

GRADE 9

GRADE LEVEL STANDARD

The learners use their multiliteracies and communicative competence in evaluating Anglo-American 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, Afro-Asia, and Anglo-America).

QUARTER 1

CONTENT STANDARDS	The learners demonstrate their multiliteracies and communicative competence in evaluating Anglo-American literature (poetry, prose, and drama) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect their expanding cultural identity.
PERFORMANCE STANDARDS	The learners analyze the style, form, and features of Anglo-American literature (poetry, prose, and drama); evaluate literary texts for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (one-act play) that represents their meaning, purpose, and target audience, and reflects their expanding cultural identity.

LEARNING COMPETENCIES		
TEXT FOCI		
POETRY, PROSE, AND DRAMA		
<i>Evaluating literary texts</i>		
EN9LIT-I-1 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	

	d	plot
		parallel
		episodic
	e	spectacle, dialogue, and music
	f	rhyme and meter
	g	diction
	h	tone and mood
	i	style
	j	patterns and motifs
	k	figures of speech and sound devices
	l	point of view and narrative techniques
	m	organic unity
	n	sign and referent
	o	binary opposition
2		biographical context
3		historical context
4		sociocultural context
		linguistic context
5	a	co-text
	b	collocation
6		psychological context
<p>EN9LIT-I-2 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.</p>		
<p><i>Publishing an original literary text that reflects culture</i></p>		
<p>EN9LIT-I-3 Identify one’s meaning and purpose in selecting the type of literary text for composition.</p>		
<p>EN9LIT-I-4 Compose literary texts using appropriate structure.</p>		
<p>EN9LIT-I-5 Revise the literary texts for coherence and cohesion.</p>		
<p>EN9LIT-I-6 Publish an original literary text that reflects culture: script for a one-act play.</p>		

GRADE 9 – QUARTER 2

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

LEARNING COMPETENCIES	
TEXT FOCUS	
ARGUMENTATIVE TEXT	
<i>Evaluating informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function</i>	
EN9INF-II-1 Examine text structures for clarity of meaning and purpose:	
	non-journalistic text: argumentative text
EN9INF-II-2 Examine linguistic features as tools to achieve organizational efficiency in informational texts:	
	-diction and style
	-transition devices
	-sentence structure and function
EN9INF-II-3 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
EN9INF-II-4 Extract significant information.	
EN9INF-II-5 Analyze the real-world issues/occurrences presented in informational texts.	

EN9INF-II-6 Analyze supporting evidence to validate assertions and counterclaims: -factual knowledge -statistical inferences -informed opinion -personal testimony	
EN9INF-II-7 Distinguish facts from claims/opinions:	
1	self-evidence
2	anecdotal evidence
3	argument from authority
4	empirical evidence
EN9INF-II-8 Evaluate claims explicitly or implicitly made in a text: -claim of fact -claim of value -claim of policy	
EN9INF-II-9 Analyze propaganda techniques used in informational texts for political correctness:	
1	name calling vs. card stacking
2	ad nauseum propaganda vs. appeal to justice
EN9INF-II-10 Analyze persuasive techniques to support an argument: -ethos -logos -pathos	
EN9INF-II-11 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	
EN9INF-II-12 Analyze textual evidence to support an argument/general statement: -quoting -paraphrasing -summarizing	
EN9INF-II-13 Synthesize significant information.	

<i>Publishing a multimodal informational text for one's purpose and target audience</i>
EN9INF-II-14 Identify the text type appropriate for one's topic, purpose, and target audience.
EN9INF-II-15 Organize significant information using various technique.
EN9INF-II-16 Determine one's thesis as the central idea of the paper.
EN9INF-II-17 Compose the informational text based on the chosen text type.
EN9INF-II-18 Apply multimodal elements appropriate to the chosen text delivery/ies.
EN9INF-II-19 Revise the text for coherence.
EN9INF-II-20 Revise the text for cohesion (diction, syntax, and style).
EN9INF-II-21 Edit the text for textual consistency.
EN9INF-II-22 Publish a multimodal informational text for one's purpose and target audience: argumentative text.

GRADE 9 – QUARTER 3

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

<p>LEARNING COMPETENCIES</p> <p>TEXT FOCUS</p> <p>ARGUMENTATIVE TEXT</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>EN9INF-III-1 Examine text structures for clarity of meaning and purpose:</p>
	<p>non-journalistic text: argumentative text</p>
	<p>EN9INF-III-2 Examine linguistic features as tools to achieve organizational efficiency in informational texts:</p> <ul style="list-style-type: none"> -diction and style -transition devices -sentence structure and function
	<p>EN9INF-III-3 Examine how visual elements are used as tools to achieve the intended meaning of informational texts:</p> <ul style="list-style-type: none"> -vectors (for scientific, mathematical, or technical topics) and viewpoint -technical editing -animations
	<p>EN9INF-III-4 Extract significant information.</p>
	<p>EN9INF-III-5 Analyze the real-world issues/occurrences presented in informational texts.</p>

