

National Curriculum for

ENGLISH LANGUAGE

Grades I – XII

2006

GOVERNMENT OF PAKISTAN
MINISTRY OF EDUCATION
ISLAMABAD



Student Learning Outcomes Grades III, IV & V

Competency 1: Reading and Thinking Skills

Standard 1: All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.

Benchmark I: Identify **digraphs**, silent letters and **inflections** in words; comprehend words, sentences and paragraphs as meaningful units of expression.

Student Learning Outcomes		
Grade III	Grade IV	Grade V
<ul style="list-style-type: none"> ➤ Articulate and identify words containing digraphs and trigraphs in initial, middle and final position. ➤ Recognize specific parts of words including common inflectional endings. ➤ Read aloud for accurate reproduction of sounds of letters and words. ➤ Apply punctuation rules to assist accuracy and fluency in reading. 	<ul style="list-style-type: none"> ➤ Articulate words containing digraphs, trigraphs and silent letters. ➤ Recognize specific parts of words including common inflectional endings, and compound words. ➤ Read aloud for accurate reproduction of sounds of words and sentences. ➤ Apply punctuation rules to assist accuracy and fluency in reading. ➤ Alternate reading aloud with silent reading for comprehension. 	<ul style="list-style-type: none"> ➤ Articulate and syllabify words containing digraphs, trigraphs and silent letters. ➤ Recognize specific parts of words including common inflectional endings, compound words and affixes. ➤ Read aloud for accurate reproduction of sounds of individual words and connected speech. ➤ Apply punctuation rules to assist accuracy and fluency in reading. ➤ Read silently, and with comprehension.

<ul style="list-style-type: none"> ➤ Recognize that <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 larger meaningful unit of expression representing unity of thought. 	<ul style="list-style-type: none"> ➤ Recognize that <ul style="list-style-type: none"> • in a paragraph, sentences join to make sense in relation to each other through transitional devices. ➤ Identify paragraph as larger meaningful unit of expression representing unity of thought. ➤ Recognize each paragraph in a text as a separate meaningful unit of expression. 	<ul style="list-style-type: none"> ➤ Read a paragraph as a larger meaningful unit of expression to recognize that <ul style="list-style-type: none"> • the main idea in a paragraph is carried in a sentence, called a topic sentence. • other sentences in the paragraph support the topic sentence. ➤ Recognize each paragraph in a text as a separate meaningful unit of expression.
<ul style="list-style-type: none"> ➤ Identify and recognize the function of pronouns and transitional devices. ➤ Show relationships between sentences in a paragraph. 	<ul style="list-style-type: none"> ➤ Identify and recognize the function of pronouns and transitional devices. ➤ Show relationships between sentences in a paragraph. 	<ul style="list-style-type: none"> ➤ Identify and recognize the function of pronouns and transitional devices. ➤ Show relationships between sentences in a paragraph, and between paragraphs.

Benchmark II: Interpret factual information, new processes and procedures, personal, school and public related information applying reading comprehension and thinking strategies.

Student Learning Outcomes		
Grade III	Grade IV	Grade V
<ul style="list-style-type: none"> ➤ Use pre-reading strategies to <ul style="list-style-type: none"> • predict some words that might occur in a text by looking at picture/ title. ➤ Apply critical thinking to interact with text using intensive reading strategies (while-reading) to <ul style="list-style-type: none"> • locate specific factual information to answer short questions based on the text. • use common graphical features such as pictures, and tables in texts to increase understanding. • predict what follows in the text using context and prior knowledge. • use context to infer missing words. • follow instructions in maps or short public notices or signs. • ask questions to understand text. ➤ Use summary skills to <ul style="list-style-type: none"> • provide the missing words in a gapped summary. 	<ul style="list-style-type: none"> ➤ Use pre-reading strategies to <ul style="list-style-type: none"> • predict the content/ vocabulary of a text from picture and title etc. by using prior knowledge. • guess the meaning of unfamiliar words through context. ➤ Apply critical thinking to interact with text using intensive reading strategies (while-reading) to <ul style="list-style-type: none"> • locate specific information to answer short questions. • use common graphical features such as pictures, tables, diagrams in texts to increase understanding. • predict what follows in the text using context and prior knowledge. • guess meaning of difficult words from context. • use context to infer missing words. • locate an opinion. • distinguish fact from opinion. • follow instructions in maps or short public notices or signs. • generate questions to understand text. 	<ul style="list-style-type: none"> ➤ Use pre-reading strategies to <ul style="list-style-type: none"> • predict the content of a text from topic / picture, title / headings etc. by using prior knowledge. • guess the meaning of difficult words through context. ➤ Scan a simple text for specific information. ➤ Apply critical thinking to interact with text using intensive reading strategies (while-reading) to <ul style="list-style-type: none"> • locate specific information to answer short questions. • use common graphical features such as pictures, tables, diagrams, maps and graphs, etc. in texts to increase understanding. • make simple inferences using context of the text and prior knowledge. • guess meaning of difficult words from context. • use context to infer missing words. • locate an opinion.

