

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

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

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

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

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

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

### **Competency A: Oral Communication Skills (Continued)**

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



### Student Learning Outcomes

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

#### Knowledge:

*Students will:*

*Speak clearly, confidently and with correct meaning as intended.*

#### Skills:

*Students will be able to individually or collaboratively...*

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

	<p>h. Emphasis on key points to guide listeners in following important ideas</p> <ol style="list-style-type: none"> <li>6. Ask and answer questions of personal relevance.</li> <li>7. Ask questions for information.</li> <li>8. Express reasons for likes and dislikes.</li> <li>9. Express opinions/ideas with reasons.</li> <li>10. Express feelings (e.g., pleasure and displeasure).</li> <li>11. Show willingness and unwillingness to do something.</li> <li>12. Express personal needs.</li> <li>13. Use sentences for different communicative purposes (offer and respond to greetings, compliments, invitations, introductions and farewells).</li> <li>14. Ask and restate directions.</li> <li>15. Make and respond to queries.</li> <li>16. Give advice/suggestions using multiple sentences.</li> </ol>
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## **Assessments**

### **Formative Assessments**

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

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

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

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

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

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

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

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

### **Summative Assessments**

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

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

The teacher will give an example:

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

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

## Learning Activities

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

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

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

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

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

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

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

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

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

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

## Competency B: Reading And Critical Thinking Skills

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

### Student Learning Outcomes

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

### Knowledge:

*Students will:*

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

### Skills:

*Students will be able to...*

- Use combined knowledge of letter-sound correspondences, syllabification patterns, and morphology (e.g. roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.
- Identify, make and practise words with the prefix un-, re- and suffix -ed, -en, able
- Identify the main idea and audience of the text.
- recognize silent letters in words
- /k/ changed to /f/ (sh) (music/musician, magic/magician i.e. adding -ian)
- /t/ changed to /f/ (sh)(connect/connection, select, selection i.e. adding -ion)
- /k/changed to /s/ or /f/ (sh) (critic/ criticism, clinic/ clinician)
- /s/ changed to /f/ (sh) (office/ official, specific/ special)

silent letters e.g.

- c-fascinate, ascend, descend, scientist, scissors, scene, scent
- l-calm, psalm, balm, half, yolk
- t-isten, soften, often, moisten, whistle, glisten, thistle
- u-guess, guest
- w-wrinkle, wrong, who
- n-autumn, column, condemn, damn, hymn, solemn
- k-knife know knowledge

- identify parts of speech of the words and use them in sentences correctly.

## **Assessments**

### **Formative Assessments**

- Students are asked questions about the main idea of the text, characters in the text and who do they think is the audience of the text. What is the writer trying to convey in this passage?
- Match words with definitions. Students can be given a flashcard each. half of the cards will have words on them, other half will bear definitions. Each student will be given one card and they will be asked to look for the definition of the word they have.

### **Summative Assessments**

- Written tasks to make sentences and a short story using the new words learnt.
- Give an unseen text to the students to identify their learning of the new concept. give word bank to insert a correct word in the fill in the blanks.
- Take dictation of the new vocabulary.

## Learning Activities

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

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

### Rejection

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

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

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

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

My little sister was reciting her math tables. "7x8 is 46," she retorted confidently.

“Sana, that’s not the answer!” I responded immediately. Then, I walked over to help her review her answer.

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

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

**How did Hassan change from the beginning to the end of this story?**

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

**Sample activity:**

**Sort the words below based on their part of speech.**

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

**Nouns**

*(people, places, things, ideas)*

**Verbs**

*(actions or states of being)*

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

Make a sentence using the word.

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



**Student Learning Outcomes**

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

**Knowledge:***Students will:*

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

**Skills:***Students will be able to...**Pre-Reading*

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

*While-Reading*

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

*Post-Reading*

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

## **Assessments**

### **Formative Assessments**

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

### **Summative Assessments**

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

## **Learning Activities**

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

### Competency C: Vocabulary And Grammar

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

#### Student Learning Outcomes

Find out the meaning of words using dictionary and thesaurus.

##### **Knowledge:**

Students will:

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

##### **Skills:**

*Students will be able to...*

- use a dictionary to find the meanings of words.
- use the thesaurus to find synonyms and antonyms.
- locate the word in the dictionary using dictionary skills.
- divide words into syllables and identify vowel sounds correctly to mark syllables.
- identify the part/s of speech of a word in the dictionary.
- find meanings of abbreviations in the dictionary.

#### **Assessments**

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

##### **Formative Assessments**

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

##### **Summative Assessments**

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

**Learning Activities**

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

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

**Student Learning Outcomes**

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

**Knowledge:**

Students will...

- Recognise nouns learnt in plural form with singular representation.
- Identify that nouns also represent gender.

**Skills:**

Students will be able to...

- Effectively use the plural forms of nouns.
- Classify nouns in gender form.

**Assessments**

Teachers can assess if the students can recall the use of nouns by presenting the students with wrong sentences and asking them if it is correct or not. They can be engaged in self and peer assessment of the work completed.

**Formative Assessments**

Teachers ask the students to come to the front of the class and talk about a day spent in school doing different activities. They should use a variety of nouns, their plural forms and plural nouns represented s singular. They must also use gender nouns in their speech. The focus is to use nouns correctly.

**Summative Assessments**

Teachers can provide a passage with wrong nouns (singular form, plural forms, gender) written. The students will read the passage thoroughly and point out the corrections (edit) and then re-write the correction version.

**Learning Activities**

Focusing on the usage of nouns, activities such as the one given below can be used by the teachers.

- Divide your class into groups of four to five students.
- In each group, distribute 8-10 cards for all students – the cards should have sentences written where different forms of nouns are used in a short meaningful paragraph.
- The first student starts playing a card. For example, if the card says, 'I was sitting on the chair...'
- The next student must play a correct noun card and add to the sentence, such as, 'I was sitting on the chair with a blank piece of paper and a pair of scissors to...'
- The next student added another card to the narrative.

This activity can also be done without the cards. Students will have to make their own sentences and share correct ideas to complete the narrative.

## Competency D: *Writing Skills*

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

### Student Learning Outcomes

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

### Knowledge:

*Students will:*

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

### Skills:

*Students will be able to...*

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

### Assessments

#### Formative Assessments

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

#### Summative Assessments

- Term Tests, Quizzes, Exams

- Spelling and punctuation to be an indicator in writing assessment rubrics.

