

# STANDARDS FOR SECONDARY EDUCATION

# ENGLISH

Quality Assurance and Development Services  
Ministry of Education, Youth and Sports 2004



# ENGLISH

## **Standard No. 1**

***Use listening strategies and other critical thinking techniques to understand, extract, organize, and evaluate information via different media and use the information for a variety of communicative tasks.***

### **Learning Outcomes**

#### **First Form**

- 1.1 Use listening strategies to:
  - Extract specific information
  - To confirm expectations
  - For general understanding
  - For a writing task
  - In order to increase attention span and get meaning in listening situations
- 1.2 Predict speaker's position on a topic based on factors such as knowledge of the speaker, and of the subject,
- 1.3 Respond to questions, instructions, and shared information appropriately
- 1.4 Increase listening vocabulary through exposure to a wide range of challenging listening experiences and use the new words in speaking and writing.
- 1.5 Determine meaning from context and use the dictionary to find the meanings of unfamiliar words.
- 1.6 Remember information presented through the use of appropriate strategies such as webbing, note taking, paraphrasing, and summarizing.
- 1.7 Compare personal understanding with that of others.

#### **Second Form**

- 1.8 Identify discernible organizational patterns used by the speaker and select the points the speaker uses to support his position.
- 1.9 Use critical thinking strategies to analyze what is being said.
- 1.10 Identify verbal and non-verbal cues and recognize the role they play such as to indicate position, main points, relationship between the speaker and the audience etc. in both formal and informal listening situations. Recognize that these cues either act as barriers to or facilitators of comprehension.
- 1.11 Recognize that appropriate variations in language use depend on the situation, purpose, and audience.
- 1.12 Obtain additional information or clarification of points by asking or answering relevant questions.

#### **Third Form**

- 1.13 Distinguish between facts and opinions, identify, and evaluate persuasive techniques and literary devices as well as develop an awareness of how appeal to emotions can impair good judgment.
- 1.14 Organize in Standard English what is heard, and evaluate, via different media.

## **Standard No. 2**

***Communicate effectively in the target language in a variety of settings and to a variety of audiences for a variety of purposes.***

### **Learning Outcomes**

#### **First Form**

- 2.1 Converse in Standard English with peers and adults on a variety of topics in a variety of settings, including informal and formal, small group and whole class discussions.
- 2.2 Speak with confidence in prepared oral presentations and oral readings of poetry and prose selections, give prepared talks from notes or memory, and participate in dramatization and role-playing.
- 2.3 Use appropriate language or vocabulary to suit the social context and the speaking situation.

#### **Second Form**

- 2.4 Express thoughts clearly when presenting orally to a variety of audiences, such as the class, another class, parent groups, or teaching staff, for a variety of purposes, such as to entertain, explain, persuade, and inform.

- 2.5 Use appropriate diction, voice production factors such as volume, tempo and pitch, and non-verbal factors such as gestures, posture, and eye contact to communicate meaning and mood effectively and to retain the attention of the audience.

**Standard No. 3**

***Participate effectively in-group discussions, recognize the functions of group members and factors that impair group discussions, observe courtesies of group discussion, contribute positively to discussions, and present orally.***

**Learning Outcomes**

**First Form**

- 3.1 Recognize the various functions of group members such as the leader, the recorder, and the presenter, and become proficient in each function.
- 3.2 Observe courtesies of group discussion such as speaking in turn and using appropriate tone.
- 3.3 Contribute positively to discussions. Use discussion techniques such as brainstorming and webbing, evaluate contributions to the group, and make suggestions for increasing the effectiveness of group communication.

**Second Form**

- 3.4 Recognize factors, which impair group discussions and develop proficiency in dealing with such factors as unnecessary pauses, accents, and mispronunciation.
- 3.5 Present orally to a variety of audiences.

**Standard No. 4**

***Participate in panel discussions; know the purpose of panel discussions and the role of each member; prepare for and conduct discussions, observe the courtesies of discussions, and evaluate performance.***

**Learning Outcomes**

**Third Form**

- 4.1 Explain the purpose of a panel discussion.
- 4.2 Know the responsibilities of the members and chairperson and the function of each participant.
- 4.3 Develop proficiency in each function.
- 4.4 Prepare for discussion by researching, reading, listening, and viewing given topics.
- 4.5 Organize ideas using an appropriate method, such as chronological order, order of importance, and spatial order.
- 4.6 Conduct a panel discussion.
- 4.7 Observe the courtesies of discussion, such as speaking in turn and using appropriate tone and language.
- 4.8 Evaluate the presenters' performances using a given criteria.