<p>➤ Use critical thinking to respond to the text (post-reading):</p> <ul style="list-style-type: none"> • Apply world knowledge and own opinion to the text read. • Relate what is read to their own experiences. • Express understanding of story through pantomime. 	<p>➤ Use summary skills to</p> <ul style="list-style-type: none"> • mark important points and develop a mind map to summarize a text. • provide the missing information in the gapped summary. <p>➤ Use critical thinking to respond to the text (post-reading):</p> <ul style="list-style-type: none"> • Apply world knowledge and own opinion to text read. • Relate what is read to their own feelings and experiences. • Express understanding of story through role play. 	<ul style="list-style-type: none"> • distinguish fact from opinion. • follow instructions in maps or short public notices or signs. • generate questions to understand text. <p>➤ Use summary skills to</p> <ul style="list-style-type: none"> • mark important points and develop a mind map to summarize a text. • follow a process or procedure to provide the missing information in the gapped summary. <p>➤ Use critical thinking to respond to the text (post-reading):</p> <ul style="list-style-type: none"> • Apply world knowledge and own opinion to the text read. • Relate what is read to their own feelings and experiences. <p>➤ Express understanding of story through role play.</p>
<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 • Inferential 	<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

Benchmark III: Comprehend information from a **visual cue** or a **graphic organizer** to describe positions, directions, events, and to show comparison and contrast.

Student Learning Outcomes		
Grade III	Grade IV	Grade V
<ul style="list-style-type: none"> ➤ Describe events in a picture and a photograph. ➤ Explain simple position on a picture, photograph or a map. ➤ Read and use symbols in a picture map. ➤ Locate specific simple information in a clock (by half hour). ➤ Locate specific information in a calendar (month of the year) or a class timetable (subject and period) by reading across and down. ➤ Read information in a picture graph and a pie chart. 	<ul style="list-style-type: none"> ➤ Describe a series of events in a picture and a photograph. ➤ Explain position and direction on a picture, photograph or a map. ➤ Read and use symbols and directions in a picture/story map. ➤ Locate specific information in a clock. ➤ Locate specific information in a calendar and a class timetable. ➤ Recognize how information is presented in a pie chart and bar graph. Read to compare information given in a pie chart and a bar graph. 	<ul style="list-style-type: none"> ➤ Describe a series of events or sequence in a picture, photograph and diagram. ➤ Explain position and direction on a picture, photograph or a map. ➤ Read and use symbols and directions in a map. ➤ Locate specific information in a clock. ➤ Locate specific information in a calendar, a class timetable and a report card. ➤ Read to compare information given in a pie chart and a bar graph.

Benchmark IV: Gather and use information for a variety of purposes using various aids and study skills.

Student Learning Outcomes		
Grade III	Grade IV	Grade V
<ul style="list-style-type: none"> ➤ Use alphabetical order (first and second alphabet to arrange words). ➤ Familiarize themselves with a dictionary in preparation for its use. ➤ Identify and utilize effective study skills e.g. brainstorm for ideas. ➤ Use textual aids such as table of content to locate a particular text. ➤ Read simple keys / legends on picture maps. ➤ Read tables and charts in the classroom. 	<ul style="list-style-type: none"> ➤ Use alphabetical order to locate words in a dictionary for increase in vocabulary and aid in comprehension of texts. ➤ Identify and utilize effective study skills e.g., brainstorm for ideas, read a diagram, note-taking. ➤ 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. 	<ul style="list-style-type: none"> ➤ Use alphabetical order to locate words in a dictionary for increase in vocabulary and aid in comprehension of texts. ➤ Identify and utilize effective study skills e.g. brainstorm for ideas, read a diagram, make a mind map, note-taking. ➤ 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.

Competency 1: Reading and Thinking Skills

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

Benchmark I: Describe basic elements of stories and simple poems; express personal preferences giving reasons.

Student Learning Outcomes		
Grade III	Grade IV	Grade V
➤ Recite poems with actions.	➤ Recite poems with actions.	➤ Recite poems with actions. ➤ Express opinion about them.
➤ Find out the characters in a story and give brief general comments about them. ➤ Retell a story in few simple sentences.	➤ Describe briefly story elements: <ul style="list-style-type: none">• Tell when and where the story is set.• Describe the characters in a story• Express preferences about them. ➤ Retell a story in few simple sentences.	➤ Recognize and describe briefly story elements: <ul style="list-style-type: none">• Tell when and where the story is set.• Describe the characters in a story• Express preferences about them giving reasons. ➤ Retell a story briefly but sequentially. ➤ Summarize a short folktale through gapped summary exercise.

Competency 2: Writing Skills

Standard 1: All students will produce with developing fluency and accuracy, academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process.

Benchmark I: Identify and use techniques for writing effective and unified sentences and a paragraph.

