

Blue Print for ENGLISH Grade 1

Content Strand	Sub-Content Strand	SLO Number	SLO	Weightage
Writing	Pre-Writing Activities	1	Trace and draw vertical, horizontal, slanted, curved lines forwards and backwards. Trace and draw circles, loops, curves and strokes.	3.70%
Oral Communication	Greeting and Introduction	2	Use appropriate body language for different communicative functions.	21.42%
		3	Articulate, recognize and use some formulaic expressions to: · offer and respond to basic routine greetings.	
		4	· express and offer a few basic social courtesies.	
		5	Demonstrate use of common conventions and dynamics of group oral interactions: · exchange basic routine greetings.	
		6	· exchange few social courtesies.	
		7	Demonstrate use of common conventions and dynamics of group oral interactions: · exchange few social courtesies. introduce themselves.	
		Things and Objects	use of common conventions	
naming words	10		Use naming words in their speech and writing.	
recognition	11		Point out/name some common objects in a picture or a photograph	
use of common action words	29		Physically respond to and use some common action words.	
recitation of poem	8		Recite short poems or nursery rhymes with actions.	
numbers	30		Write numbers from 1 to 10 in words.	
Phonics	identification of sounds	12	Identify words that begin with the same sound.	32%
		13	Match the initial sound of common words depicted in pictures with their corresponding letters.	
		14	Recognize that as letters of words change, so do the sounds.	
		15		
	recognition of calendar	16	Point out specific information in a calendar like name of the month, and days of the week.	
	sight words	17	Identify, recognize and articulate common sight words and words with common spelling patterns.	
	pattern of stress and intonation	18	Familiarize themselves with rhythm, stress and intonation of English language for comprehension by listening to simple stories and poems read aloud in class.	
	syllable identification	19	Identify one syllable words that rhyme.	
consonant and vowels	20	Recognize and identify consonant and vowels in the English alphabet.		
	small and capital letters	21	Trace and copy small and capital letters following appropriate writing models of regular shape and size.	
	shapes of letters	22	Recognize shape of letters (similar and different) in print, colour, and in tackle forms.	

Small & Capital Letters	articulation of sounds	23	Articulate the sounds of letters of the alphabet in series and in random order.	29%
	dictation of alphabets	24	Write small and capital letters in series and in random order. Take dictation of alphabets.	
	oorder of alphabets	25	Tell what comes before and after an alphabet.	
	colouring	26	Colour within lines and create simple patterns.	
	making sense	27	Understand that English is written from left to right.	
	matching of small and capital letters	28	Articulate, identify and match capital and small letters of the alphabet in a series and in random order.	

Result.pk

Blue Print for English Grade 2

Content Strand	Sub-Content Strand	SLO Number	SLO	Weightage
Phonics	Explain Vowels Circle the vowels	1	Recognize and identify consonant and vowels in the English alphabet.	32.50%
		2	Identify / classify words that begin with consonant or vowel sounds.	
	Vowel as middle sound “e” in the middle Read the rhyme.	3	Articulate, identify and differentiate between the sounds of individual letters in a word.	
	Write the middle letter in the blank	4	Recognize that as letters of words change, so do the sounds.	
	Vowels and Consonants Look and say	5	Write appropriate naming and action word(s) to identify an object or an action in a picture.	
	Vowels and Consonants Choose the middle letter	6	Identify, recognize and articulate common sight words and words with common spelling patterns.	
	Circle the words with same sound	7	Match spoken words with the written words.	
	Long Vowels and Diphthongs	8	Pronounce and spell long and short vowels and diphthongs as they occur as practice items and	
		9	sentences in reading lessons.	
	Digraphs	10	Pronounce common consonant digraphs in initial and final position.	
	Three Letter Sounds	11	Articulate, identify and differentiate between the sounds of individual letters, digraphs and trigraphs in initial and final positions in a word.	
	Rhyming Words	12	Articulate and recognize simple rhyming words.	
	Plurals	13	Identify and change the number of simple naming words by adding or removing s and es.	
Action Words	14	Identify and use more common action words.		
	15	Show a series of actions in a picture by writing action or describing words.		
	16	Recognize and classify into different categories, some simple action and naming words from pictures and immediate surrounding e.g. animals, fruits, vegetables, parts of body, objects in the classroom and at home, colours, shapes, directions (left/ right) and numbers in words (cardinal and ordinal 1-10) etc.		

