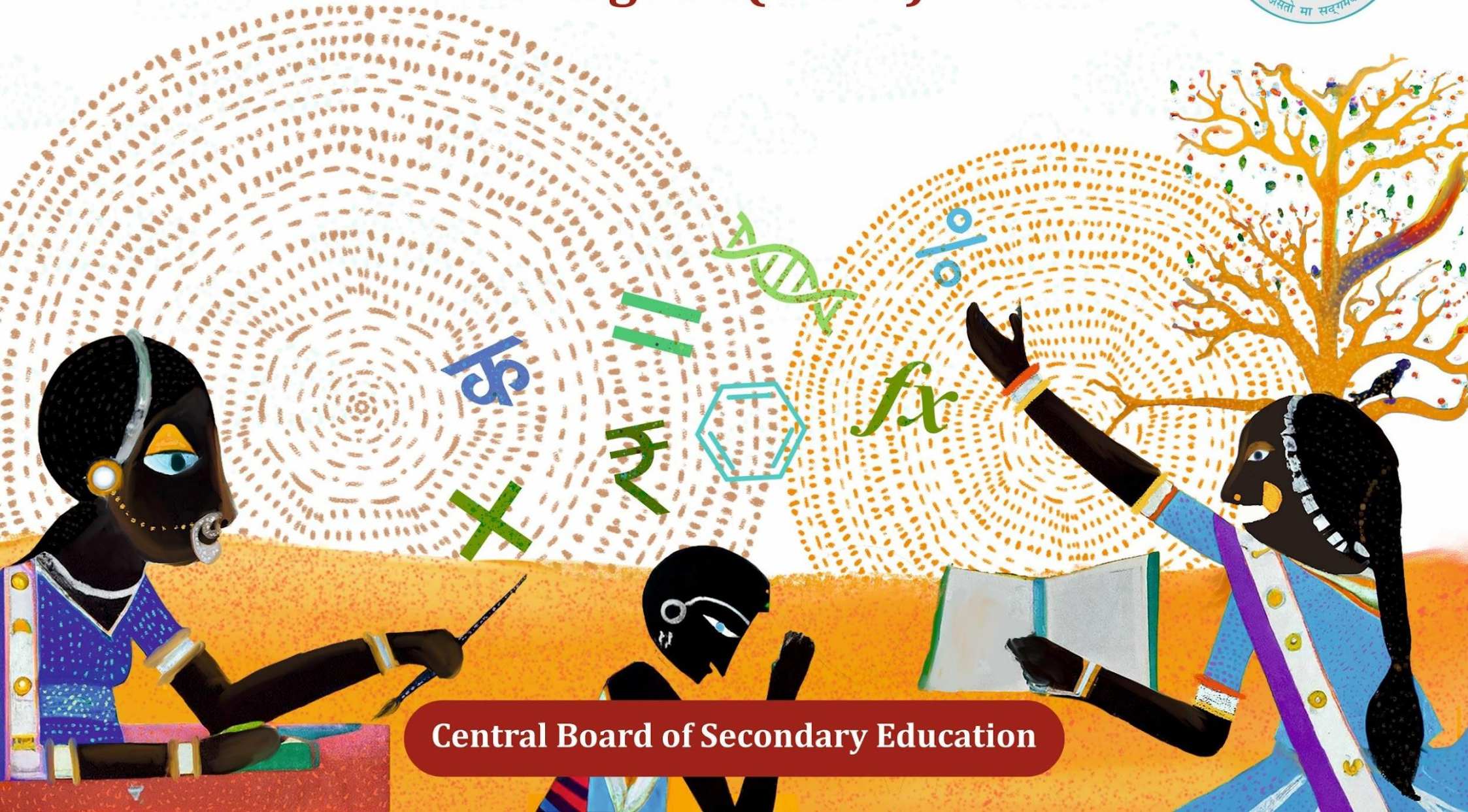


# Ei



## Learning Framework Classes 11-12 English (CORE)



Central Board of Secondary Education



# Ei





# Learning Framework Classes 11-12 English (CORE)



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Unpriced e-Publication, not for sale

**Co-created by  
CBSE Centre for Excellence in Assessment  
and  
Educational Initiatives**

## FOREWORD

The National Education Policy (NEP) 2020 recommends that children not only learn but more importantly learn how to learn. Education must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new material in novel and changing fields. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and, of course, enjoyable. The policy has a clear mandate for competency-focused education to enhance the acquisition of critical 21st-century skills by the learners. The first determinant for implementing competency-focused education is a curriculum which is aligned with defined learning outcomes and that clearly states the indicators to be achieved.

The Central Board of Secondary Education (CBSE) has collaborated with Educational Initiatives (Ei), to develop the Learning Frameworks for twelve subjects of Classes 11 and 12, i.e., English, Hindi, Mathematics, Physics, Chemistry, Biology, History, Geography, Economics, Accountancy, Business Studies and Computer Science. The Learning Frameworks comprise explicitly stated knowledge, skills and dispositions that an education system should try to achieve. These frameworks would help develop a common shared understanding of all the above among teachers, students and other stakeholders and would serve as a common benchmark for teaching, learning and assessment across all CBSE schools.

These frameworks present indicators that are aligned with the CBSE curriculum and the NCERT learning outcomes. They further outline samples of pedagogical processes and assessment strategies to encourage curiosity, objectivity, and creativity with a view to nurturing scientific temper. This framework would be a key resource for teachers as they execute the curriculum. They have been developed to ensure that teachers align the learning to meet the set quality standards and also use it to track the learning levels of students. The effort has been to synchronize focus on quality education with uniformity in quality of standards across CBSE schools.

We hope these frameworks will not only become a reference point for competency-focused education across the country but also facilitate the planning and design of teaching-learning processes and assessment strategies by teachers and other stakeholders.

Please note that the learning frameworks have been drafted based on the 2022-23 curriculum. Certain chapters and topics that have been rationalized in the 2023-24 curriculum are retained in this document. In this learning framework, the content units and topics are based on the 2022-23 syllabus, even though there is no change in the rationalized syllabus of 2023-24.

Feedback regarding the framework is welcome. Any further feedback & suggestions will be incorporated in subsequent editions.

*Team CBSE*

## PREFACE

The National Education Policy 2020 has outlined the importance of competency-based education in classrooms, leading to curricular and pedagogical reforms in the school systems. The policy emphasizes on the development of higher-order skills such as analysis, critical thinking and problem-solving through classroom instructions and aligned assessments. These skills are important indicators which will further the dissemination of pedagogy and learning outcomes across schools and boards.

In order to propagate indicator-based learning through 'Learning Frameworks', the Central Board of Secondary Education (CBSE) has collaborated with Educational Initiatives (Ei). Learning frameworks are a comprehensive package which provides learning outcomes, indicators, assessment frameworks, samples of pedagogical processes, tools and techniques for formative assessment, blueprints, assessment items and rubrics. 12 such frameworks have been developed for English, Hindi, Mathematics, Physics, Chemistry, Biology, History, Geography, Economics, Accountancy, Business Studies and Computer Science in Grades 11 and 12.

The frameworks are adopted from the learning outcomes (LO) outlined in the NCERT which are mapped to key concepts of the content. These content domain-specific learning outcomes are broken down into indicators which define the specific skills a learner needs to attain. A clear understanding of these LOs will be immensely helpful for teachers and students to learn better. This document will help teachers to focus on skills of the subject in addition to concepts.

As per the National Focus Group Position Paper on Teaching of English, "English does not stand alone. The aim of English teaching is the creation of multilinguals who can enrich all our languages; this has been an abiding national vision (Sec. III.4)" Language is best acquired through different meaning-making contexts, and hence all teaching is in a sense language teaching. This perspective also captures the centrality of language in abstract thought in secondary education; whereas in the initial stages, contextual meaning supports language use, at later stages, meaning may be arrived at solely through language. The aim of English teaching is the creation of multilingual who can enrich all our languages; this has been an abiding national vision. The multilingual perspective also addresses concerns of language and culture and the pedagogical principle of moving from the known to the unknown. (Section II)".

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## 1. NATURE OF THE SUBJECT

Language (English) is not only a means of communication; it is also a medium through which most of our knowledge is acquired. It is a system that, to a great extent, structures the reality around us. Language (English) acquisition involves processes of scientific enquiry such as observation of data, classification and categorization, hypothesis formation and its verification. It should be possible to use the languages available in the classroom not only for the enhancement of the above cognitive abilities but also for increasing language proficiency and sensitivity. Such exercises prove particularly useful in the conscious use of language rules in formal situations.

Learners are expected to possess such indicators which enable them to face the world in the true sense – both the academic and workplace world. Language (English) proficiency and indicators are vital in nurturing and shaping the learner to negotiate, function, and develop attitudes, social skills, critical and liberal thinking and values in the academic, workplace and society.

Language (English) learning is essentially a process of acquiring language skills across the curriculum enabling the learners to achieve academic success and holistic personality development. The relevant learner-centric academic inputs take learners beyond the boundaries of textbooks for the exploration of ideas, thoughts, and beliefs in a larger arena of people and life.

The secondary stage is crucial for there is a transition from general school education of ten years to stream-based courses, leading to another transition to higher education or workplace. The progression in this process leads to understanding abstract thoughts and unfamiliar contexts at the secondary stage. It leads to the construction of knowledge across the curriculum.

The most crucial aspect is the implementation of pedagogies meant for quality learning and balanced assessment. Hence at the secondary stage, there is a need to have more flexibility and resourcefulness than teaching to the test. Educators are expected to blend the discipline content with an engaging learning environment.

Promising practices may be followed to narrow the achievement gaps among the learners. It is expected to develop a range of skills subsumed under Basic Interpersonal Communication Skills (BICS) and Cognitively Advanced Language (English) Proficiency (CALP) by the end of class.

Attributes of learners at the end of class XII would present them as an adult with knowledge, indicators, skills, and attitudes for a good citizenry who could pursue their academic interests and acquire higher-order skills with specializations of varied nature. Language (English) learning at the senior secondary stage should ensure register-based language requirements of higher education. The indicators should focus on register-based language proficiency viz. science registers, social science registers, language for technology and so on. This could be achieved through the inputs of materials (texts and others), teachers' language, the classroom interactions and assessment. Learning outcomes delineated here include the above aspects to pave the way for learning of the language for varied purposes.

## 2. STAGE SPECIFIC CURRICULAR EXPECTATIONS

Learning Outcomes at Higher Secondary stage developed by the National Council for Educational Research and Training (NCERT) mentions the following curricular expectations for English.

- CE1. Acquire the ability to listen and understand, and should be able to employ non-verbal clues to make connections and draw inferences
- CE2. Develop the habit of reading for information and pleasure; draw inferences and relate texts to previous knowledge; read critically and develop the confidence to ask and answer questions
- CE3. Employ her communicative skills, with a range of styles, and engage in a discussion in an analytical and creative manner
- CE4. Identify a topic, organize and structure thoughts and write with a sense of purpose and an awareness of the audience
- CE5. To understand and use a variety of registers associated with domains such as music, sports, films, gardening, construction work, etc.
- CE6. Use a dictionary and other materials available in the library and elsewhere, access and collect information through making and taking down notes, etc.
- CE7. Use language creatively and imaginatively in text transaction and performance of activities
- CE8. Develop sensitivity towards their culture and heritage, aspects of contemporary life and languages in and around the classroom
- CE9. Refine their literary sensibility and enrich their aesthetic life through different literary genres
- CE10. Become sensitive to the inherent variability that characterizes language and notice that languages keep changing all the time
- CE11. Appreciate similarities and differences across languages in a multilingual classroom and society
- CE12. Notice that different languages and language varieties are associated with different domains

### 3. CONTENT DOMAINS

The content for English for Grades 11-12 in the CBSE curriculum has been organized around content units.

Content units for the two grades, along with the chapters from the NCERT textbooks are mentioned in the tables below.

**Table I. Grade 11 Content units and textbook chapters**

Content units	NCERT textbook chapters
<b>Textbook: Hornbill</b>	
<b>I. Prose/Poetry</b>	1. The Portrait of a Lady
	<i>A Photograph</i>
	2. We're Not Afraid to Die...if We Can All Be Together
	3. Discovering Tut: The Saga Continues
	<i>The Laburnum Top</i>
	4. The Adventure
	5. Silk Road
	<i>Father to Son</i>
<b>Textbook: Snapshots</b>	
<b>I. Prose</b>	1. The Summer of the Beautiful White Horse

	2. The Address
	3. Mother's Day
	4. Birth
	5. The Tale of Melon City

**Table II. Grade 12 Content units and textbook chapters**

<b>Content units</b>	<b>NCERT textbook chapters</b>
<b>Textbook: Flamingo</b>	
<b>I. Prose</b>	1. Last Lesson
	2. Lost Spring
	3. Deep Water
	4. The Rattrap
	5. Indigo
	6. Poets and Pancakes
	7. The Interview
	8. Going Places
<b>II. Poetry</b>	1. My Mother at Sixty-Six
	2. Keeping Quiet

	3. A Thing of Beauty
	4. Roadside Stand
	5. Aunt Jennifer's Tigers
<b>Textbook: Vistas</b>	
<b>Prose</b>	1. The Third Level
	2. The Tiger King
	3. Journey to the end of the Earth
	4. The Enemy
	5. On the Face of It
	6. Memories of Childhood

## 4. SUBJECT SPECIFIC COGNITIVE DOMAINS

“As the Board is progressively allowing more space to 'learning outcome based' assessment in place of textbook driven assessment, question papers of Board examinations will have more questions based on real-life situations requiring students to apply, analyse, evaluate and synthesize information as per the stipulated outcomes. The core-competencies to be assessed in all questions, however, will be from the prescribed syllabus and textbooks recommended therein. This will eliminate predictability and rote learning to a large extent.”

[CBSE Curriculum for classes 11-12]

### CATEGORIES OF COGNITIVE DOMAINS

Revised Bloom's taxonomy (Anderson and Krathwohl, 2001) of cognitive process dimension has six categories, each associated with a set of specific cognitive processes. CBSE curriculum intends to have a balance of these categories of intellectual tasks in the teaching-learning and assessment of learning of a subject. These six categories as described in the revised Bloom's taxonomy, with their specific cognitive processes, are mentioned below.

#### Cognitive domain - Remember

'Remember' involves retrieving relevant knowledge from long-term memory. **Recognising** and **recalling** are the specific cognitive skills associated with this cognitive domain. Asking students to provide a definition of a concept, e.g. Write the meaning of the word mellifluous.

#### Cognitive domain - Understand

'Understand' involves 'constructing meaning from instructional messages, including oral, written and graphic communication'. **Interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining** are the specific cognitive skills associated with this cognitive domain. Asking students to explain a phenomenon in terms of physical concepts/principles, e.g. Why did the Maharaja of Pratibandapuram ban the hunting of tigers in the state in the story The Tiger King?

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### **Cognitive domain - Apply**

**'Apply'** involves carrying out or using a procedure in a given situation. **Executing** and **implementing** are the specific cognitive skills associated with this cognitive domain. Assessment tasks wherein students have to use the knowledge and/or procedures to solve a problem or to arrive at a decision in a given real-life situation cover this cognitive domain, e.g. Join the following sentences to form a complex sentence: I sprinted to the platform as fast as my legs would allow me. I missed the train by a few seconds.

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### **Cognitive domain - Analyse**

**'Analyse'** involves breaking material into constituent parts and determining how parts relate to one another and to an overall structure and purpose. **Differentiating, organising** and **attributing** are the specific cognitive skills associated with this cognitive domain. Asking students to compare and explain the relationship between two physical quantities from the same content domain, e.g. Even though Sadao and Hana were repulsed by the white man, they decided to help him. What does this tell us about their character traits?

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### **Cognitive domain - Evaluate**

**'Evaluate'** involves making judgments based on criteria and standards. **Checking** and **critiquing** are the specific cognitive skills associated with this cognitive domain. Assessment tasks that require a deeper level of understanding wherein students are required to provide justification for their choice, e.g. Do you agree with how Sadao and Hana handled the problem in the story? Explain with reasons.

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### **Cognitive domain - Create**

**'Create'** involves putting elements together to form a coherent or functional whole; or reorganising elements into a new pattern or structure. **Generating, planning** and **producing** are the specific cognitive skills associated with this cognitive domain. Tasks that require students to produce new artefacts based on what they have learnt, e.g. Compose a 2-verse poem that conveys the futility of war in a sombre tone.

## ASSESSMENT TASKS FOR DIFFERENT COGNITIVE DOMAINS

Some more examples of kinds of assessment tasks that can be associated with the different cognitive domains are given below. The following list should be taken as an indicative not an exhaustive one.

**Table III. Cognitive domains and assessment tasks**

Cognitive domain	Assessment tasks
<b>Remember</b> <ul style="list-style-type: none"><li>● recognising</li><li>● recalling</li></ul>	<ul style="list-style-type: none"><li>● recognising key characters/events/details from the story</li><li>● recognising details from a text as true or false/accurate or inaccurate</li><li>● recognising synonyms/antonyms of words</li><li>● recognising parts of speech, such as an adjective/adverb/gerund in a sentence or a list</li><li>● recalling character dialogue, actions or thoughts/events/details from a story</li><li>● recalling facts from informational texts</li></ul>
<b>Understand</b> <ul style="list-style-type: none"><li>● interpreting</li><li>● exemplifying</li><li>● classifying</li><li>● summarizing</li><li>● inferring</li><li>● comparing</li><li>● explaining</li></ul>	<ul style="list-style-type: none"><li>● interpreting the deeper meanings of events/actions based on the plot/message of a story</li><li>● exemplifying the meanings of new words through use in sentences</li><li>● classifying texts into different genres</li><li>● classifying words into parts of speech</li><li>● classifying sentences as per structure</li><li>● inferring character feelings based on words or actions</li><li>● comparing two stories with the same theme but written in different genres</li><li>● comparing two characters in a story</li><li>● comparing the plots of two stories</li><li>● explaining why a character behaved in a certain way</li></ul>



	<ul style="list-style-type: none"> <li>● explaining the plot of a story</li> </ul>
<b>Apply</b> <ul style="list-style-type: none"> <li>● executing</li> <li>● implementing</li> </ul>	<ul style="list-style-type: none"> <li>● applying understanding of grammar rules of correct grammatical errors</li> <li>● applying knowledge of grammar rules to complete/write grammatically-correct sentences</li> <li>● applying knowledge of vocabulary to complete sentences meaningfully</li> </ul>
<b>Analyse</b> <ul style="list-style-type: none"> <li>● differentiating</li> <li>● organising</li> <li>● attributing</li> </ul>	<ul style="list-style-type: none"> <li>● analysing the structure of a various types of essays, such as persuasive, argumentative and descriptive</li> <li>● analysing the structure of plots of different genres of fiction, such as realistic fiction, science fiction and historical fiction</li> <li>● analysing the structure and rules of different forms of sentences, such as simple, compound and compound-complex</li> <li>● organising the key events of a text on a timeline</li> </ul>
<b>Evaluate</b> <ul style="list-style-type: none"> <li>● checking</li> <li>● critiquing</li> </ul>	<ul style="list-style-type: none"> <li>● evaluating the actions of characters in a story</li> <li>● critiquing works of language and literature for effectiveness and quality</li> <li>● providing feedback on performances, such as plays, recitations and narrations</li> </ul>
<b>Create</b> <ul style="list-style-type: none"> <li>● generating</li> <li>● planning</li> <li>● producing</li> </ul>	<ul style="list-style-type: none"> <li>● planning written pieces, such as essays, letters, stories and articles</li> <li>● writing original pieces, such as essays, letters, stories and articles</li> <li>● designing a notice, poster or advertisement</li> <li>● creating an effective notice, poster or advertisement</li> </ul>

## SAMPLE TASKS FROM DIFFERENT COGNITIVE DOMAINS SPECIFIC TO A CONTENT UNIT

Some specific examples of tasks from different cognitive domains are described below for two content chapters from classes 11 and 12 NCERT English textbooks. A chapter may not always cover all six cognitive domains. The following list of tasks should be taken as an indicative list, not a comprehensive one.

### Chapter 2 - Class 11

Table IV: Chapter 2. (The Address)- Class:11

Cognitive domain	Sample tasks
<b>Remember</b>	<ul style="list-style-type: none"><li>• Which major world event is the story set against?</li><li>• What was the address that the narrator's mother asked her to remember?</li></ul>
<b>Understand</b>	<ul style="list-style-type: none"><li>• The woman let go of the door and stepped to the side. She was wearing my mother's green knitted cardigan. The wooden buttons were rather pale from washing. She saw that I was looking at the cardigan and half hid herself again behind the door. What can we infer about the woman's attitude towards the narrator from this interaction?</li><li>• Why had the narrator's mother slowly given away most of her belongings to Mrs Dorling?</li></ul>
<b>Apply</b>	<ul style="list-style-type: none"><li>• Convert the following compound sentence into a complex sentence: I was home for a few days, and it struck me immediately that something or other about the rooms had changed.</li><li>• Walking into the room was like a crumpled piece of memory slowly unfolding. This is a metaphor because it describes the action in a way that is not literally true but helps explain it clearly. Write a more fitting metaphor for how the narrator felt when she entered the room with all her belongings.</li></ul>
<b>Analyse</b>	<ul style="list-style-type: none"><li>• What is the tone of narration in the story? Support your response with any two evidences from the story.</li><li>• I wouldn't go back there because the objects that are linked in your memory with the familiar life of former times instantly lose their value when, severed from them, you see them again in strange surroundings What does this tell us about the emotional state of the narrator in the post-war world?</li></ul>

	<ul style="list-style-type: none"> <li>• The narrator's possessions are a metaphor for a part of yourself that has been lost. Critically analyse this statement.</li> </ul>
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>• What is your opinion on the necessity of war in today's world? Give reasons for your answer.</li> <li>• Do you think the plot of the narrator did the right thing by going back to Mrs Dorling's house? Support your answer with two reasons.</li> </ul>
<b>Create</b>	<ul style="list-style-type: none"> <li>• Write an argumentative essay to support your views on war.</li> <li>• Create a poster informing people of the importance of seeking out non-violent means to settle differences. Ensure that your poster is creative and puts across the message effectively.</li> </ul>

## Chapter 6 - Class 12

**Table V: Chapter 6. (Aunt Jennifer's Tigers)- Class: 12**

Cognitive domain	Sample tasks
<b>Remember</b>	<ul style="list-style-type: none"> <li>• Who is the poet of the poem, Aunt Jennifer's Tigers?</li> <li>• What are the two phrases that the poet uses to describe the tigers?</li> </ul>
<b>Understand</b>	<ul style="list-style-type: none"> <li>• Aunt Jennifer's tigers prance across a screen, / Bright topaz denizens of a world of green. Why is a tiger known as a denizen of forests?</li> <li>• Write a four- to five-line summary of the ordeals that Aunt Jennifer faces, based on your understanding of the poem.</li> </ul>
<b>Apply</b>	<ul style="list-style-type: none"> <li>• The word sleek means elegant, and it has been used to describe a tiger. Use the same word to describe a non-living thing.</li> <li>• In the poem, the word made rhymes with unafraid. Write 2 more words that have different ending letters from made but rhyme with it.</li> </ul>

<b>Analyse</b>	<ul style="list-style-type: none"><li>● What is the main theme of the poem, Aunt Jennifer's Tigers?</li><li>● How does the use of repetition in the poem help convey the message that the poet writes about?</li><li>● How does the poet play upon the word 'ringed' in the poem?</li></ul>
<b>Evaluate</b>	<ul style="list-style-type: none"><li>● Do you think the poet has made a strong and effective point in the three verses? Would a longer poem or story have been more effective? Support your response with two reasons.</li></ul>
<b>Create</b>	<ul style="list-style-type: none"><li>● Using tiger as a symbol, compose a short poem on a prevalent social issue.</li></ul>

## 5. LEARNING OUTCOMES

Following learning outcomes for the senior secondary stage developed by the National Council for Educational Research and Training (NCERT) state important knowledge, skills and dispositions students need to attain at the end of an academic year in classes 11 and 12 in the context of learning English.

“Competency based Learning focuses on the student’s demonstration of desired learning outcomes as central to the learning process. Learning outcomes are statements of abilities that are expected students will gain as a result of learning the activity. Learning outcomes are, thus, statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning. Therefore, the focus is on measuring learning through attainment of prescribed learning outcomes, rather than on measuring time.”