**Standard No. 5**

***Prepare for and participate effectively in debates.***

**Learning Outcomes**

**Fourth Form**

- 5.1 Explain the purpose of debating.
- 5.2 Know the rules of debating, the function and role of each member of a debate team, and the specific terms related to debating.
- 5.3 Obtain information for a debate by reading, speaking, listening, and researching.
- 5.4 Organize ideas for a debate in order of importance.
- 5.5 Prepare for the debate by considering both sides of the issue and presenting good arguments and counter arguments.
- 5.6 Plan and write affirmatively or negatively on the resolution, depending on your position.
- 5.7 Use reasons, facts, expert opinions, etc. to support your position.
- 5.8 Prepare a rebuttal speech.

- 5.9 Participate in debates by presenting position within the specified time. Presenters should include a clear, persuasive statement of position, specific reasons supported by facts, and effective persuasive techniques such as rhetorical questions, personal appeal, emotive language, and scientific evidence.
- 5.10 Edit script for errors in reasoning, grammar and punctuation, using the appropriate rubric.
- 5.11 Use voice effectively to convey information, position, mood, and attitude towards the subject.
- 5.12 Know and use the rules of parliamentary procedure.

**Standard No. 6**  
***Use effective pre-reading strategies.***

**Learning Outcomes**

**First Form**

- 6.1 Participate in pre-reading activities such as reflections, discussions, viewing, listening, drawing, and dramatizing, as well as reading prefaces and other introductory material in order to aid comprehension.
- 6.2 Use cues provided by the author, prior knowledge, and personal experience to infer the author's meaning and construct personal meaning.

**Standard No. 7**  
***Develop effective strategies to improve comprehension skills.***

**Learning Outcomes**

**First Form**

- 7.1 Determine purpose for reading a selection, such as tracing a sequence of events, summarizing, or answering questions.
- 7.2 Use strategies such as identifying facts and main ideas, drawing conclusions, making predictions, and paraphrasing.
- 7.3 Make connections between text and personal experience.
- 7.4 Answer questions on a variety of prose and poetry selected for appropriate age and reading level.
- 7.5 Determine meaning of prose or poetry selections and share with others.
- 7.6 Make inferences based on personal experience and information given.

**Second Form**

- 7.7 Identify the mode of writing and the method of organization.
- 7.8 Differentiate between forms of writing or literary patterns.
- 7.9 Determine writer's purpose or intention, mood, and tone.
- 7.10 Recognize writing techniques such as flashback, narrative exposition, and sarcasm.
- 7.11 Identify, interpret, and evaluate literary devices such as similes, metaphors, and personification.

**Third Form**

- 7.12 Critique reading selections and respond by speaking, dramatizing, writing, etc.
- 7.13 Identify first and third person perspectives and evaluate the effectiveness of each.

**Standard No. 8**  
***Increase range of vocabulary for fuller and better comprehension.***

**Learning Outcomes**

**First Form**

- 8.1 Define unfamiliar words selected from the readings/selections and use in speech and writing.

**Second Form**

- 8.2 Use knowledge of denotation, connotation, context clues, idioms, synonyms, antonyms, roots, prefixes, and suffixes to aid understanding.

**Standard No. 9**  
**Identify and use nouns.**

**Learning Outcomes**

**First Form**

9.1 Identify and use common, proper, concrete, abstract, collective, and possessive nouns.

**Standard No. 10**  
**Give the plural forms of nouns.**

**Learning Outcomes**

**First Form**

10.1 Know how to form and use the plural forms of regular and irregular nouns and nouns of foreign origin.

10.2 Differentiate between plural and possessive nouns.

**Standard No. 11**  
**Use verbs correctly.**

**Learning Outcomes**

**First Form**

11.1 Identify and use action, linking, helping, transitive, and intransitive verbs and the principal parts of verbs appropriately.