Student Learning Outcomes		
Grade III	Grade IV	Grade V
<ul style="list-style-type: none"> ➤ Write multi-syllable words with correct spellings. ➤ Write numbers from 50 to 100 in words. ➤ Write ordinal numbers 'first to thirtieth'. 	<ul style="list-style-type: none"> ➤ Write multi-syllable words with correct spellings. 	<ul style="list-style-type: none"> ➤ Write multi-syllable words with correct spellings.
<ul style="list-style-type: none"> ➤ Use the reading texts as models for their own writing. ➤ Make sentences by replacing words and phrases in given sentences. ➤ Write sentences of their own using correct capitalization, punctuation and spellings. ➤ Write with reasonable accuracy, some sentences of their own on a given topic. ➤ Fill in the missing information to complete a simple paragraph. 	<ul style="list-style-type: none"> ➤ Use the reading texts as models for their own writing. ➤ Make sentences by replacing words and phrases in given sentences. ➤ Write sentences of their own using correct capitalization, punctuation and spellings. ➤ Use some strategies to gather ideas for writing, such as brainstorming. ➤ Select and use some strategies to organize ideas for writing such as simple mind maps etc. ➤ Write a guided paragraph using ideas gathered and organized through various strategies. 	<ul style="list-style-type: none"> ➤ Use the reading texts as models for their own writing. ➤ Write sentences of their own using correct capitalization, punctuation and spellings. ➤ Select and use some strategies to gather ideas for writing such as brainstorming. ➤ Select and use some strategies to organize ideas for writing such as outlines, mind maps etc. ➤ Write a guided paragraph using ideas gathered and organized through various strategies.

	<ul style="list-style-type: none"> ➤ Recognize that <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 sentence. ➤ Use the above organizing principles of paragraph writing to write an effective and unified paragraph. ➤ Use appropriate conjunctions to join sentences within a paragraph. 	<ul style="list-style-type: none"> ➤ Analyze a simple paragraph to recognize that <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 sentence. ➤ Analyze and use the above organizing principles of paragraph writing to write an effective and unified paragraph. ➤ Analyze and use appropriate conjunctions within a paragraph and between paragraphs.
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Benchmark II: Write short descriptive, **expository** and **narrative** paragraphs and stories for academic and creative purposes.

Student Learning Outcomes		
Grade III	Grade IV	Grade V
➤ Make a list of items (e.g. vocabulary) required for a given task/ topic.	➤ Classify items (e.g. vocabulary) required for a given task/ topic.	
➤ Write a few simple sentences to describe / show sequence in a picture / series of pictures.		
➤ Recognize the function of different question words to write short answers.	➤ Recognize the function of different question words and key words to write appropriate short answers.	➤ Recognize the function of different question words and key words to write appropriate short answers.

<p>➤ Complete a simple paragraph using the given words, phrases and sentences.</p> <p>➤ Write simple descriptive, narrative and expository 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. • explaining a process or procedure. 	<p>➤ Complete a simple paragraph using the given words, phrases and sentences.</p> <p>➤ Write simple descriptive, narrative and expository 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. 	<p>➤ Complete a simple paragraph using the given words, phrases and sentences.</p> <p>➤ Identify 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.
<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"> • Beginning, middle and end of a conflict • Human/ animal, imaginary characters and their roles • Setting <p>➤ Write a guided story using the elements of story writing.</p>	<p>➤ Identify the elements of a story:</p> <ul style="list-style-type: none"> • Beginning, middle and end of a conflict • Human/ animal, imaginary characters and their roles • Dialogues • 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>	<p>➤ Write a short passage, anecdote, fable, etc. for pleasure and creativity.</p>
<p>➤ Write a simple poem using a list of rhyming words.</p>	<p>➤ Write the central idea of a given poem in simple language.</p> <p>➤ Write a simple poem using a poem model.</p>	<p>➤ Write the central idea of a given poem in simple language.</p> <p>➤ Write a simple poem using a poem model.</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, style** of expression appropriate to the communicative purpose and **context**.

Student Learning Outcomes		
Grade III	Grade IV	Grade V
<ul style="list-style-type: none"> ➤ Read short notes written for selected purposes to write guided short notes of their own to friends and family members. ➤ Write guided short informal invitations to friends and family members to demonstrate the use of following conventions: <ul style="list-style-type: none"> • Purpose • Date and time • Venue • Name of addressee and sender 	<ul style="list-style-type: none"> ➤ Read short notes written for different purposes to write short notes of their own to friends and family members. ➤ Write short informal invitations to friends, family members and teachers to demonstrate the use of following conventions: <ul style="list-style-type: none"> • Purpose • Date and time • Venue • Name of addressee and sender ➤ Write replies accepting an invitation. 	<ul style="list-style-type: none"> ➤ Read short notes written for different purposes to write short notes of their own to friends and family members. ➤ Write short informal invitations for a variety of purposes to demonstrate the use of conventions of short invitations. ➤ Write replies accepting or declining an invitation.
		<ul style="list-style-type: none"> ➤ Demonstrate the use of conventions of letter writing: <ul style="list-style-type: none"> • Address • Date • Salutation • Body • Closing ➤ Write a reply to a short informal letter from friends and family members.

➤ Write sentences in speech bubbles and cartoon strips using vocabulary, tone , style of expression appropriate to the communicative purpose and context .	➤ Write short texts in speech bubbles and cartoon strips using vocabulary, tone , style of expression appropriate to the communicative purpose and context .	➤ Write short texts in speech bubbles and cartoon strips using vocabulary, tone , style of expression appropriate to the communicative purpose and context .
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Benchmark IV: Revise and edit for word order, spelling and punctuation.

