

MATRIX OF STANDARDS AND COMPETENCIES FOR ENGLISH IN GRADES 7 – 10

Content Standard		GRADE 7	GRADE 8	GRADE 9	GRADE 10
Listening comprehension	CONVENTIONS	Determine how stress, intonation, phrasing, pacing, tone, and non-verbal cues serve as carriers of meaning that may aid or interfere in the message of the text listened to.	Listen for important points signaled by stress, intonation, phrasing, pacing, tone, and non-verbal cues that serve as carriers of meaning in specific situations.	Determine appropriateness of stress, intonation, phrasing, tone, and non-verbal cues used by a speaker in a particular setting for a specific audience.	Examine how spoken communication between and among speakers in specific situations may be repaired or enhanced verbally and non-verbally to suit various functional purposes.
	STRATEGIES	Use active listening strategies based on purpose, familiarity with the topic and the level of difficulty of simple informative and short narrative texts.	Employ projective listening strategies when listening to descriptive and longer narrative texts.	Shift from one listening strategy to another based on purpose, familiarity with the topic, and level of difficulty of the argumentative or persuasive texts.	Adjust listening strategies based on purpose, familiarity with the topic, and level of difficulty of the expository and analytical texts.
	PROCESSES	Listen to appreciate communication roles, expectations, and intentions in specific communicative contexts or situations.	Listen to validate information, opinion, or assumption in order to participate well in a specific communicative context or situation.	Listen to determine faulty logic, unsupported facts, and emotional appeal in order to provide appropriate and critical feedback in a specific context or situation.	Listen to simplify, reorganize, and synthesize information for purposes of expanding, reviewing, or updating knowledge.

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Oral language and fluency	CONVENTIONS	Use the right stress, intonation, phrasing, pacing, and tone in interpersonal expressions and in reading short written or recorded passages aloud.	Vary the stress, intonation, phrasing, pacing, and tone while reading orally from a prepared manuscript, delivering prepared lines in a performance script, or re-enacting an episode or scene.	Determine the appropriate stress, intonation, phrasing, pacing, and tone while delivering an extemporaneous or impromptu speech.	Adjust the stress, intonation, phrasing, pacing, and tone while participating in formal oral presentations, debates, and broadcast communication tasks.
	STRATEGIES	Use appropriate verbal and non-verbal turn-taking, turn-giving, and topic control strategies in participating in forms of small group interaction including interviews and panel discussions.	Use appropriate verbal and non-verbal strategies to animate a written script for purposes of delivering information or executing a dramatic piece and other performance speech forms.	Employ varied verbal and non-verbal strategies to create impact on a specific audience while delivering various forms of extemporaneous or impromptu speech.	Enhance the quality of verbal and non-verbal strategies employed by speakers in a completed formal oral presentation, debate, or broadcast communication task.
	PROCESSES	Talk about significant human experiences and ideas based on literary or expository reading, listening, or viewing selections in unrehearsed individual and group modalities.	Provide structured feedback on the quality of spoken discourse based on a prepared manuscript or performance script.	Provide appropriate and constructive response to questions and feedback concerning one's performance in an extemporaneous or impromptu speech task.	Formulate informed assertions, claims, and justifications using accurate, adequate, and appropriate primary and secondary information.

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Vocabulary development	PROCESSES	Establish semantic relationships of words and expressions that include familiar, colloquial, and idiomatic types.	Establish the meaning of words and expressions as they are used in discourse structures and patterns.	Identify context-appropriate substitutes for words or expressions.	Reduce ambiguity and vagueness in the use of words and expressions.
	STRATEGIES	Identify collocations and arrange words or expressions in clines, categories, and clusters.	Use context clues and structural analysis to arrive at the meaning of words and expressions.	Determine the level of formality or register in which a word or expression is to be used.	Explain the nature of shift in structure and meaning of a word or expression as used in a specific discipline, situation, or context of use.

Content Standard	4-6	GRADE 7	GRADE 8	GRADE 9	GRADE 10
Reading comprehension	SCHEMA BUILDING	Use predictive and anticipatory devices or tasks to activate prior knowledge concerning the topic of reading or viewing selection.	Organize prior knowledge concerning the topic of reading or viewing selection using a variety of graphic organizers.	Articulate prior knowledge concerning the topic of reading or viewing selection using guided small group discussion strategies.	Assess prior knowledge concerning the topic of reading or viewing selection using individual or group assessment devices.
	STRATEGIES	Distinguish between and among literal, inferential, and applied information presented in a reading or viewing selection and the questions formed on the basis of such information.	Respond to information from a reading or viewing selection through the use of oral or written short response formats and differentiated group performance tasks.	Compare and contrast information presented in two or more related readings or viewings using guided text analysis strategies and devices in a small group structure.	Evaluate content, elements, features, and properties of a reading or viewing selection using a set of text analysis strategies developed in consultation with peers and the teacher.
	LITERARY TEXTS	Establish the relevance and unity of the elements of a text vis-à-vis its intended purpose and production milieu.	Identify dominant literary devices and figures of speech that add color and heighten meaning in the reading or viewing selection.	Ascertain the features of the reading or viewing selection that clarify its adherence to or dismissal of a particular tradition of literary production.	Organize an independent and systematic approach to critiquing an elected reading or viewing selection.
	EXPOSITORY TEXTS	Establish the validity and unity of the details of a text vis-à-vis its intended purpose and production milieu.	Identify dominant writing or filming techniques that add color to and heighten meaning of the reading or viewing selection.	Ascertain the features of the reading or viewing selection that clarify its adherence to or dismissal of a particular social issue, concern, or disposition.	Organize an independent and systematic approach to critiquing an elected reading or viewing selection.