Grammar	Prepositions	17	Recognize, identify and use a few words showing position e.g. up/down, here/there (preposition of location).	27.50%
	Possessive Pronoun	18	Identify and use more words showing possession e.g. my, your, his, her, our, their and its.	
	Present Tense verb + ing	19	Recognize that action takes place in time (Present, past or future). Tense indicates time of action.	
		20	Use Present Continuous Tense for describing activities and for actions taking place at the time of speaking.	
	verb + ed	21	Use Simple Past Tense for completed actions, with or without mention of specific time.	
	Capital Letters A a to Z z	22	Articulate the sounds of letters of the alphabet in random order.	
	Capital Letters and Full Stops	23	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.	
	Punctuation	24	Recognize that a sentence ends with some form of punctuation, i.e. full-stop and question mark or an exclamation mark.	
	About Me	25	Articulate, recognize and use some formulaic expressions to introduce self and talk about family.	
	Look, say, understand and write	26	Write a few simple, meaningful sentences of their own on a given topic.	
	He/She	27	Illustrate the use of substitution words learnt earlier. Recognize that some words substitute particular and general naming words.	
Reading	Pre-Reading	28	Demonstrate use of common conventions and dynamics of group oral interactions to recite poems.	20.00%
		29	Read and recite short poems or nursery rhymes with actions.	
		30	Use pre-reading strategies to predict story by looking at picture(s) in texts.	
	Post Reading	31	Guess what follows in the story. Respond to the text (post-reading) to express likes /dislikes about the story.	
		32	locate specific factual information to answer in a word or two simple short questions.	
		33	Use pictures or rebus in texts to increase understanding.	
		34	Read aloud the same story/ fairytale themselves.	
		35	Express understanding of story through pantomime/simple role play.	
Listening	Listening	36	Listen to a story /fairytale of a few sentences read aloud by the teacher.	2.50%

Oral Communcation	Express likes and dislikes	37	Demonstrate use of common conventions and dynamics of group oral interactions: Express likes and dislikes	10.00%
	Myself	38	Identify and name characters. Respond orally in yes or no, their likes or dislikes about the story/character(s).	
		39	Demonstrate use of common conventions and dynamics of group oral interactions:	
		40	Demonstrate use of common conventions and dynamics of group oral interactions to introduce	

Result.pk

Blue Print for English Grade 3

Content Strand	Sub-Content Strand	SLO Number	SLO	Weightage
Grammar	Nouns	1	Demonstrate use of some nouns from immediate and extended environment.	68.57%
		2	Recognize naming words as nouns .	
		3	Recognize general naming words as common nouns and particular naming words as proper nouns.	
		4	Classify nouns as common and proper nouns (names of people, pets, places, holidays, etc.).	
	Pronouns	5	Recognize substitution words as pronouns .	
		6	Identify and use pronouns in sentences.	
	Adjectives	7	Identify describing words as adjectives .	
		8	Use adjectives of quantity, quality, size and colour.	
	Wh forms	9	Recognize function of simple wh forms used in questions.	
	Verbs	10	Recognize the function of different question words to write short answers.	
		11	Recognize doing words as verbs .	
		12	Use action verbs in speech and writing.	
	SUBJECT AND VERB	13	Demonstrate use of subject - verb agreement according to person and number	
	SIMPLE SENTENCES	14	Make simple sentences by using SV (subject + verb) and SVO (subject + verb + object) pattern.	
	SIMPLE PRESENT TENSE	15	Use Simple Present Tense for habitual actions and for timeless and universal statements.	
	SIMPLE PAST TENSE	16	Use Simple Past Tense for completed action, with or without the mention of specific time.	
	PRESENT CONTINUOUS TENSE	17	Use Present Continuous Tense for describing activities and for actions taking place at the time of speaking.	
	FUNCTION OF TENSE	18	Tense indicates time of action. Recognize that action takes place in time (Present, past or future).	
	Substitution words	19	Recall substitution words learnt earlier.	
	Words showing position	20	Demonstrate use of some words showing position .	
	PUNCTUATION	21	Use punctuation according to rules learnt earlier.	

	Question mark	22	Recognize and use a question mark at the end of a question.	
	Apostrophe s	23	Recognize and use apostrophe to show possessions and exclamation mark to show strong feelings.	
	capitalization	24	Use capitalization according to rules learnt earlier.	
Writing	Write sentences	25	Write sentences of their own using correct capitalization, punctuation and spellings.	2.85%
Pronunciation	Articulate and identification of words	26	Articulate and identify words containing digraphs and tr-i graphs in initial, middle and final position.	14.28%
	strategy for comprehension	27	Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types:	
		28	· Factual	
		29	· Personal response	
	29	· Interpretive		
Sounds	30	Read aloud for accurate reproduction of sounds of letters and words.		
Reading	Application of critical thinking	31	Apply critical thinking to interact with text using intensive reading strategies (while-reading) to:	8.50%
		32	· locate specific and factual information	
		32	· to answer short questions based on the text.	
33	Use appropriate vocabulary and tense to write a simple guided paragraph by giving general physical description of a person/ object.			
Oral Communication	use of appropriate expressions	34	Use appropriate expressions in conversation to articulate, recognize and use some formulaic expressions to:	5.71%
		35	· offer and respond to greetings.	
			· express regret.	