Student Learning Outcomes		
Grade III	Grade IV	Grade V
➤ Revise written work for layout , legibility, and punctuation.	➤ Revise written work for correct <ul style="list-style-type: none"> • Spelling and punctuation. • Pronoun –antecedent agreement. • Subject -verb agreement. ➤ Revise written work for layout , legibility, vocabulary and grammar.	➤ Revise written work to ensure correct <ul style="list-style-type: none"> • Spelling and punctuation. • Pronoun –antecedent agreement. • Subject -verb agreement ➤ Revise written work for layout , legibility, vocabulary and grammar.

Competency 3: Oral Communication.

Standard 1: All students will use appropriate social and academic conventions of spoken discourse for effective oral communication with individuals and in groups, in both informal and formal settings.

Benchmark I: Use limited **linguistic exponents** to communicate appropriately for **functions and co-functions** of opinions, apologies, requests and instructions in predictable environment of class and school.

Student Learning Outcomes		
Grade III	Grade IV	Grade V
<ul style="list-style-type: none"> ➤ Identify and use previously learnt and more formulaic expressions for greetings and some routine social courtesies according to the age, gender and status of addressee. ➤ Use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to <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. • express opinions in simple sentences. • respond to simple instructions and directions. 	<ul style="list-style-type: none"> ➤ Identify and use previously learnt and more formulaic expressions for greetings, routine social courtesies and some communicative functions according to the age, gender and status of addressee. ➤ Use appropriate expressions in conversation to <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 instruction and directions. 	<ul style="list-style-type: none"> ➤ Identify and use previously learnt and more formulaic expressions for greetings and routine social courtesies according to the age, gender and status of addressee. ➤ Use appropriate expressions in conversation to <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.

Benchmark II: Demonstrate through **role plays**, discussions, conversations, the social and academic conventions and dynamics to communicate information/ ideas.

Student Learning Outcomes		
Grade III	Grade IV	Grade V
<p>➤ Demonstrate conventions and dynamics of group oral interaction to</p> <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. • express joy. 	<p>➤ Demonstrate conventions and dynamics of group oral interaction to</p> <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. 	<p>➤ Demonstrate conventions and dynamics of group oral interaction to</p> <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. • make polite requests for personal reasons. • take leave.
<p>➤ Identify and use appropriate tone and non-verbal cues for different communicative functions.</p>	<p>➤ Identify and use appropriate tone and non-verbal cues for different communicative functions.</p>	<p>➤ Identify and use appropriate tone and non-verbal cues for different communicative functions.</p>

Competency 4: Formal and Lexical Aspects of Language.

Standard 1, Pronunciation: All students will understand and articulate widely acceptable pronunciation, stress and intonation patterns of the English language for improved communication.

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.

Student Learning Outcomes		
Grade III	Grade IV	Grade V
<ul style="list-style-type: none"> ➤ Articulate hard and soft sounds of the letters <i>c</i> and <i>g</i>. ➤ Pronounce and spell simple words with silent letters such as <i>wr</i> and <i>kn</i> in <i>write</i> and <i>know</i>. ➤ Pronounce and spell long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons. 	<ul style="list-style-type: none"> ➤ Articulate hard and soft sounds of the letters <i>c</i> and <i>g</i> in different words. ➤ Pronounce and spell simple words with more silent letters such as <i>mb</i> in <i>lamb</i>. ➤ Pronounce and spell long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons and in speech. 	<ul style="list-style-type: none"> ➤ Articulate hard and soft sounds of the letters <i>c</i> and <i>g</i>. ➤ Pronounce and spell more words with silent letters such as <i>tch</i> in <i>switch</i>, <i>sch</i> in <i>school</i>. ➤ Pronounce and spell long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons and in speech.
<ul style="list-style-type: none"> ➤ Pronounce, in minimal pairs, common problems in consonants for Pakistani speakers of English. 	<ul style="list-style-type: none"> ➤ Pronounce, in minimal pairs, common problem consonants for Pakistani speakers of English. 	<ul style="list-style-type: none"> ➤ Pronounce, in minimal pairs, common problem-consonants for Pakistani speakers of English.
<ul style="list-style-type: none"> ➤ Pronounce with reasonable accuracy, common two-consonant clusters in initial and final positions. ➤ Classify words that begin or end with the same two-consonant clusters. 	<ul style="list-style-type: none"> ➤ Pronounce with reasonable accuracy, common three-consonant clusters in initial positions. ➤ Classify words that begin or end with the same three-consonant clusters. 	<ul style="list-style-type: none"> ➤ Pronounce with reasonable accuracy, common three-consonant clusters in initial and final positions. ➤ Classify words that begin or end with the same consonant clusters.

