

SINGLE NATIONAL CURRICULUM

ENGLISH

GRADE I-V 2020

ONE NATION, ONE CURRICULUM



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

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

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CHAPTER

01 INTRODUCTION

1.1. Vision for the Review of English Curriculum

English Language learning has always been considered an important skill when it comes to **education at all levels**; individual development, international communication and making better career choices. It is important to teach language learners to communicate their ideas in an effective manner both orally and in written form. Reading, in particular, helps broaden the horizons of students by exposing them to a wide range of cultural, emotional, intellectual and social situations or content, which can act as a foundation for building a more tolerant and multi-cultural society. Keeping this in mind, the National Curriculum for English Language 2006 was reviewed in multiple phases in order to bring it at par with the changing demands of both local and global requirements. The first review took place at the Islamabad Capital Territory (ICT) level in 2017 with a view to update the curriculum for the schools in ICT. In 2019, a subsequent review was conducted in line with the present government's vision for the elaboration of a Single National Curriculum (SNC) for all streams of education in the country.

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

Themes and sub-themes that promote values of peace and social cohesion are enhanced in the English Curriculum. These cover ideological attributes such as islamic and other religious values, patience, tolerance, respect for self and others, respect for Pakistani and international values, conflict resolution, equity between groups and nations, making friends, sharing, learning to live together in an extended society and trans-culturally at the national level. Two key concepts explicitly built into the curriculum and as a result will be included in the textbooks, are 'education for sustainable development (ESD)' and 'global citizenship education'. The idea behind both of these concepts is to empower learners of all ages to become proactive contributors to a fair, peaceful, tolerant, inclusive and sustainable world. In compliance with the United Nation's Sustainable Development Goals, especially SDG 4.7¹, certain values were highlighted in the curriculum under the themes and sub-themes for different classes including global citizenship, sustainable development, gender equality, diversity of cultures, languages and religions, countering terrorism, avoiding social evils (plagiarism, falsification, aggression, deception, greed, violent protests, etc.) and propagating sports and adventure.

In the Curriculum for English Language 2006, an entire competency (Competency 5) had been devoted to the development of 'appropriate ethical and social development', which envisaged that "all students will develop ethical and social values relevant to a

¹By 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.

multicultural, civilized society". As part of the current review the competency has been further augmented.

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

During the review of the Curriculum 2006, the following areas were enhanced:

- A new progression matrix was added where the progress within the Student Learning Outcomes of the curriculum for Class I-V can be seen at a glance.
- Sample listening, speaking, reading and writing rubrics were developed and included as the suggested methods of assessment for all four skills. For the first time, the assessment of these skills was made a part of the National Curriculum. This was introduced in the textbooks but is yet to be introduced in the assessment system.
- A rubric on editing and notebook checking was added to guide and facilitate the teacher.
- Some new teaching strategies were suggested as well e.g. think-pair-share, jigsaw reading, look-say-cover-write-check and concept mapping.
- Assessment of the affective domain was added, as the development of this learning domain is pertinent in the changing times and has always been emphasized by parents, teachers, principals and policy makers.
- Some guidelines for textbook/ content writers were added.
- Some English-teaching web-based resources were included to support teachers.

The revised English curriculum 2020 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 local and global levels. The curriculum is multidimensional and incorporates all components of language, i.e., phonology, grammar, lexis, discourse, language functions and skills.

1.2. Statement of Philosophy

For the majority of Pakistani students, learning English language is rarely a subconscious process. Learners have few opportunities to absorb the language from their environment to acquire a natural feel for appropriate linguistic structure, i.e. vocabulary and style in varied contexts of use, both in academic and social settings. Hence, it is not the students who lack the capacity to learn but the environment, at least in an academic setting, whose capacity needs to be built up. Learners have to be provided with formal opportunities to learn the language in an instructional setting through implementation of a well thought-out and organized curriculum. The current curriculum aims to serve as a guide for teachers, learners, textbook developers, assessors and anyone else interested in benefitting from it. It is recognized that the instructional settings vary greatly in Pakistan in terms of teachers' background and proficiency in English: students' background and opportunities for exposure and/or use of English at home and in the community outside the school and classroom. Similarly, the resources available for teaching and learning of English also vary to a great extent. However, it is hoped 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 all children in Pakistan.

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

To rectify the relatively narrow focus on building learners' listening and speaking skills in the previous curriculum, the Single National Curriculum 2020, for English emphasizes the development of these skills through interactive teaching and learning practices in the classroom. The resultant listening and speaking skills acquired, spanning the use of English language in a range of contexts, would then be tested through the inclusion of test items embedded in the examination and assessment system. This will give learners the opportunity to be exposed to English language as it is spoken around them, in media and in 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.

The curriculum places emphasis on the understanding and use of the English language in different academic and social contexts. Such an approach acknowledges, on one hand, the importance of teaching knowledge about the language system; and on the other hand, it moves a step forward to emphasize the appropriate use of that knowledge so that students' ability to communicate in real life situations is enhanced and made effective for various purposes.

1.3. Process of Curriculum Development

The collective experiences of English language curriculum developers and teachers, particularly those from within the public sector schooling system, point at the need for prioritising development of the following competencies in learners:

- Oral Communication Skills (listening and speaking)
- Reading and Critical Thinking Skills
- Formal and Lexical Aspects of Language
- Writing Skills
- Appropriate Ethical and Social Development

For developing the existing curriculum, firstly the language needs of grade I-V students were considered. With these needs as the starting point, competencies and standards for learning were developed. In the next stage, benchmarks were identified based on competencies and standards for learning defined earlier. Finally, 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, creation and evaluation. This will nurture the ability of reasoning, problem solving, critical thinking and creativity.

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

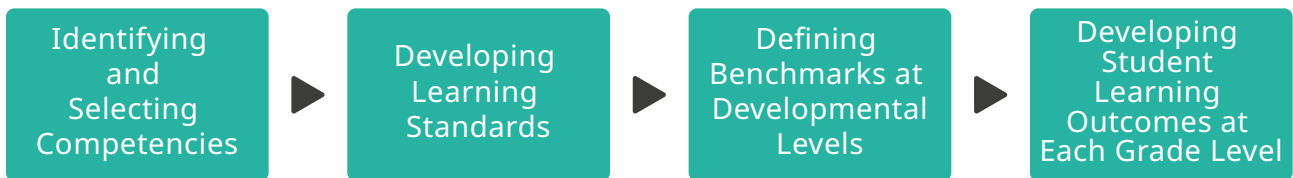


Figure1. Curriculum Development Process

1.4. Organization of the Curriculum Framework Class I-V

In terms of the curriculum, education from grade I-V forms an integral whole. The framework has been formulated, keeping in mind the ultimate requirement of students' academic, social and individual language needs. It is very important that curriculum content is relevant to the age and intellectual level of learners.

Grade	Development Levels
I - II	At this level, young learners are introduced to short and formulaic language expressions to develop readiness for subsequent learning. This would steer them towards becoming autonomous language learners. The activities at this level are play-based and interactive. It is important to develop their oral vocabulary as well as their ability to understand and use grammatical structures including various types of words at this stage. All four integrated language skills are developed with a special focus on listening and speaking.
III - V	At this level, the learners are introduced to the various forms and functions of language, equipping them with the skills required to handle knowledge and information appropriate for their age. The learners acquire initial content knowledge and develop skills and understanding to build a foundation for later studies. They also acquire a logical and critical approach to deal with varying ideas and abstractions for which the content material has to be well structured. They deal with more challenging materials in all four integrated language skills, widening their vocabulary and improving their communication skills, grammar and comprehension skills.

CHAPTER

02

COMPETENCIES, STANDARDS,
BENCHMARKS AND STUDENT
LEARNING OUTCOMES

2.1. Competency

A competency is defined as a key learning area that involves applied skills and knowledge enabling learners to successfully perform in educational, professional and other contexts of life.

2.2. Standards

The standards define the competency by specifying broadly, the knowledge, skills and attitudes to be acquired by students in a particular key learning area during the first five years of schooling.

2.3. Benchmarks

The benchmarks further elaborate the expectations about what learners know under each standard, indicating what the students will accomplish at each of the developmental levels in order to meet the standards. These provide at a glance the continuum of the English language learning e.g. benchmarks for grade I and II define what the students will be able to do by the end of grade II.

2.4. Student Learning Outcomes (SLOs)

These are built upon the descriptions of the benchmarks and describe (in key points) what students will accomplish at the end of each unit. Most SLOs progress and develop across grades. Each skill is revisited, revised and reinforced. It is important to remember that SLOs within a competency or across competencies overlap and are interrelated; progress towards one outcome is often dependent upon progress towards another e.g. writing skills are reinforced through reading and comprehension and vice versa.

Cumulative SLOs for a particular grade specify what the students will be able to do at the end of the academic year. Each outcome is realistic, observable, achievable and measurable. Some of the SLOs might not be tested in the centralized annual examination due to constraints, but considering their importance these have been incorporated and are to be tested during formative assessments in the classroom throughout the academic year.

The SLOs of the key learning areas in English language, contribute significantly to lifelong learning. The aim is to help students achieve these outcomes through extended engagement with text and language, and by developing a variety of literacy practices over the years of compulsory schooling. To attain a spiral build-up, all the elements in each standard are introduced, focused, revised and reinforced.

In this document, competencies, standards, and benchmarks are coded for easy use.	
C	Competency
C1 -C5	Subsequent number of competencies
S	Standard
S1 -S3	Subsequent number of standards in each competency
BM	Benchmark
BM1 - BM4	Subsequent number of benchmarks at each development level
Example of coding C1 S2 BM3	Competency 1, Standard 2, Benchmark 3

2.5. Competencies in English Language

The curriculum defines five competencies and a total of eight standards for key learning areas of English language. The fifth competency specifies what needs to be done to impart personal social, ethical and emotional development in the students through the texts and lessons they are taught in class. This competency is embedded in the other four competencies through the selection of appropriate texts and activities.

Competencies and their standards:

Competency 1: Oral Communication Skills (Listening and Speaking)	Standards 1, 2
Competency 2: Reading and Critical Thinking Skills	Standards 1, 2
Competency 3: Formal and Lexical Aspects of Language	Standards 1, 2
Competency 4: Writing Skills	Standard 1
Competency 5: Appropriate Ethical and Social Development	Standard 1

The order in which the standards are listed does not indicate their relative importance. All are inter-related and equally important.

2.6. Rationale for Competencies and Standards

Competency 1: Oral Communication Skills (Listening and Speaking) – Standards 1, 2 (C1, S1, S2)

Standard 1: Students understand and articulate widely acceptable pronunciation, stress and intonation patterns of English language for improved communication.

Standard 2: Students use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.

Rationale

Oral communication is a two-way process based on listening and speaking skills; its purpose is to acquire information or knowledge, or to express a point of view, an idea, an emotion or a belief. Therefore, it is essential to use appropriate language expressions to orally communicate with others. The expression, i.e. the form of language that is used, is determined by the level of formality of a situation, the type of message to be communicated, as well as the relationship of the addresser and addressee. It is essential that the students are taught the correct conventions of expression for English language in different settings so that they use language appropriately, according to the occasion and audience. It is important to help learners differentiate between the rules of communication of written and spoken English.

Competency 2: Reading and Critical Thinking Skills – Standards 1, 2, (C2, S1, S2)

Standard 1: Students discover, understand and engage with a variety of text types through tasks, which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.

Standard 2: Students read and analyse literary text to seek information, ideas, and enjoyment and to relate their own experiences to those of common humanity as depicted in literature.

Rationale

Reading is an individual exercise; we interact with the text, using prior knowledge of the world to create meaning and understanding. The reading speed and comprehension level can be improved through strategies suitable for the purpose of the reading and the type of text being read. The aim should be to use the text to teach reading, and not reading to teach text. Written texts that deal with common human experiences, contemporary information and various social, economic, environmental or other issues are proposed as the context for the learning processes, skills and strategies, but the approach of the curriculum goes beyond reading. The reading component serves as a springboard for the development of integrated language skills, and for enhancing cognitive and affective domains enabling the students to think critically and creatively. They should be able to do problem solving, participate in collaborative learning and to show empathy. The aim is not to teach advanced literary appreciation skills, but the acquisition of language skills through activities and exercises based on these texts.

Texts should be chosen carefully, ensuring that themes highlighted by competency 5 – appropriate ethical and social development – are covered across the board in English language textbooks. For example, *themes of cultural diversity, sustainable development, human rights, gender equality and global citizenship* should feature in textbooks recurrently. All reading material in the textbook should require learners to work at the level slightly above their respective ability, only then will they be stimulated enough to stretch themselves cognitively.

Additionally, the reading texts should comprise a variety of text types, e.g. interpersonal and transactional, descriptive, narrative, expository and argumentative, with literary texts also included.

Competency 3: Formal and Lexical Aspects of Language – Standards 1, 2 (C3, S1, S2)

Standard 1: Students enhance their vocabulary for effective communication.

Standard 2: Students understand punctuation, syntax, grammatical functions, rules and application for developing accuracy in their spoken and written communication.

Rationale

Formal aspects of a language i.e. lexis and grammar are the tools for oral and written communication. These tools would be ineffective if they are not supported by sufficient vocabulary to aid expression. Grammatical exercises combined with vocabulary development are of immense importance as natural preparations for oral and written production of language. Correct grammar, appropriate vocabulary, and cohesive and coherent written composition are integral parts of a whole, hence, equally important.

Competency 4: Writing Skills – Standards 1 (C4, S1)

Standard 1: Students produce academic, transactional and creative writing that is fluent³, accurate, focused, and purposeful and shows an insight into the writing process.

Rationale

Writing is a complex communicative activity; at the time a student is searching for vocabulary to express a thought, his/her mind might race ahead to another idea and the new insight may contradict the original idea. Students should be taught to take into account the purpose of writing, as well as, the audience for the written piece. In order to present a well-written text, it is essential that students view writing as a process and are taught to approach their writing deliberately in three stages. In the first stage, a topic/text is chosen, narrowed down, ideas generated, gathered and then organized using pre writing strategies (i.e. mind maps, brain storming, graphic organizers and listing etc.). In the second stage of drafting, the ideas are converted into sentences and paragraphs. In the third stage of revising, the ideas are organized and clarified. The final draft is edited for errors and omissions to improve its style.

Competency 5: Appropriate Ethical and Social Development (C5, S1)

Standard 1: Students develop ethical and social attributes and values relevant to a multicultural and civilized society.

Rationale

The world is increasingly becoming a global village with people of different languages and cultures coming in frequent contact both at intra and international levels. The students should be familiarised with the topics of sustainable lifestyle choices, safety and security, peace and tolerance, environmental awareness and inter-connectedness if they are to become responsible and productive members of the society. The content taught to the students must be carefully selected to cover all these topics effectively, building upon what has been taught year after year as learners progress to higher grades. The United Nations introduced Sustainable Development Goals (SDGs) in 2015 and its SDG target 4.7⁴ particularly stresses the importance of instilling values and attributes in children that will help them become self-aware, tolerant, mindful, thinking beings who can be productive global citizens.

The content should provide a realistic and diverse learning exposure, and serve as an important mode for developing a personal worldview. Texts that reflect multiple perspectives and diverse communities create awareness about contemporary ideas, issues and themes; inculcate ethical and social attributes and values (tolerance, sustainable living and social cohesion) that are mandatory for individuals to acquire in order to thrive in a multicultural and tolerant society. This competency focuses on:

1. Recognizing and practicing values and attributes, such as an awareness of the environment, a willingness to make sustainable lifestyle choices, being tolerant with a view towards social cohesion and appreciation of diversity, taking steps towards greater inter-connectedness with the world, understanding of personal safety and security, and an inclination towards collaboration, teamwork and peace.

³Writing fluency refers to a student's ability to write with a natural flow and rhythm. Fluent writers use grade-appropriate word patterns, vocabulary and content.

⁴By 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.

2. Developing and portraying through actions, a sense of importance of individual worth; simultaneously, valuing diversity and equality among people. To meet this standard, a wide range of methods can be employed, some of which include teaching from a variety of texts that address these topics, telling stories, sharing fact-sheets and case scenarios, role play and enactment of various themes, assembly presentations and school level activities. These can help students develop valuable life skills, morals and values that will enable them to thrive as individuals in the society.
3. Understanding and evaluating contemporary issues related to social, emotional, economic and scientific development in order to participate in the global society as conscious and thinking individuals.

C1: Oral Communication Skills (Listening and Speaking)

Standard - 1	Students understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication. (C1,S1)	
BM 1	Grade I - II	Grade III - V
	Recognize and articulate the basic sounds and sound patterns of English language at word and sentence level.	Recognize and articulate sound patterns and stress in words, and basic intonation patterns in statements and questions as they occur in classroom texts.

Standard - 2	Students use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings. (C1, S2)	
BM 1	Grade I - II	Grade III - V
	Use some formulaic expressions for basic routine greetings and social courtesies for oral interaction in class and school environment.	Use linguistic expressions to communicate appropriately for functions and co-functions of opinions, apologies, requests and instructions in class and school environment.
BM 2	Demonstrate through recitation of poems and "show-and-tell" activities, the social and academic conventions and dynamics to communicate information and ideas.	Demonstrate through role plays, discussions, conversations, the social and academic conventions and dynamics to communicate information and ideas.

C2: Reading and Critical Thinking Skills

Standard - 1	Students discover, understand and engage with a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment (C2, S1).	
BM 1	Grade I - II	Grade III - V
	Use reading readiness strategies and recognize words and sentences as meaningful units of expression. Identify and articulate digraphs. Recognize paragraphs as graphical units of expression.	Identify and articulate digraphs, tri-graphs, silent letters and inflections in words. Comprehend words, sentences and paragraphs as meaningful units of expression.
BM 2	Locate information from a visual cue or a graphic organizer and express the information verbally.	Comprehend information from a visual cue or a graphic organizer to describe positions, directions, events, sequences, and to show comparison and contrast.
BM 3	Identify factual information. Apply reading comprehension and thinking strategies.	Interpret factual information, new processes and procedures, personal, school and public related information, applying reading comprehension and thinking strategies.
BM 4	Gather and locate information for specific purposes using various aids and study skills.	Gather and use information for a variety of purposes using various aids and study skills.

Standard - 2	Students read and analyse literary text to seek information, ideas, and enjoyment and to relate their own experiences to those of common humanity as depicted in literature. (C2, S2)	
BM 1	Grade I - II	Grade III - V
	Recall stories and nursery rhymes. Express personal reactions to characters, events and morals.	Describe basic elements of stories and simple poems. Express personal preferences giving reasons.