Blue Print for English Grade 4

Content Strand	Sub-Content Strand	SLO Number	SLO	Weightage	
Reading	Prediction in reading	1	Use pre-reading strategies to	6.25%	
	contextual meaning	2	· predict the content/vocabulary of a text from picture and title etc. by using prior knowledge. · guess the meaning of unfamiliar words through context.		
	critical thinking in reading strategies		3	Apply critical thinking to interact with text using intensive reading strategies (while reading) to:	28.10%
			4	· locate specific information to answer short questions.	
			5	· predict what follows in the text using context and prior knowledge.	
			6	· guess meaning of difficult words from context.	
			7	· use context to infer missing words.	
			8	· locate an opinion.	
			9	· generate questions to understand text.	
			10	· Locate, provide, connect and use words similar and opposite in meaning.	
			11	· distinguish fact from opinion. · Identify paragraph as larger meaningful unit of expression representing unity of thought.	
Writing	use of transitional devices	12	Recognize that in a paragraph, sentences join to make sense in relation to each other through transitional devices.	6.25%	
	Types of pragraph	13	Write simple descriptive, narrative and expository paragraphs.		
Grammar	Types of Noun	14	Classify nouns as common and proper nouns (Names of people, pets, places, mountains, lakes, rivers, etc.).	28.12%	
	Use of can,may and should	15	Illustrate use of can/cannot, may/may not. Identify and use should/‘should not’ to express permission and prohibition.		
	Role of conjunction	16	Use appropriate conjunctions to join sentences within a paragraph.		
	use of ordinal number	17	Use words such as, first, second, next and then to show a sequence.		
	correction through revision	18	Revise written work for correct spelling and punctuation .		
	subject ,verb agreement	19	Pronoun –antecedent agreement. Subject –verb agreement.		
	Use of tenses	20	Illustrate the use of tenses previously learnt in their speech and writing.		
	Role of question words	21	Recognize the function of different question words and key words to write appropriate short answers.		
	Preposition with position	22	Use some words showing position, time and movement (Preposition).		
Oral Communication		23	Demonstrate conventions and dynamics of group oral interaction to	32.00%	
		24	· introduce self and others.		
		25	· engage in conversation.		
		26	· take turns.		
		27	· use polite expressions to seek attention. agree/ disagree politely.		
		28	· lead and follow.		
	Oral instructions	29	· express needs and feelings. express joy.		
	Story telling	30	Retell a story in few simple sentences.		
	Articulation and silent words	31	Articulate words containing digraphs, trigraphs and silent letters.		
Pronunciation and vowels	32	Pronounce and spell long and short vowels and diphthongs as they occur as practice items and sentences in reading lessons and in speech.			

Blue Print English- Grade 5

Area	Sub-area and Weightage	SLO Statement
1. Reading and Thinking Skills 25%	Pre-Reading strategies 17%	1.1.1. Use pre-reading strategies to; predict the content of a text from topic/picture,title/headings,by using prior knowledge.
		1.1.1. predict the content of a text from topic/picture,title/headings,by using prior knowledge.
		1.1.2.Guess the meaning of difficult words through context.
	While-Reading strategies 33%	1.2.1 Apply critical thinking to interact with text using intensive reading strategies (while-reading) to * locate specific information to answer short questions.
		1.2.1.1. use common graphical features such as pictures, tables, diagrams, maps and graphs, etc. in texts to increase understanding.
		1.2.1.2. Make simple inference using contexts of the text and prior knowledge.
	Post-reading strategies 50%	1.3.1 Apply strategies to comprehend questions for appropriate response by marking key words, verbs and tenses in a variety of the following question types.
		1.3.1.1 Factual
		1.3.1.2 Interpretive
		1.3.1.3 Inferential
		1.3.1.4. Personal response
		1.3.2 Recognize the function of different question words and key words to write appropriate short answers.
1.3.3. Use critical thinking to respond to the text (post-reading): • Apply world knowledge and own opinion to the text read.		
1.3.4. Relate what is read to their own feelings and experiences.		
1.3.4. Relate what is read to their own feelings and experiences.		
3. ORAL COMMUNICATION 22%	Oral Communication 91%	3.1.1. Demonstrate conventions and dynamics of group oral interaction to • introduce self and others.
		3.1.1.1 • engage in conversation.
		3.1.1.2. • take turns.
		3.1.1.3• use polite expressions to seek attention.
		3.1.1.4• agree/ disagree politely.
		3.1.1.5. • lead and follow.
		3.1.1.6. • express needs, feelings and ideas.
		3.1.1.7• express joy.
		3.1.1.8• make polite requests for personal reasons.
	3.1.1.9•take leave.	
Communication Skills 9%	3.2.1. Identify and use appropriate tone and non- verbal cues for different communicative functions.	
4. FORMAL AND LEXICAL ASPECTS OF LANGUAGE	Vocabulary 100%	4.2.1 * Locate, provide, connect and use words similar and opposite in meaning.
		4.2.2.Join some words to make common compound words and use them in speech and writing.
5. GRAMMAR AND STRUCTURE 37%	Nouns, Pronouns, Adjectives, Articles 22%	5.1.1. Recall and apply the rules for the use of a and an.
		5.1.1.1.Choose between a or an before words that start with mute consonant letters. es.
		5.1.1.2. Identify and use the definite article the.
	Verbs, Adverbs, Tenses 39%	5.1.1.3.Differentiate between use of definite and indefinite article.
		5.2.1. *Articulate and syllabify words containing digraphs,
		5.2.1.1. trigraphs
		5.2.1.2. and silent letters.
		5.2.2. *Identify and use adverbs of manner,
		5.2.2.1.time,
	5.2.2.2.place,	
	5.2.2.3.and frequency	
	Types of Sentences, Sentence Structure, Joining Words(Conjunctions), Prepositions 39%	5.3.1. *Identify and make sentences to show instructions
5.3.1.1. commands,		
5.3.1.2.and strong feelings.		
5.3.2. Identify and write sentences that state/ negate something,		
5.3.2.1.or ask a question.		
5.3.3. *Demonstrate use of subject-verb agreement according to person		
5.3.3.1. and number.		