### **Learning Activities**

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

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

### **Student Learning Outcomes**

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

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

<p><b>Knowledge:</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Identify the purpose of informative texts</i></li> <li>• <i>Design a poster/book blurb and make it nteresting to attract the reader and convey complete meaning in fewer words possible</i></li> <li>• <i>Describe and use facts as an important informational piece to create their own writing.</i></li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• <i>Follow the steps of the process approach to plan for writing the paragraph: brainstorming, mind mapping using a variety of graphic organizers, mind mapping, note-taking.</i></li> <li>• <i>Use vocabulary appropriate for a book blurb/poster</i></li> <li>• <i>Structure the text and illustration in an emphatic manner</i></li> </ul>
<p><b>Assessments</b></p> <p><b>Formative Assessments</b>  Quiz students on how they can generate ideas before writing. Students prepare a mindmap and design posters or book blurbs for competition.</p> <p><b>Summative Assessments</b>  Exams and term tests.  Writing competitions.  Specific questions of brainstorming may be given.  Before every writing assignment, students are to be assessed on whether they did any idea generation or not using any method.  Assess whether students have followed guidelines when using a graphic organizer, whether they have used the brainstorming to bring structure to their work (like separating it into paragraphs).</p>	



**Learning Activities**

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

**SNC - ENGLISH (Grade 7) - Suggested Guidelines****Competency A: *Oral Communication Skills***

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

**Student Learning Outcomes:**

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

**Knowledge:**

*Students will:*

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

**Skills:**

*Students will be able to...*

1. Listen to and comprehend different types of texts (fiction/non-fiction/poems) or information presented orally and visually through other media:
  - a. ask and answer grade level questions about key details across comprehension levels (factual, inferential, and evaluative e.g. make predictions, make inferences about the purpose, intention, theme, compare and contrast, categorize and classify, distinguish between cause and effect, draw conclusions, identify different points of view, identify a problem solution relationship etc.).
  - b. Summarize the text orally.
  - c. interpret the text and explain how it contributes to a topic, text, or issue under study
2. Identify and evaluate the credibility of the speaker/source.
3. Listen critically to distinguish fact from opinion.
4. Interpret and critique a speaker's intent/purpose (e.g., to instruct, to inform, to persuade).
5. Explain how the speakers' claim is supported by reasons and evidence.
6. Evaluate a speaker's delivery (pace, volume tone, stress, mood/emotion) from the text and body language.
7. Use knowledge of language and its conventions to:
  - a. recognize and observe differences between the conventions of spoken and written standard English (e.g. simplicity/complexity of sentence structures, formality/informality of register, use of more/fewer first person references).

	<p>8. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly:</p> <ul style="list-style-type: none"> <li>a. follow rules for discussions, set specific goals and deadlines, and define individual roles as needed</li> <li>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</li> <li>c. pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed</li> <li>d. review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing</li> <li>e. respond with suggestions, feedback, and different points of view (e.g. provide positive verbal and non-verbal feedback, give comments/interject when appropriate, agree/disagree appropriately and politely, offer simple evaluative comments on peer performance/presentation etc.)</li> <li>f. use roles of participants in group work effectively (for e.g. know the roles of facilitator, advisor, timekeeper, encourager, writer, speaker in the group).</li> </ul>
<p><b>Assessments</b></p> <p><b>Formative Assessments</b></p> <p>Assign a text or situation to students which is a mix of perspectives, facts, opinions and requires students to think critically and share their own viewpoint.</p> <p>After the students have discussed the text and questions in their small groups, two groups will share ideas with another group. Students will discuss each question and have an exchange of ideas/answers. They will be required to ask questions to get more information from the other</p>	

group (for example, they have mentioned a statistic, where did they get it from?) and students will respectfully answer questions or address comments.

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

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

The groups will be assessed on:

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

### **Summative Assessments**

For the summative assessment, the students will be divided into groups of three or four and will be exposed to on a new listening text/video: The video/text will be played/read two times (this could be once before the questions are introduced and once after the questions are introduced).

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

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

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

## Learning Activities

### Theme: Digital Citizenship/Racial Discrimination

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

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

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

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

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

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

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

- How is the girl being discriminated against in the video?
- Based on this video and your own research/knowledge (for this question, the assumption is that the teacher instructed students to read up or research on these topics beforehand), do you believe that discrimination is a significant problem in the world and in your country? If so, why?
- How is discrimination through cyberbullying shown in this video? How are the characters bullying the girl online?
- Do you think cyberbullying is prevalent in our society? If so, why?
- How do characters in the video help the girl who is a victim of cyberbullying?
- Based on your research/knowledge (the assumption here is that students were asked to conduct research beforehand) what are the different kinds of ways (digital awareness campaigns, online support etc) in which we can help someone who is experiencing cyberbullying?
- Do you know of someone who has been or is being cyberbullied? What did they experience? Did you do something to help this person? What did you do?

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

### **Competency A: Oral Communication Skills (Continued)**

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

#### **Student Learning Outcomes**

Present knowledge/ideas and interact with others using a variety of speaking skills and incorporating essential components of speech delivery

##### **Knowledge:**

*Students will:*

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

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

##### **Skills:**

*Students will be able to individually and collaboratively...*

1. Identify the purpose and audience of speaking and representing, and set goals in the context of assigned or self-selected topics.
2. Present an opinion, sequencing ideas logically, using appropriate facts and relevant descriptive details to support main ideas or themes.
3. Present on a topic or text, sequencing ideas logically, using appropriate facts and relevant descriptive details to support main ideas or themes.
4. Use effective introductions and conclusions
5. Self-adjust planned speech, monitor, and revise speech to adjust and improve speech based on intended purposes and response of the listener immediately after and upon reflection.
6. Use appropriate oral and/ or visual forms (e.g., skits, oral reports) to convey facts, ideas and points of view for different purposes and audiences.
7. Incorporate and maintain in speech:
  - a. use of appropriate voice qualities (e.g. pace, tone, volume, style, stress, and enunciation)
  - b. use of appropriate eye contact and posture while speaking

	<ul style="list-style-type: none"> <li>c. confidence while speaking before different audiences (i.e., small group, class)</li> <li>d. use of appropriate verbal and non-verbal cues to convey meaning</li> <li>e. clear and fluent delivery with accurate pronunciation.</li> <li>f. focus on the gist/main idea in a presentation</li> <li>g. use of appropriate register for formal and informal contexts</li> <li>h. emphasis on key points to guide listeners in following important ideas</li> </ul> <p>8. Use knowledge of language and its conventions to:</p> <ul style="list-style-type: none"> <li>a. choose and use language that expresses ideas precisely and concisely</li> <li>b. speak according to mood and ettiquette.</li> </ul>
<p><b>Assessments</b></p> <p><b>Formative Assessments</b></p> <p>The teacher will dedicate a class for this and two pairs of students will work together. Students will be expected to come prepared with their role play script to do a rehearsal for the other group/pair. Each group will be expected to carefully listen and pay attention to the performance of the other group. They will then be asked to give feedback based on the following criteria (these are examples, the teacher can tweak them around based on their requirements for the class):</p> <ul style="list-style-type: none"> <li>- Appreciate what they liked about the performance.</li> <li>- Have the groups covered all the points mentioned in the guidelines.</li> <li>- Do you think the points covered are presented accurately and researched in depth? If not, what do you think is missing? How do you think they can improve their content?</li> <li>- The speaker's delivery (e.g., Did they say their dialogues properly? Could you feel the expressions of the speaker? Were they loud enough, did they enunciate their words? Was their posture correct? Were they confident enough Etc.).</li> <li>- Did you like how the script was written? (for e.g. did it flow well, were the transitions smooth, did it have a good opening and conclusion etc.).</li> <li>- And any other question that the teacher feels appropriate to add.</li> </ul>	