C3: Formal and Lexical Aspects of Language

Standard - 1 Vocabulary	Students enhance their vocabulary for meaningful and effective communication (C3, S1)	
BM 1	Grade I - II	Grade III - V
	Recognize and use naming, action and describing words with correct spelling, rhymes, common phrases and formulaic expressions from immediate surroundings.	Build vocabulary through simple affixes, compound words, converting parts of speech, and classifying words into different categories. Use vocabulary with correct spelling from the textbooks, extended environment and media.

Standard – 2 Grammar and Structure	Students understand punctuation, syntax, grammatical functions, rules and application for developing accuracy in their spoken and written communication in formal and informal settings and contexts (C3, S2)	
BM 1	Grade I - II	Grade III - V
	Recognize grammatical functions of some parts of speech and use them for spoken and written purposes.	Recognize grammatical functions of selected parts of speech, limited concepts of time, tense and aspect, and use them for spoken and written purposes.
BM 2	Recognize and use punctuation such as; full stop, question mark, exclamation mark, comma and capitalization to read and write simple sentences.	Recognize and use punctuation including the use of hyphen, comma and colon to read and write lists and simple paragraphs.
BM 3	Use and respond to simple commands, requests and questions verbally and non-verbally	Recognize and use different types of sentence structures and appropriate sentence types to write meaningful paragraphs.

C4: Writing Skills

Standard - 1	Students produce academic, transactional and creative writing that is fluent, accurate, focused, and purposeful and shows an insight into the writing process. (C4, S1)	
BM 1	Grade I - II	Grade III - V
	Write words and sentences using writing techniques.	Write meaningful and effective sentences and a paragraph using different writing techniques.
BM 2	Write naming and action words, sentences, answers to simple questions and guided stories about familiar topics.	Write short, descriptive, narrative, expository and argumentative paragraphs and stories for academic and creative purposes.
BM 3	Write a variety of simple interpersonal and transactional texts using guided writing techniques e.g. greeting cards, postcards, dialogues (speech bubbles, cartoon strips) using vocabulary appropriate to the communicative purpose and context.	Write a variety of interpersonal and transactional texts e.g. short notes, informal invitations, letters, and dialogues (speech bubbles, cartoon strips) using vocabulary, tone and style of expression appropriate to the communicative purpose and context.
BM 4	Grade I - II	Grade III - V
	Revise and edit word order, spelling and punctuation.	Revise and edit word order, spelling and punctuation.

C5: Appropriate Ethical and Social Development

Standard - 1	Students develop ethical and social attributes and values relevant in a multicultural and civilized society. (C5, S1)
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, appreciation of equality and gender equity in them which is the basic essence of Islam and all other religions.	
Students need to be fostered with a sense of peace and social cohesion.	

CHAPTER



PROGRESSION MATRIX
(ENGLISH I-V)



Competency 1: Oral Communication Skills (Listening and Speaking)

Standard 1: Students understand and articulate widely acceptable pronunciation, stress and intonation patterns of English language for improved communication. (C1, S1)

Grade I	Grade II	Grade III	Grade IV	Grade V
Benchmark I: Recognize and articulate the basic sounds and sound patterns of English language at word and sentence level.		Benchmark I: Recognize and articulate sound patterns and stress in words, and basic intonation patterns in statements and questions as they occur in classroom texts.		
Students Learning Outcomes				
<p>Articulate the sounds of letters of the alphabet in series and in random order.</p> <p>Pronounce and match the initial sound of common words depicted in pictures with their corresponding letters.</p> <p>Recognize and identify consonants and vowels in the English alphabets using common consonant blends (/bl/, /cl/, /br/ and /dr/) and digraphs (/th/, /ph/, /ch/).</p>	<p>Articulate the sounds of letters of the alphabet in random order.</p> <p>Pronounce and match the initial and the final sound of common words depicted in pictures with their corresponding letters.</p> <p>Recognize and identify consonants and vowels in the English alphabets.</p> <p>Identify /classify words that begin with consonant or vowel sounds.</p>	<p>Recognize and articulate hard and soft sounds of the letters c and g.</p> <p>Pronounce and spell simple words with silent letters such as 'w' in <i>write</i> and 'k' in <i>know</i>.</p> <p>Classify, pronounce and practise long and short vowels and diphthongs as they occur in practice items and sentences in reading lessons.</p>	<p>Pronounce and practice simple words with more silent letters such as 'b' in <i>lamb</i>.</p> <p>Pronounce and practise long and short vowels and diphthongs as they occur in practice items and sentences in reading lessons and in speech.</p>	<p>Pronounce and practice more words with silent letters such as 't' in <i>switch</i>, 'g' sound in 'high'.</p> <p>Pronounce and practise long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons and in speech.</p>

Grade I	Grade II	Grade III	Grade IV	Grade V
<p>Recognize and pronounce some common consonant digraphs in initial position.</p> <p>Pronounce and match spoken words with the written words.</p> <p>Recognize that as letters of words change, so do the sounds.</p> <p>Identify words that begin with the same sound.</p> <p>Identify words that end with the same sound.</p> <p>Identify one syllable words that rhyme.</p> <p>Pronounce familiar one-syllable words and common irregular sight words.</p> <p>Recognize words ending with /s/ and /z/ sounds in the plural form of a word.</p> <p>Recognize and produce individual sounds, and blend the individual .</p>	<p>Identify and pronounce with reasonable accuracy common consonant clusters in initial positions e.g. <i>sch</i> and <i>thr</i>, etc.</p> <p>Pronounce and match spoken words with the written words.</p> <p>Recognize that as letters of words change, so do the sounds.</p> <p>Identify words that begin with the same sound.</p> <p>Identify words that end with the same sound, e.g. /ng/.</p> <p>Identify and classify one and two syllable words that rhyme.</p> <p>Identify and pronounce familiar two and three syllable words and common irregular sight words.</p> <p>Differentiate between words ending with /s/, /z/ and /iz/.</p>			

Grade I	Grade II	Grade III	Grade IV	Grade V
<p>Recognize individual sounds in a word e.g. /p/, /i/, /n/ in <i>pin</i>, etc.</p> <p>Change the first sound of a word to make rhyming words, e.g. fan, van, ran, man, etc.</p>	<p>Recognize sounds in the plural form of a word.</p> <p>Recognize and pronounce simple words with one or more syllables.</p> <p>Pronounce the weak forms of “a”, and “the” in simple phrases and of “be” in contractions.</p> <p>Familiarize themselves with rhythm, stress, and intonation of English language.</p> <p>Comprehend simple stories and poems read aloud in class.</p>			
		<p>Recognise and pronounce with reasonable accuracy, common two-consonant clusters in initial and final positions.</p> <p>Classify words that begin or end with the same two-consonant clusters.</p>	<p>Recognize and pronounce with reasonable accuracy, common three-consonant clusters in initial positions.</p> <p>Classify words that begin or end with the same three-consonant clusters.</p>	<p>Pronounce and practice with reasonable accuracy, common three-consonant clusters in initial and final positions.</p> <p>Classify words that begin or end with the same consonant clusters.</p>

Grade I	Grade II	Grade III	Grade IV	Grade V
		<p>Identify and differentiate between vowel letters and sounds.</p> <p>Pronounce long and short vowel sounds in pair of words e.g. /a/ as in 'bat', /ai/ as in rain, /e/ as in 'bed' and /ee/ as in 'feet'.</p>	<p>Identify and classify words that begin with vowel sounds.</p> <p>Identify and differentiate the use of 'the' with words starting with consonant and vowel sounds.</p> <p>Pronounce long vowel sounds, /i/ as in 'kite', /o/ as in 'boat', /u/ as in cute.</p> <p>Pronounce short vowel sounds /i/ as in bit, /o/ as in cot, /u/ as in sun.</p>	<p>Classify more words that begin with vowel sounds.</p> <p>Identify and practice the use of 'the' with words starting with consonant and vowel sounds.</p> <p>Identify and practice pronouncing long and short vowel sounds in different words (a, e, i, o, u).</p>
		<p>Recognize that ed has three sounds i.e. /d/, /t/, /id/ as in <i>looked</i>, <i>danced</i>, and <i>landed</i>.</p>	<p>Recognize and practice that 'ed' has three sounds i.e. /d/ /t/, /id/ through context.</p>	<p>Recognize and practice that 'ed' has three sounds i.e. /d/, /t/, /id/ through context.</p>
		<p>Recognize, demarcate and pronounce three and four syllable words.</p>	<p>Recognize and use the conventions to demarcate three and four syllable words.</p>	<p>Find out how many syllables a word has.</p> <p>Use a dictionary to find out how words are divided into syllables.</p>
		<p>Recognize and pronounce the weak forms of 'do' and 'have' in contractions.</p>	<p>Pronounce the weak form of 'of', 'for', 'or' and 'but' in simple phrases.</p>	<p>Pronounce the weak form of <i>will/shall</i> and <i>not</i> in contractions.</p>

Grade I	Grade II	Grade III	Grade IV	Grade V
		<p>Recognize 'stress' and 'intonation' patterns and differentiate among them as used in statements and questions.</p>	<p>Listen to and identify intonation patterns (rising and falling) in sentences.</p> <p>Recognize and use the convention to mark these intonation patterns.</p>	<p>Listen and respond appropriately to the sentences with rising and falling intonation patterns.</p>
		<p>Produce in speech, appropriate patterns of rhythm, stress and intonation of English language introduced through listening to stories and poems read aloud in class.</p>	<p>Produce in speech and practice appropriate patterns of rhythm, stress and intonation of English language by listening to stories and poems read aloud in class.</p>	<p>Produce in speech and practice appropriate patterns of rhythm, stress and intonation of English language by listening to stories and poems read aloud in class.</p>

Standard 2: Students use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both formal and informal settings. (C1, S2)

Grade I	Grade II	Grade III	Grade IV	Grade V
Benchmark I: Use some formulaic expressions for basic routine greetings and social courtesies for oral interaction in class and school environment.		Benchmark I: Use linguistic exponents to communicate appropriately for functions and co-functions of opinions, apologies, requests and instructions in class and school environment.		
Students Learning Outcomes				
<p>Articulate, recognize and use some formulaic expressions to:</p> <ul style="list-style-type: none"> • offer and respond to basic routine greetings • express and offer a few basic social courtesies • listen and respond to a few commands • express limited needs. 	<p>Articulate, recognize and use some formulaic expressions to:</p> <ul style="list-style-type: none"> • offer and respond to basic routine greetings • express and offer a few basic social courtesies • introduce self and talk about family • listen and respond to more commands • express limited needs and feelings • seek permission to do something. 	<p>Identify and use previously learnt and more formulaic expressions of greetings and some routine social courtesies according to the age, gender and status of the addressee.</p> <p>Use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to:</p> <ul style="list-style-type: none"> • offer and respond to greetings • express and show gratitude • express regret • introduce self and talk about family • listen and respond to commands • express likes and dislikes • express needs and feelings 	<p>Identify and use previously learnt and more formulaic expressions of greetings, routine social courtesies and some communicative functions according to the age, gender and status of the addressee.</p> <p>Use appropriate expressions in conversation to:</p> <ul style="list-style-type: none"> • express regret • express likes and dislikes • express needs and feelings • express opinions • seek permission to do something • show ability/inability to do something • respond to instructions and directions. 	<p>Identify, demonstrate and practice previously learnt and more formulaic expressions for greetings, routine social courtesies according to the age, gender and status of the addressee.</p> <p>Use appropriate expressions in conversation to:</p> <ul style="list-style-type: none"> • express and respond to opinion • offer and accept apology • request and respond to requests • give and respond to simple instructions and directions.

Grade I	Grade II	Grade III	Grade IV	Grade v
		<ul style="list-style-type: none"> • express opinions in simple sentences • respond to simple instructions and directions. 		
Benchmark II: Demonstrate through introductions, recitation of poems, and “show-and-tell” activities, the social and academic conventions and dynamics to communicate information/ideas		Benchmark II: Demonstrate the social and academic conventions and dynamics to communicate information/ ideas through role plays, discussions and conversations.		
Students Learning Outcomes				
Demonstrate common conventions and dynamics of oral interactions in group to: <ul style="list-style-type: none"> • express basic emotions (happiness, sadness, anger, etc.) • exchange basic routine greetings • exchange some social courtesies • introduce themselves • participate in conversation • take turns • express needs • express joy while playing • recite poems. 	Demonstrate common conventions and dynamics of oral interactions in group to: <ul style="list-style-type: none"> • exchange some routine greetings • exchange some social courtesies • introduce themselves and others • participate in conversation • take turns • use polite expressions to seek attention • express likes and dislikes • express needs and feelings • express joy while playing 	Demonstrate conventions and dynamics of oral interactions in group to: <ul style="list-style-type: none"> • exchange routine greetings and courtesies • introduce self and others • engage in conversation • take turns • use polite expressions to seek attention • agree/ disagree politely • lead and follow • express likes and dislikes • express needs and feelings 	Demonstrate conventions and dynamics of oral interactions in group to: <ul style="list-style-type: none"> • introduce self and others • engage in conversation • take turns • use polite expressions to seek attention • agree/ disagree politely • lead and follow • express needs and feelings • express joy, sadness and anger • describe local events. 	Demonstrate conventions and dynamics of oral interactions in group to: <ul style="list-style-type: none"> • introduce self and others • engage in conversation • take turns • use polite expressions to seek attention • agree/ disagree politely • lead and follow • express needs, feelings, and ideas • express joy, sadness and anger • make polite requests for personal reasons

Grade I	Grade II	Grade III	Grade IV	Grade v
	<ul style="list-style-type: none"> recite poems describe things and objects in surroundings. 	<ul style="list-style-type: none"> express joy, sadness and anger describe things and objects in surroundings. 		<ul style="list-style-type: none"> take leave describe national events.
<ul style="list-style-type: none"> Use appropriate body language for different communicative functions. 	<ul style="list-style-type: none"> Use appropriate body language for different communicative functions . 	<ul style="list-style-type: none"> Identify and use appropriate tone and non-verbal cues for different communicative functions. 	<ul style="list-style-type: none"> Practise and use appropriate tone and non-verbal cues for different communicative functions. 	<ul style="list-style-type: none"> Practise and use appropriate tone and non-verbal cues for different communicative functions.

Competency 2: Reading and Critical Thinking Skills

Standard 1: Students discover, understand and engage with a variety of text types through tasks that require multiple reading and thinking strategies for comprehension, fluency and enjoyment. (C2, S1)

Grade I	Grade II	Grade III	Grade IV	Grade V
Benchmark I: Use reading readiness strategies, identify and articulate digraphs, recognize words and sentences as meaningful units of expression, and paragraphs as graphical units of expression.		Benchmark I: Identify digraphs, silent letters and inflections in words, comprehend words, sentences and paragraphs as meaningful units of expression.		
Students Learning Outcomes				
Identify, recognize and articulate common two to three lettered sight words and words with common spelling patterns. Identify naming words.	Identify, articulate and differentiate between the sounds of individual letters, digraphs in initial and final positions of a word. Identify, recognize and articulate three or more lettered sight words.	Identify and articulate words containing digraphs and tri-graphs in initial, middle and final position.	Articulate and practice words containing digraphs, tri-graphs, and silent letters.	Articulate, practice and syllabify words containing digraphs, tri-graphs, and silent letters.

Grade I	Grade II	Grade III	Grade IV	Grade V
<p>Identify initial consonant clusters.</p> <p>Identify digraphs in initial and final position in a word.</p>	<p>Identify initial and final consonant clusters.</p>	<p>Recognize specific parts of words including common inflectional endings.</p>	<p>Recognize specific parts of words including common inflectional endings and compound words.</p>	<p>Recognize specific parts of words including common inflectional endings, compound words, and affixes.</p>
<p>Identify action words.</p> <p>Read common naming and action words and match with pictures.</p>	<p>Read more naming, action and describing words and match with pictures.</p>			
<p>Read aloud three letter words with reasonable level of accuracy in pronunciation.</p>	<p>Read aloud words and simple sentences with reasonable level of accuracy in pronunciation.</p>	<p>Read aloud for accurate reproduction of sounds of letters and words.</p>	<p>Read aloud for accurate reproduction of sounds of letters and words.</p> <p>Read silently for comprehension.</p>	<p>Read aloud for accurate reproduction of sounds in individual words and connected speech.</p> <p>Read silently for comprehension.</p>
<p>Identify punctuation marks in sentence (e.g, Capitalization, comma, full stop, question mark, etc.)</p>	<p>Identify punctuation marks in sentence (e.g, Capitalization, comma, full stop, question mark, etc.)</p>	<p>Apply punctuation rules to assist in developing accuracy and fluency through reading aloud.</p>	<p>Apply punctuation rules to assist in developing accuracy and fluency through reading aloud.</p>	<p>Apply punctuation rules to assist in developing accuracy and fluency through reading aloud.</p>
<p>Recognize and practice that words combine to make sentences.</p>	<p>Recognize and practice that words in a sentence join to make sense in relation to each other.</p> <p>Identify paragraph as a graphical unit of expression.</p>	<p>Recognize and understand that:</p> <ul style="list-style-type: none"> • Sentences join to make a paragraph • In a paragraph, sentences join to make sense in relation to each other. • Identify paragraph as a larger meaningful unit of expression representing unity of thought. 	<p>Recognize and understand that:</p> <p>In a paragraph, sentences join to make sense in relation to each other through transitional devices.</p> <ul style="list-style-type: none"> • Identify paragraph as a larger meaningful unit of expression representing unity of thought. 	<p>Read a paragraph as a larger meaningful unit of expression to recognize that:</p> <ul style="list-style-type: none"> • The main idea in a paragraph is carried in a sentence called the topic sentence • Other sentences in the paragraph support the topic sentence.

Grade I	Grade II	Grade III	Grade IV	Grade V
				<ul style="list-style-type: none"> Recognize each paragraph in a text as a separate meaningful unit of expression.
		Identify and recognize the function of : <ul style="list-style-type: none"> pronouns conjunctions (and/ or/ but/ because) transitional devices (firstly /secondly/ finally etc.) 	Identify and recognize the function of : <ul style="list-style-type: none"> pronouns transitional devices (next /then /again) Recognize the cases of pronouns, i.e. subjective, objective, possessive. Highlight relationships between sentences in a paragraph.	Identify and recognize the function of: <ul style="list-style-type: none"> pronouns transitional devices (therefore / however/ whereas/for example). Show relationships between sentences in a paragraph, and between paragraphs.