Blue Print for English Grade 6

Content Strand	Sub-Content Strand	SLO Number	SLO	Weightage
Pre- Reading	Strategies for reading comprehension	1	Use pre-reading strategies to predict the content of a text from topic/picture, title/headings etc. by using prior knowledge, asking questions and contextual clues.	1
While Reading	Critical thinking	2	Apply critical thinking to interact with text, and use intensive reading strategies (while-reading): Scan to answer short questions.	15%
	Prior knowledge implied and clearly stated	3	Make simple inferences using context of the text and prior knowledge.	
	contextual meaning	4	Distinguish between what is clearly stated and what is implied.	
	use of inference	5	Deduce meaning of difficult words from context.	
	reading comprehension	6	Use context to infer missing words.	
	comprehension through critical thinking	7	Read silently with comprehension and extract main idea and supporting detail.	
	identification of topic sentence	8	Comprehend/interpret text by applying critical thinking. Read and analyze a paragraph as a larger meaningful unit of expression to:	
		9	Identify that the main idea in a paragraph is carried in a sentence, called a topic sentence.	
		10	Recognize that other sentences in the paragraph support the topic sentence.	
	analysis of text	11	Analyze a text to: recognize each paragraph as a separate meaningful unit of expression with its own topic sentence and supporting details.	
	role of cause and effect	12	Analyze paragraphs to identify sentences that support the main idea through cause and effect.	
	comparison of informal letters	13	Analyze and compare various informal letters to write short letters to people in immediate social and academic environment:	
	identification	14	Identify parts of a letter.	
	layout of informal letters	15	Follow conventions of informal letter with respect to layout, salutations etc. Recognize and demonstrate use of appropriate vocabulary, style and tone in informal letters.	
		16	Write the address on the envelope clearly and in proper format.	
	Post Reading	use of critical thinking	17	
application of personal knowledge		18	Apply world knowledge and own opinion to the text read.	
		19	Relate what is read to their own feelings and experiences.	
key words for questions		20	Apply strategies to comprehend questions by marking key words, verbs and tenses in a variety of question types:	
		21	<ul style="list-style-type: none"> • Literal/ textual/ factual • Respond orally or in writing. 	
use of figurative language		22	Understand how a writer/ poet uses language to appeal to the senses through use of figurative language including similes.	
Direction for understanding		23	Follow the direction and understand the position on a map or a picture, to give directions and explain position orally or in writing.	
need for focused and effective answer		24	Respond orally or in writing. Analyze questions to write effective and focused answers of required length by	
			<ul style="list-style-type: none"> • marking key word 	
Identification of verbs and tenses	25	identifying verbs and tenses recognizing question types such as Literal/ textual/ factual		
Vocabulary & Use of dictionary	usage of dictionary	26	Use dictionary to:	12%
		27	<ul style="list-style-type: none"> • locate guide words. • locate entry word. 	
		28	<ul style="list-style-type: none"> • choose appropriate word definition. 	
		29	Identify pronunciation of a word with the help of pronunciation key.	
		30	Identify part of speech of a word through abbreviation used.	
		31	Identify correct spellings.	
		32	Locate, provide, connect and use words similar and opposite in meaning.	
		33	Use dictionary to:	
		34	<ul style="list-style-type: none"> • choose appropriate word definition. • identify syllable division, and stress pattern. 	