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

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

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

### **Summative Assessments**

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

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

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



### Learning Activities

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

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

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

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

## Competency B: Reading And Critical Thinking Skills

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

### Student Learning Outcomes

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

#### Knowledge:

*Students will:*

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

#### Skills:

*Students will be able to...*

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

### Assessments

#### Formative Assessments

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

#### Summative Assessments

Reading comprehension test

### Learning Activities

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

### Sample Text-Dependent Questions

- Teacher can ask questions based on text. For example:
- How do paragraphs 4 or 4 contribute to the development of ideas in the text?
- Which detail from the text best supports the character's viewpoint?
- How does the author organize the text?
- What is the author's likely purpose in the text?

### Discussion Questions

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

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

### Student Learning Outcomes

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

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

<p><b>Knowledge:</b>  <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>the purpose of each text type.</i></li> <li>• <i>Present ideas in summary form.</i></li> </ul>	<p><b>Skills:</b>  <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Read and view a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: #             <ul style="list-style-type: none"> <li>a. Poetry (e.g., rhyming poems, haiku, cinquain)</li> </ul> </li> <li>Personal recounts (e.g., diary entries, biographies)</li> <li>Narratives (e.g., fables, historical fiction, scientific fiction)</li> <li>Procedures (e.g., recipes, directions, instruction manuals)</li> <li>Information reports (e.g., project reports, fact sheets)</li> <li>Interpersonal/transactional texts (e.g. informal and formal letter, notices, email, advertisement, interviews)</li> <li>Factual recounts (e.g., eye-witness accounts, newspaper article)</li> <li>Drama (play scripts)</li> <li>Explanations (e.g., how something works)</li> <li>Expositions (e.g., book, movie reviews, arguments)</li> </ul>
<p><b>Assessments</b>            -</p> <p><b>Formative Assessments</b>            Exit ticket, sorting and matching activities, warm-ups, think-pair-share, turn-and-talk, pre/free-writing, response boards, homework, total physical response, sentence starters and graphic organizers, journals, know–want to know–learned (K-W-L), role-play, etc. Traffic light (Red, yellow, green to indicate agreement or understanding). Self- Assessment and peer assessment            Writing competitions in groups.</p> <p><b>Summative Assessments</b>  <b>Class test</b></p>	
<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Reading abridged articles about access to clean water</li> <li>• Drawing conclusions about graphs, charts, and videos about access to clean water</li> <li>• Analyzing and using the language of facts/evidence and opinions/claims</li> <li>• Analyzing and using the language of cause and effect</li> </ul>	

- Identifying and using sequence signal words
- Studying simple present tense statements, and questions with auxiliary and modal verbs

*Students will be able to write a script and create a short video about the challenges to and benefits of access to clean water around the world. They will be able to:*

- Discuss opinions/claims and facts/evidence about clean water access.
- Use cause and effect language to explain the effects of a lack of access to clean water.
- Use cause and effect language to explain the benefits of access to clean water.
- Make linguistic choices (considering discourse, sentence, and word/phrase dimensions) about how to best process and produce language regarding the issue of access to clean water.

*Focus of the video:*

**Goal**—Raise awareness of the global clean water access problem.

**Role**—Advocate for clean water access.

**Audience**—School community on World Water Day (March 22) with an optional fundraising component.

**Situation**—You have been asked to present the challenges to and solutions for those in countries without access to clean water in a PSA.

**Product performance and purpose**—You are writing, appearing in, and designing a PSA to raise awareness in the school community about the world clean water crisis.

*Reflection can be given as Yes/no question checklist*

Teacher can divide class into different groups and allocate one text type to each group to analyse and prepare answers to given questions.

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

### Competency C: Vocabulary and Grammar

<b>Standard 1:</b> Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication.	
<b>Student Learning Outcomes</b> <ul style="list-style-type: none"><li>• Use sentences with direct and indirect objects</li><li>• Identify and differentiate between sentences, clauses and phrases and sentence patterns: SVO- Subject-Verb (transitive)-Object (direct) SVOO – Subject-Verb-Object (indirect)-Object (direct) SVOC- Subject-Verb-Object (direct)-Complement</li><li>• Identify and differentiate between main and subordinate clauses.</li><li>• Identify and construct complex and compound sentences.</li></ul>	
<b>Knowledge:</b> Students will: <ul style="list-style-type: none"><li>• the difference between complex and compound sentences.</li><li>• the structure of a sentence using different patterns as given in SLO.</li></ul>	<b>Skills:</b> <i>Students will be able to...</i> <ul style="list-style-type: none"><li>• write sentences with different structures.</li><li>• write different types of sentences.</li></ul>
<b>Assessment</b> <b>Formative Assessments</b> Use the strategy Write, pair, share. Ask students to do the task individually, then pair up with a partner to correct it and share with whole class as a presentation/poster.  <b>Summative Assessments</b> <ul style="list-style-type: none"><li>• class test</li></ul>	

**Learning Activities**

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

**Competency C: Vocabulary and Grammar (Continued)**

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

**Student Learning Outcomes**

Use prefixes and suffixes to build words that express abstract concepts.

**Knowledge:**

Students will:

- recognise the use of prefixes and suffixes to make new words.

**Skills:**

Students will be able to...

- Write words that express abstract concepts
- Use prefixes and suffixes correctly.
- Identify abstract nouns and then make words.

## **Assessments**

### **Formative Assessments**

The teacher can assess students by calling some volunteers to the front of the class and asking them to describe their previous day or the current day or any activity by using the news words learnt.

Teachers can handout a newspaper article to the students or a short story from a magazine and ask them to circle the words with prefixes/suffixes.

### **Summative Assessments**

Class test of words and their meaning and dictation

#### **• Learning Activities**

- The teacher should prepare a chart to show the meaning of prefixes such as size, quantity, relationship, position or quality.
- Play bingo game or scavenger hunt with prefixes and suffixes. Whoever wins gets a chance to sit with 2 students to teach/clarify the concept to them, hence collaborative learning.
- Students can make a picture book with the new words learnt.
- Students to be given cards. One card has word on it. Another card has meaning. Mix up the cards. Each student gets one card. Then play the game: I have... Who has... to find meaning of the words. Use dictionary for help.
- Teacher will give cards with meanings of prefixes and suffixes, students will find the meanings from dictionary and make new words.