Grade I	Grade II	Grade III	Grade IV	Grade V
Benchmark II: Locate information from a visual cue or a graphic organizer and express the information verbally.		Benchmark II: Comprehend information from a visual cue or a graphic organizer to describe positions, directions, events, and to show comparison and contrast .		

Students Learning Outcomes

Point out/name some common objects in a picture or an illustration. Describe them in a word or two, or a sentence.	Point out/name some common objects in a picture or an illustration. Describe them in a word or two, or a sentence.	Describe events in a picture or an illustration.	Describe a series of events in a picture or an illustration.	Describe a series of events or sequence in a picture, an illustration or a diagram.
Point out specific information in a calendar like name of the month, and Days of the week using sight reading strategies.	Locate specific, simple information in a clock (by the hour) by looking at the position of the hands of the clock	Explain simple position on a picture, illustration or a map.	Explain position and direction on a picture, illustration or a map.	Explain position and direction on a picture, illustration or a map.

Grade I	Grade II	Grade III	Grade IV	Grade V
	<ul style="list-style-type: none"> Locate month and day in a calendar by reading across and down. 			
		Read and use symbols in a picture map.	Read and use symbols and directions in a picture/story map.	Read and use symbols and directions in a map/picture.
	Read tables and charts in the classroom.	Locate specific simple information in a clock (by half and full hour).	Locate specific information in a clock (quarter to and quarter past).	Locate specific information in a 24-hour clock (Digital/ Analogue).
		<p>Locate specific information in a calendar (month of the year) or a class timetable (subject and period) by reading across and down.</p> <p>Read information in a picture graph and a pie chart</p>	<p>Locate specific information in a calendar and a class timetable.</p> <p>Recognize how information is presented in a pie chart and bar graph.</p> <p>Read to compare information given in a pie chart and a bar graph.</p>	<p>Locate specific information in a calendar and a class timetable, and a report card.</p> <p>Read to compare information given in a pie chart and a bar graph.</p> <p>Recognize and use cardinal directions.</p>

Grade I	Grade II	Grade III	Grade IV	Grade V
Benchmark III: Identify factual information applying reading comprehension and thinking strategies.		Benchmark III: Interpret factual information, new processes and procedures, personal, school, and public related information applying reading comprehension and thinking strategies.		
Students Learning Outcomes				
<p>Use pre-reading strategies to predict a story by looking at picture(s) in the text.</p> <p>Interact with the text and use reading strategies (while reading) to:</p>	<p>Use pre-reading strategies to predict story by looking at picture(s) in the text.</p> <p>Interact with the text and use reading strategies (while reading) to:</p>	<p>Use pre-reading strategies to:</p> <ul style="list-style-type: none"> Predict some words that might occur in a text by looking at a picture/title. 	<p>Use pre-reading strategies to:</p> <ul style="list-style-type: none"> Predict the content/ vocabulary of a text from pictures and title etc., by using prior knowledge. 	<p>Use pre-reading strategies to:</p> <ul style="list-style-type: none"> Predict the content of a text from topic/ pictures, title/ headings etc., by using prior knowledge.

Grade I	Grade II	Grade III	Grade IV	Grade V
<ul style="list-style-type: none"> • locate specific factual information • use pictures or rebus in texts to increase understanding • guess what follows in a story • follow sequence in a simple procedure or a picture map. <p>Respond to the text (post reading) to:</p> <ul style="list-style-type: none"> • express likes / dislikes about the story • express understanding of story through pantomime. 	<ul style="list-style-type: none"> • locate specific factual information to answer simple short questions in a word or two • use pictures or rebus in texts to increase understanding • guess what follows in a story • follow sequence in a simple procedure or a picture map • follow instructions, school and public notices or signs with visuals. <p>Respond to the text (post-reading) to:</p> <ul style="list-style-type: none"> • express likes / dislikes about the story • express understanding of story through pantomime and simple role play. 			
<p>Read familiar words appearing on a variety of reading material such as food labels, toy boxes, etc.</p>	<p>Read familiar words appearing on a variety of reading material such as food labels, advertisements, coins, currency notes, etc.</p>	<p>Read familiar words appearing on a variety of reading material such as, advertisements, recipes, captions, etc.</p>	<p>Scan a simple text for specific information</p>	<p>Skim a simple text for specific information.</p>

Grade I	Grade II	Grade III	Grade IV	Grade V
		<p>Apply critical thinking to interact with text using intensive reading strategies (while reading) to:</p> <ul style="list-style-type: none"> skim through common graphical features such as pictures and tables in texts to increase understanding locate/scan specific factual information to answer short questions based on the text <p>Predict what follows in the text using context.</p>	<p>Apply critical thinking to interact with text using intensive reading strategies (while reading) to:</p> <ul style="list-style-type: none"> skim through common graphical features such as pictures, tables, and illustrations in texts to increase understanding locate/ scan specific information to answer short questions predict what follows in the text using context and prior knowledge guess meaning of difficult words from context use context to infer missing words identify facts in the text (as indicated through these words; day, date, place, etc.) identify an opinion in the text (as indicated through these words; think, feel, believe, etc.) 	<p>Apply critical thinking to interact with text using intensive reading strategies (while reading) to:</p> <ul style="list-style-type: none"> skim common graphical features such as pictures, tables, illustrations, maps and graphs etc. in texts to increase understanding locate/ scan specific information to answer short questions make simple inferences using context of the text and prior knowledge guess meaning of difficult words from context use context to infer missing words identify facts in the text(as indicated through these words; day, date, place, etc.) identify an opinion in the text (as indicated through these words; think, feel, believe, etc.)

Grade I	Grade II	Grade III	Grade IV	Grade V
			<ul style="list-style-type: none"> • distinguish fact from opinion • follow instructions in maps, short public notices and signs • generate questions to understand text. 	<ul style="list-style-type: none"> • distinguish fact from opinion • follow instructions in maps, short public notices and signs • generate questions to understand text.
		<p>Use critical thinking to respond to the text (post reading) by:</p> <ul style="list-style-type: none"> • Applying world knowledge and own opinion to the text read • relating what is read to their own experiences • expressing an understanding of story through pantomime. 	<p>Use critical thinking to respond to the text (post reading) by:</p> <ul style="list-style-type: none"> • Applying world knowledge and own opinion to the text read • relating what is read to their own feelings and experiences • expressing an understanding of story through role play. 	<p>Use critical thinking to respond to the text (post reading) by:</p> <ul style="list-style-type: none"> • Applying world knowledge and own opinion to the text read Relate their feelings and experiences to what is read. • Expressing an understanding of story through role play.
		<p>Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types:</p> <ul style="list-style-type: none"> • factual • personal response • interpretive. 	<p>Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types:</p> <ul style="list-style-type: none"> • factual • personal response • interpretive. 	<p>Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types:</p> <ul style="list-style-type: none"> • factual • interpretive • inferential • personal response • open-ended.

Grade I	Grade II	Grade III	Grade IV	Grade V
		Use summary skills to provide the missing words in a gapped summary.	Use summary skills to mark important points and develop a mind map to summarize a text. Provide the missing information in a gapped summary.	Use summary skills to mark important points and develop a mind map to summarize a text. Follow a process of procedure to provide the missing information in the gapped summary.

Grade I	Grade II	Grade III	Grade IV	Grade V
Benchmark IV: Gather and locate simple information for specific purposes using various aids and study skills.		Benchmark IV: Gather and use information for a variety of purposes using various aids and study skills.		

Students Learning Outcomes

Arrange a list of words in alphabetical order.	Use first and second letter to arrange words in alphabetical order.	Use alphabetical order (first and second alphabet to arrange words). Familiarize themselves with a dictionary in preparation for its use.	Use alphabetical order to locate words in a dictionary for increase in vocabulary and aid in comprehension of texts.	Use alphabetical order to locate words in a dictionary for increase in vocabulary and aid in comprehension of texts.
Brainstorm to gather ideas for various activities/tasks.	Brainstorm to gather ideas for various activities/tasks	Identify and utilize effective study skills e.g. brainstorming for ideas.	Identify and utilize effective study skills e.g. brainstorming for ideas, using illustrations and note-taking.	Identify and utilize effective study skills e.g. brainstorming for ideas, using illustrations, note-taking and making a mind map.
Identify a book by looking at its title.	Identify title and table of contents of a book.			
Locate texts/ lessons by looking at titles and pictures.	Use textbook pictures/picture dictionary to aid comprehension and development of vocabulary.	Read simple keys/legends on picture maps Read tables and charts in the classroom.		

Grade I	Grade II	Grade III	Grade IV	Grade V
Read familiar words appearing on a variety of reading material such as food labels, toy boxes, etc.	Use textual aids such as table of contents to locate a particular text/lesson.	Use textual aids such as table of content to locate a particular text.	Use textual aids such as table of content and glossary for greater comprehension of texts. Read simple keys/legends on maps, Read tables and charts in textbooks.	Use textual aids such as table of content and glossary for greater comprehension of texts. Read simple keys/legends on maps. Read tables and charts in textbooks.

Standard 2: Students read and analyse literary text to seek information, ideas, and enjoyment and to relate their own experiences to those of common humanity as depicted in literature (C2, S2)

Grade I	Grade II	Grade III	Grade IV	Grade V
Benchmark I: Recall stories and nursery rhymes, express personal reactions to characters and events in them.		Benchmark I: Describe basic elements of stories and simple poems and express personal preference giving reasons.		
Students Learning Outcomes				
<p>Recite short poems or nursery rhymes with actions.</p> <p>Listen to a story/fairy-tale of a few sentences read aloud by the teacher.</p> <p>Read aloud the same story/fairy-tale themselves.</p> <p>Identify names and characters.</p> <p>Respond orally in yes or no and their likes or dislikes about the story/ characters.</p>	<p>Read and recite short poems or nursery rhymes with actions.</p> <p>Listen to a story/fairy-tale of a few sentences read aloud by the teacher.</p> <p>Read aloud the same story/fairy-tale themselves.</p> <p>Identify names and characters.</p> <p>Respond orally and in writing, in a sentence, their likes or dislikes about the story/ characters.</p>	<p>Recite poems with actions.</p> <p>Find out the characters in a story and give brief general comments about them.</p> <p>Retell a story in a few simple sentences.</p>	<p>Recite poems with actions.</p> <p>Recognize briefly story elements;</p> <ul style="list-style-type: none"> • tell when and where the story is set • describe the characters in a story • express <p>Retell a story in a few simple sentences.</p>	<p>Recite poems with actions.</p> <p>Express opinion about them</p> <p>Recognize and describe briefly story elements:</p> <ul style="list-style-type: none"> • tell when and where the story is set • describe the characters in a story • express preferences about them. <p>Retell a story briefly and sequentially.</p> <p>Summarize a short folktale through gapped summary exercise.</p>

Competency3: Formal and Lexical Aspects of Language

Standard 1: Vocabulary: Students enhance their vocabulary for meaningful and effective communication (C3,S1)

Note: For each SLO of Standard1, it must be ensured that the vocabulary (used for formulaic expressions, anagrams, mono/ bi/ tri syllabic words, homophones, compound words, homonyms, word families, similes etc.) used in each grade should have 30% of previously learned and 70% of new vocabulary.

Grade I	Grade II	Grade III	Grade IV	Grade V
Benchmark I: Recognize and use with correct spelling, naming, action and describing words, rhymes, common phrases and formulaic expressions from immediate surroundings.		Benchmark I: Build vocabulary through simple affixes, compound words, converting parts of speech, classify words into different categories; and use with correct spelling, vocabulary from the textbooks, extended environment and media.		
Students Learning Outcomes				
Recognize the different categories of some: <ul style="list-style-type: none"> • simple action words • naming words e.g. animals, fruits, vegetables, parts of body, objects • colours, shapes, size, directions (left/right) • numbers in words and first, second and third, etc. • In pictures, classroom, at home and in immediate environment. 	Recognize and classify into different categories, of some: <ul style="list-style-type: none"> • simple action words • naming words from pictures and immediate surrounding e.g. animals, fruits, vegetables, parts of body, objects in the classroom and at home. • colours, shapes, multi-step directions (left/right& up/ down) and numbers in words (cardinal and ordinal 1-10) etc. 	Recognize and classify into different categories of, and use more naming, action and describing words, from pictures, signboards, labels, directions (beyond, behind, upward, downward, backward, forward, etc.) in their immediate and extended environment.	Classify into different categories, and use more naming, action and describing words, from pictures, signboards, advertisements, labels etc. in their immediate and extended environment.	Classify into different categories, and use more naming, action and describing words, from pictures, signboards, advertisements, labels etc. in their immediate and extended environment.
Articulate and identify simple rhyming words in text.	Articulate and use simple rhyming words in writing.	Recognize and generate rhyming strings in writing.	Create a short poem using the suggested rhyming words.	Create a short poem using the rhyming words on a given topic.

Grade I	Grade II	Grade III	Grade IV	Grade V
<p>Articulate, recognize and use some common phrases and formulaic expressions to:</p> <ul style="list-style-type: none"> offer and respond to basic routine greetings/ courtesies express limited needs. 	<p>Articulate, recognize and use some formulaic expressions to:</p> <ul style="list-style-type: none"> offer and respond to basic routine greetings/ courtesies introduce self and talk about family seek permission to do something. 	<p>Use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to:</p> <ul style="list-style-type: none"> express and show gratitude express regret express likes, dislikes and opinions in sentences express needs and feelings respond to simple instructions and directions. 	<p>Use appropriate expressions in conversation to:</p> <ul style="list-style-type: none"> express regret, likes and dislikes, needs and feelings and opinions show ability/ inability to do something respond to instructions and directions. 	<p>Use appropriate expressions in conversation to:</p> <ul style="list-style-type: none"> express and respond to opinion offer and accept apology request and respond to requests give and respond to simple instructions and directions.
<p>Spell simple one/two syllable words.</p> <p>Trace and copy familiar words learnt in class.</p> <p>Provide the missing letter in simple one/two syllable words.</p>	<p>Spell simple two/three syllable words.</p> <p>Take dictation of familiar words learnt in class.</p> <p>Provide the missing letter in simple two/three syllable words.</p>	<p>Make anagrams from simple one syllable words.</p> <p>Provide the missing letter in simple two/three syllable words.</p>	<p>Make anagrams from simple one/two syllable words.</p> <p>Provide the missing letter in simple two/three syllable words.</p>	<p>Make anagrams from simple two/three syllable words.</p>
		<p>Identify the word class of a given word in context.</p>	<p>Identify in text, and change part of speech in a given word.</p>	<p>Change part of speech of a given word.</p>
		<p>Recognize and use words similar and opposite in meaning.</p>	<p>Locate, provide and use words similar and opposite in meaning.</p>	<p>Locate, provide, connect and use words similar and opposite in meaning.</p>
		<p>Locate, identify, differentiate between, and use some simple pairs of words including homophones.</p>	<p>Locate, identify, differentiate between, and use some simple pairs of words including homophones.</p>	<p>Locate, identify, differentiate between, and use some simple pairs of words including homophones, homonyms.</p>

Grade I	Grade II	Grade III	Grade IV	Grade V
			<p>Recognize and locate some compound words from various text sources e.g. butterfly, football, bus stop, homework, classroom and white board.</p> <p>Break up some common compound words into words they are made of.</p> <p>Locate difference between the two parts of a compound word.</p> <p>Use common compound words in speech and own writing.</p>	<p>Use common compound words in their own speech and writing e.g. milk shake, bed room, airport, gold fish and sunshine.</p> <p>Join some words to make common compound words and use them in speech and writing.</p>
			Recognize meaning of common adjectives in relation to each other e.g. huge-big.	Recognize meaning of common adjectives and verbs in relation to each other.
			Use some common similes in speech and writing using "like" and "as __ as". e.g. as black as coal.	Analyse and use some analogies and more similes in speech and writing using "like" and "as __ as".
		Organize vocabulary items learnt in the class according to the selected organizing principles, such as arranging words in alphabetical order and parts of speech.	Organize vocabulary items learnt in class and from the extended environment (including media) in a notebook according to parts of speech and word family.	Organize vocabulary items learnt in class and from the extended environment (including media) in a notebook according to parts of speech and word family.

Grade I	Grade II	Grade III	Grade IV	Grade V
		Recognize alphabetical arrangement of words as a preparation for glossary or dictionary use.	Recognize alphabetical arrangement of words in a glossary or a dictionary.	Recognize alphabetical arrangement of words in a glossary or a dictionary. Locate an entry word in a glossary or a dictionary.
		Spell some words studied in class both orally and in writing. Take dictation of familiar words studied in class.	Spell some words studied in class both orally and in writing. Take dictation of words studied in class.	Spell words studied in class both orally and in writing. Take dictation of words studied in class.
		Recognize and apply spelling change in plural forms of nouns and regular verb forms.	Apply spelling change in plural form of regular and irregular nouns and regular verb forms.	Apply spelling change in plural form of regular and irregular verb forms.

Standard 2: Grammar and Structure: Students understand punctuation, syntax, grammatical functions, rules and application for developing accuracy in their spoken and written communication. (C3, S2)

Grade I	Grade II	Grade III	Grade IV	Grade V
Benchmark I: Recognize grammatical functions of some parts of speech and use them for spoken and written purposes.		Benchmark I: Recognize grammatical functions of selected parts of speech, limited concepts of time, tense and aspect, and use them for spoken and written purposes.		
Students Learning Outcomes				
NAMING WORDS (NOUNS) Recall and match common naming words with pictures (from immediate environment). Use naming words in speech and writing.	NAMING WORDS (NOUNS) Recognize and match common singular naming words (from immediate environment). Classify naming words into different categories such as person, pet, animal, place or thing.	NOUNS Recognize naming words as nouns. Demonstrate use of some nouns (from immediate and extended environment) Identify and differentiate between countable and uncountable nouns.	NOUNS Recognise and use some naming words as collective nouns. Identify countable and uncountable nouns. Demonstrate use of some nouns (from immediate and extended environment) as countable and uncountable nouns.	NOUNS Recall, and demonstrate use of more common/proper nouns, countable/ uncountable nouns and collective nouns (from immediate and extended environment).

