

**GRADE 8**

**GRADE LEVEL STANDARD**

The learners use their multiliteracies and communicative competence in evaluating Afro-Asian literature, and informational and transactional texts; and create texts in various modalities for a variety of purposes, meanings, and target audiences, which reflect their expanding cultural identity (Philippines and Afro-Asia).

**QUARTER 1**

<b>CONTENT STANDARDS</b>	The learners demonstrate their multiliteracies and communicative competence in evaluating Afro-Asian literature (poetry and prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect their expanding cultural identity.
<b>PERFORMANCE STANDARDS</b>	The learners analyze the style, form, and features of Afro-Asian literature (poetry and prose); evaluate literary texts for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (poem or prose) that represents their meaning, purpose, and target audience, and reflects their expanding cultural identity.

<b>LEARNING COMPETENCIES</b>		
<b>TEXT FOCI</b>		
POETRY, PROSE, AND DRAMA		
<i>Evaluating literary texts</i>		
<b>ENSLIT-I-1</b> Analyze literary texts as expressions of individual or communal values within:		
1	structural context	
	a	conflict
		character vs. character
		character vs. society
		character vs. nature/environment
		character vs. self
	b	character
c	characterization	

		plot
	d	linear and flashback
		parallel
	e	rhyme and meter
	f	diction
	g	tone and mood
	h	style
	i	patterns and motifs
	j	figures of speech and sound devices
	k	point of view and narrative techniques
	l	organic unity
2		biographical context
3		historical context
4		sociocultural context
		linguistic context: deictic
5		speaker/narrator and time
		speaker/narrator and place
		speaker/narrator and situation
<b>ENSLIT-I-2</b> Analyze the maxims, universal truths, and philosophies presented in the literary text as a means of valuing other people and their various circumstances in life.		
<b><i>Publishing an original literary text that reflects culture</i></b>		
<b>ENSLIT-I-3</b> Identify one’s meaning and purpose in selecting the type of literary text for composition.		
<b>ENSLIT-I-4</b> Compose literary texts using appropriate structure.		
<b>ENSLIT-I-5</b> Revise the literary texts for coherence and cohesion.		
<b>ENSLIT-I-6</b> Publish an original literary text that reflects culture: poem/prose.		

**GRADE 8 – QUARTER 2**

<b>CONTENT STANDARDS</b>	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (persuasive texts) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational texts.
<b>PERFORMANCE STANDARDS</b>	The learners analyze the style, form, and features of informational texts (persuasive texts); evaluate informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (persuasive texts) using appropriate forms and structures that represent their meaning, purpose, and target audience.

<b>LEARNING COMPETENCIES</b>	
<b>TEXT FOCUS</b>	
PERSUASIVE TEXT	
<i>Evaluating informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function</i>	
<b>ENSINF-II-1</b> Examine text structures for clarity of meaning and purpose:	
	non-journalistic text: persuasive text
<b>ENSINF-II-2</b> Examine linguistic features as tools to achieve organizational efficiency in informational texts:	
	-diction and style
	-transition devices
	-sentence structure and function
<b>ENSINF-II-3</b> Examine how visual elements are used as tools to achieve the intended meaning of informational texts:	
	-vectors (for scientific, mathematical, or technical topics) and viewpoint
	-technical editing
	-animations
<b>ENSINF-II-4</b> Extract significant information.	
<b>ENSINF-II-5</b> Analyze the real-world issues/occurrences presented in informational texts.	

<b>ENSINF-II-6</b> Analyze supporting evidence to validate assertions and counterclaims: -factual knowledge -statistical inferences -informed opinion -personal testimony	
<b>ENSINF-II-7</b> Distinguish facts from claims/opinions:	
1	self-evidence
2	anecdotal evidence
3	argument from authority
4	empirical evidence
<b>ENSINF-II-8</b> Evaluate claims explicitly or implicitly made in a text: -claim of fact -claim of value -claim of policy	
<b>ENSINF-II-9</b> Analyze propaganda techniques used in informational texts for political correctness:	
1	bandwagon vs. glittering generalities
2	transfer propaganda techniques vs. half truths
<b>ENSINF-II-10</b> Analyze persuasive techniques to support an argument: -ethos -logos -pathos	
<b>ENSINF-II-11</b> Draw inferences and conclusions to formulate sound judgment: -author’s purpose and meaning -target audience: hypothetical vs. real, experts vs. laypeople, managerial vs. rank-and-file	
<b>ENSINF-II-12</b> Analyze textual evidence to support an argument/general statement: -quoting -paraphrasing -summarizing	
<b>ENSINF-II-13</b> Synthesize significant information.	