[Senior School Curriculum, CBSE]

### CLASS 11 LEARNING OUTCOMES FOR ENGLISH

- (1) Listens to speeches, lectures, radio talks etc., reflects; to communicate through speech and writing.
- (2) Reads longer texts with implicit meaning and describes inferring from contexts, phonological cues etc. with clarity.
- (3) Writes, collects and appreciates narratives, and short poems based on fantasy, and imagination. shares and enjoys jokes, and cartoons in English, foreign languages, Indian languages etc.
- (4) Speaks fluently and spontaneously. Uses interesting, and need-based multilingual vocabulary
- (5) Uses and understands appropriate punctuation marks, grammatical items, modulation of voice in LSRW, proofreads and edits prose and poetry.
- (6) Speaks using everyday familiar expressions and phrases like greetings, expressions, gentle body language for initiating talk etc.
- (7) Writes creatively emphasizing the main idea; researching about author, and context etc.
- (8) Prepares schedules and organizes classroom activities/school events (Yoga Day, debate, cultural events etc.) with the consensus of peers and teachers.
- (9) Develops questions and answers making use of study skills, e.g., note making, summarising etc.
- (10) Identifies and uses appropriate; safe, authentic online resources; browses and takes note of online resources, reads books, watches films etc. for understanding historical and scientific facts.
- (11) Express opinions and views independently, in speech, and writing by using visual graphics. Listens patiently to contradictory points of view on online platforms and answers logically in agreement/disagreement

- (12) Identifies and appreciates figures of speech, rhyme scheme, intonation, verse and blank verse etc. in the poetry. expresses gratitude to the elderly in writing and speech using vocabulary to express feelings and emotions
- (13) Develops write-ups with clarity, using appropriate vocabulary, and relevant thoughts and presents with titles and subtitles and debates on issues fluently and convincingly using authentic social, and scientific evidences.
- (14) Writes notices, advertisements, brief guidelines in case of natural calamities, accidents etc.
- (15) Writes paragraph, summary, letter with concern, about social issues e.g., on marginalized people, and environment, by using appropriate vocabulary.
- (16) Visits library for consulting books, collecting notes etc.
- (17) Writes e-mail/ letters formal, informal and business letters with a sense of audience and purpose.
- (18) Write paragraphs on the factual description with logic and coherence.
- (19) Develops questions for quiz, survey, and scripts for drama.
- (20) Composes songs, and poems using English and other familiar languages on nature, sowing and harvesting seasons patriotism etc.
- (21) Writes descriptive passages on literature appreciating linguistic and literary features.
- (22) Solves grammar exercises with/without context.
- (23) Develops projects based on language and literature and interdisciplinary themes using skills of collecting, organizing, analyzing and report writing.
- (24) Reviews and revises assignments/ tasks for peer and self-assessment.
- (25) Forms self-help groups with the support of teachers and peers for learners/peers with special needs to facilitate their learning, physical activities and their participation in cultural programmes.
- (26) Prepares manifesto for school elections and contests collaboratively with peers and teachers.
- (27) Develops posters, notices and organises talk against bullying, ragging, cruelty towards animals, cybercrimes, awareness about the health of the elders, functioning of banks, post office etc. specifically during pandemics, and disasters etc.
- (28) Develops and organizes short plays on issues like girl's education, health, peace, justice, etc.

## CLASS 12 LEARNING OUTCOMES FOR ENGLISH

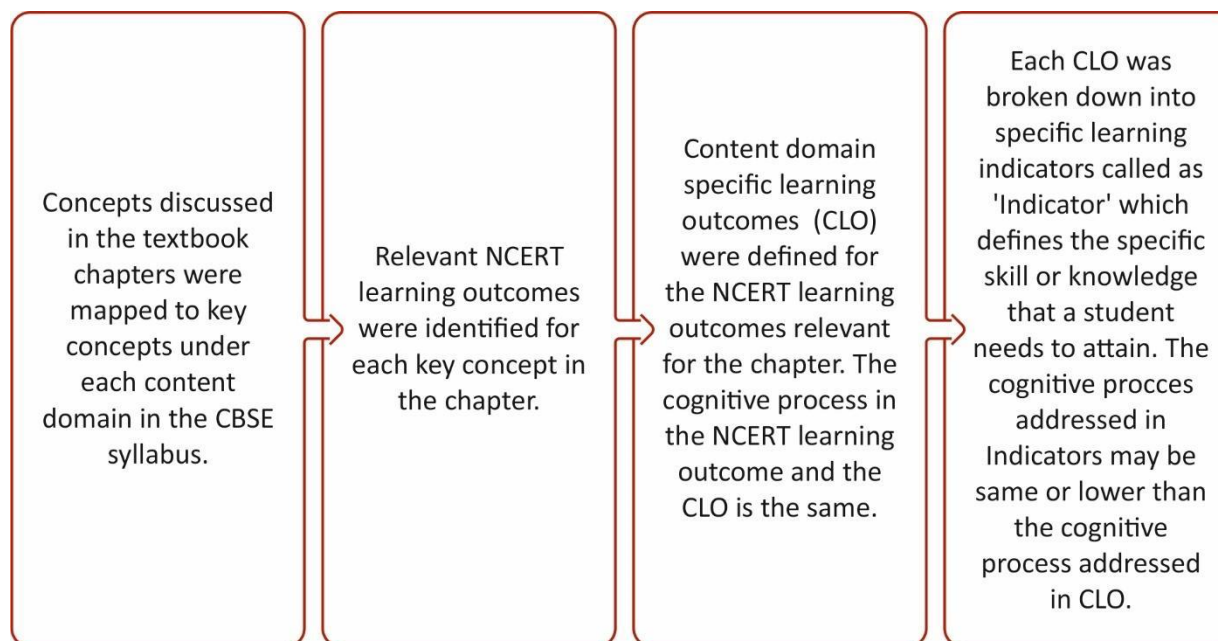
- (1) Reads silently with comprehension and to identify the complexity of ideas in an argumentative text; and relates learning with personal, social experiences in writing and speech.
- (2) Recites poems, identifies literary devices, and linguistic features, and sings songs with voice modulation, expression, and appropriate body language.
- (3) Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)
- (4) Writes and narrates, anecdotes, e.g., on celebration of festival, cultural fest in school etc. with appropriate multilingual vocabulary, proverbs grammar, sense and feelings.
- (5) Writes reports based on survey conducted e.g., on preparedness of the school for dealing with fire, earthquake, drinking water arrangements, cleanliness etc. Speaks on the suggestions based on the reports.
- (6) Listens with concentration/makes notes, on online platform, and follows the etiquettes of meetings/discussions e.g., taking turns, listening to others without interrupting etc.
- (7) Develops tools, questionnaires, interview questions for collecting data or to execute interdisciplinary projects stating the purpose, plan, resources, method, findings; draws maps, diagrams, charts, tables for analysing information and preparing reports.
- (8) Creates cartoons, brief accounts with humour, wit and satire. Shares and enjoys jokes with peers without hurting the sentiments of particular community, gender etc.
- (9) Writes summaries with titles and subtitles on national, international news, editorials; political, economic and sports etc.
- (10) Writes formal letters/ applications/ requests, resume etc.: seeking information regarding admission, courses, fees etc. with clarity and precision; and informal letters to friends, relatives using appropriate vocabulary, expressions etc.
- (11) Speaks/ reads text with phonological awareness for ensuring comprehensibility. (e.g in the case of silent letters.)
- (12) Solves grammar exercises with or without context following the definition and rule of the grammatical item.
- (13) Converses using short phrases in c, e.g. You seem... Looks like you've... had a good day... You seem a bit tired What do you think? ...How does that sound? ...That sounds great (Oh) never mind.

- (14) Uses ICT for browsing information, reading and writing e.g., develops PPT for presentations, short films with audio on nature, natural resources, art & craft monuments, peace, value, drug abuse, gender, environment, livelihoods of people, children in difficult circumstances etc. in collaboration with peers.
- (15) Frames questions for interviews with community members, school staff, and others on issues e.g., health, education and other specific related areas. Converses with farmers, labourers, house helps etc. about their life/ problems etc. and provides help by sharing important government policies, schemes etc. (as read in other subject areas and newspapers).
- (16) Speaks on issues related to gender, and transgender with logic, evidence and without any prejudice.
- (17) Reads literature from different parts of the world, gives an opinion on the characters, events, traditions and cultural norms of societies; writes with logic, evidence etc. about Indian knowledge, traditions, and practices.
- (18) Reads autobiographies and biographies of literary figures, statesmen and other personalities and makes diary entries.
- (19) Reads and understands literature depicting, natural calamities, pandemics etc. in terms of medical, geographical contexts, terminology etc.; speaks on scientific facts, and economic issues in simple words using examples from everyday life.
- (20) Actively participates; raises queries, notes down contact details etc. during career counselling sessions, speaks with clarity, if in need, to the counsellor.
- (21) Writes notices, posters, speech etc. on bullying, ragging and cybercrime; develops multilingual charts, posters on healthy food etc. for school canteen, farewell parties etc.
- (22) Peer reviews assignments, reports etc. with developed parameters and without any bias.
- (23) Makes journal entries for self-assessment.
- (24) Practices yoga, listens to spiritual music for pleasure and mental health and shares experiences in speech and writing.
- (25) Share with peers (who are in need) resources, e.g., books, pen drives, stationery, ICT device etc. with humility.
- (26) Collaborates with peers for organising programmes for elderly, disadvantaged, girl child etc.
- (27) Visits library for reading, preparing notes, references writing book reviews, etc.; forms book clubs taking guidance from teachers, seniors etc.
- (28) Prepares manifesto for school and class election, uses fair means and environment friendly ways during the election.



## 6. CONTENT DOMAIN SPECIFIC LEARNING OUTCOMES AND INDICATORS

The learning outcomes defined by NCERT are generic and broadly defined for the content defined in the curriculum. They articulate the discipline-specific skills that students need to attain through learning different concepts in the syllabus. A clear understanding of the scope of these learning outcomes for each concept dealt with in the NCERT textbook chapters will be very helpful for both teachers and students in planning teaching and learning better. The following process has been followed to list out the content domain-specific learning outcomes (CLOs) and indicators for all the content units and textbook chapters.



## CLASS 11 CONTENT DOMAIN SPECIFIC LEARNING OUTCOMES AND INDICATORS

**Table VI: Content domain-specific learning outcomes and indicators – Class:11**

Note 1: Grammar Indicators should be tested as part of writing exercises.

Note 2: In the case of NCERT LOs with italicized sections, only the italicized section should be taken into consideration.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Textbook: Hornbill</b>				
<b>Prose</b>  1. The Portrait of a Lady	<b>Reading</b>	LO2. Reads longer texts with implicit meaning and describes inferring from contexts, phonological cues etc. with clarity.	CLO17. Reads narrative fiction and analyses it	C1. Analyses how the character's relationships change throughout the text
			CLO18. Reads realistic fiction and draws inferences	C2. Infers character traits based on actions
			CLO19. Reads realistic fiction and makes connections	C3. Infers how a setting denotes the time in a text
		LO3. Writes, collects and appreciates narratives, short poems based on fantasy, and imagination. Shares and enjoys jokes, cartoons in English, foreign languages, Indian languages etc.	CLO20. Writes comparative essays based on realistic fiction	C4. Connects the events in the text with their own life
				C5. Compares and contrasts two texts with similar themes

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
Prose 1. The Portrait of a Lady	Vocabulary	L04. Speaks fluently and spontaneously. Uses interesting, and need-based multilingual vocabulary	CLO1. Uses vocabulary words with similar meanings	C6. Find synonyms for a given word
		L02. Reads longer texts with implicit meaning and describes inferring from contexts, phonological cues etc. with clarity.	CLO2. Infers implicit meanings of unfamiliar vocabulary words	C7. Infers the meaning of a word in multiple contexts
	Grammar	L022. Solves grammar exercises with/without context.	CLO8. Solves grammar exercises based on past tenses	C8. Identifies the past perfect form of verbs
	Writing	L018. Writes paragraphs on factual description with logic and coherence.	CLO51. Writes factual descriptions for biographies and autobiographies	C9. Drafts a biography of a family member
				C10. Identifies sources of information for writing an autobiography
Speaking and Listening	L019. Develops questions for quiz, survey, scripts for drama.	CL066. Develops questions to conduct a detailed interview	C11. Interviews senior citizens about their life	
Poetry A Photograph	Reading	L012. Identifies and appreciates figures of speech, rhyme scheme, intonation, verse and blank verse etc. in the poetry. expresses gratitude to elderly in writing and	CLO21. Appreciates the impact of literary devices in poetry	C12. Analyses the use of figurative language in the poem
C13. Analyses the use of imagery in the poem				

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
		speech using vocabulary to express feelings and emotions		
<b>Prose</b> 2. We're Not Afraid to Die...if We Can All Be Together	<b>Reading</b>	LO2. Reads longer texts with implicit meaning and describes inferring from contexts, phonological cues etc. with clarity.	CLO25. Reads narrative non-fiction and identifies key details	C14. Identifies factual details in a text
			CLO26. Reads narrative non-fiction and makes inferences	C15. Infers the message of a text
			CLO27. Reads narrative non-fiction and analyses events	C16. Makes predictions about events in the text
				C17. Infers key events in the plot of the text
		CLO28. Reads narrative non-fiction and analyses characters	C18. Retells the events in the text from different points of view	
		LO12. <i>Identifies and appreciates figures of speech, rhyme scheme, intonation, verse and blank verse etc. in the poetry. expresses gratitude to elderly in writing and speech using vocabulary to express feelings and emotions</i>	CLO15. Appreciates the impact of literary devices in prose	C20. Analyses the use of imagery in a text

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 2. We're Not Afraid to Die...if We Can All Be Together	<b>Vocabulary</b>	L04. Speaks fluently and spontaneously. Uses interesting, and need-based multilingual vocabulary	CLO3. Uses various types of vocabulary	C21. Uses words and phrases in sentences with multiple contexts
			CLO4. Analyses the structure and parts of words	C22. Researches the roots of words in English
	<b>Grammar</b>	L022. Solves grammar exercises with/without context.	CLO9. Solves grammar exercises based on speech	C23. Identifies compound words with the same prefixes and suffixes
			CLO10. Solves grammar exercises based on parts of speech	C24. Converts sentences from direct to indirect speech and vice-versa
	<b>Writing</b>	L013. Develops write-ups with clarity, using appropriate vocabulary, relevant thoughts and presents with title and subtitles and debates on issues fluently and convincingly using authentic social, and scientific evidences.	CLO52. Develops informational texts with appropriate research and structure	C25. Uses phrasal verbs in writing
				C26. Writes subtitles based on an informational text
	<b>Speaking and Listening</b>	L020. Composes songs, poems using English and other familiar languages on nature, sowing and harvesting seasons patriotism etc.	CLO67. Appreciates songs related to culture	C27. Researches information for writing an article
				C28. Listens to and appreciates folk music

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 3. Discovering Tut: The Saga Continues	<b>Reading</b>	LO2. Reads longer texts with implicit meaning and describes inferring from contexts, phonological cues etc. with clarity.	CLO31. Reads informational non-fiction and identifies key details	C29. Identifies factual details in a text
			CLO32. Reads informational non-fiction and makes inferences	C30. Infers cause and effect relationships in a text C31. Infers the narrator's point of view in a text
		LO10. Identifies and uses appropriate; safe, authentic online resources; browses and take note of online resources, reads books, watches films etc. for understanding historical and scientific facts.	CLO31. Reads informational non-fiction and identifies key details	C32. Infers key details about the characters in the text
			CLO33. Reads informational non-fiction and forms an opinion	C33. Plots events (historical/scientific/biographical) on a timeline C34. States and justifies their opinion about an informational text
	<b>Vocabulary</b>	LO2. Reads longer texts with implicit meaning and describes inferring from contexts, phonological cues etc. with clarity.	CLO2. Infers implicit meanings of unfamiliar vocabulary words	C35. Infers meanings of expressions from the textual context
			LO4. Speaks fluently and spontaneously. Uses interesting,	CLO1. Uses vocabulary words with similar meanings

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 3. Discovering Tut: The Saga Continues		and need based multilingual vocabulary		
	<b>Grammar</b>	LO22. Solves grammar exercises with/without context.	CLO11. Solves grammar exercises based on sentence structure	C37. Uses different types of phrases in their writing
	<b>Writing</b>	LO9. Develops questions and answers making use of study skills e.g., note making, summarising etc.	CLO53. Develops questions and answers based on informational non-fiction	C38. Makes notes based on an informational text
	<b>Speaking and Listening</b>	LO11. Expresses opinion and views independently, in speech, and writing by using visual graphics. Listens patiently to contradictory points of view on online platforms and answers logically in agreement/disagreement	CLO68. Converses about personal experiences clearly and independently	C39. Shares a relevant personal experience with others
C40. Asks and answers questions based on personal experience				
<b>Poetry</b> <i>The Laburnum Top</i>	<b>Reading</b>	LO12. <i>Identifies and appreciates figures of speech, rhyme scheme, intonation, verse and blank verse etc. in the poetry.</i> expresses gratitude to elderly in writing and speech using vocabulary to express feelings and emotions	CLO21. Appreciates the impact of literary devices in poetry	C41. Infers the mood of a poem based on the imagery
	<b>Vocabulary</b>			C42. Analyses the use of personification in a poem

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
	<b>Writing</b>	L020. Composes songs, poems using English and other familiar languages on nature, sowing and harvesting seasons patriotism etc.	CLO54. Composes a short poem independently	C43. Writes a poem based on nature
<b>Prose</b> 4. The Adventure	<b>Reading</b>	L03. <i>Writes, collects and appreciates narratives, short poems based on fantasy, imagination.</i> shares and enjoys jokes, cartoons in English, foreign languages, Indian languages etc.	CLO16. Reads and analyses different genres	C44. Compares and contrasts two genres of given texts / textual passages
		L09. Develops questions and answers making use of study skills e.g., note making, summarising etc.	CLO40. Reads historical fiction and identifies key details	C45. Identifies factual details from the given text
		L02. Reads longer texts with implicit meaning and describes inferring from contexts, phonological cues etc. with clarity.	CLO41. Reads historical fiction and draws inferences	C47. Infers main ideas and supporting details
			CLO42. Reads historical fiction and makes predictions	C48. Infers the settings of a text, based on key details
			C49. Makes predictions based on the text	



Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
Prose 4. The Adventure	Vocabulary	L012. Identifies and appreciates figures of speech, rhyme scheme, intonation, verse and blank verse etc. in the poetry. expresses gratitude to elderly in writing and speech using vocabulary to express feelings and emotions	CLO2. Infers implicit meanings of unfamiliar vocabulary words	C50. Infers the meanings of idiomatic expressions based on context
		L04. Speaks fluently and spontaneously. Uses interesting, and need based multilingual vocabulary	CLO4. Analyses the structure and parts of words	C51. Distinguishes between words that have the same roots but different meanings
	Grammar	L022. Solves grammar exercises with/without context.	CLO12. Solves grammar exercises based on voice	C52. Uses active and passive voice, correctly
			CLO11. Solves grammar exercises based on sentence structure	C53. Uses conditional sentences for unreal and hypothetical conditions
	Writing	L03. Writes, collects and appreciates narratives, short poems based on fantasy, imagination. shares and enjoys jokes, cartoons in English, foreign languages, Indian languages etc.	CLO59. Writes various types of fictional stories	C54. Writes a story set in a historical period
			CLO55. Analyses and writes about an interdisciplinary topic	C55. Writes a blurb for a book
		L010. Identifies and uses appropriate; safe, authentic	CLO52. Develops informational texts with	C56. Writes a report based on scientific findings

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
		online resources; browses and take note of online resources, reads books, watches films etc. for understanding historical and scientific facts.	appropriate research and structure	
<b>Prose</b> 4. The Adventure	<b>Speaking and Listening</b>	LO11. Expresses opinion and views independently, in speech, and writing by using visual graphics. Listens patiently to contradictory points of view on online platforms and answers logically in agreement/disagreement	CLO72. Expresses opinions in a structured and respectful manner	C57. Argues for or against a given issue in a debate
		LO16. Visits library for consulting books, collecting notes etc.	CLO73. Identifies the right resources and people to collect information	C58. Finds information about a given topic
<b>Prose</b> 5. Silk Road	<b>Reading</b>	LO9. Develops questions and answers making use of study skills e.g., note making, summarising etc.	CLO29. Reads narrative non-fiction and summarises it	C59. Summarises key events from the text
		LO21. Writes descriptive passages on literature appreciating linguistic and literary features.	CLO15. Appreciates the impact of literary devices in prose	C60. Analyses the effect of imagery in the text
			CLO27. Reads narrative non-fiction and analyses events	C61. Analyses cause and effect relationships in the text

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
			CLO27. Reads narrative non-fiction and analyses characters	C62. Analyses how the settings affect the character's feelings
			CLO30. Reads narrative non-fiction and makes predictions	C63. Predicts character's actions based on events in the text
Prose 5. Silk Road	Vocabulary	L02. Reads longer texts with implicit meaning and describes inferring from contexts, phonological cues etc. with clarity.	CLO2. Infers implicit meanings of unfamiliar vocabulary words	C64. Infers the meanings of expressions based on context
		L04. Speaks fluently and spontaneously. Uses interesting, and need based multilingual vocabulary.	CLO7. Uses relevant vocabulary	C65. Identifies and is able to use colloquial words
	Grammar	L022. Solves grammar exercises with/without context.	CLO10. Solves grammar exercises based on parts of speech	C66. Uses a variety of adjectives, in their writing
			CLO12. Solves grammar exercises based on voice	C67. Uses active and passive voice, in their writing
	Writing	L015. Writes paragraph, summary, letter with concern, about social issues e.g., on marginalized people,	CLO60. Writes summaries of non-fiction texts	C68. Write a summary of the text
			CLO61. Writes emails to make queries	C69. Writes an email enquiring about a place

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
		environment, by using appropriate vocabulary.		
		L018. Writes paragraphs on factual description with logic and coherence	CLO62. Writes factual descriptions about personal experiences	C70. Writes a travelogue
	<b>Speaking and Listening</b>	L04. Speaks fluently and spontaneously. Uses interesting, and need based multilingual vocabulary	CLO68. Converses about personal experiences clearly and independently	C71. Shares travel experience with a group
<b>Poetry</b> <i>Father to Son</i>	<b>Reading</b>	L02. Reads longer texts with implicit meaning and describes inferring from contexts, phonological cues etc. with clarity.	CLO23. Reads poetry and makes connections	C72. Makes text-to-life connections with a poem
			CLO22. Reads poetry and draws inferences	C73. Infers the poet's message and tone
<b>Textbook: Snapshots</b>				
<b>Prose</b> 1. The Summer of the Beautiful White Horse	<b>Reading</b>	L021. Writes descriptive passages on literature appreciating linguistic and literary features.	CLO45. Reads narrative fiction and analyses it	C74. Analyses the effect that the narration style has on the reader
				C75. Analyses character motives based on their actions
			CLO46. Reads narrative fiction and summarises it	C76. Retells a part of the story

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
		L02. Reads longer texts with implicit meaning and describes inferring from contexts, phonological cues etc. with clarity.	CLO47. Reads narrative fiction and makes predictions	C77. Predicts the ending of the story using preceding textual evidence
			CLO48. Reads narrative fiction and makes connections	C78. Makes text-to-self connections with the story
			CLO49. Reads narrative fiction and draws comparisons	C79. Compares and contrasts the perspective of characters in the story
	<b>Vocabulary</b>	L04. Speaks fluently and spontaneously. Uses interesting, and need based multilingual vocabulary	CLO7. Uses relevant vocabulary	C80. Identifies words associated with sound, colour and smell in the text
				C81. Uses collocations correctly
<b>Prose</b> 1. The Summer of the Beautiful White Horse	<b>Grammar</b>	L05. Uses and understands appropriate punctuation marks, grammatical items, modulation of voice in LSRW, proof reads and edits prose and poetry.	CLO13. Understands the use of punctuation	C82. Uses punctuations correctly, in writing
	<b>Writing</b>	L019. Develops questions for quiz, survey, scripts for drama.	CLO66. Develops questions to conduct a detailed interview	C83. Writes questions for an interview
	<b>Speaking and Listening</b>	L028. Develops and organizes short plays on issues like girl's	CLO71. Participates in plays in different roles	C84. Role-plays incident in a story/ performs a skit based on the story

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
		education, health, peace, justice, etc.		
<b>Prose</b> 2. The Address	<b>Reading</b>	LO21. Writes descriptive passages on literature appreciating linguistic and literary features.	CLO43. Reads historical fiction and analyses it	C85. Identifies how historical events impact the plot of a story
		LO2. Reads longer texts with implicit meaning and describes inferring from contexts, phonological cues etc. with clarity.	CLO44. Reads historical fiction and summarises it	C86. Analyses how the mood of the story changes with its settings
			CLO42. Reads historical fiction and makes predictions	C87. Summarises the events leading to the climax of the story
			CLO41. Reads historical fiction and draws inferences	C88. Predicts the ending of the story using textual evidence
		LO9. Develops questions and answers making use of study skills e.g., note making, summarising etc.	CLO43. Reads historical fiction and analyses it	C89. Draws inferences about characters' opinions of each other in the story
				C90. Cites evidences from the text to support their opinion about the characters
<b>Prose</b> 2. The Address	<b>Vocabulary</b>	LO12. <i>Identifies and appreciates figures of speech, rhyme scheme, intonation, verse and blank verse etc. in the poetry.</i> expresses gratitude to elderly in writing and	CLO15. Appreciates the impact of literary devices in prose	C91. Analyses the use of symbolism, in a story