Grade I	Grade II	Grade III	Grade IV	Grade V
<p>Recognize and change the number of simple naming words by adding or removing "s" (singular/plural).</p> <p>Identify gender of naming words from immediate environment (masculine/feminine).</p> <p>Recognize that people and places have particular names</p>	<p>Use naming words in their speech and writing.</p> <p>Identify and change the number of simple naming words by adding or removing "s" and "es".</p> <p>Identify and classify gender of naming words from immediate environment (masculine/feminine)</p> <p>Recognize more particular names of people, pets, and places</p>	<p>Recall changing number of simple naming words by adding and removing 's' and 'es'. Identify and change the number of nouns by adding 'ies' and 'es' after words ending in y, o, etc.</p> <p>Change the number of irregular nouns.</p> <p>Classify and change the gender of nouns from immediate and extended environment (masculine, feminine, neuter).</p> <p>Recognize general naming words as common nouns and particular naming words as proper nouns. Classify nouns as common and proper nouns (names of people, pets, places, holidays, etc.)</p>	<p>Change the number of regular and irregular nouns.</p> <p>Recognize and use nouns with no change in number.</p> <p>Classify and change the gender (masculine, feminine, neuter) of more nouns from immediate and extended environment.</p> <p>Classify more nouns as common and proper nouns (names of people, pets, places, mountains, lakes, rivers, etc.)</p>	<p>Change the number of regular and irregular nouns, and recognise nouns with no change in number.</p> <p>Classify and change the gender (masculine, feminine, neuter) of more nouns from immediate and extended environment (masculine, feminine, neuter).</p> <p>Recognize and identify the common gender used for both male and female.</p> <p>Classify more nouns as common and proper nouns (names of people, pets, places, mountains, lakes, rivers, etc.) , countable /uncountable nouns.</p>
<p>SUBSTITUTION WORDS (Pronouns) (subjective form)</p> <p>Recognize and Use substitution words as subjective case: I , we, you, he, she, it and they.</p> <p>Recognize and Use words that point to something: this, that, these, those.</p>	<p>SUBSTITUTION WORDS (Pronouns) (personal and possessive)</p> <p>Illustrate the use of substitution words learnt earlier as subjective case.</p> <p>Recognize and Use substitution words as objective case: me, us, you, him, her, them, it.</p>	<p>PRONOUNS</p> <p>Recall substitution words learnt earlier</p> <p>Recognize substitution words as pronouns. Identify and use pronouns in sentences.</p>	<p>PRONOUNS</p> <p>Illustrate use of pronouns learnt earlier.</p> <p>Recognise and use:</p> <ul style="list-style-type: none"> I, we, you, they, it, etc. as subjective case Me, us, you, them, it, etc. as objective case, and 	<p>PRONOUNS</p> <p>Illustrate use of pronouns learnt earlier.</p> <p>Recognise and use the personal pronouns myself, yourself, himself, herself, ourselves, themselves, and itself.</p> <p>Demonstrate correct use of my-mine, your-yours, etc.</p>

Grade I	Grade II	Grade III	Grade IV	Grade V
<p>Recognize and Use questioning words: what, who, where, when, why.</p>	<p>Recognize and use that some words substitute particular and general naming words.</p> <p>Distinguish between and use the substitution words.</p> <p>Illustrate the use of words that point to something.</p> <p>Use questioning words: what, who, where, when, why.</p>	<p>Show possession by using the pronouns mine, yours, his, hers, its, ours, theirs after the nouns.</p> <p>Recognise and use words my, your, his, her, its, our, their before nouns to show possession.</p> <p>Recognize and use that pronouns agree with their nouns in gender and number</p> <p>Illustrate the use of question words learnt earlier. Identify and use question words why, how, who, whose, which, where, etc.</p>	<ul style="list-style-type: none"> • Mine, ours, yours, them, etc. as possessive case of personal pronouns. <p>Practice use of words my, our, your, his, her, etc. to show possession.</p> <p>Recognize and practice that pronouns agree with their nouns in gender and number.</p> <p>Distinguish between and use the pronouns as subject, object and for possession.</p> <p>Construct sentences beginning with words that point to something, i.e. this, that, these, those, it, etc. to describe picture(s), object(s), person(s), place(s), thing(s), etc.</p> <p>Illustrate the use of question words learnt earlier. Identify and use question words when, how many, and how much, etc.</p>	<p>Use the pronouns as subject, object and for possession</p> <p>Recognize that pronouns agree with their nouns in gender and number.</p> <p>Identify and illustrate extended use of words that point to something.</p> <p>Illustrate the use of question words learnt earlier. Identify and use question words why and how often, etc.</p>

Grade I	Grade II	Grade III	Grade IV	Grade V
<p>ARTICLES</p> <p>Identify <i>a</i> or <i>an</i> as articles.</p> <p>Choose between <i>a</i> or <i>an</i>.</p> <p>Recognize that plural nouns do not take the articles <i>a</i> or <i>an</i>.</p>	<p>ARTICLES</p> <p>Identify and recognize the rules for the use of <i>a</i>, <i>an</i> and <i>the</i>.</p> <p>Choose between <i>a</i> or <i>an</i>.</p> <p>Identify <i>a</i> or <i>an</i> as articles.</p> <p>Recognize that plural nouns do not take the articles <i>a</i> or <i>an</i>.</p>	<p>ARTICLES</p> <p>Recall and apply the rules for the use of <i>a</i>, <i>an</i> and <i>the</i>.</p> <p>Choose between <i>a</i> or <i>an</i> as identified articles.</p> <p>Identify <i>a</i> or <i>an</i> as articles. Identify and use the definite article 'the'.</p> <p>Recall and recognize that plural nouns do not take the articles <i>a</i> or <i>an</i>.</p>	<p>ARTICLES</p> <p>Recall some more rules for the use of <i>a</i>, <i>an</i> and <i>the</i>.</p> <p>Choose between <i>a</i> or <i>an</i> and <i>the</i> before words that start with mute consonant letters.</p> <p>Identify and use the definite article 'the'.</p> <p>Differentiate between use the of definite and indefinite articles.</p>	<p>ARTICLES</p> <p>Recall and apply the rules for the use of <i>a</i>, <i>an</i> and <i>the</i>.</p> <p>Choose between <i>a</i> or <i>an</i> and the before words that start with mute consonant letters.</p> <p>Recall, Identify and use the definite article 'the'.</p> <p>Differentiate between use of definite and indefinite articles.</p>
<p>DOING WORDS (verbs)</p> <p>Physically respond to, and use some common action words.</p> <p>Use <i>am</i>, <i>is</i>, <i>are</i> in short sentences to identify and describe a person, place, and thing e.g. <i>I am</i>.</p>	<p>DOING /ACTION WORDS (verbs)</p> <p>Identify and use common action words.</p> <p>Use <i>am</i>, <i>is</i>, <i>are</i> with different substitutions and pointing words in short sentences to identify and describe a person, place and thing e.g. <i>I am ...</i></p> <p>Use <i>has</i>, <i>have</i> to show possession</p>	<p>VERBS</p> <p>Recognize doing words as verbs. Use action verbs in speech and writing.</p> <p>Illustrate use of different forms of the verb <i>be</i>, <i>do</i>, <i>-ing</i> and <i>have</i> along with their negative forms with their corresponding pronouns (<i>I</i>, <i>we</i>, <i>you</i>, <i>he</i>, <i>she</i>, <i>it</i>, <i>they</i>).</p> <p>Identify and make simple sentences with the verbs <i>be</i>, <i>done</i>, <i>do</i>, and <i>have</i> as main verbs.</p> <p>Demonstrate the use of verb <i>can</i> /<i>cannot</i> to show ability and inability. Identify and use</p>	<p>VERBS</p> <p>Recognize and use more action verbs from extended environment, including other academic subjects in speech and writing.</p> <p>Recognize helping verbs as aiding the main verbs.</p> <p>Identify the use of verbs <i>be</i>, <i>do</i>, <i>-ing</i> and <i>have</i> along with their negative forms as helping verbs.</p> <p>Distinguish between <i>be</i>, <i>do</i>, and <i>have</i> as main and helping verbs.</p> <p>Identify and make simple sentences with the verbs <i>be</i>, <i>do</i>, <i>-ing</i> and <i>have</i> as main and helping verbs.</p>	<p>VERBS</p> <p>Recognize and use more action verbs from extended environment, including other academic subjects in speech and writing.</p> <p>Recognize and use <i>be</i>, and <i>do</i> to make interrogative sentences.</p> <p>Demonstrate the use of <i>be</i>, <i>do</i>, <i>-ing</i> and <i>have</i> along with their negative forms as main or helping verbs in sentences.</p> <p>Illustrate the use of <i>can</i> /<i>cannot</i> and, <i>may</i>/<i>may not</i> and <i>should</i>/<i>should not</i> to express permission, prohibition, doubt, and obligation.</p>

Grade I	Grade II	Grade III	Grade IV	Grade V
		<p>may/may not for seeking or giving permission and prohibition.</p> <p>Recognize, articulate and use forms of <i>be</i>, <i>do</i> and <i>have</i>, and forms of common regular verbs, i.e. base, s/es, present participle (-ing), past, and past participle forms.</p>	<p>Illustrate the use of different positive and negative forms of the <i>be</i>, <i>do</i> and <i>have</i> with their corresponding pronouns (<i>I</i>, <i>we</i>, <i>you</i>, <i>he</i>, <i>she</i>, <i>it</i>, <i>they</i>)</p> <p>Illustrate the use of <i>can/cannot</i> and, <i>may/may not</i>. Identify and use <i>should/should not</i> to express permission and prohibition.</p> <p>Recall, articulate and use forms of more common regular and irregular verbs, i.e. base, s/es, present participle (-ing), past, and past participle forms, and forms of <i>be</i>, <i>do</i>, and <i>have</i> regular verbs.</p>	<p>Recognize verbs as regular and irregular and use forms of more regular and irregular verbs.</p>
		<p>TENSES</p> <p>Recognize that action takes place in time (present, past or future). Tense indicates time of action.</p> <p>Identify and use the structure of simple Present Tense for habitual actions and for timeless and universal statements.</p> <p>Identify and use the structure of Present Continuous Tense for</p>	<p>TENSES</p> <p>Illustrate the use and structure of previously learnt tenses in their speech and writing.</p> <p>Recognise and use the structure of Past Continuous Tense for actions that were in progress at some time in the past by giving and a descriptive background to a narrative/recountal.</p>	<p>TENSES</p> <p>Illustrate the use and structure of the previously learnt tenses (simple present and present continuous, simple past and past continuous, and simple future tense) in their speech and writing.</p>

Grade I	Grade II	Grade III	Grade IV	Grade V
		describing activities and for actions taking place at the time of speaking. Identify and use the structure of simple Past Tense for completed actions, with or without mention of specific time.	Recognise and use the structure of future simple tense for expressing actions in future.	
<p>DESCRIBING WORDS (adjectives)</p> <p>Use some describing words showing quality, size and colour e.g. <i>soft, big, yellow</i></p> <p>Identify and use words showing possession e.g. <i>my, your, his, her, our</i> and <i>their</i>.</p>	<p>DESCRIBING WORDS (adjectives)</p> <p>Identify and match some pairs of describing words showing quality, size and colour e.g. <i>soft-hard, big-small, black-white</i>.</p> <p>Identify and use words showing possession e.g. <i>my, your, his, her, our, their</i> and <i>its</i>.</p>	<p>ADJECTIVES</p> <p>Identify describing words as adjectives. Use adjectives of quantity, quality, size, shape and colour.</p> <p>Recognise and use words showing possessions as possessive adjectives, eg. <i>his coat, her bag</i>.</p>	<p>ADJECTIVES</p> <p>Classify adjectives of quantity, quality, size, shape, colour and origin.</p> <p>Recognise and use adjectives of origin.</p> <p>Articulate, identify and use degrees of regular adjectives</p>	<p>ADJECTIVES</p> <p>Classify and use adjectives of quantity, quality, size, shape, colour and origin.</p> <p>Articulate, identify and use degrees of regular adjectives.</p>
			<p>ADVERBS</p> <p>Recognize that an adverb qualifies verbs, adjectives and other adverbs.</p> <p>Identify and use simple adverbs of manner and time.</p>	<p>ADVERBS</p> <p>Identify and use adverbs of manner, time, place and frequency.</p>
	<p>WORDS SHOWING POSITION (prepositions)</p> <p>Recognize, identify and use a few words showing position e.g. <i>to/from, up/down</i>,</p>	<p>WORDS SHOWING POSITION (prepositions)</p> <p>Illustrate use of some words showing position.</p>	<p>WORDS SHOWING POSITION (prepositions)</p> <p>Use some words showing position, time and movement.</p>	<p>WORDS SHOWING POSITION, TIME AND MOVEMENT (PREPOSITIONS)</p> <p>Demonstrate use of prepositions showing position, time, movement and direction.</p>

Grade I	Grade II	Grade III	Grade IV	Grade V
	<i>here/there</i> (preposition of location), a few words showing position e.g. <i>in, on, to, with</i>	Illustrate the use of words showing positions learnt earlier. Recognise and use words e.g. <i>with, in, over, at, from, into and out of.</i>		
		JOINING WORDS (CONJUNCTIONS) Recognize the function of joining words. Use joining words <i>and, or</i> and <i>but</i> to show addition, alternative and contrast within a sentence. Use <i>because</i> to express reason.	JOINING WORDS (CONJUNCTIONS) Demonstrate the use of <i>and, or</i> and <i>but</i> Recognize the function of more joining words. Use words such as <i>first, second, next</i> and <i>then</i> to show a sequence.	JOINING WORDS (CONJUNCTIONS) Demonstrate the use of joining words learnt earlier Recognize the function of more joining words such as <i>for example, for instance, to introduce and give example, etc.</i>

Grade I	Grade II	Grade III	Grade IV	Grade V
Benchmark II: Recognize and use punctuation such as comma, full stop, question mark, exclamation mark and capitalization to read and write simple sentences.		Benchmark II: Recognize and use punctuation including the use of hyphen, comma and colon to read and write lists and simple paragraphs.		

Students Learning Outcomes

CAPITALIZATION	CAPITALIZATION	CAPITALIZATION	CAPITALIZATION	CAPITALIZATION
Apply capitalization to the initial letter of the first word of a sentence.	Recognize and apply capitalization to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets, and places.	Use capitalization according to the rules learnt earlier. Recognize and apply capitalization to the initial letter of proper nouns: days of the week and months of the year.	Use capitalization according to the rules learnt earlier. Recognize and apply capitalization to the initial letter of proper nouns: names of holidays, special events, and groups.	Use capitalization according to the rules learnt earlier. Recognize and apply capitalization to the initial letter of the key words in the titles of stories and books.

Grade I	Grade II	Grade III	Grade IV	Grade V
<p>PUNCTUATION</p> <p>Recognize and use a full stop at the end of a statement.</p> <p>Recognize and use a question mark at the end of a question.</p> <p>Recognize and use of comma in a list.</p>	<p>PUNCTUATION</p> <p>Recognize that a sentence ends with some form of punctuation, i.e. full stop, or question mark, or exclamation mark.</p> <p>Recognize and add comma for series of items in a sentence and after Yes and No in short formal dialogues, e.g. <i>yes, thank you,</i> etc.</p>	<p>PUNCTUATION</p> <p>Use punctuation according to the rules learnt earlier.</p> <p>Recognize and use apostrophes to show possessions and exclamation mark to express strong feelings.</p>	<p>PUNCTUATION</p> <p>Use punctuation according to the rules learnt earlier.</p> <p>Recognize and use full stop with some abbreviations, apostrophe with contractions and hyphen with common compound words.</p>	<p>PUNCTUATION</p> <p>Recall the rules of punctuation learnt earlier.</p> <p>Recognize and use hyphen to join numbers, quantities, and fractions.</p>

Grade I	Grade II	Grade III	Grade IV	Grade V
<p>Benchmark III: Use and respond to simple, commands and questions verbally and non-verbally.</p>		<p>Benchmark III: Recognize and use simple sentence structure and appropriate sentence types to write meaningful paragraphs.</p>		

Students Learning Outcomes

		<p>SENTENCE STRUCTURE</p> <p>Make simple sentences by using SV (subject and verb) and SVO (subject, verb, object) pattern.</p> <p>Demonstrate the use of subject-verb agreement according to person and number.</p>	<p>SENTENCE STRUCTURE</p> <p>Make simple sentences by using SV (subject and verb) and SVO (subject, verb, object) pattern.</p> <p>Demonstrate the use of subject-verb agreement according to person and number.</p>	<p>SENTENCE STRUCTURE</p> <p>Practise and use simple SVO pattern sentences.</p> <p>Demonstrate the use of subject-verb agreement according to person and number.</p>
<p>TYPES OF SENTENCES</p> <p>Recognize, physically/orally respond to and use simple sentences showing request and command in a school scenario.</p>	<p>TYPES OF SENTENCES</p> <p>Use and respond to simple sentences showing requests and command, both physically and in their speech.</p>	<p>TYPES OF SENTENCES</p> <p>Identify and use simple sentences that show instructions, commands and requests.</p>	<p>TYPES OF SENTENCES</p> <p>Identify and practice making simple sentences to show instructions, commands, requests and strong feelings.</p>	<p>TYPES OF SENTENCES</p> <p>Identify and practice making sentences to show instructions, commands, requests and strong feelings.</p>

Grade I	Grade II	Grade III	Grade IV	Grade V
Comprehend and respond to simple <i>wh</i> -questions.	Comprehend and respond to simple <i>wh</i> -questions.	Identify simple sentences that show strong feelings.		Identify and write sentences that state/negate something or ask a question.
		Recognize the function of simple <i>wh</i> forms used in questions. Respond to, and ask simple <i>wh</i> questions. Respond to, and ask simple questions starting with verbs e.g. <i>is, am, are, was, were</i> .	Recognize the function of more <i>wh</i> forms used in questions. Respond to, and ask more <i>wh</i> questions. Respond to, and ask simple questions starting with <i>do, does and did</i> .	Recognize the function of <i>wh</i> forms used in questions. Respond to, and ask more <i>wh</i> questions. Respond to, and ask simple questions starting with <i>be, do and have</i> .

Competency 4: Writing Skills

Standard 1: Students produce academic, transactional and creative writing that is fluent, accurate, focused and purposeful and shows an insight into the writing process. (C4, S1)

Grade I	Grade II	Grade III	Grade IV	Grade V
Benchmark I: Write words and sentences using writing techniques.		Benchmark I: Write and analyze meaningful and effective sentences and paragraphs using different writing techniques.		