## Competency D: Writing Skills

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

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

**Student Learning Outcomes** Compose texts to express ideas on a variety of genres.

**Knowledge:**

Students will:

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

**Skills:**

*Students will be able to...*

1. Write multiple paragraphs on a single topic (on the given text types), using correct punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft, seeking peer feedback, developing a final draft.
  - a. Use appropriate pronoun-antecedent relationship and transitional devices within a paragraph.
  - b. Use chronological/sequential order of arranging detail.
2. Add adequate supporting detail to the topic sentence (example, definition or evidence) to develop the main idea.

**Assessments**

Writing improves when teachers...

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

**Formative Assessments**

Groups of students check work the of their peer group and give feedback for improvement.

**Summative Assessments**

Term Tests, Quizzes, Exams

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

**Learning Activities**

- After brainstorming and writing the first draft, students use a simple writing checklist to review their work.
- Write a second draft after review.
- The teacher share with students, a list of transitional devices with their purpose and use in writing. Students use transitional devices in their written task
- Cut out strips of events happening in a text. Ask students to rearrange them chronologically. This activity should be done as pre-reading task. After completion of activity they can compare their work with the original text.
- Students complete writing tasks in pairs, groups or individually. They can then role-play their written work, present it, read it aloud, display it in a gallery walk, issue a class magazine of their writings, etc. The writing process should be followed with idea generation happening first, then composing the piece, and lastly reviewing and editing it (in multiple rounds).
- Make the writing topics interesting and relatable for the student and make the environment tolerant to making errors. Encourage students to apply their writing skills in real-world scenarios, for example, by taking part in writing competitions, submitting their writings to publications, writing letters or emails to people, etc.

## SNC - ENGLISH (Grade 8) - Suggested Guidelines

### Competency A: *Listening and Speaking Skills*

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

#### Student Learning Outcomes

- Listen to and comprehend a variety of listening texts individually and through collaborative exercises
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly

#### Knowledge:

*Students will:*

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

#### Skills:

*Students will be able to...*

1. Listen to and comprehend different types of texts (fiction/non-fiction/poems) or information presented orally and visually through other media:
2. Identify and evaluate the credibility of the speaker/source.
3. Listen critically to distinguish fact from opinion
4. Interpret and critique a speaker's intent/purpose (e.g. to instruct, to inform, to persuade)
5. Evaluate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
6. Evaluate a speaker's delivery (pace, volume tone, stress, mood/emotion) from the text and body language.
7. 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"> <li>a. follow rules for discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed</li> <li>b. come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</li> <li>c. pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed</li> <li>d. review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing</li> <li>e. respond with suggestions, feedback, and different points of view (e.g. provide positive verbal and non-verbal feedback, give comments/interject when appropriate, agree/disagree appropriately and politely, offer simple evaluative comments on peer performance/presentation etc.)</li> <li>f. use roles of participants in group work effectively (for e.g. know the roles of facilitator, advisor, timekeeper, encourager, writer, speaker in the group)</li> </ul>
<p><b>Assessments</b></p> <p><b>Formative Assessments</b></p> <p>Students will be exposed to an audio/video about a social issue. Students will be expected to discuss in groups and determine the different kinds of causes (social, political, economic, cultural, religious etc.) and the effects/repercussions this has (emotional, financial, physical, etc.) on the individual and society as a whole.</p> <p>Note: This activity assumes the students know and understand these different parameters. If they do not, the teacher should ensure that students understand how a social phenomenon can have different kinds of causes and different kinds of effects/repercussions. Further the students should also know what the different kinds of causes/effects entail/mean. If the teacher expects them to identify different kinds of causes (e.g. social, political, economic etc.) and effects (emotional, financial etc.) they should have the knowledge to identify those from the text. Go over these</p>	

definitions before the assessment/or in the previous lesson. Teacher can ask students to discuss some of these issues and concerns with family at home to develop a perspective and they may be able to come up with some ideas to class.

If the students do not have this prior knowledge or cannot discuss with family then she can just ask them to outline the different types of causes and effects as given in the listening text in the book.

**Summative Assessments**

Students will listen to an audio/watch a video (conversation, advertisement, story etc.) and answer multiple choice questions (factual, inferential and evaluative) or true/false/doesn't say questions about key ideas/supporting details, facts, opinions, claims etc. mentioned in the text. This will be an individual exercise, however the teacher can change it to a group exercise based on their discretion.

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### **Learning Activities**

In this activity, the teacher will play a video/audio in which the students will listen/see a conversation two people are talking about a new invention (e.g. a car that runs on electricity/water, a new digital gadget or a new smartphone etc.). The two people will talk about what the new invention is and share their opinions and views on the invention (e.g. utility, cost, pros and cons, whether this invention is better than its older version or is the old one preferred).

The students will work in pairs or groups to analyze and discuss the text keeping the following features in mind (these are only examples and the teacher can feel free to include/exclude these questions as deemed fit with the object of the lesson. The teacher can also add her own questions as required:

- Determine the main idea being presented in the conversation. What is happening?
- Distinguish between facts and opinions (e.g. features of the text and the opinion of the two people about the features).
- Distinguish between opinions supported with evidence and reason from those that are not.
- Present their own opinion about the invention. Which person do they agree with more? Or do they agree with both on different fronts? If so, what are those aspects and why do you agree or disagree with them?
- How useful do they think the invention is in our context (keeping in mind the struggles of Pakistan with infrastructure, cost). Justify their answers with reasons/data.
- Identify the audience that this invention will cater to. Who will be left behind? (e.g., People who suffer from financial insecurity, people living in rural areas etc.) How will this impact their lives?
- Is this invention somehow contributing to a larger/global cause? If so, what is it and how is this invention helping that cause (e.g. environmental sustainability, greater access to information, gender equality etc.).
- Does this passage help the reader understand exactly how this invention works? Did you face any confusion? Are there any gaps in the conversation that you would like to discuss?
- What is the tone of the two speakers? Are they passionate/emotional, aggressive, objective etc.
- Determine the credibility of the speaker? Why should we listen to these two speakers' opinions? Does the text state the credibility of the speakers? Can we infer it somehow from the text?

The students will be instructed to take notes while the audio is being played for better recall. To aid this process, the teacher can provide the questions to the students beforehand. If needed, the teacher can provide the guiding sheet to students which gives an outline of the main plot (not a lot of details), so students have something to visually refer to for better recall after the recording has ended.

The students will discuss these questions in pairs/groups of three to four for some time. The teacher will then discuss these questions as a class with them.