		35	Locate, provide, connect and use words similar and opposite in meaning.		
		36	Locate synonyms and antonyms in children's thesaurus.		
		37	Recognize and articulate English sounds given in the pronunciation key in the dictionary		
Topic sentence supporting details	Analysis of paragraph	38	Read and analyze a paragraph as a larger meaningful unit of expression to: <ul style="list-style-type: none"> • identify that the main idea in a paragraph is carried in a sentence, called a topic sentence. 	3%	
		39	<ul style="list-style-type: none"> • recognize that other sentences in the paragraph support the topic sentence. 		
		40	Analyze a text to: recognize each paragraph as a separate meaningful unit of expression with its own topic sentence and supporting details.		
Writing	Usage of strategies for guided writing	41	Write a guided paragraph using ideas gathered and organized through various strategies.	17%	
	writing simple paragraph	42	Write a simple unified paragraph on a given topic:		
	writing topic sentence	43	Write a clear topic sentence using specific words, vivid verbs, modifiers, etc.		
	adding detail	44	Add adequate supporting detail (example, definition or evidence) to develop the main idea.		
	use of appropriate pronoun	45	Use appropriate pronoun – antecedent relationship and transitional devices within a paragraph.		
	Analization of chart and diagram	46	Analyze information in a flow chart or diagram to describe a process through guided writing tasks.		
	use of summary skills	47	Use summary skills to extract salient points and develop a mind map to summarize a text. Write a simple unified paragraph on a given topic:		
	writing of clear topic		<ul style="list-style-type: none"> • Write a clear topic sentence using specific words, vivid 		
		analization of informa letters	49	Analyze and compare various informal letters to write short letters to people in immediate social and academic environment:	
			50	Identify parts of a letter.	
		Identification of parts of letters	51	Follow conventions of informal letter with respect to layout, salutations etc. Recognize and demonstrate use of appropriate vocabulary, style and tone in informal letters.	
			52	Write the address on the envelope clearly and in proper format.	
		demonstration verb subject agreement	53	Demonstrate use of subject-verb agreement according to person and number.	
		analization of flowchart diagram	54	Analyze information in a flow chart or diagram to describe a process through guided writing tasks.	
		reading a poem and answering different questions	55	Read a poem and give orally or in writing: <ul style="list-style-type: none"> • Main idea 	
			56	<ul style="list-style-type: none"> • Summary (through gapped summary exercises) 	
		analysing text touse and describedifferent things	57	Analyze written texts to use in their own writing, features of a simple descriptive composition about people, objects and places:	
			58	Physical description and characteristics of an object/ place, moving from general to specific.	
		physical description of things	59	Correct verb form.	
		60	Appropriate adjectives and adverbs for vivid effect.		
		61	Details in appropriate order.		
	comprehension and summarizing	62	Comprehend and use summary skills to write summary/ précis of simple passages and summarize poems.		
Proof Reading	proof reading to edit error	63	Proofread and edit texts for errors of: <ul style="list-style-type: none"> • word order, verb form, articles etc. 	4%	
		64	<ul style="list-style-type: none"> • reference words, connectives. 		
		65	<ul style="list-style-type: none"> • adverbs and adjectives. 		
		66	punctuations and spelling.		
Oral communication skills	use of conventions and dynamics	67	Use conventions and dynamics of group discussion and interaction to offer and respond to greetings, compliments, invitations, introductions and farewells. <ul style="list-style-type: none"> • take turns. 	5%	
		68	<ul style="list-style-type: none"> • engage in conversation. 		
		69	<ul style="list-style-type: none"> • agree/ disagree politely. 		

		70	• ask and restate directions.
	use of directions	71	Use various functions to give and follow directions /instructions.
Grammar	recognition of form and use of tenses	73	Recognize the form and various functions; and illustrate use of Simple Present, Present Continuous, Simple Past, Past Continuous and Future Simple tenses.
	use of regular and irregular forms	74	Illustrate use of regular and irregular verbs in speech and writing.
	long and short vowels	75	Differentiate between long and short vowel sounds and recognize how vowel length can change the meaning.
	and their use	76	Identify and correctly pronounce diphthongs and triphthongs in words. Classify, use, and make declarative (affirmative and negative), interrogative, exclamatory and imperative sentences.
	application of rules	77	Apply rules of capitalization wherever applicable.
	types of nouns	78	Demonstrate use of common and proper nouns. Differentiate between collective, countable and uncountable nouns.
	speaking and writing skill	79	Recall and apply rules for use of a and an in speech and writing.
	types of adverbs	80	Use adverbs of manner, time, place, frequency, degree and reason.
	types of verbs usage in writing and speaking	81	Illustrate use of regular and irregular verbs in speech and writing.
	Vowels	82	Differentiate between long and short vowel sounds and recognize how vowel length can change the meaning.
	diphthong and triphthong	83	Identify and correctly pronounce diphthongs and triphthongs in words.
	Types of sentence	84	Classify, use, and make declarative, (affirmative and negative), interrogative, exclamatory and imperative sentences.
	Classification of tenses	85	Recognize the form and various functions; and illustrate use of Simple Present, Present Continuous, Simple Past, Past Continuous and Future, Simple tenses.
	Punctuation	86	Recognize and use comma: for a series of items & before a short quotation.
	Agreement of verb and subject	87	Demonstrate use of subject-verb agreement according to person and
	Articles	88	Recall and apply rules for use of a and an in speech and writing.
	use of capital letters	89	Apply rules of capitalization wherever applicable.
	Use of full stop	90	Use full stop, question mark and exclamation mark wherever applicable.
	articulation of words	91	Recognize and articulate English sounds given in the pronunciation key in the dictionary.
	Role of pronoun	92	Demonstrate use of pronouns as subject and object. Recognize function of, and use possessive and reflexive pronouns.
use of preposition	93	Illustrate use of prepositions of position, time, movement and direction.	
role of pronoun	94	Demonstrate use of pronouns as subject and object. Recognize function of, and use possessive and reflexive pronouns.	
indefinite pronoun	95	Use few indefinite pronouns.	
use of verb and modifier	96	verbs, modifiers, etc.	
development of main idea	97	Add adequate supporting detail (example, definition or evidence) to develop the main idea.	
relation between pronoun and transitional device	98	Use appropriate pronoun – antecedent relationship and transitional devices within a paragraph.	
use of first conditional sentence	99	Use first conditional sentences.	

