**Guidelines for Progression Grid Template (9-12)**

The Progression Grid template below is taken from the English Curriculum 2020[[1]](#footnote-0). There are two changes made. First, the template begins with the Competency specifically for Language requirements. Second, the columns are extended all the way to Grade 12. Please note that some Standards and Student Learning Outcomes will not begin until a higher grade or learning level. This template format must be consistent for all subjects.

**Progression Grid Template**

The Progression Grid below is divided by grade level; Grades 9-12

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

1. Oral Communication Skills
2. Reading and Critical Thinking
3. Vocabulary and Grammar
4. Writing

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

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

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

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

**Competency A: Oral Communication Skills**

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

| Grade 9  | Grade 10 | Grade 11 | Grade 12 |
| --- | --- | --- | --- |
| **Benchmark I: Listen to and respond to a variety of spoken discourse at increasing levels of difficulty in different contexts. Apply a range of listening strategies individually and collaboratively to comprehend and interpret by critically analysing information.**  | **Benchmark I: Respond to a variety of spoken discourse at increasing levels of difficulty in different contexts. Apply a range of listening strategies individually and collaboratively to comprehend and interpret by critically analysing information.**  |
| **A1. Listening and Viewing** |
| [SLO: E-09-A1-01]Explore simple to complex ideas and issues in a two to three-act play. | [SLO: E-10-A1-01]Analyse and present complex ideas and issues in a short drama. | [SLO: E-11-A1-01]Establish roles and apply dramatic approaches with confidence, especially in a four to five-act play.  | [SLO: E-12-A1-01]Apply dramatic approaches with confidence, especially in a drama.  |
| [SLO: E-09-A1-02]Respond to text through discussion, short stories and plays.  | [SLO: E-10-A1-02]Respond to the text by giving arguments and opinions.  | [SLO: E-11-A1-02]Respond to texts for different purposes (including arguments and discussions).  | [SLO: E-12-A1-02]Listen to texts and critically analyse the situations/events. |
| **Benchmark II: Comprehend, and respond to a variety of spoken discourse with standard pronunciation.**  | **Benchmark II: Respond to a variety of spoken discourse with standard pronunciation.**  |
| **A2. Listening and Speaking Readiness** |
| [SLO: E-09-A2-01]Demonstrate attentive listening’ skills to respond orally with standard pronunciation.  | [SLO: E-10-A2-01]Demonstrate attentive listening’ skills while working in pairs and taking turns to speak with standard pronunciation.   | [SLO: E-11-A2-01]Demonstrate attentive listening’ skills while working in groups and taking turns to speak with standard pronunciation.   | [SLO: E-12-A2-01]Demonstrate attentive listening’ skills while working in a whole class setting and taking turns to speak with standard pronunciation.  |
| [SLO: E-09-A2-02][SLO: E-10-A2-02]Ask and answer questions of personal relevance, information and a variety of communicative purposes  | [SLO: E-11-A2-02][SLO: E-12-A2-02]Respond to questions on a range of communicative purposes.  |
| [SLO: E-09-A2-03]Use rhetorical questions for a range of audiences.  | [SLO: E-10-A2-03]Apply the use of rhetorical questions for a range of audiences.  | [SLO: E-11-A2-03][SLO: E-12-A2-03]Use complex questions for a range of audiences. |
| [SLO: E-09-A2-04]Perform a drama/ role play/play script.  | [SLO: E-10-A2-04]Perform a drama/ role play/play script showing different roles and scenarios.  | [SLO: E-11-A2-04]Perform a drama/ role play/play script showing different roles and scenarios through deliberate choice of dialogues/ speech.  | [SLO: E-12-A2-04]Perform a drama/ role play/play script showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.  |
| **Benchmark III: Use dialogues and panel discussions on particular topics to communicate information/ ideas and demonstrate the social and academic conventions/ dynamics for a variety of purposes and audiences**  | **Benchmark III: Use dialogues, panel discussions, and presentations on particular topics to communicate information/ ideas and demonstrate the social and academic conventions/ dynamics for a variety of purposes and audience.**  |
| **A3. Listening and Speaking for Different Purposes and Audiences**  |
| [SLO: E-09-A3-01][SLO: E-10-A3-01][SLO: E-11-A3-01][SLO: E-12-A3-01]Speak confidently and fluently in a wide range of contexts, For example, (conflict resolution, panel discussion, role-play, dialogue etc.) to fulfil different purposes (exposition, argumentation etc.). |
| [SLO: E-09-A3-02][SLO: E-10-A3-02]Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners. | [SLO: E-11-A3-02][SLO: E-12-A3-02]Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues |
| **A4. Listening and Speaking for different audiences** |
| [SLO: E-09-A4-01]Engage in extended discussions.  | [SLO: E-10-A4-01]Engage in extended discussions and critique taking into account others’ viewpoints.  | [SLO: E-11-A4-01]Engage in extended discussions and critique taking into account other speakers’ viewpoints and presenting one's own with clarity.  | [SLO: E-12-A4-01]Engage in extended discussions and critique taking into account other speakers’ viewpoints and presenting one's own with clarity and coherence.  |