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
Prose 2. The Address		speech using vocabulary to express feelings and emotions		
	Grammar	LO22. Solves grammar exercises with/without context.	CLO10. Solves grammar exercises based on parts of speech	C92. Uses present infinitives and gerunds correctly
			CLO9. Solves grammar exercises based on speech	C93. Changes commands and instructions into reported speech
	Writing	LO14. Writes notices, advertisements, brief guidelines in case of natural calamities, accidents etc.	CLO63. Writes advertisements on formal topics	C94. Writes an advertisement about a property on rent
		LO11. Expresses opinion and views independently, in speech, and writing by using visual graphics. Listens patiently to contradictory points of view on online platforms and answers logically in agreement/disagreement.	CLO74. Expresses opinions about personal experiences	C95. Writes a diary entry
	Speaking and Listening	LO28. Develops and organizes short plays on issues like girl's education, health, peace, justice, etc.	CLO34. Expresses opinions about an interdisciplinary topic	C96. Shares opinion about the story with supporting reasons
			CLO71. Participates in plays in different roles	C97. Role-plays incident in a story/ performs a skit based on the story

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 3. Mother's Day	<b>Reading</b>	L019. Develops questions for quiz, survey, scripts for drama.	CLO16. Reads and analyses different genres	C98. Identifies the features of a play script (dialogue, stage directions etc.)
				C99. Compares and contrasts the narration styles of a play and a story
		L02. Reads longer texts with implicit meaning and describes inferring from contexts, phonological cues etc. with clarity.	CLO37. Reads a play and draws inferences	C100. Infers character traits based on their actions and feelings in the play
				C101. Infers the main idea or message of the play
		CLO38. Reads a play and makes predictions	C102. Predicts an alternative ending to the play	
		L021. Writes descriptive passages on literature appreciating linguistic and literary features.	CLO39. Reads a play and forms an opinion	C103. States opinion about the characters in the play
	<b>Vocabulary</b>	L019. Develops questions for quiz, survey, scripts for drama.	CLO7. Uses relevant vocabulary	C104. Identifies words related to stage directions
				C105. Identifies words associated with feelings and movement in a play



Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
	<b>Grammar</b>	L022. Solves grammar exercises with/without context.	CLO14. Understands the use of tenses	C106. Uses present and past continuous tense correctly
			CLO10. Solves grammar exercises based on parts of speech	C107. Uses prepositions and verbs in combination
<b>Prose</b> 3. Mother's Day	<b>Writing</b>	L03. Writes, collects and appreciates narratives, short poems based on fantasy, imagination. shares and enjoys jokes, cartoons in English, foreign languages, Indian languages etc.	CLO64. Writes narratives based on fiction	C108. Writes a personal narrative from the point of view of a character, in the play
			CLO65. Writes realistic fiction	C109. Rewrites part of the play in the form of a story
			CLO58. Develops a script for a short play	C110. Writes a short skit on a given topic
	<b>Speaking and Listening</b>	L028. Develops and organizes short plays on issues like girl's education, health, peace, justice, etc.	CLO71. Participates in plays in different roles	C111. Enacts the play by playing different characters
L024. Reviews and revises assignments/ tasks for peer and self-assessment.				C112. Gives feedback on the enactment of a play

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 4. Birth	<b>Reading</b>	L021. Writes descriptive passages on literature appreciating linguistic and literary features.	CLO49. Reads narrative fiction and draws comparisons	C113. Compares the perspectives of two characters from the text
			CLO45. Reads narrative fiction and analyses it	C114. States opinion about the characters in the story
				C115. Analyses the relationship between the characters in a story
		L02. Reads longer texts with implicit meaning and describes inferring from contexts, phonological cues etc. with clarity.	CLO47. Reads narrative fiction and makes predictions	C116. Predicts an alternative ending to the story
			CLO48. Reads narrative fiction and makes connections	C117. Makes text-to-life connections based on the story
			CLO50. Reads narrative fiction and draws inferences	C118. Infers character traits based on their actions and feelings
C119. Infers the main idea of a story				
CLO45. Reads narrative fiction and analyses it	C120. Analyses how the mood of a story changes with its climax			
<b>Prose</b> 4. Birth	<b>Vocabulary</b>	L010. Identifies and uses appropriate; safe, authentic online resources; browses and take note of online resources,	CLO7. Uses relevant vocabulary	C121. Identifies words associated with the field of medicine, in a text

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 4. Birth		reads books, watches films etc. for understanding historical and scientific facts.		
	<b>Grammar</b>	L022. Solves grammar exercises with/without context.	CLO10. Solves grammar exercises based on parts of speech	C122. Uses different types of adverbs correctly, in their writing
	<b>Writing</b>	L03. Writes, collects and appreciates narratives, short poems based on fantasy, imagination. shares and enjoys jokes, cartoons in English, foreign languages, Indian languages etc.	CLO64. Writes narratives based on fiction	C123. Writes a personal narrative
	<b>Speaking and Listening</b>	L05. Uses and understands appropriate punctuation marks, grammatical items, modulation of voice in LSRW, proof reads and edits prose and poetry.	CLO75. Uses tone and voice modulation appropriately	C124. Narrates a story with correct intonation and voice modulation
CLO71. Participates in plays in different roles			C125. Enacts the text in the form of a role-play	
<b>Prose</b> The Tale of Melon City	<b>Reading</b>	L03. Writes, collects and appreciates narratives, short poems based on fantasy, imagination. shares and enjoys jokes, cartoons in English, foreign languages, Indian languages etc.	CLO22. Reads poetry and draws inferences	C126. Infers the theme of a poem
			CLO24. Reads poetry and analyses it	C127. Analyses how a poem's structure affects its message
				C128. Analyses the choice of a title of a poem based on key details

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 5. The Tale of Melon City			CLO22. Reads poetry and draws inferences	C129. Infers the mood and tone of a poem
		LO12. <i>Identifies and appreciates figures of speech, rhyme scheme, intonation, verse and blank verse etc. in the poetry.</i> expresses gratitude to elderly in writing and speech using vocabulary to express feelings and emotions	CLO21. Appreciates the impact of literary devices in poetry	C130. Analyses the use of imagery, in a poem
	<b>Vocabulary</b>	LO12. <i>Identifies and appreciates figures of speech, rhyme scheme, intonation, verse and blank verse etc. in the poetry.</i> expresses gratitude to elderly in writing and speech using vocabulary to express feelings and emotions		C131. Infers the use of irony and humour, in a poem
			C132. Analyses the use of repetition in the poem	
	<b>Grammar</b>	L022. Solves grammar exercises with/without context.	CLO14. Understands the use of tenses	C133. Uses present and past perfect tense, correctly
			CLO10. Solves grammar exercises based on parts of speech	C134. Uses prepositions and verbs in combination
<b>Writing</b>	L028. Develops and organizes short plays on issues like girl's	CLO58. Develops a script for a short play	C135. Writes a skit based on the story	

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 5. The Tale of Melon City		education, health, peace, justice, etc.		
		L027. Develops posters, notices and organises talk against bullying, ragging, cruelty towards animals, cybercrimes, awareness about health of the elders, functioning of banks, post office etc. specifically during pandemics, and disasters etc.	CLO52. Develops informational texts with appropriate research and structure	C136. Writes a newspaper report about a public incident
	<b>Speaking and Listening</b>	L05. Uses and understands appropriate punctuation marks, grammatical items, modulation of voice in LSRW, proofreads and edits prose and poetry.	CLO64. Writes narratives based on fiction	C137. Narrates the poem in the form of a story

## CLASS 12 CONTENT DOMAIN SPECIFIC LEARNING OUTCOMES AND INDICATORS

**Table VII: Content domain specific learning outcomes and indicators – Class:12**

Note 1: Grammar should be tested as part of writing exercises.

Note 2: In the case of NCERT LOs with italicized sections, only the italicized section should be taken into consideration.

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Textbook: Flamingo</b>				
<b>Prose</b> 1. Last Lesson	<b>Reading</b>	LO1. Reads silently with comprehension and to identify the complexity of ideas in an argumentative text; and relates learning with personal, social experiences in writing and speech.	CLO1. Reads historical fiction and analyses it	C1. Analyses key ideas and themes from the text.
			CLO2. Reads historical fiction and makes predictions	C2. Predicts the effects of the events taking place in the text.
			CLO3. Reads historical fiction and draws inferences	C3. Cites evidence from the text to support inferences about the text.
		C4. Infers how historical events affect the plot of the text		
		LO17. Reads literature from different parts of the world, gives opinion on the characters, events, traditions and cultural norms of societies	C5. Infers character's feelings based on their actions.	
	CLO4. Reads historical fiction and makes connections		C6. Connects the events in the text with the world around them.	
<b>Vocabulary</b>	LO4. Writes and narrates, anecdotes, e.g., on celebration of festival, cultural fest in school	CLO5. Analyses the structure and parts of words	C7. Identifies the origin of English words from other languages.	

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
		etc. with appropriate multilingual vocabulary, proverbs grammar, sense and feelings.	CLO6. Infers implicit meanings of unfamiliar vocabulary words	C8. Infers meanings of expressions from the text based on their context.
<b>Prose</b> 1. Last Lesson	<b>Writing</b>	L021. Writes notices, posters, speech etc. on bullying, ragging and cybercrime; develops multilingual charts, posters on healthy food etc. for school canteen, farewell parties etc.	CLO8. Develops informational texts with appropriate research and structure	C9. Write a notice on a given topic
			CLO9. Develops arguments backed by evidence	C10. Writes an argumentative paragraph in support or against a given statement.
			CLO10. Develops fact-based opinions in writing	C11. Writes a subjective piece about a change of opinion.
	<b>Speaking and Listening</b>	L07. Develops tools, questionnaires, interview questions for collecting data or to execute interdisciplinary projects stating the purpose, plan, resources, method, findings; draws maps, diagrams, charts, tables for analysing information and preparing reports.  L020. Actively participates; raises queries, notes down contact details etc. during career	CLO11. Develops questions to conduct a detailed interview	C12. Fill up a survey by asking and answering questions.
CLO12. Expresses opinions in a structured and respectful manner			C13. Participates in a debate on a particular issue	

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
		counselling sessions, speaks with clarity, if in need, to the counsellor.		
<b>Prose</b> 2. Lost Spring	<b>Reading</b>	LO1. Reads silently with comprehension and to identify the complexity of ideas in an argumentative text; and relates learning with personal, social experiences in writing and speech.	CLO13. Reads narrative non-fiction and draws comparisons	C14. Compares and contrasts two ideas within a text.
			CLO14. Reads narrative non-fiction and makes predictions	C15. Makes predictions about characters' actions
			CLO15. Reads narrative non-fiction and makes inferences	C16. Infers key details from the text.
				C17. Infers details about characters based on their actions.
				C18. Infers cause and effect relationships between the events in the text.
			CLO16. Reads narrative non-fiction and analyses events	C19. Retells the events in the text from different points of view.
	CLO17. Reads narrative non-fiction and makes connections	C20. Makes text-to-life connections		
<b>Vocabulary</b>	LO2. Recites poems, identifies literary devices, linguistic features, sings songs with voice	CLO18. Appreciates the impact of literary devices in prose	C21. Identifies literary devices used in the text	



Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
Prose 2. Lost Spring		modulation, expression, and appropriate body language.		
		LO4. Writes and narrates, anecdotes, e.g., on celebration of festival, cultural fest in school etc. with appropriate multilingual vocabulary, proverbs grammar, sense and feelings.	CLO6. Infers implicit meanings of unfamiliar vocabulary words	C22. Infers meanings of expressions from the text, based on their context
	Writing	LO3. Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)	CLO20. Writes creatively about facts	C23. Writes a descriptive paragraph about a place
		LO5. Writes reports based on survey conducted e.g., on preparedness of the school for dealing with fire, earth quake, drinking water arrangements, cleanliness etc. Speaks on the suggestions based on the reports.	CLO8. Develops informational texts with appropriate research and structure	C24. Writes a report based on notes
		LO3. Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on	CLO21. Writes narrative non-fiction	C25. Writes a dialogue between two characters from a text

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 2. Lost Spring	<b>Speaking and Listening</b>	the features of genres of literature (fiction and nonfiction etc.)		
		LO16. Speaks on issues related to gender, transgender with logic, evidence and without any prejudice.	CLO12. Expresses opinions in a structured and respectful manner	C26. Participates in a group discussion about a particular issue.
		LO6. Listens with concentration/makes notes, on online platform, and follows the etiquettes of meetings/discussions	CLO22. Listens respectfully and attentively for comprehension	C27. Makes notes while reading or listening.
<b>Prose</b> 3. Deep Water	<b>Reading</b>	LO1. Reads silently with comprehension and to identify the complexity of ideas in an argumentative text; and relates learning with personal, social experiences in writing and speech.	CLO15. Reads narrative non-fiction and makes inferences	C28. Infers key details from the text
				C29. Infers the effect of events in the text on the characters
				C30. Infers cause and effect relationships between the events in the text
				C31. Infers the narrator's point of view in a text
			CLO17. Reads narrative non-fiction and makes connections	C32. Makes connections between the text and their own life

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
Prose 3. Deep Water			CLO16. Reads narrative non-fiction and analyses events	C33. Analyses the use of sensory details in a text
			CLO23. Reads narrative non-fiction and summarises it	C34. Summarises the central idea in a text
	<b>Vocabulary</b>	LO4. Writes and narrates, anecdotes, e.g., on celebration of festival, cultural fest in school etc. with appropriate multilingual vocabulary, proverbs grammar, sense and feelings.	CLO6. Infers implicit meanings of unfamiliar vocabulary words	C35. Infers meanings of expressions from the text based on their context
	<b>Writing</b>	LO3. Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)	CLO24. Writes factual descriptions about personal experiences	C36. Writes a personal narrative
			CLO25. Writes keeping perspective in mind	C37. Writes an incident from multiple perspectives
			CLO26. Writes informal letters about experiences	C38. Writes an informal letter about learning a new skill

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 3. Deep Water	<b>Speaking and Listening</b>	LO23. Makes journal entries for self- assessment.	CLO24. Writes factual descriptions about personal experiences	C39. Writes a journal entry about their experiences of fear
		LO4. Writes and narrates, anecdotes, e.g., on celebration of festival, cultural fest in school etc. with appropriate multilingual vocabulary, proverbs grammar, sense and feelings.	CLO27. Converses about personal experiences clearly and independently	C40. Shares a personal experience with others
		LO13. Converses using short phrases in c e.g. You seem... Looks like you've... had a good day... You seem a bit tired What do you think? ...How does that sound? ...That sounds great (Oh) never mind.		
<b>Prose</b> 4. The Rattrap	<b>Reading</b>	LO1. Reads silently with comprehension and to identify the complexity of ideas in an argumentative text; and relates learning with personal, social experiences in writing and speech.	CLO28. Reads realistic fiction and draws inferences	C42. Infers key details from the text
				C43. Infers how the setting of a text affects its plot
				C44. Infers character traits based on their actions
				C45. Infers the mood and tone in a text

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 4. The Rattrap		LO17. Reads literature from different parts of the world, gives opinion on the characters, events, traditions and cultural norms of societies; writes with logic, evidence etc. about Indian knowledge, traditions, and practices.	CLO29. Reads realistic fiction and analyses it	C46. Retells a text from the perspectives of different characters
			CLO30. Reads realistic fiction and makes connections	C47. Makes a connection between the text and their own life
		LO1. Reads silently with comprehension and to identify the complexity of ideas in an argumentative text; and relates learning with personal, social experiences in writing and speech.	CLO31. Reads realistic fiction and makes predictions	C48. Predicts how the character's actions affect the plot
			CLO32. Reads realistic fiction and summarises it	C49. Summarises the main idea of a text
	<b>Vocabulary</b>	LO2. Recites poems, identifies literary devices, linguistic features, sings songs with voice modulation, expression, and appropriate body language.	CLO18. Appreciates the impact of literary devices in prose	C50. Analyses the use of literary devices in the text
		LO4. Writes and narrates, anecdotes, e.g., on celebration of festival, cultural fest in school etc. with appropriate multilingual vocabulary,	CLO33. Uses vocabulary words with similar meanings	C51. Identifies synonyms from the text
			CLO34. Uses relevant vocabulary	C52. Identifies words related to a particular topic

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 4. The Rattrap		proverbs grammar, sense and feelings.		
	<b>Writing</b>	LO3. Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)	CLO36. Writes narratives based on fiction	C53. Writes a character sketch
		LO9. Writes summaries with titles and subtitles on national, international news, editorials; political, economic and sports etc.	CLO8. Develops informational texts with appropriate research and structure	C54. Writes a dialogue between the characters from a given text
	<b>Speaking and Listening</b>	LO17. Reads literature from different parts of the world, gives opinion on the characters, events, traditions and cultural norms of societies; writes with logic, evidence etc. about Indian knowledge, traditions, and practices.	CLO37. Expresses opinions about a social topic	C55. Writes a newspaper article about a current issue
		LO4. Writes and narrates, anecdotes, e.g., on celebration of festival, cultural fest in school etc. with appropriate multilingual vocabulary,	CLO27. Converses about personal experiences clearly and independently	C56. Share own opinions about the text in a group discussion
			C57. Shares a personal experience with peers	

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
		proverbs grammar, sense and feelings.		
<b>Prose</b> 5. Indigo	<b>Reading</b>	LO1. Reads silently with comprehension and to identify the complexity of ideas in an argumentative text; and relates learning with personal, social experiences in writing and speech.	CLO23. Reads narrative non-fiction and summarises it	C58. Summarises key events from the text
				C59. Summarises key ideas along with supporting details, from the text
		CLO15. Reads narrative non-fiction and makes inferences	C60. Infers cause-effect relationships within the plot of the text	
			C61. Infers how historical events affect the plot of the text	
		LO17. Reads literature from different parts of the world, gives opinion on the characters, events, traditions and cultural norms of societies; writes with logic, evidence etc. about Indian knowledge, traditions, and practices.	CLO14. Reads narrative non-fiction and makes predictions	C62. Predicts how character actions affect the plot
			CLO17. Reads narrative non-fiction and makes connections	C63. Connects big ideas from the text with the world around
	<b>Vocabulary</b>	LO2. Recites poems, identifies literary devices, linguistic features, sings songs with voice modulation, expression, and appropriate body language.	CLO18. Appreciates the impact of literary devices in prose	C64. Analyses the use of literary devices in the text

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 5. Indigo		LO4. Writes and narrates, anecdotes, e.g., on celebration of festival, cultural fest in school etc. with appropriate multilingual vocabulary, proverbs grammar, sense and feelings.	CLO33. Uses vocabulary words with similar meanings	C65. Identifies synonyms from the text
			CLO34. Uses relevant vocabulary	C66. Identifies words related to a particular topic
			CLO35. Solves grammar exercises based on parts of speech	C67. Uses reflexive pronouns correctly in their writing
	<b>Writing</b>	LO5. Writes reports based on survey conducted e.g., on preparedness of the school for dealing with fire, earth quake, drinking water arrangements, cleanliness etc. Speaks on the suggestions based on the reports.	CLO38. Writes factual descriptions to convey information	C68. Writes a report about a controversial incident
				C69. Writes a research paper on a given topic
		LO1. Reads silently with comprehension and to identify the complexity of ideas in an argumentative text; and relates learning with personal, social experiences in writing and speech.	CLO10. Develops fact-based opinions in writing	C70. Write an argumentative essay



Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 5. Indigo	<b>Speaking and Listening</b>	LO4. Writes and narrates, anecdotes, e.g., on celebration of festival, cultural fest in school etc. with appropriate multilingual vocabulary, proverbs grammar, sense and feelings.	CLO27. Converses about personal experiences clearly and independently	C71. Shares a personal experience with peers
<b>Prose</b> 6. Poets and Pancakes	<b>Reading</b>	LO1. Reads silently with comprehension and to identify the complexity of ideas in an argumentative text; and relates learning with personal, social experiences in writing and speech.	CLO39. Reads narrative non-fiction and identifies key details	C72. Identifies key details in a text
			CLO15. Reads narrative non-fiction and makes inferences	C73. Infers the mood and tone of the text
		LO17. Reads literature from different parts of the world, gives opinion on the characters, events, traditions and cultural norms of societies; writes with logic, evidence etc. about Indian knowledge, traditions, and practices.	CLO13. Reads narrative non-fiction and draws comparisons	C74. Compares the setting of the text with present-day situations
			CLO40. Reads narrative non-fiction and forms an opinion	C75. Compares and contrasts characters within the text
		CLO15. Reads narrative non-fiction and makes inferences	C76. Gives their opinion about the characters in a text	
		LO2. Recites poems, identifies literary devices, linguistic	C77. Draws inferences about the characters based on their actions	
	C78. Analyses the effect of imagery on the setting of a text			

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
Prose 6. Poets and Pancakes		features, sings songs with voice modulation, expression, and appropriate body language.	CLO18. Appreciates the impact of literary devices in prose	C79. Analyses the humour and satire in the text
	<b>Vocabulary</b>	LO4. Writes and narrates, anecdotes, e.g., on celebration of festival, cultural fest in school etc. with appropriate multilingual vocabulary, proverbs grammar, sense and feelings.	CLO6. Infers implicit meanings of unfamiliar vocabulary words	C80. Infers the meanings of expressions used in the text
	<b>Writing</b>	LO10. Writes formal letters/ applications/ requests, resume etc.: seeking information regarding admission, courses, fees etc. with clarity and precision; and informal letters to friends, relatives using appropriate vocabulary, expressions etc.	CLO38. Writes factual descriptions to convey information	C81. Writes a bio-data for a job application
				C82. Writes a character sketch of a real person
		LO3. Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)	CLO42. Writes factual descriptions for biographies and autobiographies  CLO43. Writes various types of fictional stories	C83. Narrates events from the text in the form of a comic strip
				C84. Writes a humorous story

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 6. Poets and Pancakes	<b>Speaking and Listening</b>	L05. Writes reports based on survey conducted e.g., on preparedness of the school for dealing with fire, earthquake, drinking water arrangements, cleanliness etc. Speaks on the suggestions based on the reports.	CLO44. Expresses opinions about an interdisciplinary topic	C85. Participates in a group discussion about the past and present of an industry
		L02. Recites poems, identifies literary devices, linguistic features, sings songs with voice modulation, expression, and appropriate body language.	CLO45. Participates in plays in different roles	C86. Enacts events from the play in the form of a dialogue/skit
<b>Prose</b> 7. The Interview	<b>Reading</b>	L06. Listens with concentration/makes notes, on online platform, and follows the etiquettes of meetings/discussions e.g., taking turn, listening to others without interrupting etc.	CLO46. Reads informational non-fiction and makes inferences	C87. Infers the features of an interview, as a genre
			CLO47. Reads informational non-fiction and identifies key details	C88. Infers key details from an interview C89. Infers the speaker's traits based on their response in an interview C90. Observes and answers questions about an interview

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 7. The Interview		LO14. Uses ICT for browsing information, reading and writing e.g., develops PPT for presentations, short films with audio on nature, natural resources, art & craft monuments, peace, value, drug abuse, gender, environment, livelihoods of people, children in difficult circumstances etc. in collaboration with peers.	CLO48. Reads informational non-fiction and draws comparisons	C91. Compares and contrasts different media
		LO17. Reads literature from different parts of the world, gives opinion on the characters, events, traditions and cultural norms of societies; writes with logic, evidence etc. about Indian knowledge, traditions, and practices.	CLO49. Reads informational non-fiction and makes connections	C92. Makes text-to-life connections
			CLO50. Reads informational non-fiction and forms an opinion	C93. Gives opinion about the text
	<b>Vocabulary</b>	LO4. Writes and narrates, anecdotes, e.g., on celebration of festival, cultural fest in school etc. with appropriate multilingual vocabulary, proverbs grammar, sense and feelings.	CLO51. Uses various types of vocabulary	C94. Identifies and uses cohesion and coherence features of discourse

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 7. The Interview	<b>Writing</b>	LO15. Frames questions for interviews with community members, school staff others on issues e.g., health, education and other specific related areas. Converses with farmers, labourers, house helps etc. about their life/ problems etc. and provides help by sharing important government policies, schemes etc. (as read in other subject areas and newspapers).	CLO11. Develops questions to conduct a detailed interview	C95. Writes questions and responses for an interview
			CLO38. Writes factual descriptions to convey information	C96. Writes a report based on an interview
	LO10. Writes formal letters/ applications/ requests, resume etc.: seeking information regarding admission, courses, fees etc. with clarity and precision; and informal letters to friends, relatives using appropriate vocabulary, expressions etc.	CLO53. Writes formal letters to make requests	C97. Writes a formal letter requesting an interview with a famous person	
	<b>Speaking and Listening</b>	LO6. Listens with concentration/makes notes, on online platform, and follows the etiquettes of meetings/discussions e.g., taking	CLO54. Converses in a formal setting to understand and respond clearly	C98. Conducts an interview
C99. Responds to interview questions				