English Grade-7

Content Strand	Sub-Content Strand	SLO Number	SLO	Weightage
Pre- Reading	Pre reading strategies	1	Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, etc. by using prior knowledge.	5.20%
	contextual meaning	2	Guess the meaning of difficult words through context	
	analysis of paragraph	3	Analyze a paragraph to:	
		4	· identify a topic sentence.	
	Recognition of main idea	5	· identify sentences carrying supporting details. Recognize that text comprises a group of paragraphs that develop a single theme or idea.	
While Reading	Apply Critical Thinking	6	Apply critical thinking to interact with text using intensive reading strategies (while-reading) to:	17.68%
		7	· locate specific information to answer short questions.	
		8	· make simple inferences using context of the text and prior knowledge.	
		9	· guess meaning of difficult words from context.	
		10	· use context to infer missing words	
		11	· Scan to answer short questions.	
		12	· Deduce meaning of difficult words from context.	
		13	· Read silently with comprehension and extract main idea and supporting detail .	
	Read Paragraph	14	· Comprehend/interpret text by applying critical thinking . Read and analyze a paragraph as a larger meaningful unit of expression to:	
		15	· identify that the main idea in a paragraph is carried in a sentence, called a topic sentence.	
		16	· recognize that other sentences in the paragraph support the topic sentence.	
	Reading Poem	17	· Analyze paragraphs to identify sentences that support the main idea through cause and effect Read a poem and give orally or in writing:	
		18	· Main idea	
		19	· Summary (through gapped summary exercise	
20		· Personal response		
21		· Identify line and stanza.		
22		· Recognize literary techniques such as personification and alliteration . Recite poems with actions.		
Post Reading	Critical Thinking	23	Use critical thinking to respond to the text (post- reading):	11.44%
		24	· Apply world knowledge and own opinion to the text read. · Relate what is read to their own feelings and experiences.	
	Responding to Questions	25	Apply strategies to comprehend questions by marking key words, verbs and tenses in a variety of question types:	
		26	· Literal/ textual/ factual Respond orally or in writing.	
		27	· literal/ interpretive/ evaluative/ open ended · respond orally or writing	
	Recognition of main idea	28	Recognize that text comprises a group of paragraphs that develop a single theme or idea.	
	Apply Critical Thinking	29	Use critical thinking to respond to the text (post-reading):	
30		· Apply world knowledge and own opinion to text read. · Relate what is read to their own feelings and experiences.		
Understanding through role play	31	Express understanding of story through role play .		
Vocabulary & Use of dictionary	building and spelling for communication	32	Build and use appropriate vocabulary and correct spelling for effective communication:	4.16%
			· Illustrate the use of dictionary for finding appropriate meaning and correct spellings.	
	usage of dictionary	33	· Use a simple thesaurus to locate synonyms and antonyms.	
	use of thesaurus	34		
pre writing strategy	35	Use a variety of pre-writing strategies such as brainstorming, mind mapping , outlining, etc.	42.84%	
	36	Apply rules of capitalization wherever applicable.		
	37	Illustrate use of, punctuation marks learnt earlier.		
	38	Recognize and rectify faulty punctuation in given passages and own work.		