Students Learning Outcomes

Practise holding a pencil correctly. Trace and draw vertical, horizontal, slanted and curved lines forwards and backwards. Trace and draw circles, curves and strokes. Colour within lines and create simple patterns Recognize that English is written from left to right.	Colour within lines and create simple patterns. Trace and write simple one syllable words with correct spellings. Leave regular spaces between words. Write small and capital letters in random order following appropriate writing models of regular shape and size.	Write multi-syllable words with correct spelling. Write numbers from 50 to 100 in words. Write ordinal numbers "first to thirtieth" in words	Write multi-syllable words with correct spelling.	Write multi-syllable words with correct spelling.
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Grade I	Grade II	Grade III	Grade IV	Grade V
<p>Trace and write small and capital letters following appropriate writing models of regular shape and size.</p> <p>Write small and capital letters in series and in random order. Take dictation of alphabets.</p> <p>Trace and write simple one syllable words with correct spelling. Leave regular spaces between words.</p> <p>Write numbers from 1 to 10 in words.</p> <p>Write date and captions on page top.</p> <p>Write name and phone number</p> <p>Trace and write simple sentences leaving spaces between words using correct capitalization, punctuation and spelling.</p> <p>Construct simple sentences of three/four words using correct capitalization, punctuation and spelling.</p>	<p>Write simple two/three syllable words with correct spelling. Leave spaces between words.</p> <p>Write numbers from 1 to 50 in words.</p> <p>Write numbers in 10's in words.</p> <p>Write ordinal numbers "first to tenth" in words.</p> <p>Identify position of objects using ordinal numbers.</p> <p>Write date and captions on page top.</p> <p>Write name, phone number, and address.</p> <p>Construct simple sentences of three/four to five/six words using correct capitalization, punctuation and spelling.</p>			

Grade I	Grade II	Grade III	Grade IV	Grade V
<p>Fill in missing information to complete simple sentences.</p>	<p>Use the texts they read as models for their own writing.</p> <p>Fill in missing information to complete a simple paragraph.</p> <p>Write 3-5 simple, meaningful sentences of their own on a given topic with different sentence beginnings.</p>	<p>Use the reading texts as models for their own writing.</p> <p>Make sentences by replacing words and phrases in given sentence.</p> <p>Write sentences of their own using correct capitalization, punctuation and spelling.</p> <p>Write with reasonable accuracy, some sentences of their own on a given topics.</p>	<p>Use the reading texts as models for their own writing.</p> <p>Make sentences by replacing words and phrases in given sentences.</p> <p>Write sentences of their own using correct capitalization, punctuation, and spelling.</p> <p>Use some strategies to gather ideas for writing, such as brainstorming, mind mapping, etc.</p>	<p>Use the reading texts as models for their own writing.</p> <p>Write sentences of their own using correct capitalization, punctuation, and spelling.</p> <p>Select and use some strategies, e.g. brainstorming, mind mapping, or making outlines, etc. to gather and organize ideas for their own writing.</p> <p>Write a guided paragraph using ideas gathered and organized through various strategies.</p>
		<p>Fill in the missing information to complete a simple paragraph.</p>	<p>Write a guided paragraph using ideas gathered and organized through various strategies.</p> <p>Recognize that:</p> <ul style="list-style-type: none"> • a simple paragraph comprises a group of sentences that develop a single main idea • the main idea of a paragraph is given in the topic sentence • other sentences in the paragraph support the topic 	<p>Write a guided paragraph using ideas gathered and organized through various strategies.</p> <p>Analyse a simple paragraph to recognize that:</p> <ul style="list-style-type: none"> • a paragraph comprises a group of sentences that develop a single main idea • the main idea of a paragraph is given in the topic sentence • other sentences in the paragraph support the topic

Grade I	Grade II	Grade III	Grade IV	Grade V
			<p>sentence.</p> <p>Use the above organizing principles of paragraph writing to write a meaningful and guided paragraph.</p> <p>Use appropriate conjunctions e.g. <i>and, but, or, and because</i> to join sentences within a paragraph.</p>	<p>sentence.</p> <p>Analyse and use the above organizing principles of paragraph writing to write a meaningful and unified paragraph.</p> <p>Analyse and use conjunctions (e.g. <i>and, but, or, and because</i>) Transitional words (e.g. <i>for example, for instance, therefore</i>) and sequence markers, (e.g. <i>first(ly), second(ly), then, next, etc.</i>).</p>

Grade I	Grade II	Grade III	Grade IV	Grade V
Benchmark II: Write naming and action words, sentences, answers to simple questions and guided stories about familiar topics.		Benchmark II: Write short descriptive, expository and narrative paragraphs and stories for academic and creative purposes.		

Students Learning Outcomes				
<p>Write appropriate naming and action word(s) to identify an object or an action in a picture.</p> <p>List items of similar category from a given text.</p>	<p>Write a few sentences to describe a picture and a series of pictures.</p> <p>List items of a similar category from a given text/picture.</p>	<p>Make a list of items (e.g. vocabulary) required for a given task/topic.</p>	<p>Classify items (e.g. vocabulary) required for a given task/topic.</p>	<p>Classify items (e.g. vocabulary) required for a given task/topic</p>
<p>Show a series of actions in a picture by writing action verbs.</p>	<p>Write actions or describing words using a series of action pictures.</p> <p>Recognize the function of selected question words</p>	<p>Write a few simple sentences to describe/show sequence in a picture/series of pictures.</p> <p>Recognize the function of different question words</p>	<p>Write a paragraph to describe/show sequence in a picture/series of pictures.</p> <p>Recognize the function of different question words</p>	<p>Write a paragraph to describe/show sequence in a picture/series of pictures.</p> <p>Recognize the function of different question words</p>

Grade I	Grade II	Grade III	Grade IV	Grade V
	e.g. what, when, to write answers to simple questions.	to write short answers.	and key words to write appropriate short answers.	and key words to write appropriate short answers.
		Complete a simple paragraph using the given words, phrases and sentences.	Complete a simple paragraph using the given words, phrases and sentences.	Complete a simple paragraph using the given words, phrases and sentences.
		<p>Write simple descriptive and narrative paragraphs.</p> <p>Use appropriate vocabulary and tense to write a simple guided paragraph by;</p> <ul style="list-style-type: none"> giving general physical description of a person/ object narrating an activity from immediate surroundings writing an expository paragraph explaining a process or procedure replacing rebus with words to complete a given story filling in words to change or complete a given story. 	<p>Write simple descriptive and narrative paragraphs.</p> <p>Use appropriate vocabulary and tense to write a simple paragraph by;</p> <ul style="list-style-type: none"> giving description of a person/ object/ place narrating an activity from immediate surroundings explaining a process or procedure writing an expository paragraph explaining a process or procedure. 	<p>Analyse descriptive, narrative and expository paragraphs to note differences.</p> <p>Use appropriate vocabulary and tense to write a simple paragraph by;</p> <ul style="list-style-type: none"> giving physical description and character traits/ characteristics of a person/object /place, moving from general to specific narrating an activity from immediate and extended surroundings explaining a process or procedure writing an expository paragraph explaining a process or procedure.

Grade I	Grade II	Grade III	Grade IV	Grade V
	<p>Replace rebus with words to complete a given story.</p> <p>Complete the story with given words.</p>	<p>Identify the basic elements of a story:</p> <ul style="list-style-type: none"> • Beginning, middle and end • Characters • Place and time. <p>Write a guided story using these elements.</p>	<p>Identify the elements of a story:</p> <ul style="list-style-type: none"> • Plot- Beginning, middle and end of a story with conflict & resolution • Human, animal, imaginary characters and their roles • Setting. <p>Write a guided story using the elements of story writing.</p> <p>Write a short passage, anecdote, fable, etc., for pleasure and creativity.</p>	<p>Identify the elements of a story:</p> <ul style="list-style-type: none"> • Plot- Beginning, middle and end of a story with conflict & resolution • Human, animal, imaginary characters and their roles • Setting. <p>Write a story using the elements of story writing.</p> <p>Write a short passage, anecdote, fable, etc., for pleasure and creativity.</p>
Recognize and write rhyming words from a poem.	Recognize and write rhyming words from a poem. Write more rhyming words.	Write a simple guided poem using a list of given rhyming words.	Identify and write the central idea of a given poem in simple language. List rhyming words and write a poem.	Write the central idea of a given poem in simple language. List rhyming words and write a poem based on the same central idea.

Grade I	Grade II	Grade III	Grade IV	Grade v
<p>Benchmark III: Write a variety of simple interpersonal and transactional texts using guided writing techniques e.g. greeting cards, dialogues (speech bubbles, cartoon strips) using vocabulary appropriate to the communicative purpose and context.</p>		<p>Benchmark III: Write a variety of interpersonal and transactional texts e.g. short notes, informal invitations and letters, and dialogues (speech bubbles, cartoon strips,) using vocabulary, tone, and style of expression appropriate to the communicative purpose and context.</p>		
Students Learning Outcomes				
Recognize the conventions of a greeting card and make/fill in	Make/write simple greeting cards:	Read short notes written for selected purposes to write guided	Read short notes written for different purposes to write short notes	Read short notes written for different purposes to

Grade I	Grade II	Grade III	Grade IV	Grade v
<p>through guided activity, simple greeting cards:</p> <ul style="list-style-type: none"> • Draw illustrations to make greeting cards • Write names of addressee and sender • Write appropriate words and formulaic expressions 	<ul style="list-style-type: none"> • Draw illustrations to make greeting cards using cursive writing • Write names of addressee and sender • Write appropriate words and formulaic expressions. 	<p>short notes of their own to friends and family members.</p> <p>Write guided short informal invitations to friends and family members to demonstrate the use of the following conventions:</p> <ul style="list-style-type: none"> • Purpose • Date and time • Venue • Name of addressee and sender. 	<p>of their own to friends and family members.</p> <p>Write short informal invitations to friends, family members and teachers to demonstrate the use of the following conventions:</p> <ul style="list-style-type: none"> • Purpose • Date and Time • Venue • Name of addressee and sender. <p>Write guided replies accepting the invitation.</p> <p>Demonstrate the use of conventions of letter writing:</p> <ul style="list-style-type: none"> • Address • Date • Salutation • Body • Closing. <p>Write a guided informal letter.</p>	<p>write short notes of their own to friends and family members.</p> <p>Write short informal invitations for a variety of purposes to demonstrate the use of conventions of short invitations.</p> <p>Write replies accepting or declining the invitation. Demonstrate the use of conventions of letter writing:</p> <ul style="list-style-type: none"> • Address • Date • Salutation • Body • Closing. <p>Write an informal letter and formal letter of application. Write a reply to a short informal letter from friends and family member.</p>
<p>Identify and fill in speech bubbles with given appropriate words and formulaic expressions.</p>	<p>Fill in speech bubbles and cartoon strips with appropriate formulaic expressions or a simple dialogue.</p>	<p>Write guided sentences in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.</p>	<p>Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.</p>	<p>Write short texts in speech bubbles and cartoon strips using vocabulary, tone, style of expression appropriate to the communicative purpose and context.</p>

Grade I	Grade II	Grade III	Grade IV	Grade V
Benchmark IV: Identify and use word order, spelling and punctuation.		Benchmark IV: Revise and edit word order, spelling and punctuation.		
Students Learning Outcomes				
Identify and revise written work for spelling and punctuation.	Revise and edit written work for spelling and punctuation.	Revise written work for layout, legibility, and punctuation.	Revise written work for: correct <ul style="list-style-type: none"> • correct spelling and punctuation • pronoun-antecedent agreement • subject-verb agreement • tenses. Revise written work for layout, legibility and vocabulary.	Revise written work for: <ul style="list-style-type: none"> • correct spelling and punctuation • pronoun-antecedent agreement • subject-verb agreement • tenses. Revise written work for layout, legibility and vocabulary.

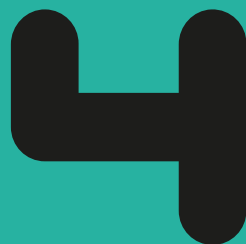
Competency 5: Appropriate Ethical and Social Development

Standard 1: 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: This competency 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.

CHAPTER



**TEXT TYPES AND
THEMES/SUBTHEMES**

Texts are written for a variety of purposes, using different forms and standards of composition. These forms are known as text types. Broadly speaking, there are two main text types-factual and literary. Within these are many more narrowly defined text types. Factual text types include factual descriptions, recountal and persuasive texts. Literary text types include poetry, narratives and personal responses.

It is essential that the students are exposed to a variety of writing, i.e. variations in form and style of expression; only then students can understand them and display their understanding by producing well-written texts for various purposes and audiences.

The section gives a variety of text types, their examples, the range of purposes or intentions and the focus of writing of each text type.

4.1. Text Types

Text Type	Intention	Focus	Examples
Narrative/expressive/ reflective texts (Literary Texts)	To entertain, explore, imagine, enlighten, share and experiences so as to get the reader involved in a story and character.	Literary, creative and aesthetic appeal	<ul style="list-style-type: none"> • Stories • Poems (Lyrics, ballads) • Play scripts • Biographies • Anecdotes • Daily Diary/journal • Fantasy, adventure, science fiction, historical fiction, mystery • Myths, legends, fables • Recountals
Expository (Factual/Informative texts)	To inform, explain and describe print and computer-based informative and reference texts.	Document, organize and convey information and ideas.	<ul style="list-style-type: none"> • News report • Maps • Instructional/procedural text (Recipes, experiments etc.) • Short articles • Tables • Flowcharts • Diagrams • Fact Sheets • Plans/Time Tables • Summaries
Argumentative/ persuasive text	To argue, discuss, advise, give reasons and convince the audience on the given topic	To influence the readers or viewers to change their mind about something	<ul style="list-style-type: none"> • Debates • Letters to the editor • Short essays • Campaign literature

Text Type	Intention	Focus	Examples
Text used for Interpersonal/Transactional Communication	To communicate a message for transactional and interpersonal purpose.	To communicate and share ideas, feelings and information.	<ul style="list-style-type: none"> • Dialogue (Formal/informal) • Letters (Informal/formal) • Letters of complaint • Greeting Cards • Emails • Job advertisements (used for reading comprehension exercises) • Interviews

4.2. 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 biased/prejudiced material. There is no direct relation between a thematic topic and a particular skill. Any topic can be exploited for teaching any number of skills. Some themes lend themselves better to teaching basic transactional skills providing an immediate communicative purpose. Several themes can be combined in one unit.

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

Themes	Sub-Themes	
	Grade I - III	Grade IV - V
1. Ethics and values (Moral character in accordance with rules of right and wrong) (Values established ideals of life, objects, customs, ways of acting that even members of a society regard as desirable)	<ul style="list-style-type: none"> • Honesty/ Truthfulness • Bravery • Sense of fair play • Respect for elders • Punctuality • Patience • Following classroom rules • Tolerance 	<ul style="list-style-type: none"> • Honesty/Truthfulness • Courage • Respect/ regard for family, neighbours and peers • Politeness • Responsibility • Tolerance
2. Peaceful Co-existence/ Peace education	<ul style="list-style-type: none"> • Making friends • Sharing/ Charity • Co-operating • Collaboration 	<ul style="list-style-type: none"> • Friendship • Keeping promises • Helping others/generosity • Hospitality • Resolving quarrels • Respecting others and self • Recognizing the presence of ethnic and religious groups in society • Avoiding/ Resolving conflicts • Global citizenship

Themes	Sub-Themes	
	Grade I - III	Grade IV - V
3. Self, people, places & Globe	<ul style="list-style-type: none"> • Myself • My family • My home • My village/City 	<ul style="list-style-type: none"> • Knowing children from all provinces, Gilgit Baltistan and Azad Jammu Kashmir • The market • Historical Places • My country • My world
4. Patriotism/ National Pride	<ul style="list-style-type: none"> • Love for Pakistan 	<ul style="list-style-type: none"> • Showing/ exhibiting patriotism through deeds • Including minorities as well when talking about what it means to be a Pakistani
5. Nature	<ul style="list-style-type: none"> • Animate / inanimate • Taking care of plants/ animals/birds • Seasons • Colours • Fruits / vegetables • Flowers/ trees 	<ul style="list-style-type: none"> • Hills, rivers, lakes, plains, deserts, mountains etc.
6. Gender equality and equity	<ul style="list-style-type: none"> • Little boys and girls are equal 	<ul style="list-style-type: none"> • Importance of female education • Gender balanced roles in domestic setup • Gender balanced access to basic needs
7. Festivals and cultural events	<ul style="list-style-type: none"> • Enjoying festivals 	<ul style="list-style-type: none"> • Religious/cultural festivals in Pakistan
8. Role models (ﷺ Hazrat Muhammad, male/female personalities from islamic history, Pakistani armed forces and notable civilians).	<ul style="list-style-type: none"> • Heroic deeds of children depicting personal bravery /courage/honesty 	<ul style="list-style-type: none"> • Notable people as role models; national and international
9. Environmental education	<ul style="list-style-type: none"> • Knowledge/ awareness of immediate natural environment • Importance of the use of biodegradable products • Conservation of natural resources (water, gas, etc.) • Importance of plants and trees 	<ul style="list-style-type: none"> • Understanding and appreciation of natural environment • Use of clean drinking water • Plantation of trees • Making sustainable lifestyle choices • Introduction to climate change

Themes	Sub-Themes	
	Grade I - III	Grade IV - V
10. Travel and Transport	<ul style="list-style-type: none"> • Different modes of transport 	<ul style="list-style-type: none"> • Taking a tour
11. Technology	<ul style="list-style-type: none"> • Famous inventions 	<ul style="list-style-type: none"> • Amazing inventions/ discoveries (National and International)
12. Education and Employment (careers/ occupations)	<ul style="list-style-type: none"> • My school • Following School rules • Common professions from surroundings 	<ul style="list-style-type: none"> • Good study habits • Book reading
13. Dignity of labour	<ul style="list-style-type: none"> • Doing small chores 	<ul style="list-style-type: none"> • Helping at home and school
14. Media	<ul style="list-style-type: none"> • Media as a source of learning and holistic development 	<ul style="list-style-type: none"> • Media as a source of general information • Types of media
15. Crisis awareness and management, risk reduction	<ul style="list-style-type: none"> • Avoiding accidents at home and schools • Use of First Aid Box • Recognizing danger signs/signals 	<ul style="list-style-type: none"> • Safety at school/playground/streets (use of fire extinguishers/ safety drills/ alarm systems/ evacuation plans) • Introduction to dengue, corona virus, earthquakes etc.
16. Participatory Citizenship	<ul style="list-style-type: none"> • Following simple traffic rules • Making queues • Following classroom rules • Keeping the classroom clean • Avoiding littering and damaging classrooms, corridors, compounds, playgrounds and public properties. 	<ul style="list-style-type: none"> • Traffic education • Obeying rules and regulations • Being a responsible and helpful citizen • Effects of littering and damaging surroundings (Avoid using plastic bags, wall chalking, etc.) • Respecting human rights
17. Health, personal safety, and drug education	<ul style="list-style-type: none"> • Personal cleanliness and hygiene; use of water after using the washrooms/ etiquettes of using public toilets • Healthy food • Playing games/ exercising • Confiding in family members • Learning to say "no" to an inappropriate touch/ situation (Stranger Danger) 	<ul style="list-style-type: none"> • Benefits of hygiene, including appropriate sanitation and hygiene • Healthy food • Healthy eating habits • Playing sports • Avoid befriending strangers • Awareness about medicines
18. Life Skills	<ul style="list-style-type: none"> • Taking responsibility/ care of small things (animate/ inanimate) • Good habits • Being grateful • Listening to others • Sharing • Curiosity and learning 	<ul style="list-style-type: none"> • Taking/handling responsibility • Organizing personal belongings • Good behaviour • Practicing personal etiquettes • Sharing • Curiosity and learning

Themes	Sub-Themes	
	Grade I - III	Grade IV - V
19. Avoiding Social Evils	<ul style="list-style-type: none"> • Avoid telling lie • Avoid tale bearing 	<ul style="list-style-type: none"> • Controlling anger • Avoiding greed • Eluding prejudice • Eluding bullying • Avoiding stereotyping degrading/blaming • Controlling aggression
20. Sports	<ul style="list-style-type: none"> • Game viewing • Local sports 	<ul style="list-style-type: none"> • Stadium visit (Pakistan's famous players old and new) • Different sports • Mountaineering • Sportsman spirit/teamwork
21. Adventure	<ul style="list-style-type: none"> • Accepting a challenge for a field trip (zoo/parks/forests) 	<ul style="list-style-type: none"> • Cable cars/lifts • Climbing minarets and trees • Camping out

CHAPTER

05

**CLASSROOM
METHODOLOGY**

5.1. Essentials of Classroom Methodology

This curriculum is based on an eclectic approach combining communicative and collaborative approaches of English Language Teaching (ELT). It can only be implemented effectively through a blend of interactive and skill-based teaching methodologies. Some essentials relating to the general classroom methodology regarding English language teaching are given below. These essentials would not only be beneficial to the teachers but also to the textbook writers while devising material.