**Competency B: Reading and Critical Thinking**

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

| **Grade 9**  | **Grade 10** | **Grade 11** | **Grade 12** |
| --- | --- | --- | --- |
| **Benchmark I: Read a wide range of texts with fluency, appropriate expression, comprehension and pleasure.**  | **Benchmark I: Examine and critique a wide range of extended texts with fluency, correct expression, comprehension and pleasure.**  |
| **B1. Reading Readiness and Fluency** |
| [SLO: E-09-B1-01][SLO: E-10-B1-01]Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.  | [SLO: E-11-B1-01][SLO: E-12-B1-01]Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.  |
| [SLO: E-09-B1-02]Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else? | [SLO: E-10-B1-02]Ask and answer higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else? | [SLO: E-11-B1-02][SLO: E-12-B1-02]Ask and answer higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else? |
| **Standard 2**: **Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text. The purpose is to comprehend and analyse a range of literary (prose, poetry and drama) and informational texts (narrative, descriptive, expository, persuasive, procedural, and functional texts).** |
| **Benchmark II: Discover the literal and contextual meaning of words and phrases. Analyse patterns of text organization and functions of various devices used in a paragraph and text.**  | **Benchmark II: Examine the literal and contextual meaning of words and phrases. Analyse patterns of text organization and functions of various devices used in a paragraph and text.** |
| **B2. Reading for Understanding**  |
| [SLO: E-09-B2-01]Discuss how authors use language, including figurative language, considering the impact on the reader.Discuss their own reading critically.  | [SLO: E-10-B2-01]Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.Discuss their own and others’ reading critically | [SLO: E-11-B2-01]Evaluate how authors use language, including figurative language, considering the impact on the reader.Discuss others’ reading critically, taking account of their views. | [SLO: E-12-B2-01]Evaluate how authors use language, including figurative language, considering the impact on the reader.Discuss others’ reading critically, taking account of their views. Express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts. |
| [SLO: E-09-B2-02][SLO: E-10-B2-02]Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text.  | [SLO: E-11-B2-02][SLO: E-12-B2-02]Analyse how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  |
| [SLO: E-09-B2-03] Make recommendations and develop an interest in fiction and poetry. | [SLO: E-10-B2-03] Make recommendations and develop an interest in a variety of texts including fiction, non-fiction texts and poetry. | [SLO: E-11-B2-03]Critique reading interpretations.  | [SLO: E-12-B2-03] Critique reading interpretations, taking account of others’ views on reading. |
| [SLO: E-09-B2-04][SLO: E-10-B2-04]Analyse organisational patterns in a text:1. list/ sequence of ideas/ events comparison-contrast
2. cause-effect
3. problem-solution
4. reasons/ assumptions-conclusion
 | [SLO: E-11-B2-04][SLO: E-12-B2-04]Analyse organisational patterns in a text:1. list/ sequence of ideas/ events comparison-contrast
2. cause-effect
3. problem-solution
4. reasons/ assumptions-conclusion
 |
| **Benchmark: III Examine a variety of text types** ***(a) literary texts which include novels, short stories, poetry, plays, essays, biographies and autobiographies*** ***(b) informational* text types *to inform, persuade and explain by interpreting information (for example, visual cues, graphic organisers, time order, simple processes and procedures and cause and effect relationships) to analyse the explicit and implicit meaning using a range of reading strategies,( for example, skimming, scanning, context cues, predicting, clarifying, summarizing, reasoning and inference).*** | **Benchmark: III Critique a variety of text types** ***(a) literary texts which include novels, short stories, poetry, plays, essays and autobiographies*** ***(b) informational* text types *to persuade and explain by interpreting information.***  |
| **B3. Reading for Meaning**  |
| [SLO: E-09-B3-01]Provide an objective summary of fiction and poetry texts. | [SLO: E-10-B3-01]Provide an objective summary of fiction, non-fiction and poetry texts. | [SLO: E-11-B3-01]Provide an objective summary of a range of texts including fiction, non-fiction and other types of text. | [SLO: E-12-B3-01]Provide an objective summary of a range of texts. |
| **(\* The complexity of the given SLOs will be determined by the choice and length of the texts. For higher grades, the text needs to be more challenging and lengthy).**[SLO: E-09-B3-02] [SLO: E-10-B3-02][SLO: E-11-B3-02][SLO: E-12-B3-02]Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.Link new facts, terms, and concepts with prior knowledge.Choose words and phrases for effect.Comment on implied meaning, e.g. writer’s viewpoint, relationships between characters etc.[SLO: E-09-B3-03][SLO: E-10-B3-03][SLO: E-11-B3-03][SLO: E-12-B3-03]Explain whether predictions about the content of a text are acceptable or should be modified and why |