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
		turn, listening to others without interrupting etc.		
<b>Prose</b> 8. Going Places	<b>Reading</b>	LO17. Reads literature from different parts of the world, gives opinion on the characters, events, traditions and cultural norms of societies; writes with logic, evidence etc. about Indian knowledge, traditions, and practices.	CLO28. Reads realistic fiction and draws inferences	C100. Infers how character traits affect the plot of the text
				C101. Infers characters' thoughts and feelings based on actions
				C102. Infers the theme of a text
			CLO29. Reads realistic fiction and analyses it	C103. Analyses how setting affects character feelings
				C104. Forms opinions about characters using evidence from the text
				C105. Makes text-to-life connections
				C106. Predicts character actions based on events in the text
	CLO55. Reads realistic fiction and draws comparisons	C107. Compares and contrasts characters from a text		
<b>Vocabulary</b>	LO2. Recites poems, identifies literary devices, linguistic features, sings songs with voice	CLO56. Expresses using literary devices	C108. Distinguishes between literal and figurative language used in expressions	

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 8. Going Places		modulation, expression, and appropriate body language.		
		LO4. Writes and narrates, anecdotes, e.g., on celebration of festival, cultural fest in school etc. with appropriate multilingual vocabulary, proverbs grammar, sense and feelings.	CLO34. Uses relevant vocabulary	C109. Identifies and uses words from colloquial speech
	<b>Writing</b>	LO10. Writes formal letters/ applications/ requests, resume etc.: seeking information regarding admission, courses, fees etc. with clarity and precision; and informal letters to friends, relatives using appropriate vocabulary, expressions etc.	CLO38. Writes factual descriptions to convey information	C110. Writes a job application for a first job
		LO18. Reads autobiographies and biographies of literary figures, statesmen and other personalities and make diary entries.	CLO42. Writes factual descriptions for biographies and autobiographies	C111. Writes about a person they admire
		LO18. Reads autobiographies and biographies of literary figures, statesmen and other	CLO36. Writes narratives based on fiction	C112. Writes a diary entry from the point of view of a character

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 8. Going Places	<b>Speaking and Listening</b>	personalities and make diary entries.		
		L015. Frames questions for interviews with community members, school staff others on issues e.g., health, education and other specific related areas. Converses with farmers, labourers, house helps etc. about their life/ problems etc. and provides help by sharing important government policies, schemes etc. (as read in other subject areas and newspapers).	CL054. Converses in a formal setting to understand and respond clearly	C113. Conducts an interview
	L020. Actively participates; raises queries, notes down contact details etc. during career counselling sessions, speaks with clarity, if in need, to the counsellor.	CL037. Expresses opinions about a social topic	C114. Discusses the traits they admire in someone, with a group/	
<b>Poetry</b>	<b>Reading</b>	L02. Recites poems, identifies literary devices, linguistic features, sings songs with voice	CL057. Reads poetry and draws inferences	C115. Infers the theme of a poem
				C116. Infers the tone and mood of the poem



Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
1. My Mother at Sixty-Six		modulation, expression, and appropriate body language.	CL058. Appreciates the impact of literary devices in poetry	C117. Analyses the effect of imagery on a poem
			CL059. Reads poetry and summarises it	C118. Summarises the main idea and supporting details in a poem
			CL060. Reads poetry and draws comparisons	C119. Compares and contrasts ideas from the poem
			CL061. Reads poetry and forms an opinion	C120. Writes their opinion on a poem
<b>Poetry</b> 1. My Mother at Sixty-Six	<b>Vocabulary</b>	LO2. Recites poems, identifies literary devices, linguistic features, sings songs with voice modulation, expression, and appropriate body language.	CL058. Appreciates the impact of literary devices in poetry	C121. Analyses the use of literary devices in a poem
	<b>Writing</b>	LO17. Reads literature from different parts of the world, gives opinion on the characters, events, traditions and cultural norms of societies; writes with logic, evidence etc. about Indian knowledge, traditions, and practices.	CL063. Writes analyses based on poetry	C122. Writes a character sketch based on a poem

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Poetry</b> 1. My Mother at Sixty-Six		LO10. Writes formal letters/ applications/ requests, resume etc.: seeking information regarding admission, courses, fees etc. with clarity and precision; and informal letters to friends, relatives using appropriate vocabulary, expressions etc.	CLO64. Writes informal emails about experiences	C123. Writes an informal email describing a personal experience
	<b>Speaking and Listening</b>	LO2. Recites poems, identifies literary devices, linguistic features, sings songs with voice modulation, expression, and appropriate body language.	CLO65. Uses tone and voice modulation appropriately	C124. Recites a poem with correct intonation and voice modulation
		LO6. Listens with concentration/makes notes, on online platform, and follows the etiquettes of meetings/discussions e.g., taking turn, listening to others without interrupting etc.	CLO54. Converses in a formal setting to understand and respond clearly	C125. Responds to interview questions
	<b>Reading</b>	LO2. Recites poems, identifies literary devices, linguistic features, sings songs with voice	CLO57. Reads poetry and draws inferences	C126. Infers the theme of a poem C127. Infers the tone and mood of the poem

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
Poetry 2. Keeping Quiet		modulation, expression, and appropriate body language.		C128. Infers the poet's message
			CLO59. Reads poetry and summarises it	C129. Summarises the main idea and supporting details in a poem
Poetry 2. Keeping Quiet		LO17. Reads literature from different parts of the world, gives opinion on the characters, events, traditions and cultural norms of societies; writes with logic, evidence etc. about Indian knowledge, traditions, and practices.	CLO67. Reads poetry and makes connections	C130. Connects the poem to the world around them
			CLO61. Reads poetry and forms an opinion	C131. Shares opinion about the poem's message
			CLO69. Reads poetry and makes predictions	C132. Makes predictions based on the poem
	Writing	LO3. Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)	CLO70. Writes descriptions based on poetry	C133. Writes a descriptive paragraph based on the poem
			CLO68. Composes a short poem independently	C134. Writes a poem using imagery
	Speaking and Listening	LO2. Recites poems, identifies literary devices, linguistic features, sings songs with voice modulation, expression, and appropriate body language.	CLO65. Uses tone and voice modulation appropriately	C135. Recites a poem with correct intonation and voice modulation
C136. Gives feedback on the recitation of a poem				

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Poetry</b> 3. A Thing of Beauty	<b>Reading</b>	LO2. Recites poems, identifies literary devices, linguistic features, sings songs with voice modulation, expression, and appropriate body language.	CLO66. Reads poetry and analyses it	C137. Analyses the rhyme scheme and structure of a poem
			CLO58. Appreciates the impact of literary devices in poetry	C138. Analyses the use of imagery in a poem
				C139. Analyses the figurative language used in the poem
			CLO59. Reads poetry and summarises it	C140. Summarises the main idea and supporting details in a poem
			CLO60. Reads poetry and draws comparisons	C141. Compares the writing style of two poets
			C142. Infers the tone and mood of the poem	
<b>Poetry</b> 3. A Thing of Beauty		LO17. Reads literature from different parts of the world, gives opinion on the characters, events, traditions and cultural norms of societies; writes with logic, evidence etc. about Indian knowledge, traditions, and practices.	CLO57. Reads poetry and draws inferences	C143. Infers the poet's message
	<b>Vocabulary</b>	LO2. Recites poems, identifies literary devices, linguistic features, sings songs with voice	CLO58. Appreciates the impact of literary devices in poetry	C144. Analyses the use of literary devices in a poem

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Poetry</b> 4. Roadside Stand	<b>Writing</b>	modulation, expression, and appropriate body language.	CL051. Uses various types of vocabulary	C145. Identifies words related to nature in the poem
		L03. Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)	CL070. Writes descriptions based on poetry	C146. Writes a descriptive paragraph based on the poem
	<b>Speaking and Listening</b>		L02. Recites poems, identifies literary devices, linguistic features, sings songs with voice modulation, expression, and appropriate body language.	CL068. Composes a short poem independently
		CL065. Uses tone and voice modulation appropriately		C148. Recites a poem with correct intonation and voice modulation/ C149. Gives feedback on the recitation of a poem
	<b>Reading</b>		L02. Recites poems, identifies literary devices, linguistic features, sings songs with voice modulation, expression, and appropriate body language.	CL066. Reads poetry and analyses it
		CL059. Reads poetry and summarises it		C151. Summarises the main idea and supporting details in a poem
CL060. Reads poetry and draws comparisons		C152. Compares and contrasts the ideas and themes within a poem		
CL057. Reads poetry and draws inferences		C153. Infers how the poem's setting affects its mood		

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Poetry</b> 4. Roadside Stand		LO17. Reads literature from different parts of the world, gives opinion on the characters, events, traditions and cultural norms of societies; writes with logic, evidence etc. about Indian knowledge, traditions, and practices.		C154. Infers the emotions and feelings of the characters in the poem
			CLO67. Reads poetry and makes connections	C155. Connects the poem to the world around them
	<b>Vocabulary</b>	LO2. Recites poems, identifies literary devices, linguistic features, sings songs with voice modulation, expression, and appropriate body language.	CLO58. Appreciates the impact of literary devices in poetry	C156. Analyses the use of literary devices in a poem
				C157. Analyses the use of symbolism in the poem
	<b>Writing</b>	LO3. Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)	CLO43. Writes various types of fictional stories	C158. Writes a story using the same setting as the poem
			CLO68. Composes a short poem independently	C159. Rewrites a poem from a different point of view
		LO10. Writes formal letters/ applications/ requests, resume etc.: seeking information regarding admission, courses, fees etc. with clarity and precision; and informal letters to friends, relatives using	CLO71. Writes formal letters about factual incidents	C160. Writes a letter complaining about a public nuisance

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
		appropriate vocabulary, expressions etc.		
	<b>Speaking and Listening</b>	LO1. Reads silently with comprehension and to identify the complexity of ideas in an argumentative text; and relates learning with personal, social experiences in writing and speech.	CLO72. Converses about language and literature in an informed manner	C161. Participates in a group discussion about the poem's theme
				C162. Shares observations based on the poem with a group
<b>Poetry</b> 5. Aunt Jennifer's Tigers	<b>Reading</b>	LO2. Recites poems, identifies literary devices, linguistic features, sings songs with voice modulation, expression, and appropriate body language.	CLO60. Reads poetry and draws comparisons	C163. Compares two poems with the same theme
			CLO57. Reads poetry and draws inferences	C164. Infers the use of imagery in the poem
				C165. Infers a poem's tone and mood
		LO17. Reads literature from different parts of the world, gives opinion on the characters, events, traditions and cultural norms of societies; writes with logic, evidence etc. about Indian knowledge, traditions, and practices.	C166. Infers character traits and feelings based on their actions	
			CLO58. Appreciates the impact of literary devices in poetry	C167. Identifies figurative language used in the poem
			CLO69. Reads poetry and makes predictions	C168. Makes predictions about the characters based on the poem

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
Poetry 5. Aunt Jennifer's Tigers	Vocabulary	LO2. Recites poems, identifies literary devices, linguistic features, sings songs with voice modulation, expression, and appropriate body language.	CLO66. Reads poetry and analyses it	C169. Identifies the narrator and perspective in the poem
			CLO58. Appreciates the impact of literary devices in poetry	C170. Analyses the use of colours in the poem
				C171. Observes the use of repetitive sounds in the poem
Poetry 5. Aunt Jennifer's Tigers	Writing	LO3. Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)	CLO43. Writes various types of fictional stories	C173. Writes the poem in the form of a story
			CLO63. Writes analyses based on poetry	C174. Writes own opinion of the poem
	Speaking and Listening	LO1. Reads silently with comprehension and to identify the complexity of ideas in an argumentative text; and relates learning with personal, social experiences in writing and speech.	CLO72. Converses about language and literature in an informed manner	C175. Participates in a group discussion about the poem's theme
C176. Shares observations based on the poem with a group				
<b>Textbook: Vistas</b>				
Prose	Reading	LO3. Writes creatively using imagination, fantasy and myths,	CLO73. Reads and analyses different genres	C177. Identifies the features of a genre of a text



Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
1. The Third Level		proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)		C178. Compares realistic fiction and science fiction as literary genres
		L01. Reads silently with comprehension and to identify the complexity of ideas in an argumentative text; and relates learning with personal, social experiences in writing and speech.	CLO74. Reads science fiction and analyses it	C179. Presents an argument based on the text
		L017. Reads literature from different parts of the world, gives opinion on the characters, events, traditions and cultural norms of societies; writes with logic, evidence etc. about Indian knowledge, traditions, and practices.	CLO75. Reads science fiction and draws comparisons	C180. Compares the voices and narrations in a text
	<b>Vocabulary</b>	L04. Writes and narrates, anecdotes, e.g., on celebration of festival, cultural fest in school etc. with appropriate multilingual vocabulary, proverbs grammar, sense and feelings.	CLO76. Reads science fiction and draws inferences	C181. Infers how setting affects the plot
CLO34. Uses relevant vocabulary			C182. Makes inferences about character traits and feelings	
			C183. Identifies words related to the theme of a text	
			C184. Observes the types of sentences used in the text	

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 1. The Third Level	<b>Writing</b>	LO3. Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)	CLO36. Writes narratives based on fiction	C185. Writes a personal narrative based on the theme of the story
			CLO20. Writes creatively about facts	C186. Writes a descriptive essay about a place
		LO10. Writes formal letters/ applications/ requests, resume etc.: seeking information regarding admission, courses, fees etc. with clarity and precision; and informal letters to friends, relatives using appropriate vocabulary, expressions etc.	CLO38. Writes factual descriptions to convey information	C187. Writes a note to give information to someone
<b>Prose</b> 1. The Third Level	<b>Speaking and Listening</b>	LO6. Listens with concentration/makes notes, on online platform, and follows the etiquettes of meetings/discussions e.g., taking turn, listening to others without interrupting etc.	CLO12. Expresses opinions in a structured and respectful manner	C188. Participates in a debate based on the text
		LO4. Writes and narrates, anecdotes, e.g., on celebration of festival, cultural fest in school	CLO27. Converses about personal experiences clearly and independently	C189. Narrates a personal experience to a group

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
		etc. with appropriate multilingual vocabulary, proverbs grammar, sense and feelings.		
<b>Prose</b> 2. The Tiger King	<b>Reading</b>	LO3. Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)	CLO73. Reads and analyses different genres	C190. Identifies the genre of a text based on the style of writing
		LO17. Reads literature from different parts of the world, gives opinion on the characters, events, traditions and cultural norms of societies; writes with logic, evidence etc. about Indian knowledge, traditions, and practices.	CLO3. Reads historical fiction and draws inferences	C191. Infers the author's message based on key details in the story
			CLO4. Reads historical fiction and makes connections	C192. Infers character traits based on their actions and feelings
			CLO2. Reads historical fiction and makes predictions	C193. Explains how the imaginary events in the story are related to the real world
			CLO1. Reads historical fiction and analyses it	C194. Makes predictions about the story's events
<b>Prose</b> 2. The Tiger King			C195. Predicts an alternative plot for the story	
				C196. Identifies the key events of the plot of the story

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
	<b>Vocabulary</b>	L02. Recites poems, identifies literary devices, linguistic features, sings songs with voice modulation, expression, and appropriate body language.	CLO18. Appreciates the impact of literary devices in prose	C197. Identifies the use of personification in the text
		L03. Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)	CLO34. Uses relevant vocabulary	C198. Identifies words and phrases associated with the genre of the text
	<b>Writing</b>	L03. Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)	CLO77. Writes realistic fiction	C199. Rewrites the story in a modern-day setting
		L021. Writes notices, posters, speech etc. on bullying, ragging and cybercrime; develops multilingual charts, posters on healthy food etc. for school canteen, farewell parties etc.	CLO38. Writes factual descriptions to convey information	C200. Writes factual descriptions to convey information
<b>Prose</b> 2. The Tiger King	<b>Speaking and Listening</b>	L01. Reads silently with comprehension and to identify the complexity of ideas in an	CLO72. Converses about language and literature in an informed manner	C201. Shares opinions about the characters in a story

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
		argumentative text; and relates learning with personal, social experiences in writing and speech.		
		LO4. Writes and narrates, anecdotes, e.g., on celebration of festival, cultural fest in school etc. with appropriate multilingual vocabulary, proverbs grammar, sense and feelings.	CLO27. Converses about personal experiences clearly and independently	C202. Narrates their personal experience with a group
<b>Prose</b> 3. Journey to the End of the Earth	<b>Reading</b>	LO1. Reads silently with comprehension and to identify the complexity of ideas in an argumentative text; and relates learning with personal, social experiences in writing and speech.	CLO39. Reads narrative non-fiction and identifies key details	C203. Uses reading strategies (skim and scan) to comprehend a text
			CLO23. Reads narrative non-fiction and summarises it	C204. Summarises the main idea and supporting details in narrative non-fiction C205. Summarises the key details in a text
		LO3. Writes creatively using imagination, fantasy and myths,	CLO77. Reads narrative non-fiction and analyses it	C206. Identifies the key features of a first-person narrative

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
		proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)		C207. Analyses how information is presented in a non-fiction text
			CLO13. Reads narrative non-fiction and draws comparisons	C208. Compares first and third-person narratives
<b>Prose</b> 3. Journey to the End of the Earth	<b>Vocabulary</b>	L04. Writes and narrates, anecdotes, e.g., on celebration of festival, cultural fest in school etc. with appropriate multilingual vocabulary, proverbs grammar, sense and feelings.	CLO51. Uses various types of vocabulary	C209. Identifies words associated with different topics in a text
		L03. Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)	CLO20. Writes creatively about facts	C210. Writes a travelogue about a place
	<b>Writing</b>	L07. Develops tools, questionnaires, interview questions for collecting data or to execute interdisciplinary projects stating the purpose, plan, resources, method, findings; draws maps, diagrams,	CLO11. Develops questions to conduct a detailed interview	C211. Writes interview questions for the speaker of the text

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 3. Journey to the End of the Earth		charts, tables for analysing information and preparing reports.		
		LO23. Makes journal entries for self- assessment.	CLO24. Writes factual descriptions about personal experiences	C212. Records observations about a new place in the form of a journal
	<b>Speaking and Listening</b>	LO14. Uses ICT for browsing information, reading and writing e.g., develops PPT for presentations, short films with audio on nature, natural resources, art & craft monuments, peace, value, drug abuse, gender, environment, livelihoods of people, children in difficult circumstances etc. in collaboration with peers.	CLO72. Converses about language and literature in an informed manner	C213. Finds and presents information about the topic of the text
		LO11. Speaks/ reads text with phonological awareness for ensuring comprehensibility. (e.g.in case of silent letters.)	CLO54. Converses in a formal setting to understand and respond clearly	C214. Enacts an interview with the speaker of the text
<b>Prose</b> 4. The Enemy	<b>Reading</b>	LO19. Reads and understands literature depicting, natural	CLO3. Reads historical fiction and draws inferences	C215. Infers how historical events affect the plot of a text

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
		calamities, pandemics etc .in terms of medical, geographical contexts, terminology etc.; speaks on scientific facts, economic issues in simple words using examples from everyday life.		C216. Makes inferences about historical events based on the text
		LO17. Reads literature from different parts of the world, gives opinion on the characters, events, traditions and cultural norms of societies; writes with logic, evidence etc. about Indian knowledge, traditions, and practices.		C217. Infers character traits based on their actions
				C218. Infers how imagery affects the mood and tone of a text
				CLO77. Reads historical fiction and identifies key details
		CLO80. Reads historical fiction and summarises it	C220. Summarises the key details in a text	
		<b>Vocabulary</b>	LO4. Writes and narrates, anecdotes, e.g., on celebration of festival, cultural fest in school etc. with appropriate multilingual vocabulary, proverbs grammar, sense and feelings.	CLO51. Uses various types of vocabulary
<b>Writing</b>		LO9. Writes summaries with titles and subtitles on national,	CLO20. Writes creatively about facts	C222. Writes a travelogue about a place visited



Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 4. The Enemy		international news, editorials; political, economic and sports etc.		
		L010. Writes formal letters/ applications/ requests, resume etc.: seeking information regarding admission, courses, fees etc. with clarity and precision; and informal letters to friends, relatives using appropriate vocabulary, expressions etc.	CLO79. Writes formal letters about specific issues	C223. Writes a formal letter of apology
		L023. Makes journal entries for self- assessment.	CLO24. Writes factual descriptions about personal experiences	C224. Records observations about a new place in the form of a journal
	<b>Speaking and Listening</b>	L014. Uses ICT for browsing information, reading and writing e.g., develops PPT for presentations, short films with audio on nature, natural resources, art & craft monuments, peace, value, drug abuse, gender, environment, livelihoods of people, children in difficult circumstances etc. in collaboration with peers.	CLO37. Expresses opinions about a social topic	C225. Finds and presents information about the topic of the text

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 4. The Enemy		LO11. Speaks/ reads text with phonological awareness for ensuring comprehensibility. ( e.g.in case of silent letters.)	CLO54. Converses in a formal setting to understand and respond clearly	C226. Enacts an interview with the speaker of the text
<b>Prose</b> 5. On the Face of It	<b>Reading</b>	LO3. Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)	CLO73. Reads and analyses different genres	C227. Identifies the features of a play script (dialogue, stage directions etc.)
				C228. Compares and contrasts the narration styles of a play and a story
		LO17. Reads literature from different parts of the world, gives opinion on the characters, events, traditions and cultural norms of societies; writes with logic, evidence etc. about Indian knowledge, traditions, and practices.	CLO80. Reads a play and forms an opinion	C229. States opinion about the characters in the play
			CLO82. Reads a play and makes predictions	C230. Predicts an alternative ending to the play
			CLO83. Reads a play and draws inferences	C231. Infers the main idea or message of the play
C232. Infers character traits based on their actions and feelings in the play				
<b>Prose</b>	<b>Vocabulary</b>	LO3. Writes creatively using imagination, fantasy and myths,	CLO34. Uses relevant vocabulary	C233. Identifies words related to stage directions

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
5. On the Face of It		proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)		C234. Identifies words associated with feelings and in a play
	<b>Writing</b>	LO3. Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)	CLO36. Writes narratives based on fiction	C235. Writes a personal narrative from the point of view of a character in the play
			CLO43. Writes various types of fictional stories	C236. Rewrites part of the play in the form of a story
			CLO84. Develops a script for a short play	C237. Writes a short skit on a given topic
	<b>Speaking and Listening</b>	LO2. Recites poems, identifies literary devices, linguistic features, sings songs with voice modulation, expression, and appropriate body language.	CLO45. Participates in plays in different roles	C238. Enacts the play by playing different characters
				C239. Gives feedback on the enactment of a play
	<b>Reading</b>	LO17. Reads literature from different parts of the world, gives opinion on the characters, events, traditions and cultural norms of societies; writes with logic, evidence etc. about Indian	CLO13. Reads narrative non-fiction and draws comparisons	C240. Compares and contrasts two personal narratives
CLO15. Reads narrative non-fiction and makes inferences				C241. Infers the socio-cultural context of a text
				C242. Infers the speaker's traits based on their writing

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 6. Memories of Childhood		knowledge, traditions, and practices.		C243. Infers the effect of the setting on a text
			CLO16. Reads narrative non-fiction and analyses events	C244. Analyses the common theme in two personal narratives
			CLO39. Reads narrative non-fiction and identifies key details	C245. Identifies key details in the text
			CLO17. Reads narrative non-fiction and makes connections	C246. Makes text-to-self connections
	<b>Vocabulary</b>	L017. Reads literature from different parts of the world, gives opinion on the characters, events, traditions and cultural norms of societies; writes with logic, evidence etc. about Indian knowledge, traditions, and practices.	CLO34. Uses relevant vocabulary	C247. Identifies words related to culture from the text
L03. Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)		CLO33. Uses vocabulary words with similar meanings	C248. Identifies synonyms of unfamiliar words from the story	

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 6. Memories of Childhood	<b>Writing</b>	LO3. Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)	CLO42. Writes factual descriptions for biographies and autobiographies	C249. Writes a character sketch about a strong woman
		LO10. Writes formal letters/ applications/ requests, resume etc.: seeking information regarding admission, courses, fees etc. with clarity and precision; and informal letters to friends, relatives using appropriate vocabulary, expressions etc.	CLO26. Writes informal letters about experiences	C250. Writes a letter from one character to another
		LO4. Writes and narrates, anecdotes, e.g., on celebration of festival, cultural fest in school etc. with appropriate multilingual vocabulary, proverbs grammar, sense and feelings.	CLO24. Writes factual descriptions about personal experiences	C251. Writes a narrative essay/article on the topic of discrimination
	<b>Speaking and Listening</b>	LO19. Reads and understands literature depicting, natural calamities, pandemics etc. in terms of medical, geographical	CLO37. Expresses opinions about a social topic	C252. Finds more information about powerful women writers from marginalized communities

Unit and chapter	Key concept	NCERT Learning Outcomes (LOs)	Content domain specific Learning Outcomes (CLOs)	Indicators
<b>Prose</b> 6. Memories of Childhood		contexts, terminology etc.; speaks on scientific facts, economic issues in simple words using examples from everyday life.	CLO54. Converses in a formal setting to understand and respond clearly	C253. Enacts an interview with the speakers of the text

## 7. SAMPLE PEDAGOGICAL PROCESSES AND ASSESSMENT STRATEGIES

“The pedagogical practices should be learner centric. It is expected of a teacher to ensure an atmosphere for students to feel free to ask questions. They would promote active learning among students with a focus on reflections, connecting with the world around them, creating and constructing knowledge. The role of a teacher should be that of a facilitator who would encourage collaborative learning and development of multiple skills through the generous use of resources via diverse approaches for transacting the curriculum.”