- Language learning is effective if teachers do less lecturing in the class and engage the learners in an interactive situation where they are provided with the purpose to listen, speak, read and write.
- In early years of schooling or primary grades, the natural sequence of learning a language should be followed, i.e., observing, listening and speaking. Once the child has developed considerable competence in using oral English, he or she should be encouraged to express ideas in writing.
- At higher grades, the emphasis should shift to critical thinking, reading and writing. It is, however, important to realize the need of integrated language teaching; the focus of a lesson should not only be on reading or writing but also on the oral and aural skills.
- Activities are devised and conducted in a manner that students have an opportunity for individual, pair and group work.
- Peer corrections are encouraged especially in large classes.
- Mistakes and errors are treated as a learning opportunity. Teachers facilitate students to communicate and learn through activities and tasks that are enjoyable and intellectually stimulating. Teachers are encouraged to use latest technology in the classrooms for teaching language skills.
- As far as lesson planning is concerned, teachers plan the core SLOs and the number of hours they can spend on each unit.
- Various text types are added to achieve the SLOs within the given time. Teachers develop additional activities for vocabulary enhancement, discussion and comprehension questions where needed.
- Teachers can incorporate supplementary reading activities that help students to identify the theme and main points of the text.

- The teachers have a weekly overview of each lesson which may include:
 - A variety of text /topics
 - Assortment of activities and methodology to be used
 - Teacher's supplementary materials
 - Quizzes or tests to check student progress of the given SLOs

5.2. Teaching of Language Skills

It is important to note that the language skills of listening, speaking, reading and writing can be taught separately or integrated according to need and purpose. Although taught through their sub skills, these skills are holistic acts that have their

emerging, beginning, developing and advanced stages. All forms of communication serve as means of language learning, as well as for exploring ideas about life and human nature.

- i. **Oral Skills:** It is important to develop students' oral skills (listening and speaking) throughout schooling. Verbal and non-verbal effectiveness in both speech and response should focus on standard pronunciation, appropriate and effective use of language development of ideas and their organization for a specific audience, setting and occasion. Oral presentations in early years of schooling can be taught effectively through 'show and tell', a recital, 'thought-of-the-day', tongue twisters, a story, a speech or a report and similar activities. This will benefit students' presentation skills in all subjects being taught in English during each academic year.
- ii. **Reading Skills:** Reading is a visual process that needs to be connected to an oral and aural experience. Textual aids, such as blurbs, footnotes, graphs, figures, table of contents etc., facilitate comprehension. Teachers are encouraged to use different reading strategies such as skimming, scanning, inferring, predicting, summarizing etc.

Reading is done in different ways for different purposes e.g. we read an instructional manual, a humorous magazine, a course text and a diagram etc.

- **Reading Aloud:** Reading for pronunciation development, fluency, stress and intonation is different from reading for comprehension. The teacher must model reading and provide class time for students to engage in sustained reading processes.
 - **Guided Reading:** A teacher must explicitly model critical reading and thinking through guided reading instruction and independent reading time. Open-ended activities and questions during guided reading encourage diverse responses leading to critical and creative thinking. Meaningful and supportive interventions, which make students feel that they are being helped through their problems in reading, is important.
 - **Reading for Pleasure/Individual Reading:** It is teacher's responsibility to encourage students to experience the joy of reading fiction (literature), and devise ways to extend students' interest in it. This will also help develop higher order skills of prediction, evaluation, judgment, imagination, etc. The plot and setting of a book will provide the native use of forms and vocabulary.
 - **Reading for Comprehension/ Silent Reading:** Teachers and text book writers can structure the reading comprehension lessons using different kinds of questions related to literal comprehension, reorganization, inferential comprehension, evaluative comprehension, comparison and appreciation.
- iii. **Writing Skills:** Students acquire writing competence mainly through practice and frequent writing. Writing is a complex process interwoven with thinking as it allows writers to explore thoughts and ideas, making these visible and concrete. Following are to be kept in mind:
 - The ultimate aim of teaching writing skills during school years should be to make students fully independent writers. It is important for the teacher to realize that it is not only the final product that is important in teaching writing, but also the process in which learners and teachers collaborate for the benefit, advantage and encouragement of the learners.
 - Students' ability to create fictional and non-fictional narratives is derived substantially

from the models of these types of writing through their experiences of such texts (heard or read). It is important to understand that models, in this sense, are not blue prints for close imitation. These are simply examples from which a child develops generalized rules about the nature, structure and content of fiction and non-fiction; the models that are provided and discussed will be internalized gradually.

- Students should be introduced to the practice of editing and proof reading their own work over a period of time. Initially, this should be done in collaboration with teachers; as a next stage, pairs of children might help each other.

5.3. Indicating Errors:

For indicating errors, teachers should introduce a set of conventions to be followed by all. Textbook writers can give such a checklist as an appendix to textbooks so that there is an accepted checklist of proofreading conventions. A sample is as follows:

5.3.1: Editing Symbols for Notebook Checking/Writing.

• Words left out	^
• Do not understand	?
• Wrong word	ww
• Punctuation mark	O
• Spelling error	sp
• New paragraph	//
• Capital letter	—
• Grammar (e.g. She was go to the market)	^^

5.4. Instructional Strategies

A range of instructional strategies should be used to create a learning environment to achieve objectives that cater to the interests, abilities and learning styles of students in order to make them independent and confident learners. Some student-centered teaching learning activities are given below:

- Input:** Input about different aspects of language such as grammar can be interspersed within tasks and activities to develop students' ability to use language skills in real-life situations. This can be made interesting and effective by identifying its purpose, by posing questions to check conceptual understanding and by inviting students' questions for clarification.
- Discussion:** Group interactions help students develop their listening and speaking skills through exploring a diversity of views and investigating assumptions in the light of different perspectives. Discussion can be helpful in developing reading and writing skills such as enhancing comprehension of complex ideas in reading texts and generating ideas for writing argumentative essays.
- Role-Play:** A teaching strategy in which students learn by acting and observing. It helps to develop language and social skills through problem solving and communication. Role-play can be used beneficially at the post-reading stage for elaborating ideas gained from reading texts and for practice of dialogue writing.
- LASACAWAC:** 'Look-say-cover-write-check' is a positive strategy for teaching spelling. It is a technique that helps students to acquire and extend their visual perception of words. It is recommended that teachers use this strategy regularly in their classrooms.

The stages are as follows:

- i. Write the word on a piece of paper – an A4 sheet divided into four is ideal.
- ii. The student **looks** at the word as you say it in a normal speaking voice – that is with no distortion of the pronunciation.
- iii. The student **says** the word while still looking at it.
- iv. The paper is **covered** or turned face down.
- v. The student **writes** the word from memory.
- vi. The student **checks** to see if the spelling is correct. If it is, it can be entered into the student's wordbook (a book maintained all year round of words the student can spell).

If not, the error should be discussed and stages ii to vi repeated.

- e) **Concept Map:** A concept map is a type of graphic organizer used to help students organize and represent knowledge of a subject e.g. word clouds, mind maps and Venn diagram. Concept maps begin with a main idea (or concept) and then branch out to show how that main idea can be broken down into specific topics.
- f) **Think-Pair-share:** This strategy can be used for a wide variety of daily classroom activities such as concept reviews, discussion questions, partner reading, brainstorming, quiz reviews, topic development, etc. **Think-Pair-Share** helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.

Before introducing the **Think-Pair-Share** strategy to the students, decide on your target for the lesson. You may choose to use a new text that the class will be reading, or you might want to develop a set of questions or prompts that target key concepts that your students have been studying. Describe the strategy and its purpose with your students, and provide guidelines for discussions that will take place. Explain to students that they will (1) think individually about a topic or the answer to a question (2) pair with a partner and discuss the topic or question; and (3) share ideas with the rest of the class. Using a student or students from your classroom, model the procedure to ensure that students understand how to use the strategy. Allow time for students to ask questions that clarify their use of the technique.

- g) **Jigsaw Reading:** Jigsaw (also called 'novice/expert'), for research and peer teaching. In jigsaw groups, children research and discuss as part of one group (sometimes called a novice group) and then teach (the group is now called the expert group).
- h) **Inquiry/Investigation:** A process of framing questions, gathering information about language structure and use, analyzing texts and drawing conclusions about author's purpose etc. It encourages students to actively engage with text and take responsibility for their learning.
- i) **Cooperative Learning:** Students group together in small groups to maximize their own and each other's language learning through student-student interaction. It helps them to use language spontaneously in a natural setting, as well as, read and write texts collaboratively. It also helps develop students' social skills and increases their higher order thinking.
- j) **Project:** A project refers to a set of teaching strategies which enable teachers to

guide learners through in-depth studies of real world topics. In project work, students develop all four languages skills while learning to work independently. It also allows for creativity and development of research skills.

- k) **Presentations:** Oral presentations on group and individual tasks and projects help shift the focus from a lecturing mode to the learners' active participation in classroom activity. This also helps develop confidence and enhances listening and speaking skills.

5.5. Supplementary Materials

Along with the prescribed textbooks and teachers' guides, teachers are encouraged to use the following:

- i. Encyclopedia, resource books, newspapers, journals, magazines etc.
- ii. Auditory materials such as radio broadcasts, tape recordings, audio books, rhymes /poems, CD players and sound enabled web resources.
- iii. Visual materials such as cue cards, cutouts, pictures, maps, charts, posters, overhead projectors, televisions, computers (audio-visual), etc.
- iv. Supplementary Reading Materials/ Readers
- v. Dictionaries
- vi. Educational websites
- vii. Environment, community and the outdoors.

Some recommended websites to teach concepts and skills of English language: ⁵

S no	Websites	Grade IV - V
01.	http://www.primaryresources.co.uk/	Word making, sentences, story writing, punctuation, homonyms, homophones, nouns, adjectives, verbs, synonyms, apostrophes, contractions, letters, formal writing etc.
02.	www.eslvideo.com	Using videos for quizzes. Ready-made quizzes are available after viewing of the video.
03.	http://www.abcya.com/kindergarten_computers.htm	For ECE and Class 1
04.	https://www.eduplace.com/kids/hme/k_5/grammar/	Sentences nouns, adjectives, prepositions (Games for students of primary classes)
05.	https://www.scholastic.com/teachers/lessons-and-ideas/	Teaching ideas and lesson plans for teachers.
06.	http://www.bbc.co.uk/education/highlights	Teaching of metaphors, similes, facts/opinions, compound words, etc.
07.	http://funbrain.com/	Teaching support for primary classes
08.	http://www.breakingnewsenglish.com	For speed reading, enhancing reading fluency
09.	http://www.crickweb.co.uk/	Teaching support for classes primary classes
10.	http://www.britishcouncil.pk/	Teaching support for classes primary classes

⁵ These websites were active at the time of the development of this document. Teachers are encouraged to look for similar web-based resources as per their need.

CHAPTER

06 ASSESSMENT

The English language curriculum focuses on enabling students to acquire language skills rather than memorization of textbooks content. Discouraging rote learning warrants enabling students to approach and engage with different styles and natures of texts independently. In this context, skills-based assessment using unseen texts and materials is, therefore, recommended for testing students' ability to use language in spoken and written communication.

6.1. Assessment Forms

The following two forms of assessment are recommended:

6.1.1. Periodic/ Formative Assessment:

Formative assessment is an on-going process throughout the academic session, and is generally done through quizzes, class tests, presentations, assignments and group discussions. Periodic assessment/tests encourage students to do more revision work. It helps the teacher to assess students' performance and learning in relation to course objectives, student learning outcomes, and also to improve his/her own teaching accordingly. It allows teachers to adapt their teaching strategies in the light of performance shown by students. The teacher must provide constructive feedback to the students on a regular basis.

6.1.2. End- of- Term / Summative Assessment:

The basic purpose of summative assessment is to know how much learning has taken place at some terminal point in time. It is the traditional end-of-term or final examination. It involves the whole course and determines promotion of suitable candidates to a higher class/grade. However, conducting only end-of-term assessments is of little benefit as it helps neither the students, who have not been trained to take examinations, nor the teachers who remain unaware about success/failure of their methodology and the course content. The variety of assessment tools used for both formative and summative assessments should be consistent.

6.2. Characteristics of a Good Test:

A good test has the following characteristics:

- **Validity:** It tests what is supposed to be tested. The test items should be closely related to the curriculum objectives to be tested in order to ensure content validity.
- **Reliability:** This is of two kinds: **Inter-rater reliability** and **test-retest reliability**. If the test is reliable, the students will get similar grades if they take the test on another occasion without any additional language training. Reliability can be achieved through providing the assessors with clear and easy to use marking schemes, as well as, their training, wherever possible, in using these rubrics/ marking schemes.

- **Practicality:** A good test is easy to administer. An effort should be made, particularly in large-scale testing, to ensure that testing conditions are uniform across a range of contexts in which the test is administered. Also, the testing conditions should be similar to the conditions under which standardization and norming has taken place during the test development stage.

Testing is closely related to teaching. A good test can have a beneficial backwash effect in terms of focusing the teaching curriculum objectives.

6.3. Assessment System for the Present Curriculum

The assessment system for the present curriculum should include:

- A clear statement of specific purpose for which the assessment is being carried out.
- A wide variety of assessment tools and techniques that measure students' ability to use language effectively for different purposes.
- Rubrics for assessing the four language skills and marking schemes for the formative/summative assessments are given as guidelines to be followed.
- Criteria to be used for determining performance levels for the SLOs for each grade level.
- Procedures for interpretation and use of assessment results to evaluate the learning outcomes.

6.4. Purpose of Assessment

The primary purpose of all assessment, periodic (formative) or end-of-term (summative) is to improve the teaching-learning and assessment process by providing feedback to both teachers and students.

More specifically, assessment helps the teachers to;

- Check the knowledge that the students already have so that teachers know where to start teaching from.
- Find out students' strengths and weaknesses.
- Explore the cause of students' weaknesses and address them through improved teaching methodology and/or materials.
- Find out if feedback to students is helpful and effective.
- Provide feedback on the basis of assessment data.
- Compare the ability of students in one school with the ability of students of a similar grade in other schools.

6.5. Methods of Assessment

Students' abilities and acquired skills can be tested through a range of assessment methods. The process of selecting the most appropriate method of assessment must consider the time, available resources, age and developmental level of the students. A fully planned and balanced test can include any combination of objective and subjective methods. A brief description and merits and demerits of some commonly used assessment methods and their tools are given below.

6.5.1. Selected Response Items (Objective type):

In these type of questions, an answer from two or more given choices is selected. The short response time allows more information to be assessed in a short time. Scoring is

quick and objective, as teachers only need to check if the single correct or best answer was identified for each item. These include different assessment tools such as Multiple-Choice Items, Binary Choice Items, Matching Items and Interpretive Exercises.

Assessment Tools

- **Multiple Choice items:** The different types of multiple-choice items are:
 - Correct answer type: It assesses knowledge and comprehension.
 - Best answer type: This measures higher order thinking such as reasoning and critical analysis.
 - Multiple response type: It assesses knowledge, comprehension and critical thinking. This includes questions to which more than one clearly correct answer exists.
 - Incomplete statement: This measures knowledge, skills and higher order thinking.

The stem is an incomplete statement rather than a question.

If we analyse tests in which multiple choice items are used, we find that in most cases, the items test only 'knowledge'. Multiple choice items must test application, analytical skills along with knowledge and comprehension. However, it is recommended that only correct answer type and best answer type multiple choice items should be used.

- **Binary Choice Items:** These items, such as marking statements as *True or False* can be used to assess knowledge, values and opinions depending on which binary choices are given. Guessing allows students 50% chance of being right. These need to be avoided at higher grades.

These effectively assess students' knowledge and associations/relationships of one or more concepts or linguistic items, and can assess a great amount of factual information within a single topic.