| [SLO: E-09-B3-04][SLO: E-10-B3-04][SLO: E-11-B3-04][SLO: E-12-B3-04]Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), and generalized statements from evidence-based information with specific reference to informational texts. |
| [SLO: E-09-B3-05][SLO: E-10-B3-05][SLO: E-11-B3-05] [SLO: E-12-B3-05]Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer’s purpose, and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary. |
| [SLO: E-09-B3-06][SLO: E-10-B3-06][SLO: E-11-B3-06][SLO: E-12-B3-06]Examine how an author develops and contrasts the points of view of different characters or narrators in a text.Critique the plot development with respect to different aspects of the story. |
| [SLO: E-09-B3-07][SLO: E-10-B3-07]Examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot).Identify rhyme schemes and figurative language in poems*.*Examine stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution)Analyse how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  | [SLO: E-11-B3-07][SLO: E-12-B3-07]Evaluate the particular elements of a story or drama (e.g., how the setting shapes the characters or plot).Identify rhyme schemes and figurative language in poems*.*Evaluate stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution)Examine how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  |
| [SLO: E-09-B3-08]Examine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | [SLO: E-10-B3-08]Examine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.Use summary skills to 1. extract salient points and develop a mind map to summarize a variety of informational texts. | [SLO: E-11-B3-08][SLO: E-12-B3-08]Evaluate two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysisUse summary skills to1. extract salient points and develop amind map to summarize a variety of informational texts. 2. transfer the written text to a table,diagram, flowchart or work plan. |
|  | [SLO: E-10-B3-09]Examine the mechanics of precis writing  | [SLO: E-11-B3-09]Practice precis writing skills  |  |
| [SLO: E-09-B3-10]Give an informed personal and analytical response to a descriptive and informative text.  | [SLO: E-10-B3-10]Give an informed personal and analytical response to descriptive, informative texts and poetry.  | [SLO: E-11-B3-10]Give an informed personal and analytical response to a text and provide some supporting textual reference. | [SLO: E-12-B3-10]Give an informed personal and analytical response to a variety of texts and provide a textual reference in support. |
| [SLO: E-09-B3-11]Reading to analyse descriptive/argumentative essays.  | [SLO: E-10-B3-11]Reading to analyse descriptive/argumentative/persuasive essays. Reading to analyse application/letter/report/summary/biography.  | [SLO: E-11-B3-11]Reading to analyse descriptive/argumentative persuasive essays. Reading to analyse application/letter/report/summary/biography/autobiography | [SLO: E-12-B3-11]Reading to analyse descriptive/argumentative persuasive essays. Reading to analyse application/letter/report/summary/biography/autobiography/reviews |
| [SLO: E-09-B3-11][SLO: E-10-B3-11]Examine different points of view (e.g., first-person, third-person narrative)Determine an author’s point of view or purpose in a text. Analyse how the author distinguishes his or her position from that of others. | [SLO: E-11-B3-11][SLO: E-12-B3-11]Evaluate different points of view (e.g., first-person, third-person narrative)Examine an author’s point of view or purpose in a text. Critique how the author distinguishes his or her position from that of others. |
| [SLO: E-09-B3-12][SLO: E-10-B3-12][SLO: E-11-B3-12][SLO: E-12-B3-12]Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks. Make inferences to draw conclusions from, e.g.a. contextual informationb. writer’s viewpointc. implied information |
| [SLO: E-09-B3-13][SLO: E-10-B3-13][SLO: E-11-B3-13][SLO: E-12-B3-13]Interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams) |
| [SLO: E-09-B3-14][SLO: E-10-B3-14]Analyze various types of biographies and autobiographies connected to different fields and professions. (e.g., a person’s life story in print and multimedia), determining which details are emphasized in each type. | [SLO: E-11-B3-14][SLO: E-12-B3-14]Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. |
| [SLO: E-09-B3-15][SLO: E-10-B3-15][SLO: E-11-B3-15][SLO: E-12-B3-15]Read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources: a. Poetry (free verse, narrative and rhythmic b. Personal recounts (e.g., diary entries, biographies)c. Narratives (e.g., fables, historical fiction, science fiction, legends)d. Procedures (e.g., recipes, directions, instruction manuals)e. Information reports (e.g., project reports, fact sheets, brochuresf. Interpersonal texts (e.g. informal and formal letters, notices, emails)g. Factual recounts (e.g., eye-witness accounts, news bulletins)h. Drama (play scripts)i. Explanations (e.g., how something works)j. Expositions (e.g., reviews, arguments) |
| [SLO: E-09-B3-16][SLO: E-10-B3-16][SLO: E-11-B3-16][SLO: E-12-B3-16]Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