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Writing and composition	CONVENTIONS	Distinguish between oral and written modes of language use with emphasis on their exclusive features and properties.	Distinguish between informational and artistic stances in written discourse and the specific properties of each stance.	Identify ways by which information is systematically organized to meet specific goals and objectives in written discourse.	Identify ways by which purposeful writing may be supported by a variety of information sources, processing techniques, and presentation strategies.
	STRATEGIES	Determine features and properties of written language in accordance to a specific register or level of formality.	Identify common language patterns that exist in specific written discourse patterns.	Employ a variety of language and discourse patterns in expressing one's views and opinions concerning a specific topic of interest.	Use standard procedure, appropriate forms, and assessment tools or techniques in process-oriented writing with the aid of peers and the teacher.
	PROCESSES	Use specific cohesive and literary devices to construct written personal discourse formats such as letters, blogs, and electronic mails and basic mass media materials as print ads, campaigns, and broadcast commercials.	Use specific cohesive and literary devices to construct basic literary and expository written discourse such as poetry, drama, fables, parables, myths, legends, personal essays, biographies, and vignettes.	Use specific cohesive and literary devices to construct extended literary and expository written discourse as short fiction, argumentative and persuasive essays, speeches, and opinionated journalistic writing.	Use specific cohesive and literary devices to construct integrative literary and expository written discourse as reviews, critiques, research reports, and scripts for broadcast communication texts, including screenplay.

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Grammar awareness and structure	USAGE	Use: 1. Varied noun complementation 2. Varied verb complementation 3. Correct determiners 4. Consistent tense 5. Proper tense simplification 6. Appropriate auxiliary and modal verbs	Use: 1. Varied adjective complementation 2. Appropriate idioms, collocations, and fixed expressions 3. Coordinators 4. Subordinators 5. Other appropriate devices for emphasis	Use: 1. Other cohesive techniques and devices 2. Various polite expressions 3. Varied techniques of softening expression 4. Appropriate techniques to avoid confusing sentence structures	Use: 1. Appropriate expressions of introducing, expanding, summarizing, and restating a topic 2. Appropriate statements of definition, causation, elaboration, and synthesis
	STRUCTURE	Formulate: 1. Meaningful question forms, short answers, and reply questions 2. Correct simple and compound sentences 3. Meaningful embedded and kernel sentences 4. Appropriate direct or reported speech	Formulate: 1. Correct complex and compound-complex sentences 2. Correct conditional statements 3. Appropriate parenthetical expressions 4. Meaningful expanded sentences (following balance, parallelism, and modification)	Formulate: 1. Appropriate restatements 2. Correct negation structures 3. Meaningful structures of fronting, inversion, and emphasis 4. Effective sentences with controlled length and rhythm	Formulate: 1. Correct claim of fact 2. Correct claim of policy 3. Correct claim of value 4. Appropriate direct quote 5. Substantive precis 6. Adequate paraphrase 7. Suitable statement of conclusion

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Attitude	Demonstrate eagerness and spontaneity in providing and responding to questions and feedback pertinent to previous, ongoing, and future opportunities for learning language, literacy, and literature.	Exhibit the initiative to innovate independently or in cooperation with others in designing, presenting, and sharing expected outputs of creative and critical thinking concerning language, literacy, and literature.	Adopt an appropriate, sensitive, and responsive disposition in articulating, maintaining, and challenging diverse opinions and points of view concerning specific issues or concerns.	Observe fairness, objectivity, proactive disposition, and responsible use of information in supporting and elaborating particular claims relevant to one's established project of inquiry.
Study strategies	Locate appropriate print, non-print, and electronic sources of information for purposes of supporting assertions, validating assumptions, and drawing conclusions.	Exchange and process information synchronously or asynchronously with peers and other persons for purposes of expanding understanding, limiting inquiry, and balancing views or opinions.	Arrange collected and classified information using an appropriate linear or non-linear organizer such as idea maps and outlines.	Design appropriate task and resource management schemes to carry out specific goals of an organized inquiry.