Writing	use of punctuation	39	Recognize and use comma: · for a series of items. before a short quotation. Recognize and use colon to	30.94%
		40	· introduce a list of items.	
		41	· introduce a long quotation.	
		42	· Recognize and use quotation marks to enclose a direct quotation.	
	informal letters	43	Write short informal letters to people in extended social and academic environment for various purposes:	
	informal invitations	44	Write short informal invitations to friends, family members and teachers to demonstrate the use of following conventions: · Purpose	
		45	· Date and time	
		46	· Venue	
		47	· Name of addressee and sender	
	writing central idea	48	Write the central idea of a given poem in simple language.	
	writing poem	49	Write a simple poem using a poem model.	
	summary skills	50	Use summary skills to · write summary/ précis of simple passages.	
		51	· summarize poems.	
	analysis of written text	52	Analyze written texts to use in their own writing, features of a simple descriptive composition about people, objects and places:	
	physical description	64	Finer details of physical description of face, build, clothes, etc. of a person.	
personality trait	65	Personality traits e.g. habits, attitudes, values etc.		
writing simple paragraph	66	Write a simple unified paragraph on a given topic:		
	67	· Write a clear topic sentence using specific words, vivid verbs, modifiers , etc.		
	68	· Add adequate supporting detail (example, illustration, definition, evidence, or cause and effect) to develop the main idea.		
	69	Use appropriate pronoun-antecedent relationship and transitional devices within a paragraph.		
Grammar	regular and irregular verbs	70	Use chronological/sequential/ spatial order of arranging detail.	30.94%
		71	Illustrate use of regular and irregular verbs in speech and writing.	
		72	Demarcate words into syllables with the help of a dictionary.	
	use of dictionary	73	Classify and use different kinds of adverbs learnt earlier.	
		74	Illustrate use of punctuation marks learnt earlier.	
	Types of adjective	75	Classify adjectives into different types.	
		76	Change and use degrees of adjectives with reference to than and the .	
	usage of tenses	77	Illustrate use of tenses learnt earlier .	
	Function of forms	78	Recognize the form and various functions;	
	Present perfect tense	79	illustrate use of Present Perfect Tense.	
	Active /passive	80	Identify active and passive voice in sentences.	
	pronoun and its function	81	Use some indefinite pronouns	
		82	Demonstrate use of pronouns as subject	
		83	Recognize the functions of pronoun – antecedent relationships .	
		84	Use appropriate pronoun-antecedent relationship and transitional devices within a paragraph.	
85		Demonstrate use of pronouns as subject and object.		
86		Recognize function of, and use possessive and reflexive pronouns .		
conjunction	87	Demonstrate use of and, or and but .		
	88	Recognize function of more joining words .		
ordinal	89	Use words such as, first, second, next and then to show a sequence.		
use of s/es	90	Recall changing number of simple naming words by adding and removing s and es .		
	91	Identify and change the number of nouns by adding es at words ending in y, o , etc.		
	92	Change the number of irregular nouns .		
pronoun	93	Identify, and demonstrate function and use of relative pronouns which, who and that .		
	94	Recognize function of, and use possessive and reflexive pronouns .		
Use of direct and indirect objects	95	Use sentences with direct and indirect objects .	9.36%	

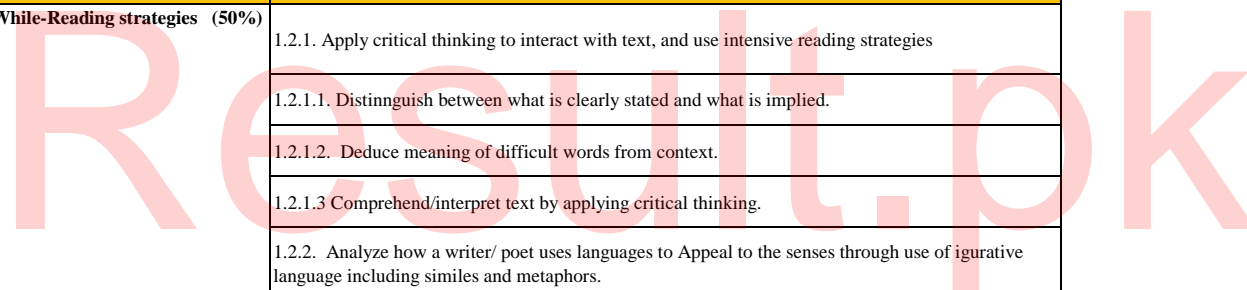
Oral Communication	Role of discussion in communication	96	Use conventions and dynamics of group discussion and interaction to · take turns
		97	· relate what they have to say to what has been said before.
		98	· take into account different view points extend their ideas in the light of discussion.
		99	· give reasons for opinions and actions.
		100	Use various functions to Express the personal needs
		101	Use various functions to: request and respond to requests.
		102	Use conventions and dynamics of group discussion and interaction to: take turns.
		103	Use conventions and dynamics of group discussion and interaction to Identify a problem and propose a solution
		104	Use various functions to request and respond to requests.

Result.pk

Blue Print Grade 8

Area	Sub-area and Weightage	SLO Statement
1. Reading and Thinking Skills (39%)	1.1. Pre-Reading strategies (22%)	1.1.1. Use pre-reading strategies to 1.1.1.1 Predict the content of a text from topic /picture, title/headings, key words and visuals, etc. by using prior knowledge, asking, questions and contextual clues 1.1.1.2. Scan to answer short questions. 1.1.1.3. Make simple inferences using context of the text and prior knowledge. 1.1.1.4. Distinguish between what is clearly stated and what is implied. 1.1.1.5. Deduce meaning of difficult words from context. 1.1.2. Use context to infer missing words. 1.1.3. Read silently with comprehension and extract main idea and supporting detail. 1.1.4. Make predictions about story line/ content, characters, using contextual clues and prior knowledge.
	1.2. While-Reading strategies (50%)	1.2.1. Apply critical thinking to interact with text, and use intensive reading strategies 1.2.1.1. Distinguish between what is clearly stated and what is implied. 1.2.1.2. Deduce meaning of difficult words from context. 1.2.1.3. Comprehend/interpret text by applying critical thinking. 1.2.2. Analyze how a writer/ poet uses languages to Appeal to the senses through use of figurative language including similes and metaphors. 1.2.2.1. Read a poem and give orally or in writing: 1.2.2.2. Main idea 1.2.2.3. Summary (through gapped Summary exercises 1.2.2.4. Personal response Identify line and stanza. 1.2.2.5. Recognize literary techniques such as personification and alliteration. 1.2.2.6. Recite poems with actions. 1.2.3. Analyze how a writer/ poet uses languages to 1.2.4. Appeal to the senses through use of figurative language including similes and metaphors.