**Standard No. 12**  
**Use verb tenses correctly.**

**Learning Outcomes**

**Second Form**

12.1 Recognize and use the simple, continuous, emphatic, and perfect tenses correctly.

12.2 Identify and correct errors in usage.

**Standard No. 13**  
**Use the correct verb forms for singular and plural nouns and pronouns.**

**Learning Outcomes**

**Second Form**

13.1 Use the correct verb forms with:

- Singular and plural nouns
- Compound subjects
- Indefinite pronouns
- Collective nouns
- Nouns ending in 's'
- Titles
- Nouns used to indicate amount and time
- Subjects of sentences in inverted order
- Subjects of sentences with predicate nominatives
- Subjects with 'every' or 'many a'
- Subjects of foreign origin
- 'The number of' and 'a number of'
- Subjects with 'each' and 'every'
- Subjects interrupted by phrases such as prepositional phrases
- Unstated subjects

**Standard No. 14**  
***Identify and use pronouns correctly.***

**Learning Outcomes**

**First Form**

14.1 Identify and use personal, indefinite, relative, demonstrative, reflexive, and intensive pronouns.

**Second Form**

14.2 Use pronouns that agree with their antecedents in case, number, and gender.

**Third Form**

14.3 Use clear pronoun references.

**Standard No. 15**  
***Identify, compare, and use adjectives.***

**Learning Outcomes**

**First Form**

15.1 Identify and use adjectives.

15.2 Identify the words they modify.

**Second Form**

15.3 Use adjectives correctly in comparisons.

15.4 Identify and correct errors in the use of the positive, comparative, and superlative degrees of comparison.

**Standard No. 16**  
***Identify, classify, and use adverbs in writing and differentiate between adjectives and adverbs.***

**Learning Outcomes**

**First Form**

16.1 Identify and use adverbs.

16.2 Classify adverbs.

16.3 Identify the words they modify.

**Second Form**

16.4 Differentiate between adjectives and adverbs

16.5 Use adverbs in comparisons

**Standard No. 17**  
***Identify and use prepositions.***

**Learning Outcomes**

**First Form**

17.1 Identify prepositions.

17.2 Identify the prepositional phrases.

**Standard No. 18**  
***Identify and use conjunctions.***

**Learning Outcomes**

**First Form**

18.1 Identify and use coordinating, subordinating, and correlative conjunctions.

**Standard No. 19**  
***Identify and use interjections***

**Learning Outcomes**

**First Form**

19.1 Identify and use interjections to express strong feelings such as urgency, surprise, or anger.

**Standard No. 20**  
***Identify the parts of a sentence.***

**Learning Outcomes**

**First Form**

- 20.1 Identify the parts of a sentence: subject, predicate, direct and indirect objects, subject and object compliments and recognize the role that each part plays in a sentence.

**Standard No. 21**  
***Identify and classify phrases and determine the role they play in sentences.***

**Learning Outcomes**

**Second Form**

- 21.1 Identify prepositional, appositive, gerund, infinitive, and participial phrases.  
21.2 Use prepositional phrases as adverbs and adjectives.

**Third Form**

- 21.3 Use appositive phrases, gerund phrases, and infinitive phrases and determine the role they play in sentences.  
21.4 Use participial phrases correctly and correct errors such as dangling, squinting, and misplaced modifiers.

**Standard No. 22**  
***Identify and classify clauses and determine the role they play.***

**Learning Outcomes**

**Second Form**

- 22.1 Identify and differentiate between clauses and phrases.  
22.2 Differentiate between clauses and independent clauses.

**Third Form**

- 22.3 Identify and differentiate among noun clauses, adverbial clauses, and adjectival clauses.  
22.4 Use clauses correctly to form different types of sentences.

**Standard No. 23**  
***Use a variety of sentence structure in writing.***

**Learning Outcomes**

**Second Form**

- 23.1 Write simple, compound, complex, and compound-complex sentences.

**Third Form**

- 23.2 Identify and write equivalent sentences.

**Standard No. 24**  
***Use parallel structure correctly.***

**Learning Outcomes**

**Third Form**

- 24.1 Identify parallel structure.  
24.2 Use parallel structure with items in a series and paired items such as words, phrases, and clauses and in lists and outlines.  
24.3 Identify and correct faulty parallelism.

**Standard No. 25**  
***Classify and write sentences according to purpose.***

**Learning Outcomes**

**First Form**

25.1 Classify sentences as declarative, interrogative, imperative, and exclamatory sentences.

25.2 Write declarative, interrogative, imperative, and exclamatory sentences.

**Standard No. 26**  
***Use transitional words effectively.***

**Learning Outcomes**

**Second Form**

26.1 Use transitional words to show addition, give examples, compare, contrast, summarize, or conclude, show time, direction or place, indicate logical relationships, etc.

**Standard No. 27**  
***Identify and correct common structure and usage errors.***

**Learning Outcomes**

**Third Form**

27.1 Identify and correct errors such as colloquialism, slang, redundancy, illogical comparisons, unclear pronoun references, inconsistent tenses, fragments, and run on sentences.