### **Competency A: *Listening and Speaking Skills (Continued)***

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

**Student Learning Outcomes**

- Present knowledge/ideas and interact with others using a variety of speaking skills and incorporating essential components of speech delivery
- Use speaking and listening as a method of preparing for written assignments, exploring a wide range of subject matter with precision and effect.
- Explore complex ideas and issues in drama, establishing roles and applying dramatic approaches with confidence.

**Knowledge:**

*Students will:*

*Speak confidently, appropriately with proper etiquette, mood and effect.*

**Skills:**

*Students will be able to individually and collaboratively...*

1. Identify the purpose and audience of speaking and representing, and set goals in the context of assigned or self-selected topics.
2. Present arguments, emphasizing salient points in a focused, coherent manner with valid reasoning and well-chosen details.
3. Use effective introductions and conclusions.
4. Self-adjust planned speech, monitor, and revise speech to adjust and improve speech based on intended purposes and response of the listener immediately after and upon reflection.
5. Use appropriate oral and/ or visual forms (e.g., skits, oral reports) to convey facts, ideas and points of view for different purposes and audiences.
6. Incorporate and maintain in speech:
  - o use of appropriate voice qualities (e.g. pace, tone, volume, style, stress, and enunciation)
  - o use of appropriate eye contact and posture while speaking
  - o confidence while speaking before different audiences (i.e. small group, class)



	<ul style="list-style-type: none"> <li>o use of appropriate verbal and non-verbal cues to convey meaning</li> <li>o clear and fluent delivery with accurate pronunciation.</li> <li>o focus on the gist/main idea in a presentation</li> <li>o use of appropriate register for formal and informal contexts</li> <li>o emphasis on key points to guide listeners in following important ideas</li> </ul> <p>7. Use knowledge of language and its conventions to:</p> <ul style="list-style-type: none"> <li>o choose and use language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</li> </ul> <p>8. Ask and respond to questions of personal interest and general everyday aspects.</p> <p>9. Express needs and requirements by giving reasons.</p> <p>10. Express dissatisfaction, disapproval, and disagreement politely.</p> <p>11. Agree/disagree partially.</p> <p>12. Ask, restate, and simplify directions and instructions.</p> <p>13. Acknowledge others' contributions.</p> <p>14. Identify a problem and propose a solution at an age and grade appropriate level.</p>
<p><b>Assessments</b></p> <p><b>Formative Assessments</b></p> <p>The formative assessment is based on the learning activity mentioned in the template below.</p> <p>Students will do a small presentation before their final debate to present their debate preparation plan/process to the teacher. This exercise can be done in the initial stage of their preparation time, for example, a day or two after the topic is announced or closer to the final presentation. If done in the initial stages, the students will tell the teacher what steps they expect to follow/have planned. If done near the final stages, the students will tell what they have done to prepare.</p>	

In this presentation they will be assessed on the following parameters (the following are only examples, and the teacher can feel free to include, exclude or add questions based on their discretion):

- Clarity on the topic and the arguments the students plan to make.
- What kind of sources will the students use to conduct their research and gather evidence?
- How have the roles been divided amongst group members? Is the division fair with an equal amount of workload on each student in the group.
- Whether the students rehearsed for the debate. How were these rehearsals conducted (frequency, location etc).
- Did they face any problems or conflicts in their group task? If so, how was it resolved?
- Was feedback from the group incorporated in the debate. If so, give an example of the feedback and how it was incorporated.
- Any questions or clarifications that the students had which were resolved through discussion or are still there.

### **Summative Assessments**

This summative assessment is based on the learning activity mentioned below.

Students will present their debate in front of the whole class or a larger audience. They will be assessed on the following parameters (the following are only examples, and the teacher can feel free to include, exclude or add questions based on their discretion):

- Speech delivery (confidence, eye contact, posture, appropriate verbal and non-verbal cues to convey meaning, clear and fluent delivery using correct pronunciation, emphasis on key points etc.).
- Language choice: whether the speaker expressed ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Use of effective introductions and conclusions.
- Quality of the arguments made (well researched, supported by evidence etc.).
- Coherence in presentation of arguments (logical flow and structure).
- Time management.
- Quality of the rebuttals made.
- Whether they incorporated feedback provided by the teacher in the formative assessment exercise (this will be judged from the information presented and feedback given as a result of the formative assessment).

### **Learning Activities**

Students will work in groups of three or four to prepare a debate on a given topic (e.g. Social media has helped improve human contact/communication). One group will be for, and the other group will be against for the given topic. To make the class more interesting the teacher can also assign two to three different topics so each for and against group is working on a different topic for the debate.

To prepare for the debate, students will be expected to (the following are only examples, and the teacher can feel free to include, exclude or add questions based on their discretion):

- Brainstorm ideas and conduct preliminary research.
- Divide roles and areas of research amongst different group members.
- Structure their arguments logically.
- Use appropriate and concise language to convey their ideas.
- Have clear introductions and conclusions.
- Support their claims with evidence (statistics etc).
- Discuss each claim with their team members and get feedback.
- Conduct rehearsals and time themselves.
- Summarize their ideas in the conclusion.
- Brainstorm and apprehend claims from the other side and prepare possible rebuttals.

### **NEWSROOM**

A mock newsroom can be created in the class where groups of students interact in the form of a talk show on a certain topic or current issue. This can be in the same pattern as talk shows aired on Television. However rules of spoken discourse will be followed to ensure that the skills mentioned with the SLO are achieved.

Alternatively they can prepare a reality show and practice it to air in front of large audience in school.

## Competency B: Reading And Critical Thinking Skills

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

### Student Learning Outcomes

- Read a wide range of texts with accuracy, appropriate rate, and variation in voice appropriate for characters and expression in successive readings, both orally and independently.
- Express preferences and opinions openly.

### Knowledge:

Students will:

- learn to read with expression

### Skills:

*Students will be able to...*

- Read a wide range of texts with accuracy and proper expression using voice modulation.
- Identify characters through voice and expression
- Read orally and silently for meaningful purposes
- Express preferences and opinions openly.

### Assessments

-

### Formative Assessments

*Role play*

### Summative Assessments

Written task: students can be asked to change the conclusion/ending of the text with sufficient detail and impact.

- **Learning Activities**

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

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

**Student Learning Outcomes**

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

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

**Knowledge:**

Students will:

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

**Skills:**

*Students will be able to...*

- Analyse paragraphs to identify sentences that show cause and effect relationship
- Analyse paragraphs to identify sentences that show similarities and differences or some evidence to prove the point.

**Assessments**

-

**Formative Assessments**

- Individual task to identify main idea, topic sentence and supporting details.
- Identify the types of supporting details
- Students make their own paragraphs with supporting details that show cause and effect, comparison and contrast. Engage in peer checking and after receiving feedback they edit their paragraphs for final version.
- Students work can be pasted on student board.