- **Interpretive Exercises:** Interpretive exercises contain brief information or data, followed by a variety of questions. The questions are based on the information or data, which can take the form of maps, paragraphs, charts, figures, stories, tables or pictures. Multiple questions about the same information allow higher cognitive skills and their application to be measured in greater depth. These can assess interpretation, analysis, application, critical thinking, and other reasoning skills separately from content knowledge of the subject. Students are encouraged to use information in formats that they encounter daily such as pictures, maps, charts, figures, tables and newspaper articles, which increase meaning and relevance of the exercise. These also help test the development of reading and writing ability.

6.5.2. Constructed Response Items (CRI) (Semi-objective and Subjective type)

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

- a) **Restricted Response Items (RRI) (Semi-objective):** These require students to provide a very short and clearly delineated answer. They are objectively scored because there is usually a single correct answer which is easy to identify.

Assessment Tools

- **Fill-in Items:** Fill-in items assess more knowledge and factual information in less time. These ask students to label diagrams or write a one word answer to a short question. These cannot check understanding or higher order thinking.
- **Short Answers:** Short-answer items are questions that call for students to write brief answers (3-4 sentences at-most). They assess knowledge, understanding and reasoning. It is important to decide what knowledge, ideas and skills are to be tested and then allocate marks accordingly. Short answers may test more than recognition and recall, and they demand a certain amount of coherence in the answer. They are more objectively scored than an essay and provide less opportunity for guessing.

b) Extended Response Items (ERI) (Subjective type)

In ERIs students are given maximum time to express their views, narrate their experiences and state their point of view logically and cohesively. These items are effective to judge writing skills and creativity. However, for marking, some rubrics/criteria must be developed to avoid subjectivity.

Assessment Tools

- **Essay-Type Questions:** These allow students to construct restricted-responses that limit the length, content and nature of the answer; or extended-responses that allow greater freedom in response. These essay-type questions are easier to construct, than objective and semi-objective type questions provided that appropriate command words are used. A lot of time and skill is required in marking responses to such questions so clear criteria needs to be developed to ensure consistency by various assessors.
- **Performance Tasks:** These require students to construct a more extensive response to a well-defined task, often involving deep understanding and/ or higher order thinking skills needed in real-world application. Performance tasks can be used to evaluate both processes, such as dramatic reading, and their resultant products, for example, enactment of play/recital. Another example is project work that can evaluate a range of skills such as research skills, analysis and synthesis of information, presentation skills etc.

6.5.3. Teacher Observation

Informal teacher observation is so common that it is often ignored as a form of assessment. However, teachers constantly observe and listen to students as they work. Non-verbal cues such as disengagement, looks of frustration, etc. give greater insight than verbal feedback. However, formal observation is important in assessing attitudes, products and skills in performance tasks such as oral presentations and interviewing skills. Planned observation focuses on specific behaviour. It can be done by the teacher as an observer or/and as a participant. Observational tools encompass a range of pre-selected behaviours/skills. After observation, the teacher checks off whether each item listed was shown or not shown. Pre-determined assessment criteria should be worked out.

6.5.4. Student Assessment

- a) **Self-assessment:** In self-evaluation of academic achievement, students rate their own performance in relation to established standards and criteria. As a part of their self-reporting, students may also be asked to answer questions that reveal their

attitudes and beliefs about themselves or other students.

b) **Peer Assessment:** This develops collaborative learning with students helping their peers through providing them feedback on their work. Often some prior training of students is required in using the marking criteria for peer assessment to be of maximum benefit to the students. This is a very useful technique in large classes where the teacher cannot mark the work of each student in the class.

6.6. Constructing and Marking a Test/ Assessment:

The way teachers test, affects the way students learn. Tests should be written well in advance of an assessment. Also, care should be taken to ensure that the test adequately includes the whole area of understanding and abilities in relation to the curriculum objectives. A teacher should have a bank of questions previously written or write parallel items. A question has to be clearly written so that students know exactly what response is required. An examination question, patently worded using the appropriate command words defines the student's task precisely. In the revision of the curriculum it was made sure that assessment of all the four language skills was incorporated. For that purpose, assessment rubric for writing, reading, speaking and listening skills are given in detail, which may be followed as they are. Teachers can also contextualize the same pattern.

6.6.1. Steps in Constructing and Marking a Test/Assessment:

The steps outlined below will help in writing better tests:

- Decide the type of the test
- State the criteria of the test
- State the objectives of the test
- Produce a 'grid' or a table of test specifications clearly identifying what is to be tested in relation to the syllabus objectives
- Decide on type of questions to be used
- Write the test items making sure that they are appropriate for what they are supposed to test (validity)
- Devise a marking scheme, which is easy to understand and use
- Do an item analysis to find out the validity and reliability of the test

6.7. Marking Various Test Items

It is important to understand the nature of the various test items and the criteria by which they are marked. A marking scheme must be made and consulted while marking the scripts otherwise, the results will be unreliable. While it is acknowledged that all assessors have wide experiences of teaching and assessment, training of assessors in large-scale testing is recommended to reduce subjectivity and ensure reliability of scoring students' scripts.

6.7.1. Marking Selected Response Items (Objective Type)

Objective items are either right or wrong, so there is no difficulty in marking them. Spelling, knowledge of grammar and sentence construction can all be tested using objective type items.

6.7.2. Marking Constructed Response Items (Semi-objective, Subjective type items)

a) Marking Brief Constructed Response Items (Semi-objective Items)

Semi-objective items are easier to mark than the essay type as we can break the task up into two or three smaller portions and allocate marks for each section; thus, marks are

distributed according to the importance of a particular step.

b) Marking Constructed Response Items (Essay Type Items)

The most difficult items to mark are essay type items. Markers vary in their opinion over marking a particular student's essay type answer. Essay type items may be used to test creativity, opinion or interest etc., in addition to other writing skills. These item types should not be used to test those objectives which can be tested more reliably by other means, e.g. marking spelling mistakes while assessing creative writing can be counter-productive.

6.7.3. Scoring Rubrics and Marking Schemes

Carefully planned and focused marking schemes/rubrics guide essay markers to reduce subjectivity and ensure accurate professional judgment. The rubric should preferably be shared with the students before they begin the task. Scoring rubrics consist of performance criteria and a way to rate them.

a) Marking Rubrics for Assessing Listening Skills:

Keeping in mind the shortage of language expert teachers, the following assessment rubrics are designed on a basic pattern that is easy for the teachers to understand and can be generalized for use according to their students and syllabi. Responses can be taken as: **S= strong, A= adequate, NW= needs work, AOC= area of concern**

a.1) Sample Rubric for Assessment of Listening Skill

	Area of concern 1 pts	Needs work 2 pts	Adequate 3 pts	Strong 4 pts
Attentiveness of listener.	The student was not able to concentrate on the listening task and was easily distracted and inattentive.	The student found it difficult to concentrate on the listening task, but was attentive occasionally.	The student was mostly attentive and usually able to listen with good concentration.	The student was able to concentrate fully and listen very attentively throughout the assessment.
General understanding.	Student did not understand enough vocabulary or information to answer the questions.	While the student did not understand a lot of the vocabulary and information, he/she was able to complete some of the questions.	The student showed a good general understanding of the vocabulary and information, with most questions completed.	The student showed a very good general understanding of all vocabulary and information, completing all the questions.
Listening for details.	Student was unable to grasp specific details while listening, and did not include them in the answers.	Although the student showed a limited ability to listen for details, specific information was occasionally included.	The student was able to include most specific information and details in his/her answers.	The student included all the specific information and details in his/her answers.
Accuracy of response.	The student's answers were mostly left out or unrelated to the information given.	The student included a small amount of information however a lot was left out or was not accurate.	Answers were mostly accurate and related to the information given, with only a few errors.	The content was always accurate and related to the information given.

a.2) Sample Listening Assessment Primary Level (Class 3,4 and 5)

Students will answer the questions given in the assessment sheet based on the paragraph read out. Sample passage will be according to the age of the student. Around 3 multiple choice and 2 brief descriptive questions could be given for assessment.

Name : _____
Date : _____
Section : _____

Subject: English (Listening Assessment)
Max Marks: 05
Time allowed: 20 mins.

Instructions for the students:

1. Listen to the passage carefully while it is being read out to you. Do not fill the answer sheet while the passage is being read out to you.
2. Fill in the answer sheet carefully. Your answer will be marked as wrong on crossing, overwriting and using correctors.

b) Sample Speaking Assessment Task (Class 3,4 & 5)

The following task can be taken as a sample to assess the speaking skills of students of class 3 to 5.

Look at the picture carefully and answer the questions:

Picture 1:



- Q. What do you think is happening in the picture?
Q. How do you like going out with your parents? Share a memorable experience.
Q. Do you think children should help their parents in such activities? Why/why not?

b.1) Speaking Assessment Guidelines for Teachers

Teachers must follow these directions:

1. Teachers need to build rapport to make student comfortable.
2. Teachers need to complete the task with individual students.
3. Each student must be given 2-3 minutes to think about his or her responses.
4. Teacher should assess them on the criteria listed below:
 - Speak confidently in different contexts.
 - Add relevant details while justifying own point of view
 - Use standard English

b.2) Criteria for Speaking

Expression (tone, fluency, intonation)	/3
Relevant details (quality of content)	/3
Grammatically correct English	/4

⁶Adapted from:<https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=L95572&>

c) Marking Scheme for Assessing Reading Skills:

Reading assessment sheets are designed to assess the basic reading competency at primary level in each grade respectively. It is suggested that the teachers keep the textbook or an exclusively designed assessment sheet for students to read from. For sound/ alphabet recognition, at Kindergarten level, the teacher must assess students with three to five letters/ words that too from the textbook and otherwise.

c.1) English Reading Assessment Sheet (Phonemic Awareness) Class I-II:

Section: -----

Name	Proper handling of book and recognition of Content Table (book/Lesson) (01)	Alphabet recognition (01)	Phonemic awareness (sound of letters) (02)	Initial sound recognition (02)	Middle sound recognition (02)	Final sound recognition (02)	Total Marks (10)

c.2) English Reading Assessment Sheet (Sentence) Class I- II:

Name	Syllable recognition (02)	Reading accuracy (02)	Reading fluency (02)	Expression while reading (Stress and intonation) (02)	Comprehension (02)	Total Marks (10)

c.3) English Reading Assessment Sheet (Paragraph) Class III - V:

Name	Phonemic awareness (sound of letters) (01)	Syllable recognition (01)	Recognition of the title (of book/ lesson/ story) (01)	Recognition of sentence (starting and ending of a sentence) (01)	Recognition Of paragraph (Start & end) (01)	Comprehension paragraph reading and questioning (oral) (05)	Total Marks (10)

d) Marking Rubrics for Writing Skill:

The following task can be taken as a sample to assess the writing skills of students of class 3 to 5.

d.1) Marking Rubric for Basic Writing

S.no	Feature	Strong 4	Developing 3	Emerging 2	Beginning 1	Score
01	Ideas	<ul style="list-style-type: none"> Establishes a clear focus Uses descriptive language Provides relevant information Communicates creative ideas 	<ul style="list-style-type: none"> Develops a focus Uses some descriptive language Details support idea Communicates original ideas 	<ul style="list-style-type: none"> Attempts focus Ideas not fully developed 	<ul style="list-style-type: none"> Lacks focus and development 	
02	Organization	<ul style="list-style-type: none"> Establishes a strong beginning, middle and end Demonstrates an orderly flow of ideas 	<ul style="list-style-type: none"> Attempts an adequate introduction and ending Evidence of logical sequencing 	<ul style="list-style-type: none"> Some evidence of a beginning, middle and end Sequencing is attempted 	<ul style="list-style-type: none"> Little or no organization Relies on single idea 	
03	Expression	<ul style="list-style-type: none"> Uses effective language Uses high-level vocabulary Use of sentence variety 	<ul style="list-style-type: none"> Diverse word choice Uses descriptive words Sentence variety 	<ul style="list-style-type: none"> Limited word choice Basic sentence structure 	<ul style="list-style-type: none"> No sense of sentence structure 	
04	Conventions	<ul style="list-style-type: none"> Few or no errors in: grammar, spelling, capitalization, punctuation 	<ul style="list-style-type: none"> Some errors in: grammar, spelling, capitalization, punctuation 	<ul style="list-style-type: none"> Has some difficulty in: grammar, spelling, capitalization, punctuation 	<ul style="list-style-type: none"> Little or no evidence of correct grammar, spelling, capitalization, or punctuation 	
05	Legibility	<ul style="list-style-type: none"> Easy to read Properly spaced Proper letter formation 	<ul style="list-style-type: none"> Readable with some spacing /forming errors 	<ul style="list-style-type: none"> Difficult to read due to spacing/ forming letter 	<ul style="list-style-type: none"> No evidence of spacing /forming letters 	

(D.2) Narrative Writing Rubric

S.no	Criteria	4 Advanced	3 Proficient	2 Basic	1 Not There Yet	Score
01	Main Idea & Focus	<ul style="list-style-type: none"> • Skilfully combines story elements around main idea • Focus on topic is profoundly clear 	<ul style="list-style-type: none"> • Combines story elements around main idea • Focus on topic is clear 	<ul style="list-style-type: none"> • Story elements do not reveal a main idea • Focus on topic is somewhat clear 	<ul style="list-style-type: none"> • There is no clear main idea • Focus on topic is not clear 	
02	Plot & Narrative Devices	<ul style="list-style-type: none"> • Characters, plot and setting are developed strongly • Sensory details and narratives are skilfully evident 	<ul style="list-style-type: none"> • Characters, plot and setting are developed • Sensory details and narratives are evident 	<ul style="list-style-type: none"> • Characters, plot and setting are minimally developed • Attempts to use narratives and sensory details 	<ul style="list-style-type: none"> • Lacks development on characters, plot and setting • Fails to use sensory details and narratives 	
03	Organization	<ul style="list-style-type: none"> • Strong and engaging description • Sequencing of details are effective and logical 	<ul style="list-style-type: none"> • Engaging description • Adequate sequencing of details 	<ul style="list-style-type: none"> • Description needs some work • Sequencing is limited 	<ul style="list-style-type: none"> • Description and sequencing needs major revision 	
04	Sentence Fluency	<ul style="list-style-type: none"> • Sentence structure enhances meaning 	<ul style="list-style-type: none"> • Purposeful use of sentence structure 	<ul style="list-style-type: none"> • Sentence structure is limited 	<ul style="list-style-type: none"> • sentence structure needs work 	
05	Conventions	<ul style="list-style-type: none"> • A strong sense of writing conventions is apparent 	<ul style="list-style-type: none"> • Standard writing conventions is apparent 	<ul style="list-style-type: none"> • Grade level appropriate conventions 	<ul style="list-style-type: none"> • Limited use of appropriate conventions 	

(d.3) Criteria for Marking Dialogue/Narrative Writing:

For marking a piece of narrative or dialogue writing marks can be bifurcated as given below.

Description	Attained Marks	Obtained marks
Relevant details (relevance to the topic)	/2	
Appropriate usage of tenses	/2	
Paragraphing in sequence	/2	
Range of vocabulary	/2	
Suitable ending	/1	
Spelling and neatness	/1	

(d.4) Rubrics for Expository Writing

S.no	Criteria	4 Displays Clear Evidence	3 Consistent Evidence	2 Some Evidence	1 Little/No Evidence
01	Ideas	• Informative with clear focus and supporting details	• Informative with clear focus	• Focus needs to be expanded and supporting details are needed	• Topic needs to be developed
02	Organization	• Very well organized; easy to read	• Has a beginning, middle and end	• Little organization; needs transitions	• Organization is needed
03	Word Choice	• Efficient use of appropriate vocabulary	• Sufficient use of appropriate vocabulary	• Limited use of appropriate vocabulary	• Little to no use of appropriate vocabulary
04	Sentence Cohesion	• Sentences flow throughout the text	• Sentences mostly flow	• Sentences need to flow	• Sentences are difficult to read and do not flow
05	Conventions	• Zero errors	• Few errors	• Several errors.	• Many errors make it a hard read

(d.4-1) Criteria for Marking Essay Writing:

Description	Attained Marks	Obtained marks
Sentence structure	/2	
Content	/2	
Relevance	/1	
Spelling	/2	
Grammar	12	
Paragraphing	/1	

e) Assessing Affective Traits, Ethical and Social Values:

These include attitudes, values, motivation, social relationships, classroom environment and concept of one's own academic ability. Positive, well developed, affective traits motivate students to learn effectively in the long run. In addition, they learn to analyse themselves and refine behaviours and dispositions.

e.1) Sample for Assessing Affective Domain (General Behaviour)

It is important to assess the affective domain. The following indicators may be helpful in this regard:

Name: _____ Class/Section: _____ Date: _____

A* Always
A = 4

B* Often
B = 3

C* Sometimes
C = 2

D* Never
D = 1

S no.	Indicators	A	B	C	D
01	He/she is attentive in the class.				
02	He/she takes interest in the lesson.				
03	He/she exhibits desired behaviour.				
04	He/she asks questions about the topics.				
05	He/she shows respect to teachers and fellows.				
06	He/she follows the rules and regulations of the class.				
07	He/she asks his/her fellows to follow the classroom rules.				
08	He/she is punctual and regular.				
09	He/she wears neat and tidy clothes.				
10	He/she cooperates with his/her fellows.				
11	He/she takes responsibility happily and willingly.				
12	He/she helps his/her fellows.				
13	He/she gives suggestions to improve the classroom environment.				
14	He/she is always keen to take lead in tasks assigned.				

CHAPTER

07

**GUIDELINES FOR
THE DEVELOPMENT OF
TEXTBOOKS AND TEACHER'S
SUPPORT MATERIAL**

7.1. Purpose of the Guidelines

Textbooks remain one of the most extensively used resources in Pakistani classrooms as learning materials are not easily available in some teaching-learning contexts. It is, therefore, important to improve both the quality of the content and presentation to support successful implementation of the present curriculum. However, the teachers are encouraged to use other available learning and teaching material.

The main purpose of the guidelines is to:

- a) provide sufficient knowledge of the basic steps involved in designing innovative learning materials.
- b) help develop an insight into writing relevant and contextually appropriate textbooks and prepare teachers' guides, keeping in mind the learning objectives and the assessment procedures, specified in the present curriculum document.

These guidelines will also be helpful to teachers and reviewers in assessing the educational value of different teaching materials.

7.2. Process of Textbook Development

Writing a good textbook requires insight into the teaching / learning situation, the specific learning objectives at a particular development level and the tools for formative and summative evaluation. Moreover, sustained practice is required to plan and develop textbooks that provide sufficient and appropriate input to students.