**Standard No. 28**  
***Write and present skits and plays.***

**Learning Outcomes**

**Second Form**

28.1 Read plays for appreciation.

28.2 Identify and analyze elements such as plot, characters, setting, themes, etc. in skits and plays.

28.3 Gather ideas for skits and plays by reading, listening, speaking, observing, and using life experiences.

28.4 Plan, outline, and write skits including such elements as plot, characterization, setting, themes, etc.

28.5 Perform skits using effective verbal and non-verbal cues, props, costumes, etc.

**Standard No. 29**  
***Read, analyze, plan, and write poems.***

**Learning Outcomes**

**Third Form**

29.1 Read poems for appreciation.

29.2 Identify, interpret, and analyze the effectiveness of literary devices such as similes, metaphors, personification, etc.

29.3 Identify and differentiate among sonnets, haikus, quatrains, limericks, and ballads.

29.4 Write sonnets, haikus, quatrains, limericks, and ballads.

29.5 Use literary devices such as simile, metaphor, onomatopoeia, rhyme, rhythm, etc.



**Standard No. 30**  
***Set up and write friendly letters***

**Learning Outcomes**

**First Form**

- 30.1 Recognize a friendly letter.
- 30.2 Write correctly and punctuate the different parts of a friendly letter.
- 30.3 Write letters of invitation, acceptance, refusal, thanks, apology, complaint, congratulation, sympathy, etc.
- 30.4 Revise letters using the appropriate rubric.

**Standard No. 31**  
***Set up and write different types of formal letters.***

**Learning Outcomes**

**Second Form**

- 31.1 Recognize a formal letter and identify the different parts.
- 31.2 Differentiate between friendly and formal letters in content, tone, and format.
- 31.3 Write and punctuate formal letters. Letters of request, complaint, apology, invitation, etc. using formal language and appropriate tone.
- 31.4 Write letters to the Editor.
- 31.5 Write letters of application
- 31.6 Write a cover letter and a curriculum vitae/resume.
- 31.7 Revise letters using an appropriate rubric.

**Standard No. 32**  
***Identify the parts of a paragraph, plan and write paragraphs***

**Learning Outcomes**

**First Form**

- 32.1 Recognize a paragraph.
- 32.2 Identify the elements of a paragraph such as topic sentence, supporting sentences, and concluding sentences.
- 32.3 Identify the method used to develop paragraphs, such as order of importance, spatial order, chronological order, etc.
- 32.4 Identify factors that contribute to effective and ineffective paragraph writing.
- 32.5 Select and limit topics, and list supporting details for narrative, descriptive, persuasive, and expository paragraphs.
- 32.6 Write effective topic sentences and place them appropriately.
- 32.7 Write supporting sentences for narrative, descriptive, persuasive, and expository paragraphs.
- 32.8 Write effective concluding sentences for narrative, descriptive, persuasive, expository paragraphs.
- 32.9 Use transitional words to achieve coherence.
- 32.10 Revise paragraphs using the appropriate rubric.

**Standard No. 33**  
***Plan, write, and edit descriptive paragraphs about people and places.***

**Learning Outcomes**

**First Form**

- 33.1 Plan and write effective descriptive paragraphs.
- 33.2 Use descriptive techniques by including effective sensory details, vivid adjectives, nouns, verbs, adverbs, and figures of speech.
- 33.3 Use appropriate methods of description, like spatial order and descriptive details.
- 33.4 Create personality traits, character, setting, and mood.
- 33.5 Revise and edit descriptive paragraphs using the appropriate rubric.

**Standard No. 34**  
***Plan, write, and edit narrative paragraphs.***

**Learning Outcomes**

**First Form**

- 34.1 Recall brief incidents.
- 34.2 Develop paragraphs using incidents that support the topic sentence and main idea.
- 34.3 Write using first and third person perspectives.
- 34.4 Write clearly about actions using specific verbs and adverbs.
- 34.5 Use effective transitional words to achieve cohesion.
- 34.6 Use figures of speech and other literary devices such as sarcasm, satire, irony, simile, metaphor, etc.
- 34.7 Revise narrative paragraphs using the appropriate rubric.