[CBSE Curriculum for classes 11-12]

NCERT higher secondary stage learning outcomes document provides a common set of pedagogical processes for each subject. Keeping these as guidelines, specific pedagogical processes and assessment strategies for a topic from one chapter each from classes 11 and 12 have been developed as suggestions and are shared in this section. These instances of pedagogical processes and assessment strategies should enable teachers to derive principles for making the alignment between learning outcomes, pedagogical practices and assessment in their classrooms and to use these for creating their lesson plans. The key principles considered while designing the pedagogical processes and assessment strategies are the following:

### 1. Keeping learner at the centre

- Since new knowledge is built over existing knowledge, both pedagogy and assessment should focus on students’ pre-requisite knowledge, skills, attitudes, and beliefs that they bring in a classroom setting.
- Constructivist approaches to learning with the student being at the centre of the learning process as an active constructor of knowledge must be emphasized.
- Since students effectively learn by doing, classroom processes should involve activities, analysis and discussions. Systematic experimentation as a tool to discover/verify theoretical principles must be included.

### 2. Focusing on learning outcomes

- Learning outcomes indicate what a student will be able to do at the end of an instruction unit by precisely breaking down broad goals of English education (apply reasoning to develop conceptual understanding, develop process skills and experimental, observational, manipulative, decision-making and investigatory skills, etc.) to more measurable and observable behaviour for each class.
- Students learn better when the method of teaching, learning activities and assessment strategies are all aligned well to the learning outcomes. Pedagogical processes and assessment strategies should be aligned to both content domains and cognitive skills as mentioned in this document earlier.

### 3. Making effective use of assessments

- Assessment should be viewed as an integral part of pedagogy and it should focus on giving timely individualized feedback to students. Quality formative assessment should be designed as it helps to modulate students' understanding of their own learning and helps teachers adapt their pedagogy based on students' actual learning.
- Multiple modes of assessment including portfolios, project work, presentations, and written and oral assignments should be used to reflect the individual capacities of a student.

### 4. Creating a social and inclusive learning environment

- Cooperative and peer-supported teaching-learning activities should be used to empower students to take charge of their own learning.
- Peer assessment involving students assessing the work of their peers against set assessment criteria should be used.

Specific pedagogical processes should be used in the classroom that would help those students who may face learning difficulties including language, visual-spatial, or mixed processing problems.

e.g. Assessments can be based on students' abilities. Oral assessments can be made available if the student has difficulties in writing and reading. Such students should be given special care to ensure they are able to read and write. The use of speech-to-text technology may be used in such cases.



## SUGGESTED PEDAGOGICAL PROCESSES AND ASSESSMENT STRATEGIES FOR CLASS 11

**Content Domain:** Informational Non-Fiction

**Chapter 3:** Discovering Tut: The Saga Continues

**Table VIII: Suggested Pedagogical Processes and Assessment Strategies – Class:11**

Learning outcomes	Indicators	Pedagogical Processes	Assessment Strategies
LO2. Reads longer texts with implicit meaning and describes inferring from contexts, phonological cues etc. with clarity.	C29. Identifies factual details in a text C30. Infers cause and effect relationships in a text	<ul style="list-style-type: none"> <li>● Reads textual materials with interest and comprehension; by skimming and scanning of texts and using other sub-skills of reading.</li> <li>● Reads specific texts from books, newspapers etc. to build up scientific temperament, spirit of enquiry and to overcome biases.</li> <li>● Reads expository, narrative, descriptive and argumentative accounts of writing.</li> </ul>	<ul style="list-style-type: none"> <li>● Assess students' ability to identify factual details in a text by asking them to create a short encyclopaedia page based on King Tut or about his tomb.</li> <li>● Assess students' ability to infer cause and effect relationships in a text by asking them how the sequence of events would have changed if a particular key event had not taken place.</li> </ul>
LO10. Identifies and uses appropriate; safe, authentic online resources; browses and take note of online resources, reads books, watches films etc.	C31. Infers the narrator's point of view in a text C32. Infers key details about the characters in the text	<ul style="list-style-type: none"> <li>● Develops interest and appreciation of the past; history, mythology etc. by reading, and writing.</li> </ul>	<ul style="list-style-type: none"> <li>● Assess students' ability to infer the narrator's point of view in the text by asking them to</li> </ul>

Learning outcomes	Indicators	Pedagogical Processes	Assessment Strategies
for understanding historical and scientific facts.	<p>C33. Plots events (historic/scientific/biographical) on a timeline</p> <p>C34. States and justifies their opinion about an informational text</p>	<ul style="list-style-type: none"> <li>• Explores multimedia resources, QR codes (provided in textbooks) related to texts to supplement their reading/understanding.</li> <li>• Visits library for collecting and consulting relevant books/material.</li> <li>• Reads and thinks critically about issues related to environment and disaster management, gender, peace etc.</li> </ul>	<p>prepare short role plays based on the text.</p> <ul style="list-style-type: none"> <li>• Assess students' ability to infer key details about characters in the text by instructing them to create a character sketch for each, or by having them write nouns, verbs, adjectives and adverbs for each character.</li> <li>• Assess students' ability to plot events on a timeline by having them first list the key events of the text and then place them against the correct dates on a timeline graphic organiser.</li> <li>• Assess students' ability to state and justify their opinion about an informational text by conducting a structured debate in the classroom, based on the text.</li> </ul>
LO2. Reads longer texts with implicit meaning and describes inferring from contexts,	C35. Infers meanings of expressions from the textual context	<ul style="list-style-type: none"> <li>• Makes use of language skills (LSRW) across other subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students' ability to infer meanings of expression from context by conducting</li> </ul>

Learning outcomes	Indicators	Pedagogical Processes	Assessment Strategies
phonological cues etc. with clarity.			discussion in class and asking students to point out textual clues that tell them the meaning.
L04. Speaks fluently and spontaneously. Uses interesting, and need based multilingual vocabulary	C36. Finds synonyms of given words	<ul style="list-style-type: none"> <li>• Uses dictionary, thesaurus, newspapers etc to build vocabulary and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students' ability to find synonyms of given words by asking them to use a thesaurus and find a word that best fits the context of the text.</li> </ul>
L022. Solves grammar exercises with/without context.	C37. Uses different types of phrases in their writing	<ul style="list-style-type: none"> <li>• Solves grammatical exercises based on tense, types of sentences, punctuation, conjunctions, prepositions etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students' ability to use different types of phrases in their writing by giving them a simple paragraph based on the text and asking them to improve it by including different types of phrases.</li> </ul>
L09. Develops questions and answers making use of study skills e.g., note making, summarising etc.	C38. Makes notes based on an informational text	<ul style="list-style-type: none"> <li>• Frames objectives for tasks, activities, projects etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students' ability to make notes based on an informational text by stating a clear objective for note-making, such as writing an informational essay/presenting a poster, and having students create a list of criteria and clear notes to meet the objective.</li> </ul>

Learning outcomes	Indicators	Pedagogical Processes	Assessment Strategies
<p>L011. Expresses opinion and views independently, in speech, and writing by using visual graphics. Listens patiently to contradictory points of view on online platforms and answers logically in agreement/disagreement</p>	<p>C39. Shares a relevant personal experience with others</p> <p>C40. Asks and answers questions based on the personal experience</p>	<ul style="list-style-type: none"> <li>• Shares with parents/ elders/ community members about school, classroom activities/issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess students' ability to ask questions about and share a relevant personal experience by conducting an informal discussion in class and emphasising a clear point for sharing, such as an experience at a historical place.</li> </ul>

## SUGGESTED PEDAGOGICAL PROCESSES AND ASSESSMENT STRATEGIES FOR CLASS 12

**Content Domain:** Poetry

**Chapter 5:** Aunt Jennifer's Tigers

**Table IX: Suggested Pedagogical Processes and Assessment Strategies – Class:12**

Learning outcomes	Indicators	Pedagogical Processes	Assessment Strategies
LO2. Recites poems, identifies literary devices, linguistic features, sings songs with voice modulation, expression, and appropriate body language.	<p>C163. Compares two poems with the same theme</p> <p>C164. Infers the use of imagery in the poem</p> <p>C165. Infers a poem's tone and mood</p>	<ul style="list-style-type: none"> <li>● Reads classical and contemporary literature in English and other Indian languages to understand and appreciate social, cultural and political aspects etc.</li> <li>● Appreciates poems for rhyme, blank verse, brevity, imagination, fantasy, realism etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Assess students' ability to compare poems by asking them to identify another poem on the same theme/topic and then analyse tone, length, brevity/descriptiveness and rhyme scheme.</li> <li>● Assess students' ability to infer the use of imagery by asking them to write a descriptive paragraph about the setting and Aunt Jennifer's actions in the scene of the poem.</li> <li>● Assess students' ability to infer tone and mood by asking them to share how the poem makes them feel and what about the poem makes them feel so.</li> </ul>
LO17. Reads literature from different parts of the world, gives opinion on the characters,	C166. Infers character traits and feelings based on their actions	<ul style="list-style-type: none"> <li>● Understands the objective of reading literature and</li> </ul>	<ul style="list-style-type: none"> <li>● Assess students' ability to make inferences by asking them</li> </ul>

Learning outcomes	Indicators	Pedagogical Processes	Assessment Strategies
<p>events, traditions and cultural norms of societies; writes with logic, evidence etc. about Indian knowledge, traditions, and practices.</p>	<p>C167. Identifies figurative language used in the poem</p> <p>C168. Makes predictions about the characters based on the poem</p> <p>C169. Identifies the narrator and perspective in the poem</p>	<p>language items from the textbook.</p> <ul style="list-style-type: none"> <li>● Reads different genres and themes of literature-minorities, gender, environment, peace, justice etc.</li> <li>● Reads and comprehends the information repeated in different modalities such as instructions said out loud, demonstrated and provided in a handout with instructions broken down into colour-coded steps. This is for students with learning difficulties including language, visual-spatial, or mixed processing problems.</li> </ul>	<p>to write a character sketch based on Aunt Jennifer.</p> <ul style="list-style-type: none"> <li>● Assess students' ability to identify figurative language by asking them to explain the comparison used in the poem and suggest another comparison that can be used effectively in the poem.</li> <li>● Assess students' ability to make predictions by asking them to share what they think Aunt Jennifer will do next or what her day will look like once her husband returns home.</li> <li>● Assess students' ability to identify the perspective in the poem by asking them what they think the poet's views on the issue are and how they know this. Ask them to imagine they are the poet and write another poem on the same issue.</li> </ul>
<p>L02. Recites poems, identifies literary devices, linguistic features, sings songs with voice</p>	<p>C170. Analyses the use of colours in the poem</p>	<ul style="list-style-type: none"> <li>● Identifies literary terms in genres of literature, e.g. pun,</li> </ul>	<ul style="list-style-type: none"> <li>● Assess students' ability to analyse figurative language in the poem by asking them what each colour represents, what the</li> </ul>

Learning outcomes	Indicators	Pedagogical Processes	Assessment Strategies
<p>modulation, expression, and appropriate body language.</p>	<p>C171. Observes the use of repetitive sounds in the poem</p> <p>C172. Identifies words associated with movement in the poem</p>	<p>rhetoric, antithesis, hyperbole etc.</p>	<p>repetitive sounds are and how they affect the mood in the poem, and why the descriptions of movement of Aunt Jennifer’s fingers and that of the tiger have been written in such a manner.</p>
<p>L03. Writes creatively using imagination, fantasy and myths, proverbs quote etc., focuses on the features of genres of literature (fiction and nonfiction etc.)</p>	<p>C173. Writes the poem in the form of a story</p> <p>C174. Writes own opinion of the poem</p>	<ul style="list-style-type: none"> <li>● Reads world literature (fiction &amp; nonfiction) with an understanding of the content and appreciates the style of writing.</li> <li>● Develops proficiency in language skills (LSRW) each in isolation.</li> </ul>	<ul style="list-style-type: none"> <li>● Assess students’ ability to write the poem in the form of a story by asking them to create a plot diagram of the story. Ask them specific questions about who the characters are, what their traits are, what the problem in the story is, what the rising action, climax and falling action will include, and what the solution could be. Ask them where in the plot the scene of the poem would meaningfully fit.</li> <li>● Assess students’ ability to write their own opinion of the poem by asking them to identify the issue raised in the poem, what their thoughts about the issue are, and why they think so.</li> </ul>

Learning outcomes	Indicators	Pedagogical Processes	Assessment Strategies
<p>L01. Reads silently with comprehension and to identify the complexity of ideas in an argumentative text; and relates learning with personal, social experiences in writing and speech</p>	<p>C175. Participates in a group discussion about the poem's theme</p> <p>C176. Shares observations based on the poem with a group</p>	<ul style="list-style-type: none"> <li>● Writes and shares the derived meaning from the text.</li> <li>● Understands registers of language for communication of ideas, thoughts, queries etc.</li> <li>● Speaks with examples on issues presented in the text.</li> </ul>	<ul style="list-style-type: none"> <li>● Assess students' ability to participate in group discussions about the poem by asking them to list down rules of respectful discussion, by observing how they share their thoughts and what the key points they raise are.</li> </ul>



## 8. TEST PAPER DESIGN

### CLASS 12

**Table X: Test Paper Design and chapter-wise mark distribution – Class:12**

<b>Content domain</b>	<b>Marks distribution</b>
Reading Comprehension	20
Creative Writing Skills	20
Literature Textbooks and Supplementary Reading Text	40
<b>Total</b>	<b>80</b>

**Table XI: Test Paper Design and question-type mark distribution – Class:12**

<b>Item types</b>	<b>Item category</b>	<b>Number of questions</b>	<b>Marks distribution</b>
Select response question	Multiple choice question	40	30-40
Free response question	Short writing task	2	6-8
	Long writing task	2	10-14
	Short answer type question	7	14-16
	Long answer type question	2	10-12

**Table XII: Test Paper Design and cognitive domain-wise mark distribution – Class:12**

<b>Cognitive domain</b>	<b>Marks distribution</b>
Conceptual understanding, decoding, analysing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s	20
Conceptual Understanding, application of rules, Analysis, Reasoning, appropriacy of style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity	16
Recalling, reasoning, appreciating literary convention, inference, analysis, creativity with fluency	44
<b>Total</b>	<b>80</b>

**Other details of the test paper**

- Maximum marks: 80
- Duration of the test: 3 hours
- Combined word limit for both the passages in the Reading section: 700-750 words

## 9. ASSESSMENT OF PRACTICAL/PROJECT WORK

Speaking needs a very strong emphasis and is an important objective leading to professional competence. Hence, testing of oral skills must be made an important component of the overall testing pattern. To this end, speaking and listening skills are overtly built into the material to guide the teachers in actualization of the skills.

The learning outcomes for the English curriculum of Grade 11 which are especially relevant for the assessment of speaking and listening skills are:

- LO1. Listens to speeches, lectures, radio talks etc., reflects; to communicate through speech and writing
- LO4. Speaks fluently and spontaneously. Uses interesting, and need-based multilingual vocabulary
- LO6. Speaks using every day familiar expressions and phrases like greetings, expressions, gentle body language for initiating talk etc.
- LO9. Develops questions and answers making use of study skills, e.g., note making, summarising etc.
- LO11. Express opinions and views independently, in speech, and writing by using visual graphics. Listens patiently to contradictory points of view on online platforms and answers logically in agreement/disagreement
- LO19. Develops questions for quizzes, surveys, scripts for drama.
- LO25. Forms self-help groups with the support of teachers and peers for learners/peers with special needs to facilitate their learning, physical activities and their participation in cultural programmes.
- LO26. Prepares manifesto for school elections and contests collaboratively with peers and teachers.
- LO28. Develops and organizes short plays on issues like girl's education, health, peace, justice, etc.

The learning outcomes for the English curriculum of Grade 12 which are especially relevant for the assessment of speaking and listening skills are:

- LO6. Listens with concentration/makes notes, on online platforms, and follows the etiquettes of meetings/discussions, e.g., taking turns, listening to others without interrupting etc.
- LO7. Develops tools, questionnaires, interview questions for collecting data or to execute interdisciplinary projects stating the purpose, plan, resources, method, findings; draws maps, diagrams, charts, tables for analysing information and preparing reports.
- LO11. Speaks/ reads text with phonological awareness for ensuring comprehensibility. ( e.g.in case of silent letters.)

- LO13. Converses using short phrases in c e.g. You seem... Looks like you've... had a good day... You seem a bit tired What do you think? ...How does that sound? ...That sounds great (Oh) never mind.
- LO14. Uses ICT for browsing information, reading and writing e.g., develops PPT for presentations, short films with audio on nature, natural resources, art & craft monuments, peace, value, drug abuse, gender, environment, livelihoods of people, children in difficult circumstances etc. in collaboration with peers.
- LO15. Frames questions for interviews with community members, school staff others on issues e.g., health, education and other specific related areas. Converses with farmers, labourers, house helps etc. about their life/ problems etc. and provides help by sharing important government policies, schemes etc. (as read in other subject areas and newspapers).
- LO16. Speaks on issues related to gender, and transgender with logic, evidence and without any prejudice.
- LO20. Actively participates; raises queries, notes down contact details etc. during career counselling sessions, speaks with clarity, if in need, to the counsellor.
- LO24. Practices yoga, listens to spiritual music for pleasure and mental health and shares experiences in speech and writing.
- LO26. Collaborates with peers for organising programmes for the elderly, disadvantaged, girl child etc.
- LO27. Visits library for reading, preparing notes, references writing book reviews, etc.; forms book clubs taking guidance from teachers, seniors etc.

### DESIGN OF THE PROJECT/PRACTICAL BASED ACTIVITIES

Students are expected to conduct experiments, do project-based activities, etc throughout the course of 2 years.

**Table XIII. Distribution of marks for the projects/ppt/practical**

Activity	Distribution of marks
Assessment of Listening and Speaking Skills	20

### Parameters for Assessment:

The listening and speaking skills are to be assessed on the following parameters:

- a. Interactive competence (Initiation & turn taking, relevance to the topic).
- b. Fluency (cohesion, coherence and speed of delivery).
- c. Pronunciation
- d. Language (accuracy and vocabulary).

The final assessment of the skills is to be done as per the convenience and schedule of the school.

### SUGGESTED PROJECTS/ACTIVITIES/PRACTICAL – CLASS 11/12

1. A journal of literary critique of the various texts read, including realistic fiction, narrative fiction and non-fiction, science fiction and poetry
2. An original short story, written in a genre and tone of one's choice, submitted for peer review and feedback
3. A regular book club, to discuss new books of various genres read and analysed over the course of the two years
4. An anthology of poems based on the various themes explored, like gender, class, caste, love and humour
5. A play script incorporating characters and events from different texts read, stitched together to form a meaningful story and performed on stage
6. A regular drama club, to perform stories and poems read, and practise and hone speech, intonation, volume, pitch, expression and body language
7. A grammar guidebook, explaining rules of all grammar concepts learnt, along with short pieces of text to exemplify use
8. A weekly class newsletter, based on themes/issues read about, applying new skills of presentation, grammar and vocabulary learnt
9. An internship with a local organisation to create marketing and informative material, applying new skills of language learnt
10. A comparative analysis of student's mother tongue and English, incorporating all rules of language learnt
11. A debate club to discuss, debate and come to a consensus on the pressing social issues referred to in the texts read
12. The students can take up small projects to mentor junior groups in writing journals, and short stories, in critically appreciating major works of writers. This can be a major activity carried out through the final year of schooling.

## 10. SAMPLE ASSESSMENT ITEMS WITH MARKING SCHEMES

### 1. Multiple Choice Question (MCQ)

<b>Content Domain (Chapter name)</b>	<b>We're Not Afraid to Die</b>
<b>Content Domain Learning outcome</b>	CL026. Reads narrative non-fiction and makes inferences
<b>Indicator</b>	C15. Infers the message of a text
<b>Cognitive level</b>	Analyse
<b>Thinking Process</b>	Infer
<b>Difficulty level</b>	Medium
<b>Marks</b>	1
<b>Time</b>	1-minute
<b>Item Stem</b>	<p>The author of <i>We're Not Afraid to Die</i> ends the account with the following lines:</p> <p><i>With land under my feet again, my thoughts were full of Larry and Herbie, cheerful and optimistic under the direst stress, and of Mary, who stayed at the wheel for all those crucial hours. Most of all, I thought of a seven-year-old girl, who did not want us to worry about a head injury (which subsequently took six minor operations to remove a recurring blood clot between skin and skull), and of a six-year-old boy who was not afraid to die.</i></p>

	What message can we infer from these ending lines?	
<b>Correct answer</b>	Strength makes itself known in many different ways.	Reason: The characters got each other through the dire situation by showing strength in their own unique ways.
<b>Distractor 1</b>	Going up against the natural elements is no easy task	Explanation: The last lines focus on human strength and not a battle with the elements.
<b>Distractor 2</b>	Only action is useful in difficult situations.	Explanation: The children's attitude and hope were equally important in getting them through the situation.
<b>Distractor 3</b>	Being cheerful is the best way to get out of a tough spot.	Explanation: The children were not cheerful but showed silent resilience, which was equally important.