<ul style="list-style-type: none"> ➤ Identify and differentiate between vowel letters and sounds. ➤ Pronounce long and short vowel sounds in minimal pairs. 	<ul style="list-style-type: none"> ➤ Identify and classify words that begin with vowel sounds. ➤ Pronounce long and short vowel sounds in minimal pairs. 	<ul style="list-style-type: none"> ➤ Classify more words that begin with vowel sounds. ➤ Identify and pronounce long and short vowel sounds in different words.
<ul style="list-style-type: none"> ➤ Recognize that <i>ed</i> has three sounds i.e. /d/, /t/, /id/ as in <i>looked, danced</i> and <i>landed</i>. 	<ul style="list-style-type: none"> ➤ Recognize that <i>ed</i> has three sounds i.e. /d/, /t/, /id/. 	<ul style="list-style-type: none"> ➤ Recognize that <i>ed</i> has three sounds i.e. /d/, /t/, /id/.
<ul style="list-style-type: none"> ➤ Tell how many syllables each word has. 	<ul style="list-style-type: none"> ➤ Tell how many syllables each word has. ➤ Recognize and use the conventions to demarcate a syllable. 	<ul style="list-style-type: none"> ➤ Find out how many syllables a word has. ➤ Use a dictionary to find out how words are divided into syllables.
<ul style="list-style-type: none"> ➤ Pronounce the weak form of <i>have</i> in contractions. 	<ul style="list-style-type: none"> ➤ Pronounce the weak form of <i>of, and, or</i> and <i>but</i> in simple phrases. 	<ul style="list-style-type: none"> ➤ Pronounce weak form of <i>will/ shall</i> and <i>not</i> in contractions.
<ul style="list-style-type: none"> ➤ Differentiate between intonation patterns used in statements and questions. 	<ul style="list-style-type: none"> ➤ Listen to and identify rising and falling tones in sentences. ➤ Recognize and use the convention to mark these intonation patterns. 	<ul style="list-style-type: none"> ➤ Listen to and respond appropriately to the sentences with rising and falling intonation patterns.
<ul style="list-style-type: none"> ➤ Reproduce in speech, appropriate patterns of rhythm, stress and intonation of English language introduced through listening to stories and poems read aloud in class. 	<ul style="list-style-type: none"> ➤ Produce in speech, appropriate patterns of rhythm, stress and intonation of English language by listening to stories and poems read aloud in class. 	<ul style="list-style-type: none"> ➤ Produce in speech, appropriate patterns of rhythm, stress and intonation of English language by listening to stories and poems read aloud in class.

Competency 4: Formal and Lexical Aspects of Language**Standard 2, Vocabulary:** All students will enhance vocabulary for effective communication.**Benchmark I:** Build vocabulary through simple word formation techniques and identifying **lexical sets**; and use with correct spellings, the vocabulary from immediate and extended environment.

Student Learning Outcomes		
Grade III	Grade IV	Grade V
➤ Recognize and use cognates from immediate and extended environment.	➤ Recognize and use more cognates from immediate and extended environment.	➤ Recognize and use more cognates from immediate and extended environment.
➤ Classify into different categories, and use more naming, action and describing words, from pictures, signboards, labels etc. in their immediate and extended environment.	➤ Classify into different categories, and use more naming, action and describing words, from pictures, signboards, labels etc. in their immediate and extended environment.	➤ Classify into different categories, and use more naming, action and describing words, from pictures, signboards, labels etc. in their immediate and extended environment.
➤ Recognize, find out, create and use more rhyming words.	➤ Recognize, find out, create and use more rhyming words.	➤ Recognize, find out, create and use more rhyming words.
➤ Use more phrases and formulaic expressions learnt in class and from extended environment.	➤ Use more phrases and formulaic expressions learnt in class and from extended environment.	➤ Use more phrases and formulaic expressions learnt in class and from extended environment.
➤ Make anagrams from simple one syllable words.	➤ Make anagrams from simple one / two syllable words.	➤ Make anagrams from simple two / three syllable words.
➤ Identify the word class of a given word in context .	➤ Identify in text, and change part of speech of a given word.	➤ Change part of speech of a given word.
➤ Recognize and use words similar and opposite in meaning.	➤ Locate, provide, connect and use words similar and opposite in meaning.	➤ Locate, provide, connect and use words similar and opposite in meaning.
	➤ Locate, identify, differentiate between, and use few simple pairs of words including homophones .	➤ Locate, identify, differentiate between, and use some simple pairs of words including homophones, homonyms .
	➤ Understand and locate some compound words from various text sources.	➤ Use common compound words in speech and own writing.