**Competency C: VOCABULARY AND GRAMMAR**

**Standard 1: Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.**

| **Grade 9**  | **Grade 10** | **Grade 11** | **Grade 12** |
| --- | --- | --- | --- |
| **Benchmark I**:Apply a range of strategies and resources to use vocabulary accurately and develop knowledge of linguistic conventions in reading, writing and spoken language.  | **Benchmark I**:Examine a range of strategies and resources to use vocabulary accurately and develop knowledge of linguistic conventions in reading, writing and spoken language.  |
| **C1. VOCABULARY**  |
| SLO: E-09-C1-01]SLO: E-10-C1-01]SLO: E-11-C1-01]SLO: E-12-C1-01]Clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 and 11 & 12 reading and content, choosing flexibly from a range of strategies.* Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
* Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
* Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
* Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
 |
| SLO: E-09-C1-02]SLO: E-10-C1-02]SLO: E-11-C1-02]SLO: E-12-C1-02]Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.SLO: E-09-C1-03]SLO: E-10-C1-03]SLO: E-11-C1-03]SLO: E-12-C1-03]Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks. |
| SLO: E-09-C1-04]SLO: E-10-C1-04]SLO: E-11-C1-04]SLO: E-12-C1-04]Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts. |
| SLO: E-09-C1-05]SLO: E-10-C1-05]SLO: E-11-C1-05]SLO: E-12-C1-05]Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.* Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
* Analyze nuances in the meaning of words with similar denotations.
 |
| SLO: E-09-C1-06]SLO: E-10-C1-06]SLO: E-11-C1-06]SLO: E-12-C1-06]Acquire and use appropriate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary when considering a word or phrase important for comprehension or expression. |
| **Standard 2**: Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication. |
| **Benchmark I: Use noun/adjectival/adverbial phrases and clauses in the immediate environment along with pronouns, prepositional phrases, verbs and conjunctions.** | **Benchmark I: Use noun/adjectival/adverbial phrases and clauses in the immediate and extended environment along with pronouns, prepositional phrases, verbs and conjunctions.** |
| **C2. GRAMMAR** |
| SLO: E-09-C2-01]SLO: E-10-C2-01]SLO: E-11-C2-01]SLO: E-12-C2-01]Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.  |
| SLO: E-09-C2-02]SLO: E-10-C2-02]SLO: E-11-C2-02]SLO: E-12-C2-02]Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing. |
| SLO: E-09-C2-03]SLO: E-10-C2-03]SLO: E-11-C2-03]SLO: E-12-C2-03]Identify and use compound prepositions and prepositional phrases in writing  |
| [SLO: E-09-C2-04][SLO: E-10-C2-04]Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect. Recognise and use subordinating conjunctions to connect independent clause/s to dependent clause/s.e.g., He could not attend the meeting because he was sick. Recognize and use correlative conjunctions including pairs such as "both/and" “either/or," neither/nor,’ “not/but" and" not only/but also." etc.  | [SLO: E-11-C2-04][SLO: E-12-C2-04]Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect. RecogniseRecognize and use subordinating conjunctions to connect independent clause/s to dependent clause/s.e.g., He could not attend the meeting because he was sick. Recognize and use correlative conjunctions including pairs such as "both/and," “either/or," neither/nor," “not/but" and " not only/but also." etc.  |
| **Benchmark II: Use punctuation with reasonable accuracy.** | **Benchmark II: Use punctuation with reasonable accuracy.** |
| **C3.PUNCTUATION** |
| SLO: E-09-C3-01]SLO: E-10-C3-01]SLO: E-11-C3-01]SLO: E-12-C3-01]Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing in different varieties of texts.* Observe hyphenation conventions.
* Produce legible work that shows the correct spelling of the conventions of punctuation and capitalization.
 |
| **Benchmark III**: Use concepts of time and tense in speech and writing; recognise different sentence patterns and structures; follow rules of subject-verb agreement, apply the concept and functions of voice and speech in reading and writing. | **Benchmark III**: Use concepts of time and tense in speech and writing; recognise different sentence patterns and structures; follow rules of subject-verb agreement, apply the concept and functions of voice and speech in reading and writing. |
| **C4. TENSES** |
| SLO: E-09-C4-01]SLO: E-10-C4-01]SLO: E-11-C4-01]SLO: E-12-C4-01]Use all types of tenses correctly in speech and writing.Use gerunds, infinitives, and participles.Use the aspect of time correctly in speech and writing. |
| **C5. SENTENCE STRUCTURE** |
| SLO: E-09-C5-02]SLO: E-10-C5-02]Construct sentences using the sentence patterns and structures learnt in earlier classes. | Construct sentences using the sentence patterns and structure for grade specific genres  |  |
| SLO: E-09-C5-03]SLO: E-10-C5-03]Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation in varying degrees of complexity. | Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation in varying degrees of complexity for grade-specific genres. |  |
| SLO: E-09-C5-04]SLO: E-10-C5-04]Change into indirect/direct speech (present, past and perfect tenses, future, modals*,* time and questions, orders, requests, suggestions and advice) in speech and writing. | Change tense in indirect/direct speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in narrative paragraphs . |  |