**Summative Assessments**

Class test

**Learning Activities**

- Pre-reading strategies of prediction and brainstorming must be conducted on the theme/topic of the text followed by while reading tasks.
- The teacher should elaborate on the concept of cause and effect through a diagrammatic representation to show that cause leads to effect and chain reaction is created. The poster can be pasted in class for future reference.
- Give short paragraphs to students to identify causes of effects through reasons and consequences in the given text. After practicing this on short paragraphs, students work in pairs to do similar task on longer paragraphs which have more implied meaning and abstract concepts.

## Competency C: Vocabulary And Grammar

<b>Standard I:</b> Use vocabulary and structures accurately and appropriately in context to communicate meaning in familiar and unfamiliar settings.	
<b>Student Learning Outcomes</b> Understand and utilize similes, metaphors, personification, imagery, hyperbole, oxymoron, mood, meter, rhyme scheme, alliteration: assonance and consonance given in the text. Use these devices in writing tasks also.	
<b>Knowledge:</b> Students will: <ul style="list-style-type: none"> <li>• <i>recognise figures of speech correctly.</i></li> <li>• <i>Demonstrate knowledge of different figures of speech in their writing.</i></li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Students will be able to...</li> <li>• Differentiate between similes and metaphors</li> <li>• Identify imagery, hyperbole, oxymoron, mood, meter, rhyme scheme, alliteration: assonance and consonance in a poem or prose.</li> <li>• Use <u>similes</u>, metaphors personification and imagery, hyperbole given in the text in their own writing.</li> <li>• Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>• Take dictation of words of familiar and unfamiliar words</li> <li>• Keep a record of words (e.g., word wall, word bank)"</li> </ul>
<b>Assessments</b>  <b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Convert similes into metaphors and vice versa in a piece of text.</li> </ul> <b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• Objective type multiple choice questions text.</li> <li>• Correct the false statements.</li> </ul>	

### **Learning Activities**

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



## Competency D: *Writing Skills*

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

### Student Learning Outcomes

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

### Knowledge:

*Students will:*

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

### Skills:

Students will be able to...

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

## Assessments

### Formative Assessments

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

### Summative Assessments

- Add Colons and commas where necessary in the sentences.

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

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

Teacher should make similar activities as short texts to assess punctuation.

### Learning Activities

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

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

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

#### Knowledge:

*Students will:*

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

#### Skills:

*Students will be able to...*

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

	<ul style="list-style-type: none"> <li>• Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>• Use precise language and competency-specific vocabulary to inform about or explain the topic.</li> </ul>
<p><b>Assessments</b></p> <p><b>Formative Assessments</b> Quiz students on how they can generate ideas before writing.</p> <p><b>Summative Assessments</b> Exams and term tests. Writing competitions. Before every writing assignment, students are to be assessed on whether they did any idea generation or not using any method. Assess whether students have followed guidelines when using a graphic organizer, whether they have used the brainstorming to bring structure to their work (like separating it into paragraphs).</p>	
<p><b>Learning Activities</b></p> <ul style="list-style-type: none"> <li>• Students are to be asked to do brainstorming for all writing that they are assigned. Use note-taking method of creating an outline of the composition.</li> <li>• After generating ideas at random, it is useful to make an outline of the text before writing it. This can be used when the student is not using a graphic organizer for the writing.</li> <li>• Students make an outline in the form of a mind map by branching out separately on the mind map for each paragraph separately. Add some points and details that will necessarily go into a specific paragraph. Give headings on mindmaps for clarity. Utilise prior knowledge of transitional devices and types of supporting detail to prepare the mindmap.</li> <li>• Teacher should decide a topic and divide class into small groups. Assign one paragraph to each group to create a meaningful paragraph.</li> <li>• Followed by this display the paragraphs and each group reads the paragraphs to make corrections and amendments needed.</li> <li>• Later writing task may be done in notebooks in pairs or individually.</li> </ul>	

<b>Standard 2 (continued):</b> <i>Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types.</i>	
<b>Student Learning Outcomes</b> Review and revise written work.	
<b>Knowledge:</b>	<b>Skills:</b> <i>Students will be able to...</i> <ol style="list-style-type: none"> <li>1. Review, revise and proofread a paragraph to ensure that it has a topic sentence, supporting sentences, uses transition words to establish connection, includes an introductory and closing sentence; has correct grammar, spelling and punctuation.</li> </ol>
<b>Assessments</b>  <b>Formative Assessments</b> Students to do a self-check using a writing checklist at the end of their work. The teacher can observe and double-check if they are identifying errors correctly.  <b>Summative Assessments</b> Students to be marked on whether they have used a checklist to review their work and edit it after review. Marks to be given on the use of this checklist, and whether the use was correct or not.	
<b>Learning Activities</b> After brainstorming and writing a first draft, students to use a simple writing checklist to review their work. Write a second draft after review.	

### Glossary of Terms

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

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

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

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



<b>Compound sentence</b>	Formed by joining two main clauses with a connective. The two clauses can stand on their own as sentences. For example, 'I like dogs, but my friend likes cats'.
<b>Compound word</b>	A combination of two or more individual words that have a single meaning. For example, 'football', 'timetable', 'sunflower'.
<b>Compounding</b>	Joining two or more root words without using affixes, e.g., blackbird, bookstore.
<b>Concrete noun</b>	Something you can touch. For example, 'bed', 'pencil', 'cat'. Can be common nouns, or proper nouns that need a capital letter. For example, 'Mr Bilal', 'Mayfair Tower'.
<b>Conjunction</b>	A type of connective that joins clauses. Co-ordinating conjunctions include 'and', 'but' and 'so'. Subordinating conjunctions include 'because', 'if' and 'until'. See also subordinating clause.
<b>Connective</b>	Any word which joins two bits of text.
<b>Connotation</b>	Overtone or suggestions of additional meaning that a word gains from the context in which it is used. It usually refers to implied or non-literal meaning.
<b>Consonant</b>	Any letter of the alphabet other than the vowels (a, e, i, o, u).
<b>Contracted form</b>	Short words made by putting two words together and omitting some letters, which are replaced by an apostrophe. For example, 'did not' is contracted to 'didn't'
<b>Contraction</b>	The reduction of a linguistic form and, often, its combination with another form (e.g., I will ➡ I'll; they are ➡ they're; did not ➡ didn't).
<b>Co-ordinating conjunction</b>	A conjunction which joins two main clauses to create a compound sentence (for, and, nor, but, or, yet, so).