## 2. Constructed Response Questions

<b>Content domain (Chapter name)</b>	<b>The Portrait of a Lady</b>
<b>Content Domain Learning outcome</b>	CLO51. Writes factual descriptions for biographies and autobiographies
<b>Indicator</b>	C9. Drafts a biography of a family member
<b>Cognitive level</b>	Create
<b>Thinking Process</b>	Plan, Write
<b>Difficulty level</b>	Medium

<b>Marks</b>	5
<b>Time</b>	5 minutes
<b>Item stem</b>	In <i>The Portrait of a Lady</i> , Khushwant Singh writes a biographic sketch of his grandmother – what she was like and his memories with her. Plan a biographical sketch based on a family member: Choose two personality traits that you admire in them, and write one anecdote to illustrate each trait.
<b>Marking Scheme</b>	
<b>Mark</b>	<b>Answer</b>
1	Choose any two appropriate traits
4	Write a clear and relevant anecdote for each trait

### 3. Constructed Response Questions

<b>Content domain (Chapter name)</b>	<b>A Photograph</b>
<b>Content Domain Learning outcome</b>	CLO21. Appreciates the impact of literary devices in poetry
<b>Indicator</b>	C13. Analyses the use of imagery in the poem
<b>Cognitive level</b>	Analyse
<b>Thinking Process</b>	Infer
<b>Difficulty level</b>	Medium



<b>Marks</b>	5
<b>Time</b>	5 minutes
<b>Item stem</b>	<p>Read the following lines from the poem, <i>A Photograph</i>.</p> <p><i>A sweet face,</i>  <i>My mother's, that was before I was born.</i>  <i>And the sea, which appears to have changed less,</i>  <i>Washed their terribly transient feet.</i></p> <p>How does the poet use imagery to convey her feelings about death through these lines?</p>
Marking Scheme	
Mark	Answer
1	Explains the context of the lines in the poem
1	Describes the image formed in the reader's mind
1	Analyses the poet's feelings about death
2	Connects the imagery to the poet's feelings

#### 4. Constructed Response Questions

<b>Content domain (Chapter name)</b>	<b>We're Not Afraid to Die</b>
<b>Content Domain Learning outcome</b>	CL027. Reads narrative non-fiction and analyses events
<b>Indicator</b>	C17. Infers key events in the plot of the text
<b>Cognitive level</b>	Analyse
<b>Thinking Process</b>	Summarise
<b>Difficulty level</b>	Medium
<b>Marks</b>	5
<b>Time</b>	5 minutes
<b>Item stem</b>	<p>Read the following paragraph from the text, <i>We're Not Afraid to Die</i>.</p> <p><i>The first leg of our planned three-year, 105,000-kilometre journey passed pleasantly as we sailed down the west coast of Africa to Cape Town. There, before heading east, we took on two crewmen — American Larry Vigil and Swiss Herb Seigler — to help us tackle one of the world's roughest seas, the southern Indian Ocean.</i></p> <p>The paragraph includes 2 key events that have an impact on the rest of the journey. Identify the 2 key events and explain why they are key to the remaining journey.</p>

#### Marking Scheme

Mark	Answer
1	Identifies the 2 key events correctly
2	Explains how the entry into the Indian Ocean affects the journey
2	Explains how the two crewmen affect the journey

### 5. Constructed Response Questions

<b>Content domain (Chapter name)</b>	<b>Silk Road</b>
<b>Content Domain Learning outcome</b>	CL062. Writes factual descriptions about personal experiences
<b>Indicator</b>	C70. Writes a travelogue
<b>Cognitive level</b>	Create
<b>Thinking Process</b>	Plan, Write
<b>Difficulty level</b>	Difficult
<b>Marks</b>	8
<b>Time</b>	10 minutes

<b>Item stem</b>	<p><i>Silk Road</i> is a travelogue written by Nick Middleton, describing his experiences and adventures as he travels from the slopes of Ravu to Mount Kailash to finish the kora.</p> <p>A travelogue describes a person's own experiences while travelling. It is usually written in the first person and in the past tense.</p> <p>Write a short travelogue of not more than 18 – 20 sentences, describing a memorable travel experience.</p>
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#### Marking Scheme

Mark	Answer
1	Writes about a travel experience
2	Describes the experience in vivid detail
2	Describes the experience in the form of a narrative
2	Uses the first person and past tense
1	Writes with correct spellings, grammar, and punctuation

## 6. Constructed Response Questions

<b>Content domain (Chapter name)</b>	<b>The Enemy</b>	
<b>Content Domain Learning outcome</b>	CL079. Writes formal letters about specific issues	
<b>Indicator</b>	C223. Write a formal letter of apology	
<b>Cognitive level</b>	Create	
<b>Thinking Process</b>	Write, Plan	
<b>Difficulty level</b>	Difficult	
<b>Marks</b>	10	
<b>Time</b>	10 minutes	
<b>Item stem</b>	Imagine that you are in Sadao's place in the story, <i>The Enemy</i> . Write a formal letter of apology for your actions in the story, along with an explanation for your actions.	
<b>Marking Scheme</b>		
<b>Mark</b>	<b>Answer</b>	<b>Further Information</b>
1	Addresses the letter to the correct receiver	1
1	Uses appropriate conventions of formal letters (salutation, subject line, closing)	3 (1 each)

1	Explains the purpose of writing the letter	2
1	Provides a reasonable apology	2
1	Uses a formal yet persuasive tone and language in the letter	1
1	Writes with correct spellings, grammar, and punctuation	1

### 7. Constructed Response Questions

<b>Content domain (Chapter name)</b>	<b>The Third Level</b>
<b>Content Domain Learning outcome</b>	CL074. Reads science fiction and analyses it
<b>Indicator</b>	C179. Presents an argument based on the text
<b>Cognitive level</b>	Analyse
<b>Thinking Process</b>	Question, Explain
<b>Difficulty level</b>	Medium
<b>Marks</b>	2.5
<b>Time</b>	2 minutes

<b>Item stem</b>	<p>Read the paragraph and answer the question.</p> <p><i>“He said I was unhappy. That made my wife kind of mad, but he explained that he meant the modern world is full of insecurity, fear, war, worry and all the rest of it, and that I just want to escape. Well, who doesn’t? Everybody I know wants to escape, but they don’t wander down into any third level at Grand Central Station.”</i></p> <p>Do you think the “third level” was a story Charley made up to escape reality? Provide 2 pieces of evidence from the story to support your opinion.</p>
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**Marking Scheme**

<b>Mark</b>	<b>Answer</b>
0.5	Gives a clear opinion, stating yes or no
2	Provides 2 relevant pieces of evidence to support their opinion

## 8. Constructed Response Questions

Content domain (Chapter name)	The Third Level
Content Domain Learning outcome	CL036. Writes narratives based on fiction
Indicator	C185. Writes a personal narrative based on the theme of the story
Cognitive level	Create
Thinking Process	Plan, Write
Difficulty level	Difficult
Marks	5
Time	10 minutes
Item stem	In the story <i>The Third Level</i> , Sam wrote a letter to his friend Charley, describing life in Galesburg in the year 1894. Imagine that you time-travel to the year 1894. Write a letter to a friend, describing how life in 1894 is different from what it is now and how you feel about it.
Marking Scheme	
Mark	Answer
1	Writes a letter in the present tense, fluently and accurately



2	Describes instances to show they are writing in the year 1894
2	Describes their feelings about the experience

### 9. Constructed Response Questions

Content domain (Chapter name)	Memories of Childhood
Content Domain Learning outcome	CL033. Uses vocabulary words with similar meanings
Indicator	C248. Identifies synonyms of unfamiliar words from the story
Cognitive level	Understand
Thinking Process	Infer
Difficulty level	Easy
Marks	2
Time	2 minutes
Item stem	<p><i>“When I was studying in the third class, I hadn’t yet heard people speak openly of untouchability. But I had already seen, felt, experienced and been humiliated by what it is.</i></p> <p><i>I was walking home from school one day, an old bag hanging from my shoulder. It was actually possible to walk the distance in ten minutes. But usually, it would take me thirty minutes at the very least to reach home. It would take me from half an</i></p>

*hour to an hour to dawdle along, watching all the fun and games that were going on, all the entertaining novelties and oddities in the streets, the shops and the bazaar.”*

Find synonyms from the passage for the following words:

- A. linger
- B. demeaned
- C. innovations
- D. peculiarity

### Marking Scheme

Mark	Answer
0.5 each	Identifies the following synonyms: A. dawdle   B. humiliated   C. novelties   D. oddities

### 10. Constructed Response Questions

<b>Content domain (Chapter name)</b>	<b>Memories of Childhood</b>
<b>Content Domain Learning outcome</b>	CL024. Writes factual descriptions about personal experiences
<b>Indicator</b>	C251. Writes a narrative essay on the topic of discrimination
<b>Cognitive level</b>	Analyse
<b>Thinking Process</b>	Relate, Conclude

<b>Difficulty level</b>	Difficult
<b>Marks</b>	5
<b>Time</b>	10 minutes
<b>Item stem</b>	<p>In the chapter Memories of Childhood, both Zitkala-Sa and Bama face discrimination first-hand. Despite strict laws in place, people are still subject to various kinds of discrimination in society. This could be on the basis of race, caste, gender, religion, and sexual orientation.</p> <p>Have you or anyone you know of been subject to any kind of discrimination? Write a short paragraph to describe what happened and your opinion about this incident.</p>
<b>Marking Scheme</b>	
<b>Mark</b>	<b>Answer</b>
1	Describes an experience they or someone they know of, faced
2	Describes the discriminatory incident clearly
2	States a clear opinion about the incident, with a focus on the discrimination

## 11. ESSENTIAL IDEAS AND ASSESSMENTS

### CLASS 11 & 12 – ASSESSMENTS BASED ON ESSENTIAL IDEAS

#### READING

#### Multiple-Choice Question

Skill	Reading	
Essential Idea	<b>Realistic fiction resembles real life, often highlighting issues that mirror the contemporary state of things and is best comprehended by making text-to-self and text-to-world connections.</b>	
Item stem + question	In the story <i>The Rattrap</i> , Captain Vohn Stale writes the following line: <i>The rattrap is a Christmas present from a rat who would have been caught in this world's rattrap if he had not been raised to captain because in that way he got the power to clear himself.</i> What does the gift of the rattrap from the "Captain" to Miss Willmansson symbolise?	
Correct answer	It symbolises the captain's act of freeing himself of his vices and cynicism.	Student analyses the captain's note and understands his act of gifting the rattrap as his resolve to change his ways.
Distractor 1	It symbolises the trappings of wealth and luxury in a selfish world.	Student does not understand that the symbolism of the rattrap changes from the beginning to the end of the story.
Distractor 2	It symbolises the captain's inability to forgive himself for his thievery.	Student does not understand that the gift of the rattrap is not about self-forgiveness but about reformation.
Distractor 3	It symbolises the kindness that the young woman extended to the captain.	Student does not understand that the symbolism revolves around the captain and his actions.

## Free Response Question

Skill	Reading	
Essential Idea	<b>Realistic fiction resembles real life, often highlighting issues that mirror the contemporary state of things, and is best comprehended by making text-to-self and text-to-world connections.</b>	
Item stem + question	<p>In the story <i>The Rattrap</i>, the main character thinks of the riches, luxuries and comforts of the world as baits in a rattrap – and once one is ensnared in the trap, there is no way out. Yet, soon after, he steals a large amount of money from a person who generously offered him food, company and shelter.</p> <p>Think about the social issue that the author of the story raises here. Do you think it is important for fiction to deal with such issues? Support your opinion with a reason and a real-life example.</p>	
Marking Rubric		
Description	Marks	
<p><b>Sample answer</b></p> <p>Yes, I think it is important for fiction to deal with real-world issues such as poverty, hunger and inequality, which have been dealt with in this story. This is because stories enable us to walk in the shoes of the character and look at issues from a changed perspective. We are often not able to do this in the real world, but stories give us a chance to understand different perspectives and assess our morals and principles.</p> <p>For example, I often see homeless families on the way to school, who run after us and beg for money and food. I always ignore them and never give them a second thought. However, reading this story helped me walk in the shoes of a person who is poor, hungry and struggling. It helped me see how we, as human beings, think deeply, have our own principles and beliefs, and simply want to feel safe and cared for. Poverty does not reduce a human being to something lesser, and it is wrong of me to ignore the homeless children on the road, instead of empathising with them and helping them.</p>	-	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>● States an opinion about fiction dealing with real issues.</li> </ul> <p>(I agree that / I do not agree that fiction should deal with real issues.)</p> <ul style="list-style-type: none"> <li>● Provide a clear reason.</li> </ul>	3	

<p>(Fiction helps us gain new perspectives.)</p> <ul style="list-style-type: none"> <li>• Provides a relevant real-life example.</li> </ul> <p>(A conversation with a friend / An experience with a family member...)</p> <p><i>Accept any other valid explanations supported by a reason and an example.</i></p>	
<p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Begins with a clearly stated opinion.</li> <li>• Expands on the issue dealt with in the story.</li> <li>• Provides a reason.</li> <li>• Ends with an example.</li> </ul> <p><i>Award the full allotted marks if the criteria have been met.</i></p> <p><i>Award half of the allotted marks if the criteria need improvement.</i></p> <p><i>Award 0 marks if the criteria have not been met.</i></p>	1
<p><b>Language Mechanics</b></p> <ul style="list-style-type: none"> <li>• Uses correct grammar, spelling, and other language mechanics.</li> </ul> <p><i>Award the full allotted marks if there are 2 minor errors or 1 major error.</i></p> <p><i>Award half of the allotted marks if there are 3 to 4 minor errors or 2 major errors.</i></p> <p><i>Award 0 marks if there are more than 4 minor errors or more than 2 major errors.</i></p>	1

## Multiple-Choice Question

Skill	Reading	
<b>Essential Idea</b>	<b>Narrative fiction is a chronological succession of fictional events, narrated from a particular point of view, helping readers develop empathy and perspective.</b>	
<b>Item stem + question</b>	<p><i>The Summer of the Beautiful White Horse</i>, written by William Saroyan, tells the story of two boys, Aram and Mourad, who belong to a very poor fictional tribe called the Garoghlanian tribe. Regarded as one of the greatest writers of the 20<sup>th</sup> century, William Saroyan was the son of Armenian immigrants to the United States of America. Growing up in orphanages and in poverty, Saroyan's writings have been deeply affected by his childhood experiences.</p> <p>Based on <i>The Summer of the Beautiful White Horse</i>, what can we understand about the author's perspective on life?</p>	
<b>Correct answer</b>	He believed in celebrating life and the little joys that we encounter every day.	Student understands that the story focuses on the joy that riding the stolen horse brings to the two boys of the tribe, and this tells us the author's perspective.
<b>Distractor 1</b>	He focused on the hopelessness of poverty and hunger in the lives of immigrants.	Student does not understand that the story does not focus on the trials and tribulations of the life of the tribe but on their joys.
<b>Distractor 2</b>	He delved into the mysteries of the human mind in the midst of uncertainty and insecurity.	Student does not understand that the story does not explain the mindset of those living simple or uncertain lives but their joys.
<b>Distractor 3</b>	He understood that the world presented opportunities to every person, poor or rich.	Student does not understand that the story is about everyday life and not about the world at large.

## Free Response Question

<b>Skill</b>	Reading	
<b>Essential Idea</b>	<b>Narrative fiction is a chronological succession of fictional events, narrated from a particular point of view, helping readers develop empathy and perspective.</b>	
<b>Item stem + question</b>	<p><i>For all I knew, maybe it wasn't stealing at all. If you were crazy about horses the way my cousin Mourad and I were, it wasn't stealing. It wouldn't become stealing until we offered to sell the horse, which of course, I knew we would never do.</i></p> <p>– The Summer of the Beautiful White Horse</p> <p>Narrative fiction is a unique form of storytelling as it is usually told from the first-person point of view. How does this form help readers develop empathy? Explain your answer in the context of the lines quoted above.</p>	
<b>Marking Rubric</b>		
<b>Description</b>		<b>Marks</b>
<p><b>Sample answer</b></p> <p>The first-person point of view enables us to look at the world through the narrator's mind. Because we know the narrator's innermost thoughts and feelings, we are able to empathise with them more. In the lines quoted above, Aram justifies Mourad taking the horse from its owner by rationalising that if they don't sell the horse, it cannot be considered stealing. Yet, we know that moments earlier, Aram was worried and conflicted about the theft of the horse. However, his love for horses and for riding took over, and he tried to comfort himself by telling himself it wasn't stolen.</p> <p>In other stories, we are not able to see the thoughts of the characters as clearly. If this were told from a third-person point of view, we would judge Aram as a dishonest person for agreeing to ride with Mourad. However in this case, as we know about his internal conflict, we are able to understand him and even empathise with him, as many of us have often forgiven wrongdoings in ourselves and in others for our own benefit. This also helps us empathise with people in real life, by asking ourselves to pause and think about their inner thoughts and conflicts before judging them.</p>		-



<p><b>Content and Organisation</b></p> <ul style="list-style-type: none"> <li>Explains how the first-person point of view helps us empathise. (We are able to see the narrator’s thoughts and feelings clearly.)</li> <li>Expands on the lines quoted. (Aram was conflicted but told himself it wasn’t theft.)</li> </ul>	2
<p><b>Language Mechanics</b></p> <ul style="list-style-type: none"> <li>Uses correct grammar, spelling, and other language mechanics.</li> </ul> <p><i>Award the full allotted marks if there are 2 minor errors or 1 major error.</i></p> <p><i>Award half of the allotted marks if there are 3 to 4 minor errors or 2 major errors.</i></p> <p><i>Award 0 marks if there are more than 4 minor errors or more than 2 major errors.</i></p>	1

### Multiple-Choice Question

Skill	Reading	
Essential Idea	<b>Historical fiction conveys stories set in the past, depicting customs and social conditions with realistic accuracy, and shining a light on people and events that have shaped the world.</b>	
Item stem + question	<p>At the end of the story <i>The Last Lesson</i>, M. Hamel turns to the blackboard, takes a piece of chalk, and bearing on with all his might, he writes as large as he could — “Vive La France!”</p> <p>As a historical fiction story, what does this action signify about how the people of France felt during the Franco-Prussian War?</p>	
Correct answer	It signifies their desire to preserve the French culture and language in their new world.	Student is able to correctly summarise the motive behind the action, drawing inferences from the character’s traits and the story’s events.


<b>Distractor 1</b>	It signifies their attempt to stand strong and disobey the orders of the Prussian soldiers.	Student misunderstands the action as one of defiance.
<b>Distractor 2</b>	It signifies the bravery of the teachers who would never stop teaching.	Student does not make inferences but simply recalls lines from the story.
<b>Distractor 3</b>	It signifies their efforts to cheer up the students who were sad to see their teachers go.	Student does not think about the deeper message of the story.

### Free Response Question

<b>Skill</b>	<b>Reading</b>	
<b>Essential Idea</b>	<b>Historical fiction conveys stories set in the past, depicting customs and social conditions with realistic accuracy, and shining a light on people and events that have shaped the world.</b>	
<b>Item stem + question</b>	<p><i>When a people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison.</i></p> <p>M. Hamel, the French teacher, says this to his students in the story, <i>The Last Lesson</i>, referring to the order received from Berlin that only German would be taught in their schools, going forward.</p> <p>History is rife with wars and conquests of lands and peoples. In the context of this history, do you think that loss of language plays an important role in shaping the world?</p>	
<b>Marking Rubric</b>		
<b>Description</b>		<b>Marks</b>
<b>Sample answer</b>	<p>Yes, I think that language plays an important role in shaping the world. Language represents the history, beliefs and culture of a group of people. It is what binds them together. When a group's language is taken away, their history and culture are erased along with it. It is then easier to enslave them to discriminatory practices and systems. Such events then shape how the world works.</p>	-

<p>We can think of a language that is used by locals of a small village. They often possess knowledge of the world around them that the rest of the world doesn't understand. This is knowledge of plants, where freshwater is, and perhaps ideas of how the world work. These natural and cultural resources can be lost to time as languages die. In many aspects, it's this loss of resources that impacts the world the most, as a language dies. When the death of a language occurs due to active human efforts like wars, conquest and enslavement, there is also a loss of identity for large groups of people, leading to unrest, inequality and suffering.</p> <p>Therefore, I think that language does play an important role in shaping the world, and the loss of languages play an even bigger role.</p>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>States an opinion, either agreeing or disagreeing. (I think that / I do not think that language plays an important role in shaping the world.)</li> <li>Supports opinion with a clear and logical reason. (Language represents the culture of a group.)</li> </ul> <p><i>Accept any other valid explanations supported by reason.</i></p>	2
<p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Begins with a clearly stated opinion.</li> <li>Presents a logical reason.</li> <li>Presents ideas in a logical flow.</li> </ul> <p><i>Award the full allotted marks if the criteria have been met.</i></p> <p><i>Award half of the allotted marks if the criteria need improvement.</i></p> <p><i>Award 0 marks if the criteria have not been met.</i></p>	1
<p><b>Language Mechanics</b></p> <ul style="list-style-type: none"> <li>Uses correct grammar, spelling, and other language mechanics.</li> </ul> <p><i>Award the full allotted marks if there are 2 minor errors or 1 major error.</i></p> <p><i>Award half of the allotted marks if there are 3 to 4 minor errors or 2 major errors.</i></p> <p><i>Award 0 marks if there are more than 4 minor errors or more than 2 major errors.</i></p>	1

## Multiple-Choice Question

Skill	Reading
Essential Idea	<b>Non-fiction can be analysed by locating, consulting and citing information from credible sources and by drawing inferences from the text where there is space for interpretation.</b>
Item stem + question	<p>Often, information presented to us in the form of newspaper articles or posts is so convincing that we choose to believe it before questioning or evaluating it. As a consumer of news, what is the best practice to follow in order to evaluate the credibility of an article such as the one given below?</p> <div data-bbox="468 531 2054 1445"><p><b>Mutant Flowers Spotted At Fukushima Nuclear Disaster Site</b> <i>July 21, 2015</i></p><p>Photographs taken by Twitter user @San_kaido are currently going viral, which show deformed flowers taken 100 kilometers from the Fukushima nuclear disaster zone in Japan.</p><p>The tweet accompanying the pictures, reads: “The right one grew up, split into 2 stems to have 2 flowers connected each other, having 4 stems of flower tied belt-like. The left one has 4 stems grew up to be tied to each other and it had the ring-shaped flower. The atmospheric dose is 0.5 <math>\mu\text{Sv/h}</math> at 1m above the ground.”</p><p>ibtimes.co.uk reports:</p><p>Photographs of deformed daisies are doing the rounds in cyberspace, four years after the deadly Fukushima nuclear incident in Japan.</p><p>The white flowers are the latest in the long-list of victims, which have experienced deformation over nuclear disasters.</p><p>In March 2011, there was a meltdown in three of Fukushima’s six nuclear reactors due to the devastating tsunami which struck the region. Japan continues to grapple with the scale of the disaster.</p><p>Earlier, reports said some fruits and vegetables became mutated after the nuclear leak got mixed with ground water.</p><p>– Sean Adl-Tabatabai</p></div>

Source: <https://newspunch.com/mutant-flowers-spotted-at-fukushima-nuclear-disaster-site/>

<b>Correct answer</b>	Determine the credibility of the source of information by analysing the quality of the website and finding out about its author.	Student understands that the source of information is the most crucial in determining its credibility.
<b>Distractor 1</b>	Conduct a reverse image search and read similar articles or posts written about the same image in order to verify its credibility.	Student does not understand that the volume of information is not proof of its credibility.
<b>Distractor 2</b>	Send the article to close friends and family to gather their opinions about the credibility of the images and the information given.	Student does not understand that opinions on credibility are not proof of credibility.
<b>Distractor 3</b>	Trust your instincts about the credibility of the article based on your background knowledge about nuclear disasters and their effects.	Student does not understand that confirmation bias and perspective play a significant role in misinformation.

## Free Response Question

Skill	Reading
Essential Idea	<b>Non-fiction can be analysed by locating, consulting and citing information from credible sources and by drawing inferences from the text where there is space for interpretation.</b>
Item stem + question	Analyse the following screenshot from the website <a href="https://zapatopi.net/treeoctopus/">https://zapatopi.net/treeoctopus/</a> :

Help Save The **ENDANGERED**  
**PACIFIC NORTHWEST**  
**TREE OCTOPUS**  
 From **EXTINCTION!**

[About](#) [HELP!](#) [FAQs](#) [Sightings](#) [Media](#) [Activities](#) [Links](#)

**THE PACIFIC NORTHWEST TREE OCTOPUS**

The Pacific Northwest tree octopus (*Octopus paxarbolis*) can be found in the temperate rainforests of the Olympic Peninsula on the west coast of North America. Their habitat lies on the Eastern side of the Olympic mountain range, adjacent to Hood Canal. These solitary cephalopods reach an average size (measured from arm-tip to mantle-tip,) of 30-33 cm. Unlike most other cephalopods, tree octopuses are amphibious, spending only their early life and the period of their mating season in their ancestral aquatic environment. Because of the moistness of the rainforests and specialized skin adaptations, they are able to keep from becoming desiccated for prolonged periods of time, but given the chance they would prefer resting in pooled water.



Rare photo of the elusive tree octopus  
 (Enhanced from cropped telephoto)

An intelligent and inquisitive being (it has the largest brain-to-body ratio for any mollusk), the tree octopus explores its arboreal world by both touch and sight. Adaptations its ancestors originally evolved in the three dimensional environment of the sea have been put to good use in the spatially complex maze of the coniferous Olympic rainforests. The challenges and richness of this environment (and the intimate way in which it interacts with it,) may account for the tree octopus's advanced behavioral development. (Some evolutionary theorists suppose that "arboreal adaptation" is what laid the groundwork in primates for the evolution of the human mind.)

Do you think that the information in this article is credible? Support your opinion with 3 pieces of evidence.

**Marking Rubric**

Description	Marks
Sample answer	-

<p>No, I do not think that the information in this article is credible.</p> <p>1) The website, zapatopi, is not a well-known or credible website. Usually, for articles related to nature and wildlife, we refer to websites such as National Geographic, Discovery or WWF.</p> <p>2) No source has been given for the photograph, which makes its origins suspicious. It is quite simple to edit photographs to make them look real, but the source usually makes it credible. This is missing in this case.</p> <p>3) Octopi are aquatic creatures and breathe through gills. Furthermore, they don't have the limbs needed to climb trees, nor the mouth to eat food available on land. This background knowledge tells me that this article cannot be correct.</p>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>States a clear opinion.</li> </ul> <p>(I think that / I do not think that the information is credible.)</p> <ul style="list-style-type: none"> <li>Supports the opinion with 3 pieces of evidence.</li> </ul> <p>(The website is unknown; the photograph lacks a source; it does not align with known information.)</p> <p><i>Accept any other valid reasons supported by evidence.</i></p>	4
<p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Begins with a clearly stated opinion.</li> <li>Provides evidence in support of the opinion.</li> <li>Presents ideas in a logical flow.</li> </ul> <p><i>Award the full allotted marks if the criteria have been met.</i></p> <p><i>Award half of the allotted marks if the criteria need improvement.</i></p> <p><i>Award 0 marks if the criteria have not been met.</i></p>	1
<p><b>Language Mechanics</b></p> <ul style="list-style-type: none"> <li>Uses correct grammar, spelling, and other language mechanics.</li> </ul> <p><i>Award the full allotted marks if there are 2 minor errors or 1 major error.</i></p> <p><i>Award half of the allotted marks if there are 3 to 4 minor errors or 2 major errors.</i></p>	1



Award 0 marks if there are more than 4 minor errors or more than 2 major errors.