**Competency D: WRITING**

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

| **Grade 9**  | **Grade 10** | **Grade 11** | **Grade 12** |
| --- | --- | --- | --- |
| ***Benchmark I:*** *Write legibly, consistently and with correct formation; apply word analysis, following rules of grammar, stages of writing skills and structure to write coherently and cohesively.*  | ***Benchmark I:*** *Apply word analysis, following rules of grammar, stages of writing and structure to write coherently and cohesively.*  |
| **D1. Writing Readiness and Fluency**  |
| SLO: E-09-D1-01]SLO: E-10-D1-01]SLO: E-11-D1-01]SLO: E-12-D1-01]Apply editing and proofreading skills to a range of different texts and contexts  |
| SLO: E-09-D1-02]SLO: E-10-D1-02]Use hyphens (hyphenated nouns and adjectives) in words, letter string –ough words. |  |
| ***Benchmark II****: Apply conventions of different types of writing to create a variety of increasingly advanced texts for different purposes.* | ***Benchmark II****: Apply conventions of different types of writing to create a variety of increasingly advanced texts for different purposes.* |
| **D2. Writing for Understanding**  |
| SLO: E-09-D2-01]SLO: E-10-D2-01]Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking. | SLO: E-11-D2-01]SLO: E-12-D2-01]Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. |
| SLO: E-09-D2-02]SLO: E-10-D2-02]Write a dialogue between multiple people, giving narration/background in brackets, using conventions of the director’s notes. Use vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee. |  |
| SLO: E-09-D2-03]SLO: E-10-D2-03]SLO: E-11-D2-03]SLO: E-12-D2-03]Apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience. |
| SLO: E-09-D2-04]SLO: E-10-D2-04]SLO: E-11-D2-04]SLO: E-12-D2-04]Write and critique (self/peer checking) the final draft after complete editing and proofreading. Ensure each paragraph develops the main idea of the essay/piece of writing and the topic sentence of each paragraph. Use the technique of hook, and lead-in sentences to develop the flow of thought. |
| **Standard 2:** Apply skills and strategies for idea generation, selection, development, organization and revision for a variety of writing purposes and text types. |
| ***Benchmark III:*** *Write compositions on various text types by following the .mechanics of writing- descriptive, narrative, expository, persuasive/argumentative, formal and informal letters, summaries, stories, poems, and dialogues; that are clear, coherent, cohesive and of creative value*  |
| **D3. Writing for Meaning**  |
| SLO: E-09-D3-01]SLO: E-10-D3-01]SLO: E-11-D3-01]SLO: E-12-D3-01]Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.  |
| **Varying degrees of complexities will be added as per the grade level. Textbook authors can explain this while writing the book.** SLO: E-09-D3-02]SLO: E-10-D3-02]SLO: E-11-D3-02]SLO: E-12-D3-02]Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. * Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
* Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
* Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
* Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
* Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
* Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| **Varying degrees of complexities will be added as per the grade level. Textbook authors can explain this while writing the book.** SLO: E-09-D3-03]SLO: E-10-D3-03]SLO: E-11-D3-03]SLO: E-12-D3-03]Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. * Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
* Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
* Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
* Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
* Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
* Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
 |
| **Varying degrees of complexities will be added as per the grade level. Textbook authors can explain this while writing the book.** SLO: E-09-D3-04]SLO: E-10-D3-04]SLO: E-11-D3-04]SLO: E-12-D3-04]Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. * Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
* Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
* Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
* Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
* Provide a concluding statement or section that follows from and supports the argument presented.
 |
| **Varying degrees of complexities will be added as per the grade level. Textbook authors can explain this while writing the book.** SLO: E-09-D3-05]SLO: E-10-D3-05]SLO: E-11-D3-05]SLO: E-12-D3-05]Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft. |
| SLO: E-09-D3-06]Write formal letters to people in extended academic and professional environments for various purposes. |  | [SLO: E-11-D3-06][SLO: E-12-D3-06]Write formal letters and emails to people in extended academic (professional) environments for various purposes.  |
| SLO: E-09-D3-07]SLO: E-10-D3-07]Research for short projects to answer a question (including a self-generated question) or solve a problem; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation while writing or presenting their assignment.  | SLO: E-11-D3-07]SLO: E-12-D3-07]Gather relevant information from multiple authentic available resources following research ethics to write and present their assignment |
| SLO: E-09-D3-08]SLO: E-10-D3-08]* Examine the mechanics of developing a book review report
* Write a book review report
 | SLO: E-11-D3-08]SLO: E-12-D3-08]Write a book review report |
|  | [SLO: E-10-D3-09]Develop precis writing skills. Write precis effectively.  | [SLO: E-11-D3-09]Develop precis writing skills. Write precis effectively.  |  |
| SLO: E-09-D3-10]SLO: E-10-D3-10]SLO: E-11-D3-10]SLO: E-12-D3-10]Use paraphrasing skills to paraphrase a poem. |
| SLO: E-09-D3-11]SLO: E-10-D3-11]SLO: E-11-D3-11]SLO: E-12-D3-11]Use summary skills to write an objective summary of the given text and poems. |
| SLO: E-09-D3-12]SLO: E-10-D3-12]SLO: E-11-D3-12]SLO: E-12-D3-12]Write multiple paragraphs of free writing for fluency, creativity, brainstorming or pleasure.Proofread and edit texts for errors in•sentence structure.• subject/verb agreement.• noun/pronoun agreement.•reference words, connectives/transitional devices.•punctuation and spelling. |

**Guidelines for Appropriate Ethical and Social Development**

Students develop ethical and social attributes and values relevant to a multicultural and civilised society.