<b><i>Publishing a multimodal informational text for one's purpose and target audience</i></b>	
<b>EN8INF-II-14</b>	Identify the text type appropriate for one's topic, purpose, and target audience.
<b>EN8INF-II-15</b>	Organize significant information using various technique.
<b>EN8INF-II-16</b>	Determine one's thesis as the central idea of the paper.
<b>EN8INF-II-17</b>	Compose the informational text based on the chosen text type.
<b>EN8INF-II-18</b>	Apply multimodal elements appropriate to the chosen text delivery/ies.
<b>EN8INF-II-19</b>	Revise the text for coherence.
<b>EN8INF-II-20</b>	Revise the text for cohesion (diction, syntax, and style).
<b>EN8INF-II-21</b>	Edit the text for textual consistency.
<b>EN8INF-II-22</b>	Publish a multimodal informational text for one's purpose and target audience: persuasive text.

**GRADE 8 – QUARTER 3**

<b>CONTENT STANDARDS</b>	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (journalistic texts: opinion editorials, sports, and Science and Technology articles) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational texts.
<b>PERFORMANCE STANDARDS</b>	The learners analyze the style, form, and features of informational texts (opinion editorials, sports, and Science and Technology articles); evaluate informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (opinion editorials, sports, and Science and Technology articles) using appropriate forms and structures that represent their meaning, purpose, and target audience.

<p><b>LEARNING COMPETENCIES</b></p> <p><b>TEXT FOCI</b></p> <p>OPINION EDITORIALS, SPORTS AND SCIENCE &amp; TECHNOLOGY ARTICLES</p>									
<p><i>Evaluating informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function</i></p>									
<p><b>ENSINF-III-1</b> Examine text structures for clarity of meaning and purpose:</p>									
1	<table border="1"> <tr> <td data-bbox="394 852 421 893"></td> <td data-bbox="421 852 1843 893">journalistic texts</td> </tr> <tr> <td data-bbox="394 893 421 935" style="text-align: center;">a</td> <td data-bbox="421 893 1843 935">opinion editorials</td> </tr> <tr> <td data-bbox="394 935 421 976" style="text-align: center;">b</td> <td data-bbox="421 935 1843 976">sports articles as news, features, and editorials</td> </tr> <tr> <td data-bbox="394 976 421 1018" style="text-align: center;">c</td> <td data-bbox="421 976 1843 1018">science and technology articles as news, features, and editorials</td> </tr> </table>		journalistic texts	a	opinion editorials	b	sports articles as news, features, and editorials	c	science and technology articles as news, features, and editorials
	journalistic texts								
a	opinion editorials								
b	sports articles as news, features, and editorials								
c	science and technology articles as news, features, and editorials								
<p><b>ENSINF-III-2</b> Examine linguistic features as tools to achieve organizational efficiency in informational texts:</p> <ul style="list-style-type: none"> <li>-diction and style</li> <li>-transition devices</li> <li>-sentence structure and function</li> </ul>									
<p><b>ENSINF-III-3</b> Examine how visual elements are used as tools to achieve the intended meaning of informational texts:</p> <ul style="list-style-type: none"> <li>-vectors (for scientific, mathematical, or technical topics) and viewpoint</li> <li>-technical editing</li> <li>-animations</li> </ul>									

<b>ENSINF-III-4</b> Extract significant information.	
<b>ENSINF-III-5</b> Analyze the real-world issues/occurrences presented in informational texts.	
<b>ENSINF-III-6</b> Draw inferences and conclusions to formulate sound judgment: -author's purpose and meaning -target audience: hypothetical vs. real, experts vs. laypeople, managerial vs. rank-and-file	
<b>ENSINF-III-7</b> Analyze how non-linear texts represent and/or summarize the contents of informational texts:	
5	photographs
6	cartoons/sketches
<b>ENSINF-III-8</b> Determine the veracity of the information presented: -credibility of the author -accuracy of information -relevance -timeliness -objectivity -coverage	
<b>ENSINF-III-9</b> Analyze textual evidence to support an argument/general statement: -quoting -paraphrasing -summarizing	
<b>ENSINF-III-10</b> Assess the quality of journalistic articles based on standard development principles: -simplicity and brevity -precision -objectivity and factuality -fairness and balance -ethics	
<b>ENSINF-III-11</b> Synthesize significant information.	
<b><i>Publishing a multimodal informational text for one's purpose and target audience</i></b>	
<b>ENSINF-III-12</b> Identify the text type appropriate for one's topic, purpose, and target audience.	

<b>ENSINF-III-13</b> Organize significant information using various technique.
<b>ENSINF-III-14</b> Determine one's thesis as the central idea of the paper.
<b>ENSINF-III-15</b> Compose the informational text based on the chosen text type.
<b>ENSINF-III-16</b> Apply multimodal elements appropriate to the chosen text delivery/ies.
<b>ENSINF-III-17</b> Revise the text for coherence.
<b>ENSINF-III-18</b> Revise the text for cohesion (diction, syntax, and style).
<b>ENSINF-III-19</b> Edit the text for textual consistency.
<b>ENSINF-III-20</b> Publish a multimodal informational text for one's purpose and target audience: opinion editorials, sports and science and technology articles.