<b>Co-ordination</b>	The joining of clauses in a way that gives each one equal importance. For example, 'I am seven and my friend is eight'.
<b>CVC</b>	CVC – acronym for consonant vowel consonant words such as d 'd-o-g'.
<b>Cyber wellness</b>	The positive well-being of internet users, involving issues associated with ethical and legal as well as safe and responsible use of information and communication technology (ICT).
<b>Dash</b>	Used in a similar way to brackets or parentheses to set information apart in a sentence. For example, 'My three friends – Nida, Afshan and Bushra –are coming to my house for tea'.
<b>Definite article</b>	See article.
<b>Determiner</b>	A word that introduces a noun and identifies it in detail. This may be a definite or indefinite article (a, an, the), a demonstrative (this, that), possessive (your, my), a quantifier (some, many) or a number (six, ten, half).
<b>Digraph</b>	A sound (phoneme) represented by two letters (grapheme). For example, ship starts with the <sh> consonant digraph, and road contains the <oa> vowel digraph.
<b>Diphthong</b>	Speech sound beginning with one vowel sound and moving to another vowel sound within the same syllable. For example, / ɔɪ / in the word <i>boy</i> .
<b>Direct speech</b>	A sentence where the exact words spoken are represented and shown in speech marks (also known as inverted commas). ("Tidy your room, please," said Mum).
<b>Discourse marker</b>	<p>A word, phrase or clause that signals links or boundaries between parts of a text, beyond the level of a sentence, e.g.,</p> <p>A: <b>But then</b> he would be late.</p> <p>B: <b>Well</b>, what if he is?</p> <p>A: <b>To be frank</b>, I don't care.</p>

<b>Domain-specific words and phrases</b>	Vocabulary specific to a particular field of study (domain), such as the human body.
<b>Editing</b>	<p>The process of engaging students in activities that require correction of discrete language errors in their writing, such as errors in grammar, vocabulary, sentence structure and spelling.</p> <p>A part of writing and preparing presentations concerned chiefly with improving the clarity, organization, concision, and correctness of expression relative to task, purpose, and audience; compared to revising, a smaller-scale activity often associated with surface aspects of a text; see also revising, rewriting.</p>
<b>Ellipsis ...</b>	Three dots which are used to show missing words or to create a pause for effect. For example, 'So...tell me what happened'.
<b>Embedded clause</b>	A clause used in the middle of another clause. It is usually marked by commas. For example, 'The man, walking along with his dog, whistled a tune to himself'.
<b>Emergent reader texts</b>	Texts consisting of short sentences comprised of learned sight words and CVC words; may also include rebuses to represent words that cannot yet be decoded or recognized; see also <i>rebus</i> .
<b>Etymology</b>	The origin of words and how they have changed over time. Knowing the etymology of some words can help student to spell them, for example knowing that words with 'ch' pronounced 'sh' are often of French origin (e.g. machine, chef, brochure).
<b>Evidence</b>	Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.
<b>Exclamation</b>	A sentence which expresses surprise or wonder and ends with an exclamation mark in place of a full stop. Begins with the words 'how' or 'what' and must also contain a verb. For example, 'What big eyes you have, Grandma!' or 'How cold it is today!'

<b>Exclamation mark !</b>	A punctuation mark used at the end of an exclamation - for example, 'What a fantastic day we have had!' It can also be used at the end of a statement or command to show something has been said with feeling or emotion, for example, 'That was a really scary film!' or 'Stop hitting your brother!'
<b>Exclamative statement</b>	See exclamation.
<b>Explicit instruction</b>	Instruction which involves the teacher modelling and providing explanations of the specific strategies students are learning, giving guided practice and feedback on the use of the strategies, and promoting independent practice to apply the strategies.
<b>First person</b>	A sentence is written in the first person if it is written from the point of view of the subject – in other words, using the pronouns 'I' or 'we'.
<b>Fluency</b>	<p>A term used to describe oral proficiency or reading level, including automaticity in the rate of comprehension.</p> <p>In writing, it describes a level of proficiency in terms of the ability to produce language with ease.</p>
<b>Focused question</b>	A query narrowly tailored to task, purpose, and audience, as in a research query that is sufficiently precise to allow a student to achieve adequate specificity and depth within the time and format constraints.
<b>Formal assessment</b>	<p>Timed tests in a structured setting, usually conducted in the middle and/or at the end of the school year. Students' performance in formally assessed tasks will count towards the award of marks</p> <p>and grades. Assessment criteria for such assessments have to be made known to students.</p>
<b>Formal English</b>	See <i>Standard English</i>
<b>Formal speech</b>	A type of speech or writing used in formal, 'serious' texts and situations. Student in primary school start to be taught the difference between the language we use when speaking informally (for example, to our friends) and the language we may use for a formal text, such as a letter of complaint.

<b>Formative feedback</b>	<p>Information that provides students with direct and useful insight into how and how much they have learned, and the directions they must take to develop further or improve.</p> <p>In teaching, it is the ongoing evaluation of teaching conducted by the teacher to improve curriculum and instructional planning.</p>
<b>Freewriting</b>	A type of writing for idea generation and expression in which students write freely about a topic. The goal is to write without worrying about grammatical accuracy in order to develop fluency in writing.
<b>Fronted adverbial</b>	Words or phrases used at the beginning of a sentence, used like adverbs to describe the action that follows. For example, 'With a happy smile, she skipped into the room'.
<b>Full stop</b>	A punctuation mark used to demarcate the end of a statement or command.
<b>Functions of language</b>	Language is often described as having the following major functions: a descriptive function, a social function, an expressive function and a textual function (i.e., for creating written and spoken texts).
<b>Future tense</b>	A verb tense which describes actions that are going to take place in the future. Often uses the modal auxiliary verb 'will'. For example, 'Tomorrow I will do the shopping'.
<b>General academic words and phrases</b>	Vocabulary common to written texts but not commonly a part of speech
<b>Genres</b>	<p>Distinctive and recognisable patterns and norms of text organisation and structure. Texts of different genres present different ways of communicating ideas and information so as to address a variety of purposes, the needs of different audiences and contexts, e.g., sports writing, crime fiction.</p> <p>In the study of literature or literary texts, the term <i>genres</i> refers specifically to the common classifications of texts, e.g., <i>prose</i>, <i>poetry</i> and <i>drama</i>.</p>