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

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

**Text Types**

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

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

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

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

**Text Types**

| **Text Type** | **Intention** | **Focus** | **Examples** |
| --- | --- | --- | --- |
|  Narrative/expressive/reflective texts (Literary texts)  | To entertain, explore, imagine, enlighten, and share experiences so as to get the reader involved in the story and characters.  | Literary, creative and aesthetic appeal. | * Stories
* Novels (classic and contemporary)
* Poems (lyrics, ballads, sonnets)
* Play scripts
* Biographies
* Anecdotes
* Diary, journal entries
* Fantasy, adventure, science, fiction
 |
|  Persuasive/ argumentative texts   | To persuade, argue, advice.  | Influence the readers or viewers to change their minds about something. | * Brochures
* Advertisement of consumer products
* Letters to the editor conveying opinions
* Editorials
* Campaign literature
* Magazine articles supporting a position
 |
|  Expository( factual/ Informative texts)    |  To inform, explain and describe print and computer-based informative and reference texts.  | The document organises and conveys information and ideas. | * News reports
* Magazine articles
* Memos
* Menus, blurbs, memes
* Indices, forms
* Maps
* Recipes
* Minutes
* Tables
* Flowcharts
* Diagrams
* Fact sheets
* Information leaflets
* Prospectuses
* Plans
* Summaries
* Records
 |
| Expository (analytical texts)  |  To analyze, review and comment. |  Present weighed and evaluative views of ideas and issues | * Commentaries
* Analytical articles
* Essays and reports
* Reviews
 |
| Texts used for Interpersonal / Transactional Communication  | To communicate a message for transactional or interpersonal purposes.  | To communicate and share ideas, feelings and information | * Dialogues (informal/ formal)
* Letters (informal/ formal)
* Greeting cards
* E-mails
* Notices
* Talks
* Interviews
* Job advertisements
* Resumes´
 |

**Themes and Sub-Themes:**

The following themes along with their sub-themes are suggested for the selection of topics and development of content for English Textbooks. These themes should primarily nurture ethical and social attitudes relevant to the Global Context required for the 21st century. and also create awareness, tolerance and understanding of global audiences. The chosen material should demonstrate gender and cultural neutrality, and should not contain any hate material.

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

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

An indicative list of themes is given below.

| **Themes**  | **Sub-Theme**  | **Text Type**  |
| --- | --- | --- |
| Entrepreneurship  | * Entrepreneurship-Role in a society
* Success stories of entrepreneurs women empowerment
 | * Informative article/ magazine article
* Autobiography/ Blogs/News report
* Novel/ speeches/ poems
 |
| Digital Globalization (The theme can be covered in Grades 9 & 10) | * Impact of digital globalization on the English Language
* Impact on culture and economy
* MOOC (Massive Open Online Courses)
* Twitter/ LinkedIn
 | * web article/ magazine article
* magazine advertisement
* an extract from the guide book
* narrative text type
 |
| Digital Media (Grade 11 & 12) | * Artificial Intelligence
* Digital marketing
* Google/ Facebook/YouTube (knowledge hub)
* MOOC (educational resource)
 | * Advertisement
* Articles/blogs
* News report/ article
* podcasts
* websites
* narrative text type
 |
| SDG-Millineum Development Goals  | * No Poverty, Zero hunger
* Quality Education
* Gender Equality
* Good Health and well-being
* Global Partnership
* Climate action
* sustainable cities and communities
* Clean water & sanitation
* affordable and clean energy
* decent work and economic growth
* Industry, innovation and infrastructure
* life on land
* life below water
* peace, justice, freedom for all and strong institutions.
 | * Informative article/ web article
* formal report writing
* news story
* essays
* stories and success stories
* articles
* essays
* projects
 |
| Innovation and Creativity  | * Importance of innovation & creativity at school
* Innovation & creativity in science/ business/ work.
* Innovation, Creativity and success
 | * news story
* interviews
* news reports
* articles / blogs
* narrative stories
 |
| Drug Education  | * drug education in schools
* refusal skills
* prevention of drugs
 | * essays
* blogs
* diary writing
* advertisements
* stories
 |
| Soft Skills  | * Time management
* team work
* Stress management
* Communication and collaboration
* Decision making
 | * Moral stories
* Success stories
* narrative stories
* informative blogs
* Case study
* biography/autobiography
 |
| Nature and natural resources  | Connecting People and Nature* Wonder Green
* Smart and Sustainable
* Wildlife Vignette
* Environment Matters
 | * Poetry/ literature
* Journals
* Articles/ blogs
* descriptive essays
 |
| Travel and Tourism | * GIS application in tourism
* Hospitality
* Transportation
 | * Travel writing/ travel log
* Journal/ magazine article
* Autobiography/ blogs
* leaflet/ brochure/ advertisement
* poems/ novel
 |
| Literature & Poetry | * Human Relationships
* War and Peace
* Technology
* Bravery
* Freedom
* Nature
* Industrial Revolution
* Spiritualism (Rubaiyat)
 | * Sonnets, free verse etc
* fables, short stories, small plays, excerpts from novels, novelettes, etc.
* Poems on the suggested sub-themes
 |

1. [↑](#footnote-ref-0)