**GRADE 8 – QUARTER 4**

<b>CONTENT STANDARDS</b>	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (academic text: expository essays) and transactional texts (letter of inquiry) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational and transactional texts.
<b>PERFORMANCE STANDARDS</b>	The learners analyze the style, form, and features of informational texts (expository essays) and transactional texts (letter of inquiry); evaluate informational and transactional texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (expository essays) and transactional texts (letter of inquiry) using appropriate forms and structures that represent their meaning, purpose, and target audience.

<p><b>LEARNING COMPETENCIES</b></p> <p><b>TEXT FOCUS</b></p> <p>EXPOSITORY ESSAY</p>	
<p><i>Evaluating informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function</i></p>	
	<p><b>ENSINF-IV-1</b> Examine text structures for clarity of meaning and purpose:</p>
	<p>academic text: expository essay</p>
	<p><b>ENSINF-IV-2</b> Examine linguistic features as tools to achieve organizational efficiency in informational texts:</p> <ul style="list-style-type: none"> <li>-diction and style</li> <li>-transition devices</li> <li>-sentence structure and function</li> </ul>
	<p><b>ENSINF-IV-3</b> Analyze the use of discipline-specific words, voice, technical terms in research, and conceptual, operational, and expanded definition of words.</p>
	<p><b>ENSINF-IV-4</b> Extract significant information.</p>
	<p><b>ENSINF-IV-5</b> Analyze supporting evidence to validate assertions and counterclaims:</p> <ul style="list-style-type: none"> <li>-factual knowledge</li> <li>-statistical inferences</li> <li>-informed opinion</li> <li>-personal testimony</li> </ul>

<p><b>EN8INF-IV-6</b> Evaluate claims explicitly or implicitly made in a text:                      -claim of fact                      -claim of value                      -claim of policy</p>
<p><b>EN8INF-IV-7</b> Draw inferences and conclusions to formulate sound judgment:                      -author’s purpose and meaning                      -target audience: hypothetical vs. real, experts vs. laypeople, managerial vs. rank-and-file</p>
<p><b>EN8INF-IV-8</b> Analyze textual evidence to support an argument/general statement:                      -quoting                      -paraphrasing                      -summarizing</p>
<p><b>EN8INF-IV-9</b> Synthesize significant information.</p>
<p><b><i>Publishing a multimodal informational text for one’s purpose and target audience</i></b></p>
<p><b>EN8INF-IV-10</b> Identify the text type appropriate for one’s topic, purpose, and target audience.</p>
<p><b>EN8INF-IV-11</b> Organize significant information using various technique.</p>
<p><b>EN8INF-IV-12</b> Determine one’s thesis as the central idea of the paper.</p>
<p><b>EN8INF-IV-13</b> Compose the informational text based on the chosen text type.</p>
<p><b>EN8INF-IV-14</b> Apply multimodal elements appropriate to the chosen text delivery/ies.</p>
<p><b>EN8INF-IV-15</b> Revise the text for coherence.</p>
<p><b>EN8INF-IV-16</b> Revise the text for cohesion (diction, syntax, and style).</p>
<p><b>EN8INF-IV-17</b> Edit the text for textual consistency.</p>
<p><b>EN8INF-IV-18</b> Publish a multimodal informational text for one’s purpose and target audience:                      expository essay.</p>
<p style="text-align: center;"><b>TEXT FOCUS</b>                      TRANSACTIONAL TEXT: LETTER OF INQUIRY</p>
<p><b><i>Evaluating letters for clarity of purpose and meaning</i></b></p>
<p><b>EN8TRAN-IV-1</b> Analyze distinguishing features of informal and formal correspondences to infer sender’s meaning and purpose across modalities: letter of inquiry.</p>

<p><b>ENSTRAN-IV-2</b> Analyze milieus influencing the structure and rhetoric of informal and formal correspondences across modalities:</p> <ul style="list-style-type: none"> <li>-parts and formats</li> <li>-organizational patterns</li> <li>-politeness strategies (etiquette)</li> </ul>
<p><b>ENSTRAN-IV-3</b> Examine the sender's voice for clarity of purpose and meaning:</p> <ul style="list-style-type: none"> <li>-diction</li> <li>-style</li> <li>-tone and register</li> <li>-point of view</li> <li>-sentence structure</li> </ul>
<p><b>ENSTRAN-IV-4</b> Examine how ethics is established in transmitting informal and formal correspondences across modalities.</p>
<p><b><i>Sending letters to communicate with and respond to senders</i></b></p>
<p><b>ENSTRAN-IV-5</b> Identify one's purpose and meaning in writing letters.</p>
<p><b>ENSTRAN-IV-6</b> Compose a letter of inquiry.</p>
<p><b>ENSTRAN-IV-7</b> Revise for coherence and cohesion.</p>
<p><b>ENSTRAN-IV-8</b> Edit for consistency of diction, style, tone and register, point of view, and grammar.</p>
<p><b>ENSTRAN-IV-9</b> Send correspondences to communicate with and respond to senders within the bounds of ethics.</p>