<b>GPC</b>	Stands for grapheme-phoneme-correspondence and refers to the way that sounds heard in words are written down. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.
<b>Grammar</b>	The rules that cover spoken and written language.
<b>Grapheme</b>	<p>Spelling of a sound in a word. In other words it is a way of writing down a phoneme.</p> <p>1-4 letter graphemes can represent 1 sound.</p> <p>e.g. 'h' in 'hat' is a one-letter spelling; 'sh' in 'ship' is a two-letter spelling; 'igh' in 'night' is a three- letter spelling and 'ough' in 'through' is a four-letter spelling.</p> <p>Here is an example of a 1 letter grapheme: c a t. The sounds /k/ is represented by the letter 'c'.</p> <p>Here is an example of a 2 letter grapheme: l ea f. The sound /ee/ is represented by the letters 'e a'.</p> <p>Here is a 3 letter grapheme: n igh t. The sound /ie/ is represented by the letters 'i g h'.</p> <p>Here is a 4 letter grapheme: th r ough. The sound /oo/ is represented by the letters 'o u g h'.</p> <p>Some sounds (phonemes) can be spelled by different graphemes (spellings) e.g.:</p> <ul style="list-style-type: none"> <li>-the sound /k/ can be spelled 'c, k or ck'</li> <li>-the sound /ee/ can be spelled 'ee, ea, ie, ei, e, e-e, etc'</li> </ul>
<b>High progress learners</b>	Students who can work more independently and can be challenged to engage in tasks and processes that require the application of sophisticated skills, including higher-order thinking skills and critical analysis. These students may have a stronger grasp of language skills and can attain mastery of complex language concepts and skills more quickly than their peers.
<b>Homonym</b>	A word that is identical in form with another word, either in sound (as a homophone) or in spelling (as a homograph), or in both, but differs from it in meaning: days / daze, or lead (guide) / lead (metal), or pitch (throw) / pitch (tar). Identity of form between two or more words is known as homonymy.
<b>Homophone</b>	Words that sound the same but have different meanings. Some have different spellings and meanings but sound the same - for example, 'there/their/they're'; some are spelt the same but have different meanings - for example, 'fair' ('Let's go to the fair!/'That's not fair').

<b>Hyphen -</b>	A punctuation mark used to link and join words, and often used to reduce ambiguity in sentences: for example twenty-seven, brother-in-law, man-eating, long-legged.
<b>Hyponym</b>	A word whose meaning is a specific instance of a more general word (e.g., red, white, blue, etc., are hyponyms of colour).
<b>Idiom</b>	A phrase or grammatical construction whose meaning is not equivalent to that of its component words, e.g., <i>follow suit</i> , <i>flat broke</i> .
<b>Imagery</b>	The use of words and phrases to create a picture or an idea of something. Imagery (or “images” taken collectively) usually appeals to the five senses.
<b>Imperative verb</b>	A verb that stands alone without a subject noun or pronoun in a command.
<b>Indefinite article</b>	See article.
<b>Independent(ly)</b>	A student performance done without <i>scaffolding</i> from a teacher, other adult, or peer; in the Standards, often paired with <i>proficient(ly)</i> to suggest a successful student performance done without <i>scaffolding</i> ; in the Reading standards, the act of reading a text without scaffolding, as in an assessment; see also <i>proficient(ly)</i> , <i>scaffolding</i> .
<b>Indirect speech</b>	A sentence where the main points of what someone has said are reported without actually writing the speech out in full. Speech marks are not used. For example, ‘Mum told us to tidy our rooms’.
<b>Informal assessment</b>	<p>Evaluation of students’ learning and/or performance that does not contribute to the award of marks and grades but serves assessment for learning purposes, i.e., to provide useful and immediate feedback to students for improving learning, and to the teacher for determining what more to follow up with students and how to improve teaching.</p> <p>Informal assessment is part of classroom routines and learning activities. Inventories, checklists, rating scales and rubrics are used in place of prescribed or standardised criteria for scoring. Examples of informal assessment modes are observations, performance and portfolio assessments, peer and self-evaluation, and teacher-student conferencing.</p>
<b>Informal speech</b>	See formal speech.

<b>Information and Communication Technology (ICT)</b>	A range of technologies for gathering, storing, retrieving, processing, analysing, and transmitting information. Examples of such technologies are computers, handheld devices, and the Internet.
<b>Information literacy</b>	The ability to access and evaluate information from different sources, and use it meaningfully and effectively.
<b>Informational/ functional texts</b>	<p>Writing about real people, places and events, largely giving factual information to readers. Writers can shape the information according to their purpose and viewpoint, to meet the needs of their audience or the context.</p> <p>Reports, biographies and news articles are examples of informational/functional texts.</p>
<b>Inverted commas</b>	Punctuation marks used to demarcate direct speech in a sentence. Also known as speech marks.
<b>Learning outcome</b>	<p>An expected attainment target to be achieved as a result of teacher instruction. It specifies the desired result or output; not the input (e.g., content and methods). The key question it addresses is: What will students know and be able to do as a result of instruction?</p> <p>To determine if outcomes have been attained or achieved, students are expected to demonstrate mastery of basic language skills, learner strategies, attitudes and behaviour, and items and structures, which can be measured through informal or formal assessment tasks.</p>
<b>Literary techniques</b>	Specific, deliberate constructions, choices of language or strategies which a writer uses to convey, reinforce and enhance meaning in literary writing (e.g., use of direct speech, twist-in-the-tale).
<b>Literary texts</b>	Texts that relate an event, a series of events or a story. A literary text can be imaginary, as in a short story.
<b>Low progress learners</b>	Students who require more scaffolding in their learning of language skills. These students may not be equipped with an adequate language background or prior knowledge needed for the completion of tasks and so need more time than their peers in attaining understanding and mastery of the skills.



<b>Organisational structure</b>	Different types of texts are characterised by the way information is sequenced and organised and this structure creates the coherence in a text
<b>Main clause</b>	The leading clause in a sentence which indicates the main subject and action of the sentence. It stands alone without any additional clauses. For example, 'Even though the weather is bad, I will still go for a walk'.
<b>Media literacy</b>	The ability to access, analyse, evaluate and create information in a variety of forms and media.
<b>Meronym</b>	A word that names a part of a larger whole (e.g., 'steering wheel' is part of a 'car').
<b>Metacognition</b>	Knowledge of the cognitive processes used in learning, including planning, monitoring and evaluating the learning before, during and after it has occurred, so as to make decisions about what to focus on, refine or repair to achieve learning progress or to respond to different learning problems
<b>Modal verb</b>	A special verb which affects the other verbs in the sentence by showing obligation (e.g. 'You should do your homework'), possibility (e.g. 'I might have pizza for tea'), ability (e.g. 'You can ride a bike now') or permission (e.g. 'You may go out now').
<b>More sustained research project</b>	An investigation intended to address a relatively expansive query using several sources over an extended period of time, as in a few weeks of instructional time
<b>Morphology</b>	The study of words, how they are formed and their relationship to other words in the same language. It analyses the structure of words and parts of words, such as stems, root words, prefixes, and suffixes. An understanding of morphology can help students with spelling strategies, e.g. knowing that 'medicine', 'medical' and 'paramedic' all share a common root.
<b>Multimedia</b>	Use of text, audio, graphics, animation and/ or video to represent information and ideas in more than one form.

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

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

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

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

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

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

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



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

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

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

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

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

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

## Glossary of Terms

### For Whom

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

### Basis of Selection

These terms are taken from:

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