	<ul style="list-style-type: none"> ➤ Break up some common compound words into words they are made of. ➤ Locate difference between the two. ➤ Use common compound words in speech and own writing. 	<ul style="list-style-type: none"> ➤ Join some words to make common compound words and use them in speech and writing.
	<ul style="list-style-type: none"> ➤ Recognize meaning of common adjectives in relation to each other e.g. <i>huge-big</i>. 	<ul style="list-style-type: none"> ➤ Recognize meaning of common adjectives and verbs in relation to each other
	<ul style="list-style-type: none"> ➤ Use some common similes in speech and writing e.g. <i>as black as coal</i>. 	<ul style="list-style-type: none"> ➤ Analyze and use some analogies and more similes in speech and writing.
	<ul style="list-style-type: none"> ➤ Recognize and use some words and phrases that usually go with the verbs <i>have</i> and <i>go</i>. 	<ul style="list-style-type: none"> ➤ Use more words and phrases that usually go with the verbs <i>have</i>, <i>go</i>, <i>take</i> and <i>make</i>.
<ul style="list-style-type: none"> ➤ Organise vocabulary items learnt in class in a notebook according to selected organizing principles, such as arranging words in alphabetical order and parts of speech. 	<ul style="list-style-type: none"> ➤ Organise vocabulary items learnt in class and from extended environment (including media) in a notebook, according to parts of speech and word family. 	<ul style="list-style-type: none"> ➤ Organise vocabulary items learnt in class and from extended environment (including media) in a notebook according to parts of speech and word family.
<ul style="list-style-type: none"> ➤ Recognize alphabetical arrangement of words as a preparation for glossary or dictionary use. 	<ul style="list-style-type: none"> ➤ Recognize alphabetical arrangement of words in a glossary or a dictionary. ➤ Locate an entry for a word in a glossary or a dictionary. 	<ul style="list-style-type: none"> ➤ Recognize alphabetical arrangement of words in a glossary or a dictionary. ➤ Locate an entry for a word in a glossary or a dictionary.
<ul style="list-style-type: none"> ➤ Spell some words studied in class both orally and in writing. 	<ul style="list-style-type: none"> ➤ Spell some words studied in class both orally and in writing 	<ul style="list-style-type: none"> ➤ Spell words studied in class both orally and in writing
<ul style="list-style-type: none"> ➤ Copy and take dictation of familiar words studied in class. 	<ul style="list-style-type: none"> ➤ Copy and take dictation of words studied in class. 	<ul style="list-style-type: none"> ➤ Copy and take dictation of words studied in class.
<ul style="list-style-type: none"> ➤ Recognize and apply spelling change in plural form of nouns and regular verb forms. 	<ul style="list-style-type: none"> ➤ Apply spelling change in plural form of regular and irregular nouns and regular verb forms. 	<ul style="list-style-type: none"> ➤ Apply spelling change in plural form of regular and irregular nouns and regular and irregular verb forms.

Competency 4: Formal and Lexical Aspects of Language

Standard 3, Grammar and structure: All students will understand grammatical functions and use the principles of grammar, punctuation, and syntax for developing accuracy in their spoken and written communication.

Benchmark I: Recognize **grammatical functions** of selected parts of speech, limited concepts of time, tense and aspect, and use them in their speech and writing.

Student Learning Outcomes		
Grade III	Grade IV	Grade V
<p>NOUNS</p> <ul style="list-style-type: none"> ➤ Recognize naming words as nouns. Demonstrate use of some nouns from immediate and extended environment. ➤ Identify and differentiate between countable and uncountable nouns. ➤ Recall changing number of simple naming words by adding and removing <i>s</i> and <i>es</i>. Identify and change the number of nouns by adding <i>es</i> after words ending in <i>y</i>, <i>o</i>, etc. ➤ Change the number of irregular nouns. ➤ Classify and change the gender of nouns from immediate and extended environment (masculine / feminine/ neuter). 	<p>NOUNS</p> <ul style="list-style-type: none"> ➤ Recall, and demonstrate use of more common, countable and uncountable nouns from immediate and extended environment. Identify and use collective nouns. ➤ Change the number of regular and irregular nouns. Recognize and use nouns with no change in number. ➤ Classify and change the gender of more nouns from immediate and extended environment (masculine / feminine/ neuter). ➤ Classify nouns as common and proper nouns (Names of people, pets, places, mountains, lakes, rivers, etc.). 	<p>NOUNS</p> <ul style="list-style-type: none"> ➤ Recall, and demonstrate use of more common, countable and uncountable, collective nouns from immediate and extended environment. ➤ Change the number of more regular and irregular nouns, and nouns with no change in number. ➤ Classify and change the gender of more nouns from immediate and extended environment (masculine / feminine/ neuter). Recognize and identify the common gender used for both male and female. ➤ Classify more nouns as common and proper nouns (names of people, pets, places, mountains, lakes, rivers, etc.).

<ul style="list-style-type: none"> ➤ 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>PRONOUNS</p> <ul style="list-style-type: none"> ➤ Recall substitution words learnt earlier. ➤ Recognize substitution words as pronouns. Identify and use pronouns in sentences. ➤ Show possession by using the pronouns <i>my, your, his, her, its, our, and their</i> before nouns. ➤ Recognize that pronouns agree with their nouns in gender and number. ➤ Construct short sentences beginning with words that point to something such as <i>this, that, these, those, there</i> to describe pictures. ➤ Illustrate use of question words learnt earlier. Identify and use question words <i>who, whose, which, where</i>, etc. 	<p>PRONOUNS</p> <ul style="list-style-type: none"> ➤ Illustrate use of pronouns learnt earlier. Show possession by using the pronouns <i>my, your, his, her, our, their</i> and <i>its</i>, before nouns. ➤ Use the personal pronouns <i>mine, ours, yours, his, hers, its, and theirs</i>. ➤ Demonstrate correct use of <i>my – mine, your – yours</i> etc. ➤ Recognize that pronouns agree with their nouns in gender and number. ➤ Illustrate use of words that point to something. Construct short sentences with the pronoun <i>it</i> as subject. ➤ Illustrate the use of question words learnt earlier. Identify and use question words <i>when, how many, and how much</i> etc. 	<p>PRONOUNS</p> <ul style="list-style-type: none"> ➤ Illustrate use of pronouns learnt earlier. Use the personal pronouns <i>myself, yourself/ves, himself, herself, ourselves, themselves and itself</i>. ➤ Demonstrate correct use of <i>my – mine, your – yours</i> etc. ➤ Recognize that pronouns agree with their nouns in gender and number. ➤ Identify and illustrate extended use of words that point to something. ➤ Illustrate the use of question words learnt earlier. Identify and use question words: <i>why</i> and <i>how often</i> etc.