### Multiple-Choice Question

Skill	Reading	
Essential Idea	<b>Narrative non-fiction tells the reader about true events in the form of a story with the objective of informing as well as entertaining the reader.</b>	
Item stem + question	Narrative non-fiction is a very specific genre of non-fiction. <i>Discovering Tut: the Saga Continues</i> by A. R. Williams is an example of narrative non-fiction. Which of these options belong to a narrative non-fiction text?	
Correct answer	10:56 p.m. EDT. My heart beating drums in my chest. A thousand thoughts of a thousand things that could go wrong – the unknowns are rampant. But here I was, ready to plant the first human foot on another world. With more than half a billion people watching on television, I carefully climbed down the ladder. The crater, 60 feet deep, on a celestial body millions of miles away from home... and my foot, an inconsequential limb, on its surface. "That's one small step for a man, one giant leap for mankind."	Student understand that narrative non-fiction tells the reader about true events in the form of a story.
Distractor 1	Neil Armstrong was a NASA astronaut most famous for being the first person to walk on the moon, on July 20, 1969. Armstrong also flew on NASA's Gemini 8 mission in 1966. He retired from NASA in 1971 and remained active in the aerospace community, although he chose to keep mostly out of the public spotlight. Armstrong died Aug. 25, 2012, at age 82.	Student does not understand the difference between informational non-fiction and narrative non-fiction.
Distractor 2	Neil Alden Armstrong Born: 5 August 1930, Wapakoneta, Ohio, United States	Student does not understand that narrative non-fiction does not list

	<p>Died: 25 August 2012, Cincinnati, Ohio, United States</p> <p>Space missions: Apollo 11, Gemini 8</p> <p>Spouse: Carol Held Knight (m. 1994–2012), Janet Shearon (m. 1956–1994)</p> <p>Children: Karen Armstrong, Mark Armstrong, Eric Armstrong</p> <p>Parents: Stephen Armstrong, Viola Armstrong</p>	<p>facts in a straightforward manner but presents them in the form of a story.</p>
<p><b>Distractor 3</b></p>	<p>“The scientists tell us that there is no atmosphere there; no plant life; no water; and that men cannot live there even if they could go there. I am fixing that all up, working the moon over so that we will find life quite pleasant when we go there. I am sending rocket projectiles loaded with water from the Arctic Ocean to the moon. A projectile leaves here loaded with ice; immediately behind it goes another projectile carrying liquid air, hydrogen and oxygen. Both projectiles hit in the same spot on the moon, and the liquid air explodes and forms a protecting velvet for the ice water when it melts.”</p>	<p>Student does not understand the difference between science fiction and informational non-fiction.</p>
<p>Sources:</p> <p><a href="https://www.space.com/15519-neil-armstrong-man-moon.html">https://www.space.com/15519-neil-armstrong-man-moon.html</a></p> <p><a href="https://en.wikipedia.org/wiki/Neil_Armstrong">https://en.wikipedia.org/wiki/Neil_Armstrong</a></p> <p><a href="https://www.gutenberg.org/files/47576/47576-h/47576-h.htm">https://www.gutenberg.org/files/47576/47576-h/47576-h.htm</a></p>		

## Free Response Question

Skill	Reading	
Essential Idea	<b>Narrative non-fiction tells the reader about true events in the form of a story with the objective of informing as well as entertaining the reader.</b>	
Item stem + question	<p><i>An angry wind stirred up ghostly dust devils as King Tut was taken from his resting place in the ancient Egyptian cemetery known as the Valley of the Kings. Dark-bellied clouds had scudded across the desert sky all day and now were veiling the stars in casket grey. It was 6 p.m. on 5 January 2005. The world's most famous mummy glided head first into a CT scanner brought here to probe the lingering medical mysteries of this little understood young ruler who died more than 3,300 years ago.</i></p> <p><i>Discovering Tut: the Saga Continues</i> tells us about the study of the mummified remains of and artefacts belonging to one of the most famous ancient Egyptian pharaohs. What is the main advantage of presenting true information in the form of a story? Explain your answer in the context of the passage provided above.</p>	
Marking Rubric		
Description	Marks	
<p><b>Sample answer</b></p> <p>True information can be presented in various forms – as a list, as a graphic organiser, as a report, as an article, and even as a story. Presenting true information in the form of a story has the advantage of engaging the reader and ensuring continuous reading. Stories, due to their very nature, are able to draw readers in, build anticipation, and make reading difficult or otherwise tedious information quite easy and interesting!</p> <p>The passage about King Tut sets the scene very well. It tells us about the atmosphere surrounding the extraction of the mummified remains from the ancient tomb, contrasted with the dryness of the CT scanner that was used for the study. We are drawn into the past and then thrown suddenly into the future, and this technique helps us appreciate the wide chasm of hundreds of years that have passed between the two ages. Information presented simply as facts does not make such an impact on readers.</p>	-	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>● Explains at least one main advantage of presenting information as stories. (Engaging format; ability to set context; easy to read.)</li> <li>● Explains the advantage using the passage provided.</li> </ul>	2	

<p>(Sets the scene; contrasts the past and the present.)</p> <p><i>Accept any other valid explanations.</i></p>	
<p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>● Begins with the advantage of stories.</li> <li>● Refers to the passage provided.</li> <li>● Presents ideas in a logical flow.</li> </ul> <p><i>Award the full allotted marks if the criteria have been met.</i>  <i>Award half of the allotted marks if the criteria need improvement.</i>  <i>Award 0 marks if the criteria have not been met.</i></p>	1
<p><b>Language Mechanics</b></p> <ul style="list-style-type: none"> <li>● Uses correct grammar, spelling, and other language mechanics.</li> </ul> <p><i>Award the full allotted marks if there are 2 minor errors or 1 major error.</i>  <i>Award half of the allotted marks if there are 3 to 4 minor errors or 2 major errors.</i>  <i>Award 0 marks if there are more than 4 minor errors or more than 2 major errors.</i></p>	1

## Multiple-Choice Question

Skill	Reading	
<b>Essential Idea</b>	<b>Informational non-fiction presents facts about topics or events in a straightforward manner with the objective of informing the reader about the natural or social world.</b>	
<b>Item stem + question</b>	<p>The following paragraph has been taken from the informational non-fiction text, <i>NASA Fieldwork Studies Signs of Climate Change in Arctic, Boreal Regions</i></p> <p><i>Permafrost – layers of soil that have stayed frozen for at least two years – underlie much of Alaska and northwestern Canada. In some areas, especially within the Arctic Circle, the landscape is rich with permafrost. In others, this frozen soil is found in patches. Either way, it has mostly stayed frozen for thousands of years.</i></p> <p><i>But as our planet warms, permafrost is thawing at an accelerating rate. This is changing the shape and vegetation of landscapes and, in some cases, creating new ponds and lakes that are also hotspots for greenhouse gas emissions.</i></p> <p>Based on this, what do you think is the main objective of informational non-fiction as a genre?</p>	
<b>Correct answer</b>	To present true and accurate information to its readers in as straightforward a way as possible	Student understands that informational non-fiction presents facts about topics or events in a straightforward manner with the objective of informing the reader about the natural or social world.
<b>Distractor 1</b>	To evoke the emotions of its readers in order to inspire action to make the world a better place to live	Student does not understand that informational non-fiction does not use techniques of fiction or poetry to appeal to the emotions of readers.
<b>Distractor 2</b>	To inform its readers about current events of significance taking place across the globe	Student does not understand that informing about current events is part of the aim but not the main objective of informational non-fiction.

<b>Distractor 3</b>	To persuade its readers about a specific point of view on pressing concerns that affect our lives	Student does not understand that informational non-fiction does not present arguments in favour of or against topics but presents information as it is.
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Source: <https://climate.nasa.gov/news/3229/nasa-fieldwork-studies-signs-of-climate-change-in-arctic-boreal-regions/>

### Free Response Question

<b>Skill</b>	Reading
<b>Essential Idea</b>	<b>Informational non-fiction presents facts about topics or events in a straightforward manner with the objective of informing the reader about the natural or social world.</b>
<b>Item stem + question</b>	The various structures of informational non-fiction texts include list, description, problem and solution, cause and effect, compare and contrast, and sequence of events.  Which structure is the most effective to write an informational non-fiction text about the extinction of bees? Support your choice with a strong reason.

### Marking Rubric

Description	Marks
<b>Sample answer</b>  In my opinion, the 'cause and effect' structure is the most effective one for writing an informational non-fiction text about the extinction of bees. This is because there are causes and effects involved at two levels of this concept – one, human actions are causing a clear effect of reducing the bee population; and two, the extinction of bees will lead to widespread food shortage very soon. The nature of the problems lends extremely well to this structure.	-

<p><b>Content and Organisation</b></p> <ul style="list-style-type: none"> <li>States a clear choice for a structure.</li> </ul> <p><i>(Accept any choice presented by the student, as provided in the question.)</i></p> <ul style="list-style-type: none"> <li>Provides a clear reason in support of the choice.</li> </ul> <p><i>(Cause and effect due to the involvement of causes and effects in the nature of the issue. / Problem and solution as bee extinction is a problem we are facing that needs an immediate solution.)</i></p> <ul style="list-style-type: none"> <li>Presents the ideas in a logical flow.</li> </ul> <p><i>Accept any other valid explanations supported by reasons.</i></p>	2
<p><b>Language Mechanics</b></p> <ul style="list-style-type: none"> <li>Uses correct grammar, spelling, and other language mechanics.</li> </ul> <p><i>Award the full allotted marks if there are 2 minor errors or 1 major error.</i></p> <p><i>Award half of the allotted marks if there are 3 to 4 minor errors or 2 major errors.</i></p> <p><i>Award 0 marks if there are more than 4 minor errors or more than 2 major errors.</i></p>	1

### Multiple-Choice Question

Skill	Reading
Essential Idea	Poetry reading requires the reader to ask analytical questions, let go of assumptions about the poem's meaning, and understand its context.
Item stem + question	<p><i>The Laburnum Top</i> by Ted Hughes is a short, 15-line poem about a little goldfinch alighting on and then launching away from a laburnum tree on an autumn day.</p> <p>Ted Hughes enjoyed hunting in his adolescence and once confessed that... "He wanted to capture not just live animals, but the aliveness of animals in their natural state: their wildness, their quiddity, the fox-ness of the fox and the crow-ness of the crow."</p>

	Based on this context, what do you think the theme of the poem <i>Laburnum Top</i> is?	
<b>Correct answer</b>	The relationships between natural species	Student understands that the poet's experiences and passions play the most important role in a poem's theme and message.
<b>Distractor 1</b>	The importance of silence in the midst of noise	Student does not understand that silence and noise is one aspect of nature and not the focus of the poem.
<b>Distractor 2</b>	The everlasting nature of hope in lonely hearts	Student makes assumptions about the poem's meaning based on a single line, without taking its context into consideration.
<b>Distractor 3</b>	The cycle of happiness and suffering in life	Student misunderstands the meaning of the poem.

### Free Response Question

Skill	Reading	
<b>Essential Idea</b>	<b>Poetry reading requires the reader to ask analytical questions, let go of assumptions about the poem's meaning, and understand its context.</b>	
<b>Item stem + question</b>	<p>Asking analytical questions about a poem helps us understand it deeply. For example:</p> <p>How does the poet use form and structure to convey emotions?</p> <p>How does the poet's choice of words affect the meaning and tone of the poem?</p> <p>Answer these questions in the context of the poem <i>The Laburnum Top</i> by Ted Hughes.</p>	
Marking Rubric		
<b>Description</b>		<b>Marks</b>



<p><b>Sample answer</b></p> <p>Ted Hughes has used structural elements effectively to highlight the relationship between species of nature by breaking the poem into three parts. The first part, consisting of three lines, talks about the silent tree, losing yellow leaves in deep autumn. The second part, consisting of eleven lines, talks about the goldfinch, in a flurry of activity and noise, feeding her little chicks. The third part, consisting of just one line, talks about the silence that suddenly falls on the tree on the goldfinch's departure.</p> <p>The poet has also chosen specific words according to their length and meaning to convey the right meaning and tone. The first stanza uses long, languid words and describes the still tree. The second uses shorter, sharper-sounding words to communicate the quick, flurrying activity of the bird. Then it goes back to the quieter more reflective language for the third, after the bird has left.</p>	-
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>● Lists the break-up of the poem into three distinct parts. (Three lines, eleven lines, one line.)</li> <li>● Explains the meaning distinctions between the three parts. (Silence and loss; activity and noise; silence and loneliness)</li> <li>● Identifies the differences in word choices. (Length and meaning.)</li> <li>● Explains the effect of word choices on meaning and tone.</li> <li>● (Reflection and quiet versus quick movement and energy.)</li> </ul> <p><i>Accept any other valid explanations supported by evidence.</i></p>	4
<p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>● Explains the structure of the poem.</li> <li>● Explains the effect of structure on meaning.</li> <li>● Explains the word choice of the poem.</li> <li>● Explains the effect of word choice in meaning.</li> <li>● Presents ideas in a logical flow.</li> </ul>	1

<p><i>Award the full allotted marks if the criteria have been met.</i></p> <p><i>Award half of the allotted marks if the criteria need improvement.</i></p> <p><i>Award 0 marks if the criteria have not been met.</i></p>	
<p><b>Language Mechanics</b></p> <ul style="list-style-type: none"> <li>• Uses correct grammar, spelling, and other language mechanics.</li> </ul> <p><i>Award the full allotted marks if there are 2 minor errors or 1 major error.</i></p> <p><i>Award half of the allotted marks if there are 3 to 4 minor errors or 2 major errors.</i></p> <p><i>Award 0 marks if there are more than 4 minor errors or more than 2 major errors.</i></p>	1

### Multiple-Choice Question

Skill	Reading	
<b>Essential Idea</b>	<b>Drama is a script for the performance of written dialogue and stage directions, telling a story that usually focuses on a conflict between characters.</b>	
<b>Item stem + question</b>	<p>The following line forms part of the stage directions in the play, <i>Mother's Day</i>.</p> <p><i>[This little scene should be acted very carefully. We are to assume that the personalities change bodies. After the spell has been spoken, both women, still grasping hands, go lax, as if the life were out of them. Then both come to life, but with the personality of the other. Each must try to adopt the voice and mannerisms of the other. So now Mrs Pearson is bold and dominating and Mrs Fitzgerald is nervous and fluttering.]</i></p> <p>What value do stage directions add to a play being performed on stage?</p>	
<b>Correct answer</b>	Stage directions give actors guidance about how to shape their performance.	Student understands that stage directions that performance include movement, position and delivery, which stage directions help with.

<b>Distractor 1</b>	Stage directions give actors guidance about where on stage they should stand.	Student does not understand that positions on stage are just one aspect of performance that stage directions deal with.
<b>Distractor 2</b>	Stage directions give the director guidance about how the props must be arranged.	Student does not understand that stage directions are written from the perspective of the actor facing the audience
<b>Distractor 3</b>	Stage directions give the director guidance about how to direct the play.	Student does not understand that the stage directions are meant mainly for actors to perform in certain ways.

### Free Response Question

<b>Skill</b>	<b>Reading</b>	
<b>Essential Idea</b>	<b>Drama is a script for the performance of written dialogue and stage directions, telling a story that usually focuses on a conflict between characters.</b>	
<b>Item stem + question</b>	<p><i>MRS PEARSON: I was yawning at your jokes before you were born, Doris.</i></p> <p><i>DORIS: [almost tearful again] What's making you talk like this? What have we done?</i></p> <p><i>MRS PEARSON: [promptly] Nothing but come in, ask for something, go out again, then come back when there's nowhere else to go.</i></p> <p>A play tells a story that usually focuses on a conflict between characters. How does the dialogue of a play contribute to this? Explain your answer in the context of the lines given above, taken from the play, <i>Mother's Day</i>.</p>	
<b>Marking Rubric</b>		
<b>Description</b>	<b>Marks</b>	
<b>Sample answer</b>	-	

<p>The dialogue of a play is the most crucial element of the play in revealing the story and the conflict between characters. A play is, after all, not a book – there is no narration of the characters’ inner feelings or past experiences. It is the dialogue that reveals what the characters are feeling and what their motivations are.</p> <p>In the lines provided, we can tell that Mrs Pearson is feeling resentful towards Doris. Doris is confused and unable to understand why Mrs Pearson is behaving the way she is. Mrs. Pearson reveals through dialogue that she is tired of being taken for granted and being pushed around. This is the conflict between the characters, and the dialogue between them reveals what they feel and why they feel so.</p>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Explains the importance of dialogue in a play. (It reveals the characters’ feelings and experiences.)</li> <li>• Explains the role of dialogue using the lines given. (Mrs Pearson is resentful; Doris is confused.)</li> </ul> <p><i>Accept any other valid explanations supported by evidence.</i></p>	3
<p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Begins with an explanation about the importance of dialogue.</li> <li>• Explains how dialogue reveals conflict.</li> <li>• Gives an explanation in the context of the lines provided.</li> <li>• Presents ideas in a logical flow.</li> </ul> <p><i>Award the full allotted marks if the criteria have been met.</i></p> <p><i>Award half of the allotted marks if the criteria need improvement.</i></p> <p><i>Award 0 marks if the criteria have not been met.</i></p>	1

## Language Mechanics

- Uses correct grammar, spelling, and other language mechanics.

*Award the full allotted marks if there are 2 minor errors or 1 major error.*

*Award half of the allotted marks if there are 3 to 4 minor errors or 2 major errors.*

*Award 0 marks if there are more than 4 minor errors or more than 2 major errors.*

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## VOCABULARY

### Multiple-Choice Question

Skill	Vocabulary
Essential Idea	<b>Inferring meanings of unfamiliar words from context, specifically linguistic and situational clues, and using background knowledge, enhances comprehension.</b>
Item stem + question	<p>The following is a paragraph from a World History Encyclopedia article on <i>War in Ancient Times</i>.</p> <p><b><i>War &amp; the Rise of Nations</i></b></p> <p><i>Throughout history, individuals, states, or political factions have gained sovereignty over regions through the use of war. The history of one of the earliest civilizations in the world, that of Mesopotamia, is a chronicle of nearly constant strife. Even after Sargon the Great of Akkad (r. 2334-2279 BCE) unified the region under the Akkadian Empire, war was still waged in putting down rebellions or <b>fending off</b> invaders. The Early Dynastic Period of Egypt (c. 3150-c. 2613 BCE) is thought to have risen from war when the Pharaoh Manes (or Menes) of the south conquered the region of northern Egypt (though this claim is disputed).</i></p> <p>Source: <a href="https://www.worldhistory.org/war/">https://www.worldhistory.org/war/</a></p> <p>What is the meaning of the term <i>fending off</i>? Use language and context clues to draw an inference.</p>

<b>Correct answer</b>	defending oneself against someone or something	Student uses both language and context clues to infer the meaning.
<b>Distractor 1</b>	fencing off a piece of land to protect it from intruders	Student does not use context clues but only language clues to infer the meaning.
<b>Distractor 2</b>	mounting an attack on enemy soldiers during a battle	Student does not use language clues but only context clues to infer the meaning.
<b>Distractor 3</b>	helping wounded soldiers who have attacked you in war	Student does not use either context clues or language clues to infer the meaning.

### Free Response Question

<b>Skill</b>	<b>Vocabulary</b>
<b>Essential Idea</b>	<b>Inferring meanings of unfamiliar words from context, specifically linguistic and situational clues, and using background knowledge, enhances comprehension.</b>
<b>Item stem + question</b>	<p>The following is an extract from a Science News article on Fishing Cats.</p> <p>Divyajyoti Ganguly, a wildlife biology master’s student at the National Centre for Biological Sciences in Bangalore and coauthor of the study, analyzed 197 videos collected by the camera traps from 2016 to 2018. In deep water — where much of the cats’ bodies are submerged — the felines tend to wait patiently for the perfect opportunity to strike. They stayed still nearly 52 percent of the time and jumped after prey just 3.9 percent of the time, the videos showed.</p> <p>This ‘sit and wait’ approach helps fishing cats conserve energy while also increasing the chances of successfully ambushing prey. The fishing cat “thinks hard before jumping in,” Adhya says. “It has to optimize its [energy] gain.”</p> <p>When hunting in shallow water, fishing cats were more active, patrolling about 96 percent of the time and occasionally pawing the water to flush out fish, Ganguly and Adhya found.</p>

The insight “expands and elaborates on our understanding of the fishing cat’s **semiaquatic** nature,” says wildlife ecologist Jim Sanderson, founder and director of the Small Wild Cat Conservation Foundation in Corrales, N.M., who was not involved in the study.

Source: <https://www.sciencenews.org/article/fishing-cat-hunt-fish-india-scientists>

Explain the meaning of the term *semiaquatic*, citing one language clue and one context clue to support your answer.

### Marking Rubric

Description	Marks
<p><b>Sample answer</b></p> <p>The word ‘semiaquatic’ means ‘living or growing partly on land and partly in water.’</p> <p>Language clue: The first part of the word, ‘semi,’ means ‘half.’ The second part, ‘aquatic,’ means ‘water.’ Since the word has been used as an adjective, we can tell that it is describing the nature of the fishing cat. This tells us that the fishing cat stays partly in water and partly on land.</p> <p>Context clue: The extract is about fishing cats. We know that cats live on land. From the extract we understand that fishing cats prey on fish as food and spend time in deep as well as shallow water, trying to hunt fish. Based on this context, we can say that the word ‘semiaquatic’ means ‘living partly on land and partly in water.’</p>	-
<p><b>Content and Organisation</b></p> <ul style="list-style-type: none"> <li>● Explains the meaning of the word correctly. (Partly on land and partly in water.)</li> <li>● Provides 1 relevant language clue. (Two parts of the word, semi and aquatic.)</li> <li>● Provides 1 relevant context clue. (The extract talks about a land animal that hunts fish for food.)</li> </ul> <p><i>Accept any other valid explanations.</i></p>	

### Language Mechanics

- Uses correct grammar, spelling, and other language mechanics.

*Award the full allotted marks if there are 2 minor errors or 1 major error.*

*Award half of the allotted marks if there are 3 to 4 minor errors or 2 major errors.*

*Award 0 marks if there are more than 4 minor errors or more than 2 major errors.*

### Multiple-Choice Question

Skill	Vocabulary	
Essential Idea	<b>Specific word choices have a great impact on meaning and tone, including words with similar meanings or language that is particularly engaging.</b>	
Item stem + question	You are tasked with creating a poster for a new store that cleans donated clothes, shoes and accessories, and sells them at a reduced price. The main objective of your poster is to attract as many customers as possible. Which sentence would you choose for your poster?	
Correct answer	We sell vintage clothes, shoes and accessories.	Student understands that the connotation of the word <i>vintage</i> in relation to clothes is positive and so will attract many customers.
Distractor 1	We sell old clothes, shoes and accessories.	Student does not understand that the connotation of the word <i>old</i> in relation to clothes is not very positive and so might not attract many customers.
Distractor 2	We sell antique clothes, shoes and accessories.	Student does not understand that the word <i>antique</i> connotes high prices, while the store is selling clothes at a reduced price.