Criteria, therefore, need to be set not only for the production of quality material design and development but also for the textbook writers. The textbook writers must:

- a) be able to develop a variety of well structured and skills-balanced materials that cater for a complete developmental level and not for a single grade and
- b) have the requisite background, experience and expertise in English language teaching and materials writing; bio-data of the authors' background, experience and expertise should be provided at the end of the textbook.

It is to be noted that textbook will not be the only resource used for assessment. In fact, a textbook will be a contributing resource to the acquisition of SLOs given in this document. For a language curriculum, most of the materials chosen should be contemporary and reflect specific themes. The reading texts, as specified earlier, will comprise a variety of text types including impersonal and transactional, expository descriptive and narrative with literary texts comprising 25% of the reading materials.

Although it is not desirable to have rigid rules of textbook development, it is necessary that the textbook writers develop a common framework to serve as a reference point. This can be done through the stages described below:

7.2.1. 5 Stages of Textbook Development

Textbook development involves five stages mainly:

- i. Planning
- ii. Material writing
- iii. Editing
- iv. Reviewing
- v. Pilot-Testing and Revision Planning

i. Planning

Planning is necessary for writing quality materials. Therefore, maximum time should be spent on the planning stage

In the planning stage:

- Consider the number of periods (class hours) in the academic year allocated to teaching English language.
- Read carefully the curriculum document to familiarize yourself with competencies and standards for developing the English textbook.
- Review the benchmarks for the specific developmental stage for which the text book is to be written.
- Review SLOs and learning outcomes for each grade level within given developmental stages.
- Identify learning outcomes for each unit of the textbook.
- Select topics from the given themes / sub-themes in relation to the age level and interest of the students.
- Avoid an overload of topics; instead add more activities as it is a better way of achieving the targets of the SLOs.
- Decide on and organize the key ideas, skills, sub-skills, grammar points and vocabulary items, etc. to be included in each unit.
- Decide the weightage to be given to different skills within each unit.
- Decide on the kind of activities appropriate for text type, age level and SLOs.
- Plan detailed page(s) of contents.

ii. Material Writing

In the material writing stage:

- Select a range of authentic and preferably content-based reading text in a variety of styles. If required, adapt these texts to match the age and grade level of the students. Give complete reference details for the selected texts.
- Develop activities on selected skills, sub-skills, vocabulary, grammar, etc. Make sure the activities are in line with the SLOs for a particular grade. Also, provide sufficient independent and integrated practices of listening, speaking, reading and writing.
- Include sufficient review exercises.
- Write a summary of the knowledge and skills focused on in the units, and grammar and spelling rules (if any) at the end of each unit.
- Provide a progress test after two or three units to assess the SLOs focused upon in these units.
- Decide which illustrations are to be used, and prepare an art brief with instructions for illustrator and designer.

iii. Editing

In the Editing stage, ensure:

- Clarity of instructions, illustrations, captions, etc.
- Format of each unit (level headings)
- Mechanics such as grammar and spelling

iv. Review

Self Review and Peer Review:

- Accuracy and authenticity of facts
- Relevance to SLOs
- Appropriateness to Pakistani teaching / learning environment
- Variety and appropriateness of activities
- Sufficient review activities / exercises

v. Pilot Testing and Revision

- Give the materials to selected teachers for trial in their classrooms.
- Revise the materials according to the feedback received from the teachers.

7.3. Developing Teachers' Guide

Teachers' guide serves to educate teachers and thus, could be seen as a means of helping the teacher to develop professionally. Therefore, teachers' guides aim at informing teachers on how to best use their respective textbooks in order to facilitate student learning. For example, the teachers' guide should provide detailed explanation of key concepts/ways to teach a particular topic along with examples that could be given to facilitate learning.

7.3.1. Basic Function of Teachers' Guide

Teachers' guide should be easy to understand and use. It must include the skills, knowledge, and strategies mentioned in the text books, grouped according to sequence of the units.

Teachers' guide should:

- Expand and develop teacher's repertoire of knowledge and skills.
- Help a teacher teach text, and extend activities by keeping contextual realities in view.
- Provide various teaching strategies and rationale for suggested teaching.
- Familiarize teacher with various assessment strategies.
- Provide additional teaching-learning resources e.g. material that can be photocopied for teachers' use in their classrooms.
- Contain information sources for teachers' ongoing professional development.
- Provide extended activities and show how to conduct them.

7.3.2. Components of a Teacher's Guide Book

A teachers' guide should have the following components:

- Title
- Introduction
- Overview of SLOs
- Detailed instructions regarding methodology, learning activities and assessment procedures
- Additional reading materials.

7.3.3. Stages of Teachers' Guide Development

i. Planning

- Identify teaching strategies appropriate to the context of teaching and learning, according to the textbook and rationale for each strategy needs to be given.
- Identify which teaching strategies are suitable for teaching knowledge, skills, and dispositions in each unit.
- Identify what extended activities students could do with teachers' help to develop target knowledge, skills and dispositions.
- Identify resources needed for teaching strategies and extension activities.
- Identify resources of information that teacher can use to develop their content and pedagogical knowledge and skills.
- Identify gaps in resources or strategies that need to be developed or explained.
- Identify assessment strategies that require further explanation for effective use by the teachers.
- A page can be added at the beginning of each textbook titled "How to use this book." There should be a brief explanation of different activities that the textbook writer expects the teacher to conduct in the classroom (e.g. Look and Say).
- Each chapter may include the teaching time required to deliver that particular lesson.
- The newly added themes may be incorporated in interesting ways without adding more content to an already heavy syllabus.
- Different themes may be integrated in individual chapters rather than having separate chapters on each.
- The textbook writers may collaborate at various stages of writing so that they can avoid repetition of themes, vocabulary and language activities. Moreover, also ensure that progression in tasks is catered as per the grade level.
- It must be ensured that the vocabulary (used for formulaic expressions; anagrams; cognates; one, two or three syllabic words; homophones; compound words; homonyms; word families; similes etc.) used in each grade should have 30% of previously learned and 70% of new vocabulary.
- Textbook writers in collaboration with NCC should work with the teachers to give them an orientation on using textbooks effectively.
- Provide general notebook checking guidelines.

ii. Writing

- Address the teacher(s)
- In introduction, give general philosophy of the curriculum.
- Give a brief overview of structure of the textbook and various units; also include skill focus and main teaching points for each unit.
- State the SLOs for each unit.
- Write each unit sequence corresponding to textbook for ease of cross-referencing.
- Explain how to implement each instructional strategy, adding resources or source of information, as needed.
- Explain each assessment strategy (strengths, weaknesses, procedures for implementation) and give examples of questions, such as tests.
- Explain how and where teachers can develop low-cost or no-cost resources.
- Decide where illustrations are needed, and prepare a brief for the illustrator.
- Recommend additional reading materials for teachers.

iii. Editing

- Ensure that the teacher's guide is error-free, clear and specific.
- Check that steps for each strategy / activity are easily understood.

iv. Piloting and Revision

- Ask teachers to use the guide for teaching the textbook.
- Revise according to feedback from teachers.

7.4. Checklist For Textbook Writers, Teachers And Reviewers

The following questions can help in reviewing the quality of textbooks:

1. Is the textbook material related to the goals of the curriculum?
2. Is a teachers' guide included?
3. Layout:
 - is it attractive, appealing and user friendly?
 - is it colourful and affordable?
 - does it have adequate page size, line spacing, font size, title and sub-titles?
 - does it contain a consistent format throughout in language, content and activities?
4. Does it have:
 - an introduction explaining how to use the textbook?
 - a detailed contents page?
 - glossary / vocabulary index / appendices?
 - list of Sight Words?
5. Do the illustrations (maps, pictures, drawings, graphs) help us to understand the content better?
6. Are there suggestions for:
 - further reading in the area?
 - websites for further information
7. Content:
 - is the content aligned with the curriculum (SLOs)?
 - is the content accurate, authentic and up to date?
 - is the content culturally and contextually relevant?
 - is the content relevant to the needs, age and level of understanding of students?
 - is the content suitable for the skills it is supposed to develop?
 - is the language readable, understandable and easy to follow? Is it appropriate for the students who will use it?
 - does the content provide sufficient English language exposure and practice through:
 - variety of text types / genres?
 - variety of spoken and written language forms (both formal and informal)?
 - does it include current issues, problems and happenings?
 - does the textbook present an issue from different perspectives?
 - does it avoid biases?
 - i) Religion ii) National Origin iii) Gender iv) Occupation v) Class vi) Any Other.
8. Methodology
 - a) Do the activities encourage students to:
 - think
 - develop their skills
 - be creative?
 - b) Are activities:
 - suitable for the needs of the learner?
 - such that they ensure student participation in real life issues?

9. Is a variety of assessment strategies suggested, e.g., fill-in-the-blank, binary choice, multiple-choice, short answers (all levels), essay type answers, memorized answers, project work, exhibitions, open-ended and divergent responses, etc.?
10. Do the texts, questions and suggested activities stimulate interest that would lead to further study?
11. Review and revision:
 - a) is there a built-in review system?
 - b) is the review system sufficient to develop an awareness of what is learnt?
 - c) are the review activities effective to recall and check previous learning?
 - d) do the review exercises engage students to develop their creativity and engage them in higher order thinking?
 - e) is the review system adequate to prepare students for terminal tests?
 - f) are the samples for tests and exams given after a few units?

CHAPTER



**TEACHER
TRAINING**



It is important that both pre-service and in-service teacher-training programs are designed in line with the philosophy and approach of the present curriculum to ensure its effective implementation. These should aim at familiarizing the teacher with the new curriculum and training them in varied teaching and learning contexts.

- The overall objective of teacher training programs should be to develop critically aware, self-directed, reflective and analytical teachers who are willing to adapt and supplement the existing material with their own teaching materials and classroom activities.
- Short in-service teacher training programs need to be conducted with the aim of enabling teachers to understand and teach the new curriculum using prescribed textbooks and handling supplementary materials.
- These teacher training programs also need to focus on enabling teachers to undertake skill-based teaching of English language.
- Teacher education programs at bachelor's level and diploma/certifications should focus on introducing the teachers to the new curriculum and its underlying philosophy, principles, related methodology/ instructional strategies and assessment procedures. Teachers, on their part should be willing to improve their pedagogical strategies.
- Majority of English language teachers in Pakistan have limited proficiency in English, particularly low proficiency in oral skills. It is a well-known fact that students learn from listening to the teacher and interacting with him/her both inside and outside the classroom. Hence, teacher training programs should include synthetic phonics training wherever possible to improve the English language proficiency of the teachers.
- Teachers need to know that errors are likely to occur in second language learning; they can use the trainings mentioned above to improve the general linguistic environment in their school and classrooms.
- Teachers should be given basic IT training to keep pace with the changing trends in language teaching.
- The teacher training programs should be needs-based and focused on the National Curriculum. The workshops/training material should be tailored to facilitate teachers to teach the textbooks keeping in view the strategies mentioned in the curriculum.
- Teachers should be given extensive orientation sessions related to text book so that they can effectively teach these in the classrooms.

GLOSSARY

01	Affix	A component part of a word which is added to a root word. An affix can be a prefix or a suffix e.g. disables, development, unemployment.
02	Anagram	A word or phrase formed from another by transposing or rearranging the letters e.g. action – act, on, cat, tin; north – thorn, rot, horn.
03	Appropriate	Numerous correct choices used in speech and in writing, according to purpose and situation.
04	Benchmark	An indication of what the students will be able to accomplish at the end of each developmental level in order to meet the standard.
05	Brainstorming	A creativity technique of generating ideas to solve a problem. A pre-writing technique in which students, either alone or in groups, think of, or write down all words or phrases that come to mind, then chose to expand the range of available ideas, for a given topic.
06	Cartoon Strips	A sequence of drawings telling a story in a newspaper or comic book.
07	Cognates	Words that are the same or nearly the same in spelling, pronunciation, and meaning in two different languages e.g. English and Urdu words telephone, pen, bus, cricket are cognates.
08	Communicative Function	Reasons for communication e.g. to compliment, to apologize, to agree.
09	Compound Words	A combination of two or more words (nouns) that function as a single unit of meaning e.g. bookshop, timetable.
10	Connected Speech	The changes that influence the pronunciation of individual words in natural, fluent speech. This is because fluent speech flows with a rhythm and the words bump into each other. To make speech flow smoothly the way we pronounce the end and beginning of some words can change depending on the sounds at the beginning and end of those words e.g. a chair 'n a table.
11	Context	The setting in which speech or writing takes place.
12	Contractions	A word shortened by leaving out some letters. The missing letters are indicated by an apostrophe e.g. I'll for I shall, don't for do not.
13	Critical Thinking	Critical thinking is the practice of thinking things through, in which one carefully describes something (an event, a book, a person, etc) and evaluates it according to some relevant criterion, considering significant alternatives.
14	Digraph	A group of two successive letters that represent a single sound e.g. ph for the sound /f/.
15	Diphthong	A sequence of two vowels in the same syllable e.g. the sound /ei/ in age, the sound /ai/ in right, etc.
16	Fable	A story intended to enforce a useful truth, especially one in which animals speak and act like human beings.
17	Fluency	To read or speak smoothly without hesitation and with comprehension.
18	Function and Co-Function	A function is the purpose for which language is used e.g. to gratitude, to invite, to ask. A co-function responds to these functions e.g. to accept gratitude, to accept or decline an invitation, to reply.
19	Gapped Summary	A summary with gaps to be filled in by the learner. It is used for structured or guided response from the learner.
20	Generate Questions	Generating questions involves teaching students to ask their own questions. This strategy improves students' active processing of text and comprehension. For example, a student might be taught to ask main idea questions that relate to important information in a text.

21	Graphical Unit	A section of text that visually stands out as a separate part on the page. It is normally contrasted with meaningful unit where a part of text is identified with meaning.
22	Graphical Feature	Visual elements used to aid text e.g. pictures, diagrams, tables, etc.
23	Homonyms	A word which is spelled and pronounced identically to another word, but which has a different meaning e.g. spring - a water spring, spring - a season, spring - to jump, spring - a stretchable coil.
24	Homophones	A word which is spelled differently from another word, but which is pronounced identically e.g. hoarse versus horse; or two versus, to or too.
25	Inference	The reasoning involved in drawing a conclusion or making a logical judgment on the basis of circumstantial evidence and prior conclusions rather than on the basis of direct observation.
26	Key Word	Word or words that relate to a particular topic. A key word helps find out the required information.
27	Layout	Visual presentation of text.
28	Legend	(1) A traditional story or collection of related stories popularly regarded as true but actually containing a mixture of fact and fiction. (2) A key to understand information about the colors and symbols used in a map.
29	Long and Short Vowels	(i) Relative duration of a vowel sound e.g. the /i/ sound in ship is short; the /i:/ sound in sheep is long. (ii) A vowel sound associated with the name of the vowel letter (examples: a in lane, e in lean, i in line, o in bone, u in lute); note that long u imperfectly expresses the letter name of u.
30	Mind Map	A diagram used to represent words and ideas linked to and arranged radially around a central key word or idea. It is used to generate, visualize, structure and classify ideas, and as an aid in study, organization, problem solving, and decision making
31	Minimal Pairs	A pair of items differing by one phonological feature; e.g. sit/set, ship/sheep, pen/pan, fan/pan, pan/pat.
32	Open-ended	A type of question intended to produce a free response rather than a structured or one-word response.
33	Pantomime	A performance using gestures and body movements without words.
34	Post-reading	A group of reading strategies employed after reading a text such as responding to the text, providing a title.
35	Pre-reading	A group of reading strategies employed before reading a text such as predicting the content, anticipating vocabulary.
36	Problem Consonants	Consonant sounds that pose problem for learners. These can vary in different linguistic backgrounds.
37	Question Types	Types of comprehension question including (1) "right there" (literal/textual/ factual), (2) "bring out meaning" (interpretive) "think and search" (inferential), (3) "author and me" (personal response), and (4) "on my own" (open ended).
38	Rebus	A puzzle where you decode a message consisting of pictures representing syllables and words e.g. I like playing.
39	Salutation	Any one of the various conventional forms of address with which a letter is begun, such as My Dear Friend, Dear Sir.
40	Sight Word	A graphic convention used in comic books, strips, and cartoons to allow words to be understood as representing the speech or thoughts of a given character.
41	Standard	A description of a particular competency by specifying broadly the knowledge, skills and attitudes which students will acquire throughout the developmental levels.
42	Stress	The relative emphasis given to certain syllable(s) in a word. Such syllables are uttered with more than usual force e.g. apPEAR, acCEPT, TIMber.
43	Student Learning Outcome	A statement that describes what students will be able to do as a result of instruction at a particular grade.

45	Style	Aspects of writing (or speech) which have an identifiable character generally used in a positive sense to indicate 'pleasing effects'.
46	Subject-Verb Agreement	The grammatical logic and coherence between subject and verb. The subject and verb must agree in number: both must be singular, or both must be plural e.g. "He is honest"; "they are friendly".
47	Syllable	A word or part of a word that can be pronounced with one impulse from the voice e.g. beau-ti-ful (three syllables), ap-pear (two syllables), etc.
48	Textual Aid	Clues in the text that aid comprehension.
49	Topic Sentence	he sentence, usually at the beginning of a paragraph, which tells what the main idea of the paragraph.
50	Tone	An author's or speaker's attitude, as revealed in 'quality of voice' or 'selection of language'.
51	Transitional Devices	Word(s) that show the flow of ideas to help readers along through a text e.g. first, for instance, to conclude, therefore.
52	Trigraph	A three-letter sequence representing a single sound e.g. igh in the words high, thigh, etc.
53	Triphthong	A vowel combination usually involving a quick, but smooth movement from one vowel to another that passes over a third one e.g. vowel sounds in the words higher , flower, layer etc. A vowel combination usually involving a quick, but smooth movement from one vowel to another that passes over a third one e.g. vowel sounds in the words higher , flower, layer etc.
54	Verbs	Action words/ words describing action or movement of a noun/nouns
55	Visuals / audiovisual aids	Training or educational materials directed at both, the sense of hearing and the sense of sight. Materials that provide pictures and/or sounds to assist learning or teaching e.g. flip charts, overhead transparencies, graphical presentations, computer-based presentations, chalkboards, slide presentations, videos, films etc.
56	Word Family	A group of words sharing the same root or base, as phon- in phonemic, phonation, telephone, etc.

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