AND THINKING SKILLS



	1.2.4.1. Read a story to
	1.2.4.2. retell it sequentially.
	1.2.4.3. summarize.
	1.2.4.4. Recognize the author's purpose.
	1.2.4.5. Identify the speaker or narrator in a selection.
	1.2.4.6. Read a text to analyze characters, their motives, actions and emotional responses.
	1.2.4.7 Analyze story elements: characters, events, setting, plot, theme, tone.
1.3. Post-reading strategies (20%)	1.3.6. Use critical thinking to respond to the text (postreading):
	1.3.6.1. Apply world knowledge and own feelings /opinion to the text read.
	1.3.6.2. Explore causes and consequences of a problem or an issue and propose various solutions.
	1.1.6.3. Evaluate material read.
	1.3.6.4. Express understanding of story through role play.
	1.3.6.5. Present a character sketch orally and in writing.
	1.3.6.6. Give a personal response about the characters giving reasons to support the response.
	1.3.7. Recognize genres of literature e.g. fiction, poetry, legend, myth.
1.4. Topic Sentence (8%)	1.4.1. Analyze features of an effective topic sentence such as
	1.4.1.1. specific words
	1.4.1.2. vivid verbs
	1.4.1.3. Modifiers
3 (14%)	3.1. Oral Communication (100%)
	3.1.1. Use conventions and dynamics of group discussion and interaction to present and explain one's point of view clearly.support or modify one's opinions with reasons.
	3.1.2. Use various functions to ask and respond to questions of personal interest and general everyday aspects.
	3.1.3. Use conventions and dynamics of group discussion and interaction to

ORAL COMMUNICATION		3.1.3.1. take turns	
		3.1.3.2. relate what they have to say to what has been said before.	
		3.1.3.3. take into account different view points extend their ideas in the light of discussion.	
		3.1.3.4. give reasons for opinions and actions.	
		3.1.3.5. use polite forms to negotiate and reach consensus	
		3.1.4. Use various functions to	
		3.1.4.1 ask and respond to questions of personal interest and general every day aspects.	
		3.1.4.2. ask and express opinions, emotions, wishes needs and requirements by giving reasons.	
		3.1.4.3. express dissatisfaction, disapproval, and disagreement politely.	
		3.1.4.4. agree/ disagree partially	
		3.1.4.5. make plans.	
		3.1.4.6. express personal needs.	
	4 (10%)	4.1. Pronunciation/Pronoun (60%)	4.1.1. Use dictionary to
	FORMAL AND LEXICAL ASPECTS OF LANGUAGE		4.1.1.1. Choose appropriate word definition.
		4.1.2. Build and use appropriate vocabulary and correct spelling for effective communication:	
		4.1.2.1 Illustrate the use of dictionary for finding appropriate meaning and correct spellings.	
		4.1.2.2. locate guide words.	
		4.1.2.3. locate entry word.	
		4.1.3. Recognize syllable division of words in aural and written text.	
		4.2. Vocabulary (40%)	4.2.2. Demarcate words into syllables with the help of a dictionary.
		4.2.3. Choose appropriate synonyms and antonyms from thesaurus.	
		4.2.4. Recognize syllable division of words in aural and written text	

		4.2.5. Use dictionary to identify part of speech of a word through abbreviation used	
5 (17%)	5.1. Nouns, Pronouns, Adjectives (81%)	5.1.1. Demonstrate use of more common and proper, collective, countable and uncountable nouns.	
GRAMMAR AND STRUCTURE		5.1.2. Differentiate between, and demonstrate use of material and abstract nouns.	
		5.1.3. Recognize, differentiate and demonstrate use of possessive forms of more animate and inanimate nouns	
		5.1.4. Demonstrate use of pronouns as subject and object.	
		5.1.5. Demonstrate extended use of question words.	
		5.1.6. Recognize function of, and use possessive, reflexive and emphatic pronouns.	
		5.1.7. identify, and demonstrate function and use of relative pronouns which, who and that.	
		5.1.8. Use more indefinite pronouns.	
		5.1.9. Demonstrate use of pronoun-antecedent agreement recognizing their relationship.	
		Identify and use adjective phrases	
		5.1.10. Illustrate use of prepositions of position, time, movement and direction.	
		5.1.11. Analyze how a writer/ poet uses language to appeal to the senses through use of figurative language including similes and metaphors.	
		5.1.12. Analyze and understand common prefixes and suffixes; use that knowledge to determine the meaning of unfamiliar words.	
			5.2. Verbs, Adverbs, Tenses (19%)
		5.2.2. Illustrate use of tenses learnt earlier	
		5.2.3. Classify, use, convert and make declarative (affirmative and negative), interrogative, exclamatory, and imperative sentences.	