<p>EN9INF-III-6 Analyze supporting evidence to validate assertions and counterclaims: -factual knowledge -statistical inferences -informed opinion -personal testimony</p>
<p>EN9INF-III-7 Analyze persuasive techniques to support an argument: -ethos -logos -pathos</p>
<p>EN9INF-III-8 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>EN9INF-III-9 Analyze textual evidence to support an argument/general statement: -quoting -paraphrasing -summarizing</p>
<p>EN9INF-III-10 Synthesize significant information.</p>
<p><i>Publishing a multimodal informational text for one’s purpose and target audience</i></p>
<p>EN9INF-III-11 Identify the text type appropriate for one’s topic, purpose, and target audience.</p>
<p>EN9INF-III-12 Organize significant information using various technique.</p>
<p>EN9INF-III-13 Determine one’s thesis as the central idea of the paper.</p>
<p>EN9INF-III-14 Compose the informational text based on the chosen text type.</p>
<p>EN9INF-III-15 Apply multimodal elements appropriate to the chosen text delivery/ies.</p>
<p>EN9INF-III-16 Revise the text for coherence.</p>
<p>EN9INF-III-17 Revise the text for cohesion (diction, syntax, and style).</p>
<p>EN9INF-III-18 Edit the text for textual consistency.</p>
<p>EN9INF-III-19 Publish a multimodal informational text for one’s purpose and target audience: argumentative text.</p>
<p>TEXT FOCUS</p>

TRANSACTIONAL TEXT: LETTER OF COMPLAINT
<i>Evaluating letters for clarity of purpose and meaning</i>
EN9TRAN-III-1 Analyze distinguishing features of informal and formal correspondences to infer sender's meaning and purpose across modalities: letter of complaint.
EN9TRAN-III-2 Analyze milieus influencing the structure and rhetoric of informal and formal correspondences across modalities: -parts and formats -organizational patterns -politeness strategies (etiquette)
EN9TRAN-III-3 Examine the sender's voice for clarity of purpose and meaning: -diction -style -tone and register -point of view -sentence structure
EN9TRAN-III-4 Examine how ethics is established in transmitting informal and formal correspondences across modalities.
<i>Sending letters to communicate with and respond to senders</i>
EN9TRAN-III-5 Identify one's purpose and meaning in writing letters.
EN9TRAN-III-6 Compose a letter of complaint.
EN9TRAN-III-7 Revise for coherence and cohesion.
EN9TRAN-III-8 Edit for consistency of diction, style, tone and register, point of view, and grammar.
EN9TRAN-III-9 Send correspondences to communicate with and respond to senders within the bounds of ethics.

GRADE 9 – QUARTER 4

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

<p>LEARNING COMPETENCIES</p> <p>TEXT FOCUS</p> <p>LITERATURE REVIEW</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>EN9INF-IV-1 Examine text structures for clarity of meaning and purpose:</p>
	<p>academic text: literature review</p>
	<p>EN9INF-IV-2 Examine linguistic features as tools to achieve organizational efficiency in informational texts:</p> <ul style="list-style-type: none"> -diction and style -transition devices -sentence structure and function
	<p>EN9INF-IV-3 Analyze the use of discipline-specific words, voice, technical terms in research, and conceptual, operational, and expanded definition of words.</p>
	<p>EN9INF-IV-4 Extract significant information.</p>
	<p>EN9INF-IV-5 Analyze supporting evidence to validate assertions and counterclaims:</p> <ul style="list-style-type: none"> -factual knowledge -statistical inferences -informed opinion -personal testimony

<p>EN9INF-IV-6 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>EN9INF-IV-7 Analyze textual evidence to support an argument/general statement: -quoting -paraphrasing -summarizing</p>
<p>EN9INF-IV-8 Synthesize significant information.</p>
<p><i>Publishing a multimodal informational text for one’s purpose and target audience</i></p>
<p>EN9INF-IV-9 Identify the text type appropriate for one’s topic, purpose, and target audience.</p>
<p>EN9INF-IV-10 Organize significant information using various technique.</p>
<p>EN9INF-IV-11 Determine one’s thesis as the central idea of the paper.</p>
<p>EN9INF-IV-12 Compose the informational text based on the chosen text type.</p>
<p>EN9INF-IV-13 Apply multimodal elements appropriate to the chosen text delivery/ies.</p>
<p>EN9INF-IV-14 Revise the text for coherence.</p>
<p>EN9INF-IV-15 Revise the text for cohesion (diction, syntax, and style).</p>
<p>EN9INF-IV-16 Edit the text for textual consistency.</p>
<p>EN9INF-IV-17 Publish a multimodal informational text for one’s purpose and target audience: literature review.</p>