<b>Distractor 3</b>	We sell dated clothes, shoes and accessories.	Student does not understand that the word <i>dated</i> connotes <i>out-of-style</i> , which is not what the store is claiming to sell.
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### Free Response Question

Skill	Vocabulary
<b>Essential Idea</b>	<b>Specific word choices have a great impact on meaning and tone, including words with similar meanings or language that is particularly engaging.</b>
<b>Item stem + question</b>	<p>Which option would you choose while writing about a young girl’s adventure in a forest? Focus your answer on vocabulary choice and tone.</p> <p><b>Option 1:</b> Rafia walked in the forest without an aim. Once, she stopped to look at a wild fern. Another time, she stopped to listen to the rainwater falling from the trees. She also enjoyed listening to the birds singing in the distance.</p> <p><b>Option 2:</b> Rafia wandered through the forest, stopping occasionally to admire a wild fern or take in the sounds of dripping water and faraway birdsong.</p>

### Marking Rubric

Description	Marks
<p><b>Sample answer</b></p> <p>I would choose Option 2.</p> <p>Option 2 uses more specific vocabulary, creating a clear picture in the reader’s mind. For example, instead of saying ‘walked without an aim,’ it says ‘wandered,’ which immediately tells us about the emotional state and physical movements of the character. Similarly, the use of the word ‘admire’ instead of ‘look’ tells what about the thoughts and body language of the character.</p>	-

<p>Option 2 also has a more optimistic and lively tone. It tells us that the character is enjoying her walk through the forest. For example, 'faraway birdsong' creates a lighter atmosphere than 'birds singing in the distance.'</p>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• States which option she/he would choose.</li> <li>• Explains the choice using examples of vocabulary and its effect. (Use of specific versus general vocabulary.)</li> <li>• Explains the choice using examples of tone and its effect. (The vocabulary used creates a more positive atmosphere.)</li> </ul> <p><i>Accept any other valid explanations supported by evidence.</i></p>	3
<p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>• Begins with a clearly stated choice.</li> <li>• Presents arguments about vocabulary.</li> <li>• Provides arguments about tone.</li> <li>• Presents ideas in a logical flow.</li> </ul> <p><i>Award the full allotted marks if the criteria have been met. Award half of the allotted marks if the criteria need improvement. Award 0 marks if the criteria have not been met.</i></p>	1
<p><b>Language Mechanics</b></p> <ul style="list-style-type: none"> <li>• Uses correct grammar, spelling, and other language mechanics.</li> </ul> <p><i>Award the full allotted marks if there are 2 minor errors or 1 major error. Award half of the allotted marks if there are 3 to 4 minor errors or 2 major errors. Award 0 marks if there are more than 4 minor errors or more than 2 major errors.</i></p>	1

## WRITING

### Multiple-Choice Question

Skill	Writing	
Essential Idea	<b>A well-structured argument introduces specific and reasoned claims, distinguishes them from counterclaims, and provides reasons and evidence.</b>	
Item stem + question	<p>Read the following opening paragraph of an argumentative essay on the topic, <i>Diversity: Help or Hindrance to Group Performance?</i></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>In an increasingly complex and competitive business world, how is a company to generate the creative ideas needed for ongoing success? Many managers believe that forming teams with cross-functional diversity is the answer (Sethi et al., 2002), and this is becoming increasingly common (Mu &amp; Gnyawali, 2003). However, while diversity in group membership may lead to the diversity of ideas needed for innovative problem-solving, managers need to be aware that that there are many ways that diversity can in fact hinder team performance, though there are strategies that both teams and their managers can use to reduce the potential negatives and enhance the potential positives.</i></p> <p>Source: <a href="https://my.uq.edu.au/files/10945/example-argumentative-essay.pdf">https://my.uq.edu.au/files/10945/example-argumentative-essay.pdf</a> (edited)</p> </div> <p>What is the main improvement needed in this opening paragraph?</p>	
Correct answer	The paragraph needs to convey the writer’s claim on the stated issue, either for or against.	Student understands that an argumentative essay must begin with the writer’s claim with summarised reasons, and then move on to counterclaims.
Distractor 1	The topic refers to group performance, so the paragraph needs to focus on groups and not teams.	Student does not understand that the terms ‘group’ and ‘team’ are synonyms and can be used interchangeably without affecting the quality of the argument.
Distractor 2	The extra word ‘that’ needs to be deleted from the last sentence for language accuracy.	Student does not understand that while this is a needed edit, the main improvement must focus on the flow and presentation of the argument.

<b>Distractor 3</b>	The paragraph needs to talk about the meaning and importance of group performance.	Student does not understand that an argumentative essay should not begin with definitions of terms but must focus on the writer's claim.
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### Free Response Question

<b>Skill</b>	<b>Writing</b>
<b>Essential Idea</b>	<b>A well-structured argument introduces specific and reasoned claims, distinguishes them from counterclaims, and provides reasons and evidence.</b>
<b>Item stem + question</b>	Write a clear and structured argumentative essay of 350 – 400 words on the topic, <i>Is the digital age making humans less intelligent?</i>

### Marking Rubric

<b>Description</b>	<b>Marks</b>
<p><b>Sample answer</b></p> <p>While there are a lot of negatives associated with the advent and rise of the digital age and the infiltration of technology in all aspects of human life – such as reduction of physical movement and exercise, strained social skills and relationships, and an increasing divide between the haves and have-nots of the world – it is a stretch to say that it is making human beings less intelligent. There is ample evidence that technology is supplementing our thinking, thus enabling us to excel, and also augmenting decision-making skills; at the same time, there is no scientific evidence that technology is harming our cognitive abilities.</p> <p>Many proponents of the opposing view claim that there is no argument – the “outsourcing” of our thinking and management of daily tasks to technology is rendering us less intelligent. Brett Frischmann, author of <i>Re-Engineering Humanity</i>, posits that, for example, by letting the GPS in our phone map our route to reach our destination, we are handing over the important task of thinking to a device – this does not enable us to extend our intelligence but rather enables technology companies to reach into our mind, collecting data about our habits and needs. However, the author presents no evidence that such outsourcing of everyday tasks is reducing our intelligence.</p>	-

<p>In his paper <i>Nature Human Behaviour</i>, behavioural expert Anthony Chemero of the University of Cincinnati explains how digital technology is supplementing our thinking and is changing the way we engage our cognitive abilities, which has been shown to be beneficial for our brains. Using the example of our phone mapping routes, he argues that this frees up energy for our brain to think about something else. Similarly, when we don't have to spend time doing complicated calculations on pen and paper, our mind is free to focus on more productive tasks and decision-making.</p> <p>Digital technology does the job of remembering, storing and presenting information, which would otherwise take up cognitive space and abilities in our brains. This enables the human brain to practise higher-order skills of analysing, reasoning, evaluating and making decisions. For these reasons, I am convinced that technology, due to its inherent nature, is not making us less but in fact more intelligent.</p>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>States a claim either for or against the topic. (I agree that / I do not agree that technology is making humans less intelligent.)</li> <li>Lists at least 1 counterclaim. (Some experts claim that we are outsourcing our thinking to technology.)</li> <li>Presents at least 2 pieces of evidence in support of the claim. (Technology is improving the brain's cognitive abilities. Technology is enabling decision-making.)</li> </ul> <p><i>Accept any other valid explanations supported by evidence.</i></p>	4
<p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>Begins with a clearly stated claim for or against the topic.</li> <li>Presents a counterclaim.</li> <li>Provides evidence in support of the claim.</li> <li>Presents ideas in a logical flow.</li> </ul> <p><i>Award the full allotted marks if the criteria have been met.</i>  <i>Award half of the allotted marks if the criteria need improvement.</i>  <i>Award 0 marks if the criteria have not been met.</i></p>	4
<p><b>Language Mechanics</b></p> <ul style="list-style-type: none"> <li>Uses correct grammar, spelling, and other language mechanics.</li> </ul>	2

Award the full allotted marks if there are 2 minor errors or 1 major error.  
 Award half of the allotted marks if there are 3 to 4 minor errors or 2 major errors.  
 Award 0 marks if there are more than 4 minor errors or more than 2 major errors.

### Multiple-Choice Question

Skill	Writing	
<b>Essential Idea</b>	<b>An engaging narrative captivates the reader's attention with memorable characters in a fitting setting within a well-crafted plot.</b>	
<b>Item stem + question</b>	Amana is writing a novel about a young boy's reflections on everyday life. She wants the tone of her novel to be that of peaceful simplicity. Which setting description will best help in setting such a tone?	
<b>Correct answer</b>	Rayaz sat on the last stone step, looking out at the hills spreading below him, the soft golden rays of the setting sun gently caressing their peaks.	Student understands that natural settings and soft words help in setting a tone of peaceful simplicity.
<b>Distractor 1</b>	The stillness of the night surrounded Rayaz, drowning him in silence, his thudding heart the only sound in the dark room. A solitary owl hooted outside.	Student does not understand that natural settings used along with dark words set a tone of fear and loneliness.
<b>Distractor 2</b>	The young Rayaz hurried along the uneven trail, little pebbles scurrying their way down the hill as his heavy footsteps dislodged them from their stony homes.	Student does not understand that negative and fast words set a tone of hurry and movement.
<b>Distractor 3</b>	A drop of muddy brown water dripped its way out of the rusty tap, making its solitary journey through the smoke-filled air and onto the carpeted floor.	Student does not understand that descriptions of derelict surroundings set a tone of hopelessness and despair.

## Free Response Question

Skill	Writing
Essential Idea	<b>An engaging narrative captivates the reader’s attention with memorable characters in a fitting setting within a well-crafted plot.</b>
Item stem + question	<p>Esha is writing a short narrative about a sweet relationship between a little boy and his father. She wants to father to be a gentle yet quirky character. Here is an extract from her first draft. Rewrite her draft so that the father’s traits can be seen clearly and he becomes a memorable character.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>“Dad!” called Jeshan.</p> <p>“Yes, son?” asked Prateek. He had a quirky contraption around his head.</p> <p>“It’s here, Dad! The Yellow Sedge-skipper! The endangered butterfly we’ve been waiting for!”</p> <p>Prateek was so overwhelmed that he pulled his son into an embrace. He was a gentle man, showering his son with a lot of affection.</p> <p>“Let’s go, Dad!”</p> </div>

### Marking Rubric

Description	Marks
<p><b>Sample answer</b></p> <p>“Dad! Daddddd! Dadddd!”</p> <p>Prateek, a contraption made of a short leather belt, metal tubes and pieces of glass strapped around his head, looked up, peering carefully through the little looking glass at his son.</p> <p>“What is it, Jeshan?” he asked in his faraway voice.</p> <p>“It’s here! It’s here, Dad! The Yellow Sedge-skipper!”</p> <p>Prateek continued to peer through the looking glass at his eye, his eyes wider than usual, a small ‘O’ at his lips.</p>	-

<p>“Dad?”</p> <p>With a sudden flutter of movement, much like the butterfly they would soon observe, Prateek picked up his son in an embrace, twirling him around, sending glass and bits of paper flying across the room.</p> <p>“Dad!” laughed Jeshan, “Let’s go, let’s go!”</p>	
<ul style="list-style-type: none"> <li>• Uses body language and actions to demonstrate character traits. (peering, sudden flutter of movement.)</li> </ul> <p><i>Accept any other valid examples that demonstrate the traits.</i></p>	1
<ul style="list-style-type: none"> <li>• Uses voice and dialogue to demonstrate character traits. (faraway voice, lack of conversation)</li> </ul> <p><i>Accept any other valid examples that demonstrate the traits.</i></p>	1
<ul style="list-style-type: none"> <li>• Writes in an engaging manner.</li> </ul>	1
<p><b>Language Mechanics</b></p> <ul style="list-style-type: none"> <li>• Uses correct grammar, spelling, and other language mechanics.</li> </ul> <p><i>Award the full allotted marks if there are 2 minor errors or 1 major error.</i></p> <p><i>Award half of the allotted marks if there are 3 to 4 minor errors or 2 major errors.</i></p> <p><i>Award 0 marks if there are more than 4 minor errors or more than 2 major errors.</i></p>	1



## Multiple-Choice Question

Skill	Writing	
<b>Essential Idea</b>	<b>An informational text analyses and explains complex ideas and information effectively, using structured organisation of ideas, relevant details, syntax, vocabulary, graphics and formatting.</b>	
<b>Item stem + question</b>	<p>You have been given the task of creating a page in an encyclopedia about the human body. The page you have to create is titled <i>How the Tongue Helps Us Taste</i>.</p> <p>Which is the best way of structuring the information on the page?</p>	
<b>Correct answer</b>	<ul style="list-style-type: none"> <li>✓ How bumps on our tongue contain taste buds</li> <li>✓ How microscopic hairs in taste buds send messages to the brain</li> <li>✓ How the nose assists the taste buds in identifying taste</li> </ul>	<p>Student understands that an encyclopedia page about how the tongue helps us taste should give information about the specific role and process of tasting.</p>
<b>Distractor 1</b>	<ul style="list-style-type: none"> <li>✓ A tongue-twister about tongues and taste buds</li> <li>✓ A short story about tasting different foods using our tongue</li> <li>✓ A short poem about the importance of cleaning our tongue</li> </ul>	<p>Student does not understand that an encyclopedia page is an informational text and so should not be made up completely of prose and poetry.</p>
<b>Distractor 2</b>	<ul style="list-style-type: none"> <li>✓ How the various muscles of the tongue work</li> <li>✓ How the muscles help us form words and eat tasty food</li> <li>✓ How the taste buds help us taste different foods</li> </ul>	<p>Student does not understand that an encyclopedia page about how the tongue helps us taste should focus on the specific topic and not on collateral information.</p>

<b>Distractor 3</b>	<ul style="list-style-type: none"><li>✓ What the structure and function of the tongue is</li><li>✓ What the different parts of the tongue are</li><li>✓ What the structure of the taste buds is</li></ul>	Student does not understand that an encyclopedia page about how the tongue helps us taste should focus on the process as well and not only on structure.
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## Free Response Question

Skill	Writing
Essential Idea	<b>An informational text analyses and explains complex ideas and information effectively, using structured organisation of ideas, relevant details, syntax, vocabulary, graphics and formatting.</b>
	<p>The following short article about cryptocurrency has been written for school students to help them better understand the new currency and how it works. Your task is to review it by filling in the feedback sheet.</p> <div data-bbox="394 491 2128 1447" style="border: 1px solid black; padding: 10px;"><p><b>What is cryptocurrency?</b></p><p>Cryptocurrency is decentralized digital money that's based on blockchain technology, designed to be used over the internet. Bitcoin, which launched in 2008, was the first cryptocurrency, and it remains by far the biggest, most influential, and best-known. In the decade since, Bitcoin and other cryptocurrencies like Ethereum have grown as digital alternatives to money issued by governments. Today, there are more than 5,000 different cryptocurrencies in circulation.</p><p><b>How does cryptocurrency work?</b></p><p>A cryptocurrency is a medium of exchange that is digital, encrypted and decentralized. Unlike the U.S. Dollar or the Euro, there is no central authority that manages and maintains the value of a cryptocurrency. Instead, they're managed by peer-to-peer networks of computers running free, open-source software. Generally, anyone who wants to participate is able to.</p><p>If a bank or government isn't involved, how is crypto secure? It's secure because all transactions are vetted by a technology called a blockchain. A cryptocurrency blockchain is similar to a bank's balance sheet or ledger. Each currency has its own blockchain, which is an ongoing, constantly re-verified record of every single transaction ever made using that currency.</p><p>You can use crypto to buy regular goods and services, although most people invest in cryptocurrencies as they would in other assets, like stocks or precious metals. While cryptocurrency is a novel and exciting asset class, purchasing it can be risky as you must take on a fair amount of research to fully understand how each system works.</p><p>Bitcoin was the first cryptocurrency, first outlined in principle by Satoshi Nakamoto in a 2008 paper titled "Bitcoin: A Peer-to-Peer Electronic Cash System." Nakamoto described the project as "an electronic payment system based on cryptographic proof instead of trust."</p><p><i>Sources:</i></p><p><a href="https://www.forbes.com/advisor/investing/what-is-cryptocurrency/">https://www.forbes.com/advisor/investing/what-is-cryptocurrency/</a></p></div>

<https://www.coinbase.com/learn/crypto-basics/what-is-cryptocurrency>

	Feedback	Suggestions for Improvement
<b>Content</b>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<b>Language</b>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<b>Flow/Structure</b>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<b>Ease of Understanding</b>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

## Marking Rubric

Description			Marks
<b>Sample answer</b>			-
	Feedback	Suggestions for Improvement	
<b>Content</b>	The content is brief and crisp. However, the concepts have not been explained in an age-appropriate manner, as school students may not fully understand terms such as ‘decentralized digital money,’ ‘blockchain technology’ and so on.	The article must be written keeping in mind what school students know. A simple analogy can be used to help students understand how normal currency works and how digital currency works. Concepts like blockchain technology should be broken down and explained with examples.	
<b>Language</b>	The language used is free of grammatical and other errors. However, the level is well above that of school students.	Simple language must be used, keeping in mind the vocabulary level of school students.	
<b>Flow/Structure</b>	The information flows well, starting with what cryptocurrency is, then talking about how it works, and ending with what it can be used for.	The article should begin with how normal currency works, so that students understand how a decentralized currency is different.	
<b>Ease of Reading</b>	It is not very easy to read, as there is a lot of information given in the form of long complex sentences.	Use of graphic organisers and bullet points will make the concept easier to understand. Shorter sentences can be used to make comprehension easier.	
<b>Content</b> <ul style="list-style-type: none"> <li>● Points out the age-inappropriateness of the content. (Concepts are explained in a manner that will be difficult for school students.)</li> <li>● Suggests simplification of explanations.</li> </ul>			2

<p>(Use of examples, analogies, or stories.)  <i>Accept other valid points of view, supported by reasons.</i></p>	
<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Points out that the language is age-inappropriate.  (Difficult vocabulary is used.)</li> <li>• Suggests simplification of vocabulary.  (School-level words should be used in place of difficult ones.)</li> </ul> <p><i>Accept other valid points of view, supported by reasons.</i></p>	2
<p><b>Flow/Structure</b></p> <ul style="list-style-type: none"> <li>• Provides an opinion about the flow.</li> <li>• (The information flows well and is structured in a logical manner.)</li> <li>• Suggests improvement based on drawbacks pointed out, if any.</li> <li>• (Can include another section about normal currency.)</li> </ul> <p><i>Accept other valid points of view, supported by reasons.</i></p>	2
<p><b>Ease of Reading</b></p> <ul style="list-style-type: none"> <li>• Points out difficulty of reading.  (Long and complex sentences, too much information.)</li> <li>• Suggests ways to make improve readability.  (Shorter sentences, use of graphics and bullets.)</li> </ul> <p><i>Accept other valid points of view, supported by reasons.</i></p>	2

**Multiple-Choice Question**

Skill	Writing	
Essential Idea	<b>Written communication in the form of a letter or email has a definite objective, written in lucid and respectful language, conveying information clearly and persuading a reader to take a particular action.</b>	
Item stem + question	<p>A good email has a definite objective, is written in lucid and respectful language, conveys information clearly, and persuades the reader to take a particular action.</p> <p>Which of the above features does this email lack?</p> <div style="border: 1px solid black; padding: 10px; background-color: #f0f0f0;"> <p><b>To:</b> jane.doe@dreamschool.edu  <b>From:</b> mike.k@tmail.com  <b>Subject:</b> Statement of Purpose</p> <p>Dear Jane,</p> <p>I hope you are doing well. It was great meeting you at our school reunion and hearing about your great experiences and adventures. I really look up to you as an inspiration and hope to be able to do as well as you.</p> <p>I am applying to the Masters programme at Dream School. I have written my Statement of Purpose, which needs to be submitted in two weeks. In this Statement of Purpose, I have explained how my early experiences with art and the various projects I have participated in make me a great candidate for this programme.</p> <p>The document is attached.</p> <p>Regards,  Mike</p> <p><i>[Attachment: Statement of Purpose_Mike K]</i></p> </div>	
Correct answer	The email does not specify what action the reader must take.	Student understands that the writer does not specifically tell the reader what needs to be done.
Distractor 1	The email is not written in respectful and lucid language.	Student does not understand that the language is respectful even if informal.

<b>Distractor 2</b>	The email is unformatted, long and difficult to read.	Student does not understand that the information has been presented neatly.
<b>Distractor 3</b>	The email does not have a definite objective.	Student does not understand that the email's objective is implied but present.

### Free Response Question

Skill	Writing	
<b>Essential Idea</b>	<b>Written communication in the form of a letter or email has a definite objective, written in lucid and respectful language, conveying information clearly and persuading a reader to take a particular action.</b>	
<b>Item stem + question</b>	<p>The following is an email that a student sent their professor. Study the email carefully and explain three areas that the student must focus on to improve their email-writing skills. Provide examples, wherever needed.</p> <div style="border: 1px solid #ccc; padding: 10px; background-color: #f0f0f0;"> <p><b>To:</b> prof.bose@dreamschool.edu  <b>From:</b> student.mikek@tmail.com  <b>Subject:</b> Assignemtn</p> <p>Hi prof bose, yesterday you gave us an assignment but I don't understand what to do. Explain again</p> <p>mikey</p> </div>	
<b>Marking Rubric</b>		
<b>Description</b>	<b>Marks</b>	



<p><b>Sample answer</b></p> <p><b>Respectful language:</b> The student must use respectful or formal language. For example, the greeting is too informal for a professor. Instead, he should write ‘Respected Ma’am’ or simply ‘Ma’am’. The student shouldn’t use commands but requests. For example, instead of saying ‘Explain again’ he should write ‘Could you please help me understand what I need to do in the assignment?’</p> <p><b>Clarity of expectations:</b> The student has not specified which assignment he needs help with or what aspect of the assignment he is struggling with. The subject line should specifically mention what assignment he is referring to as well as the fact that he needs help. For example, ‘Assignment K113: Help requested’.</p> <p><b>Language rules:</b> The student needs to work on his spelling and grammar. The spelling of ‘Assignment’ is incorrect in the subject line. Similarly, grammar rules have not been followed in the email body, like incorrect lowercase letters and missing commas and full stops.</p>	-
<ul style="list-style-type: none"> <li>● Identifies 3 relevant areas of improvement. (Respectful language, clarity of expectations, language rules)</li> </ul> <p><i>Accept any other valid points supported by evidence.</i></p>	1
<ul style="list-style-type: none"> <li>● Explains each area of improvement clearly and in detail, supported by examples.</li> </ul>	3
<p><b>Language Mechanics</b></p> <ul style="list-style-type: none"> <li>● Uses correct grammar, spelling, and other language mechanics.</li> </ul> <p><i>Award the full allotted marks if there are 2 minor errors or 1 major error.</i></p> <p><i>Award half of the allotted marks if there are 3 to 4 minor errors or 2 major errors.</i></p> <p><i>Award 0 marks if there are more than 4 minor errors or more than 2 major errors.</i></p>	1

## Multiple-Choice Question

Skill	Writing	
<b>Essential Idea</b>	<b>A memorable poem revolves around a central theme, applying rhyme, rhythm and imagery along with economic use of words to express the emotions of the poet.</b>	
<b>Item stem + question</b>	A memorable poem revolves around a central theme, applying rhyme, rhythm and imagery along with the economic use of words to express the emotions of the poet. Which option belongs to a poem about the poet's feelings and includes all the given features?	
<b>Correct answer</b>	The blue of a summer sky Meets the blue of my mind And drips on the paper brown In ink-blue words resigned.	Student understands that even though feelings are not explicitly mentioned, this is a poem that uses words to express the poet's feelings, using rhyme, rhythm and imagery.
<b>Distractor 1</b>	I feel sad today Like a drooping magnolia Perhaps, I shall write And write till I bloom.	Student does not understand that this poem does not apply rhyme or rhythm.
<b>Distractor 2</b>	If I never felt sadness, I would never know happiness. They are sides of the same coin Flipped, and our fate decided.	Student does not understand that this poem is not about the poet's emotions but about her reflections.

<b>Distractor 3</b>	Pink is for love On white wings of a dove And yellow is for cheer For you and I are here.	Student does not understand that while it has rhyme and rhythm, this poem does not use imagery.
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### Free Response Question

<b>Skill</b>	Writing
<b>Essential Idea</b>	<b>A memorable poem revolves around a central theme, applying rhyme, rhythm and imagery along with an economic use of words to express the emotions of the poet.</b>
<b>Item stem + question</b>	<p>The following poem has 3 stanzas. Using the rhyme, rhythm and theme of the first stanza:</p> <ol style="list-style-type: none"> <li>1) Complete the second stanza.</li> <li>2) Write your own third stanza.</li> </ol> <div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"> <p><b>Childhood Toys</b></p> <p>Happiness used to be a doll          A truck with lights, a bright blue ball          A rubber ducky brought us joy          Happiness was a simple toy.</p> <hr/> <p>But soon we grew, the toys uncared          And worries caught us _____          Our wants became our happy place</p> </div>

_____
_____
_____
_____
_____

**Marking Rubric**

<b>Description</b>	<b>Marks</b>
<p><b>Sample answer</b></p> <div data-bbox="107 742 1075 1439" style="border: 1px solid black; padding: 5px;"> <p><b>Childhood Toys</b>            Happiness used to be a doll            A truck with lights, a bright blue ball            A rubber ducky brought us joy            Happiness was a simple toy.</p> <p>But soon we grew, the toys uncared            And worries caught us unprepared            Our wants became our happy place            Our dolls were gone without a trace.</p> <p>And now we crave, and now we seek            Our happiness in bronzed boutiques            We may have grown, no longer a boy</p> </div>	-

Our happiness locked in a diamond toy.	
<p><b>Rhyme Scheme</b></p> <ul style="list-style-type: none"> <li>Follows the rhyme scheme of the first stanza: AABB.</li> </ul>	1
<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>Follows the rhythm of the first stanza.</li> </ul> <p><i>Award the full allotted marks if the criterion has been met. Award half of the allotted marks if the criterion needs improvement. Award 0 marks if the criterion has not been met.</i></p>	1
<ul style="list-style-type: none"> <li>Follows the theme of the poem: Reflecting on happiness as a grown person in the context of childhood toys.</li> </ul>	2
<p><b>Language Mechanics</b></p> <ul style="list-style-type: none"> <li>Uses correct grammar, spelling, and other language mechanics.</li> </ul> <p><i>Award the full allotted marks if there are 2 minor errors or 1 major error. Award half of the allotted marks if there are 3 to 4 minor errors or 2 major errors. Award 0 marks if there are more than 4 minor errors or more than 2 major errors.</i></p>	1

## 12. REFERENCE DOCUMENTS

1. Position paper: National focus group on teaching English, NCERT 2006
2. CBSE Draft Learning Objectives.
3. National Curriculum Framework, NCERT 2005
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5. NCERT Class 11 English Textbook
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8. Murphy, P. K., Wilkinson, I. A., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students' comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740.

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