<p>ARTICLES</p> <ul style="list-style-type: none"> ➤ Recall the rules for the use of <i>a</i> and <i>an</i>. Choose between <i>a</i> or <i>an</i>. Identify <i>a</i> or <i>an</i> as articles. Recognize that plural nouns do not take the articles <i>a</i> or <i>an</i>. 	<p>ARTICLES</p> <ul style="list-style-type: none"> ➤ Recall the rules for the use of <i>a</i> and <i>an</i>. Choose between <i>a</i> or <i>an</i>. Choose between <i>a</i> or <i>an</i> before words that start with mute consonant letters. 	<p>ARTICLES</p> <ul style="list-style-type: none"> ➤ Recall and apply the rules for the use of <i>a</i> and <i>an</i>. Choose between <i>a</i> or <i>an</i> before words that start with mute consonant letters. Identify and use the definite article <i>the</i>. Differentiate between use of definite and indefinite articles.
<p>VERBS</p> <ul style="list-style-type: none"> ➤ Recognize doing words as verbs. Use action verbs in speech and writing. ➤ Illustrate use of different forms of the verb <i>be</i>, <i>do</i> and <i>have</i> with their corresponding pronouns (<i>I, we, you, he, she, it, they</i>). ➤ Identify and make simple sentences with the verbs <i>be</i>, <i>done</i> and <i>have</i> as main verbs. ➤ Demonstrate use of the verb <i>can / cannot</i> to show ability and inability. Identify and use <i>may / may not</i> for seeking or giving permission and prohibition. ➤ Articulate and use forms of some simple regular verbs including <i>be</i>, <i>do</i> and <i>have</i>. 	<p>VERBS</p> <ul style="list-style-type: none"> ➤ Recognize and use more action verbs from extended environment including other subjects in speech and writing. ➤ Recognize helping verb as aiding the main verbs. Identify the use of verbs <i>be</i>, <i>do</i> and <i>have</i> as helping verbs. Distinguish between <i>be</i>, <i>do</i> and <i>have</i> as main and helping verbs. ➤ Identify and make simple sentences with the verbs <i>be</i>, <i>do</i> and <i>have</i> as main and helping verbs. ➤ Illustrate use of <i>can / cannot</i>, <i>may / may not</i>. Identify and use <i>should / should not</i> to express permission and prohibition. ➤ Articulate, recognize and use forms of simple regular verbs and some irregular verbs. 	<p>VERBS</p> <ul style="list-style-type: none"> ➤ Recognize and use more action verbs from extended environment including other subjects in speech and writing. ➤ Demonstrate the use of <i>be</i>, <i>do</i> and <i>have</i> as main or helping verbs in sentences. ➤ Illustrate use of <i>can / cannot</i>, <i>may / may not</i>, and <i>should / should not</i> to express permission, prohibition, doubt, and obligation. ➤ Recognize and use forms of more regular and irregular verbs.

<p>TENSES</p> <ul style="list-style-type: none"> ➤ Recognize that action takes place in time (Present, past or future). Tense indicates time of action. ➤ Use Simple Present Tense for habitual actions and for timeless and universal statements. ➤ Use Present Continuous Tense for describing activities and for actions taking place at the time of speaking. ➤ Use Simple Past Tense for completed actions, with or without mention of specific time. 	<p>TENSES</p> <ul style="list-style-type: none"> ➤ Illustrate the use of tenses previously learnt in their speech and writing. ➤ Use Past Continuous Tense for actions that were in progress at some time in the past and to give a descriptive background to a narrative / recount. ➤ Use Future Simple Tense for expressing actions in future. 	<p>TENSES</p> <ul style="list-style-type: none"> ➤ Illustrate the use of tenses (Simple present and continuous, simple past and continuous, and simple future tense) previously learnt in their speech and writing.
<p>ADJECTIVES</p> <ul style="list-style-type: none"> ➤ Identify describing words as adjectives. Use adjectives of quantity, quality, size and colour. 	<p>ADJECTIVES</p> <ul style="list-style-type: none"> ➤ Classify adjectives of quantity, quality, size, shape, colour, and origin. ➤ Articulate, identify and use degrees of regular adjectives. 	<p>ADJECTIVES</p> <ul style="list-style-type: none"> ➤ Classify adjectives of quantity, quality, size, shape, colour, and origin. ➤ Articulate, identify and use degrees of regular and irregular adjectives.
	<p>ADVERBS</p> <ul style="list-style-type: none"> ➤ Recognize that an adverb qualifies verbs, adjectives and other adverbs. Identify and use simple adverbs of manner and time. 	<p>ADVERBS</p> <ul style="list-style-type: none"> ➤ Identify and use adverbs of manner, time, place, and frequency.

<p>WORDS SHOWING POSITION (PREPOSITIONS)</p> <ul style="list-style-type: none"> ➤ Demonstrate use of some words showing position. 	<p>WORDS SHOWING POSITION, TIME AND MOVEMENT(PREPOSITIONS)</p> <ul style="list-style-type: none"> ➤ Use some words showing position, time and movement. 	<p>WORDS SHOWING POSITION, TIME AND MOVEMENT(PREPOSITIONS)</p> <ul style="list-style-type: none"> ➤ Demonstrate use of words showing position, time and movement and direction.
<p>JOINING WORDS (CONJUNCTIONS)</p> <ul style="list-style-type: none"> ➤ Recognize function of joining words. ➤ Use joining words <i>and</i>, <i>or</i> and <i>but</i> to show addition, alternative and contrast within a sentence. Use <i>because</i> to express reason. 	<p>JOINING WORDS (CONJUNCTIONS)</p> <ul style="list-style-type: none"> ➤ Demonstrate use of <i>and</i>, <i>or</i> and <i>but</i>. ➤ Recognize function of more joining words. ➤ Use words such as, <i>first</i>, <i>second</i>, <i>next</i> and <i>then</i> to show a sequence. 	<p>JOINING WORDS (CONJUNCTIONS)</p> <ul style="list-style-type: none"> ➤ Demonstrate use of joining words learnt earlier. ➤ Recognize function of more joining words such as <i>for example</i>, <i>for instance</i>, to introduce an example etc.

Benchmark II: Recognize and use punctuation including the use of hyphen, comma and colon to read and write lists and simple paragraphs

Student Learning Outcomes		
Grade III	Grade IV	Grade V
<p>CAPITALIZATION</p> <ul style="list-style-type: none"> ➤ Use capitalization according to rules learnt earlier. ➤ Recognize and apply capitalization to the initial letter of proper nouns: days of the week and months of the year. 	<p>CAPITALIZATION</p> <ul style="list-style-type: none"> ➤ Use capitalization according to rules learnt earlier. ➤ Recognize and apply capitalization to the initial letter of proper nouns: names of holidays, special events and groups. 	<p>CAPITALIZATION</p> <ul style="list-style-type: none"> ➤ Use capitalization according to rules learnt earlier. ➤ Recognize and apply capitalization to the initial letter of the key words in the titles of stories and books.
<p>PUNCTUATION</p> <ul style="list-style-type: none"> ➤ Use punctuation according to rules learnt earlier. ➤ Recognize and use apostrophe to show possessions and exclamation mark to show strong feelings. 	<p>PUNCTUATION</p> <ul style="list-style-type: none"> ➤ Recall the rules of punctuation learnt earlier. ➤ Recognize and use full stop with some abbreviations; apostrophe with contractions and hyphen to join two words that act as one unit. 	<p>PUNCTUATION</p> <ul style="list-style-type: none"> ➤ Recall the rules of punctuation learnt earlier. ➤ Recognize and use hyphen to join numbers, quantities and fractions. ➤ Recognize the function of colon and use it before a series of items.

Benchmark III: Recognize and use simple sentence structure and appropriate sentence types to write meaningful paragraphs.

Student Learning Outcomes		
Grade III	Grade IV	Grade V
<p>SENTENCE STRUCTURE</p> <ul style="list-style-type: none"> ➤ Make simple sentences by using SV (subject + verb) and SVO (subject + verb + object) pattern. ➤ Demonstrate use of subject-verb agreement according to person and number. 	<p>SENTENCE STRUCTURE</p> <ul style="list-style-type: none"> ➤ Make simple sentences by using SV (subject + verb) and SVO (subject + verb + object) pattern. ➤ Demonstrate use of subject-verb agreement according to person and number. 	<p>SENTENCE STRUCTURE</p> <ul style="list-style-type: none"> ➤ Recognize and use simple SVO pattern sentences with direct and indirect objects. ➤ Demonstrate use of subject-verb agreement according to person and number.
<p>TYPES OF SENTENCES</p> <ul style="list-style-type: none"> ➤ Identify and use simple sentences that show instructions and commands. ➤ Identify simple sentences that show strong feelings. 	<p>TYPES OF SENTENCES</p> <ul style="list-style-type: none"> ➤ Identify and make simple sentences to show instructions, commands and strong feelings. 	<p>TYPES OF SENTENCES</p> <ul style="list-style-type: none"> ➤ Identify and make sentences to show instructions, commands, and strong feelings. ➤ Identify and write sentences that state/negate something, or ask a question.
<ul style="list-style-type: none"> ➤ Recognize function of simple <i>wh</i> forms used in questions. ➤ Respond to, and ask simple <i>wh</i> questions. 	<ul style="list-style-type: none"> ➤ Recognize function of more <i>wh</i> forms used in questions. ➤ Respond to, and ask more <i>wh</i> questions. 	<ul style="list-style-type: none"> ➤ Recognize function of <i>wh</i> forms used in questions. ➤ Respond to, and ask <i>wh</i> questions.

Competency 5: Appropriate Ethical and Social Development

Standard 1: All students will develop ethical and social attributes and values relevant in a multicultural, civilized society.

Please 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.

Benchmark I: Recognize and practise values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy, etc., relevant for peaceful coexistence between individuals, groups and nations.

Benchmark II: Develop and portray through actions, a sense of importance of individual worth; simultaneously valuing diversity and equality among people.

Benchmark III: Understand and evaluate contemporary social, economic and scientific developments/ issues so as to participate in the global society as aware and thinking individuals.