**Standard No. 35**  
***Plan, write, and edit process explanation paragraphs.***

**Learning Outcomes**

**Second Form**

- 35.1 Plan the process explanation paragraphs.
- 35.2 Arrange supporting details in chronological order or sequence.
- 35.3 Use effective topic sentences, supporting sentences, and concluding sentences.
- 35.4 Use appropriate transitional words to achieve cohesion.
- 35.5 Edit and revise process explanation paragraphs using a checklist.

**Standard No. 36**  
***Plan and write problem solution paragraphs.***

**Learning Outcomes**

**Second Form**

- 36.1 Select suitable current, social, environmental, educational issues, either national or global.
- 36.2 Gather information by researching, viewing, listening, or reading.
- 36.3 Select topics or problems and list possible solutions.
- 36.4 Organize ideas in order of importance to achieve coherence.
- 36.5 Write effective introductory sentences, supporting sentences, and concluding sentences.
- 36.6 Use appropriate transitional words to achieve cohesion.
- 36.7 Revise paragraphs using the appropriate rubric.

**Standard No. 37**  
***Plan, write, and edit cause and effect paragraphs.***

**Learning Outcomes**

**Second Form**

- 37.1 Identify and differentiate between cause and effect.
- 37.2 Select and limit suitable topics.
- 37.3 Gather information by researching, viewing, listening, or reading.
- 37.4 Organize ideas in order of importance or chronological order.
- 37.5 Write effective topic sentences, supporting sentences, and concluding sentences.
- 37.6 Use transitional words to emphasize the order of cause and effect.
- 37.7 Revise paragraphs using the appropriate rubric.

**Standard No. 38**  
***Plan, write, and edit paragraphs of comparison.***

**Learning Outcomes**

**Third Form**

- 38.1 Select and limit suitable topics.
- 38.2 Gather information by researching, viewing, listening, or reading.

- 38.3 Organize ideas using appropriate methods, such as order of importance, spatial order, or chronological order.
- 38.4 Write effective introductory sentences, supporting sentences, and concluding sentences.
- 38.5 Use appropriate transitional words.
- 38.6 Revise the paragraphs using the appropriate rubric.

**Standard No. 39**

***Plan, write, and edit paragraphs of contrast.***

**Learning Outcomes**

**Third Form**

- 39.1 Select and limit suitable topics.
- 39.2 Gather information by researching, viewing, listening, or speaking.
- 39.3 Organize ideas using an appropriate method.
- 39.4 Write effective introductory sentences, supporting sentences, and concluding sentences.
- 39.5 Use transitional words effectively to achieve cohesion.
- 39.6 Revise paragraphs using the appropriate rubric.

**Standard No. 40**

***Plan, write, and edit persuasive paragraphs.***

**Learning Outcomes**

**Third Form**

- 40.1 Recognize persuasive paragraphs.
- 40.2 Select suitable topics.
- 40.3 Gather information by researching, viewing, listening, or reading.
- 40.4 Organize ideas using an appropriate method.
- 40.5 Prepare supporting details by presenting effective facts, reasons, statistics, etc.  
Write persuasive paragraphs which include effective topic sentences, supporting details, and effective concluding sentences.
- 40.6 Use persuasive techniques such as research evidence, scientific evidence, emotional words etc.
- 40.7 Use appropriate transitional words.
- 40.8 Revise paragraphs using the appropriate rubric.

**Standard No. 41**

***Prepare for and conduct interviews and use the data collected.***

**Learning Outcomes**

**Third Form**

- 41.1 Prepare for a real or simulated interview.
- 41.2 Conduct the interview and use effective note-taking strategies or other means to gather information.
- 41.3 Use information compiled for a writing or speaking activity.

**Standard No. 42**

***Prepare for and conduct research and use the information gathered.***

**Learning Outcomes**

**Third Form**

- 42.1 Use a variety of sources to gather information.
- 42.2 Limit research by focusing on one topic.
- 42.3 Use information gathered for writing or speaking creatively.
- 42.4 Cite references.

**Standard No. 43**  
***Plan and write simple reports.***

**Learning Outcomes**

**Third Form**

- 43.1 Recognize a simple report.
- 43.2 Identify and use the correct format to write a report.
- 43.3 Gather and organize information to write a report.
- 43.4 Write a simple report using correct verb forms and effective transitional words.
- 43.5 Edit and revise the simple report.

**Standard No. 44**  
***Plan, write, and edit a newspaper article.***

**Learning Outcomes**

**Third Form**

- 44.1 Gather information to write a newspaper article by researching, viewing, listening, or reading.
- 44.2 Select a suitable headline.
- 44.3 Organize ideas into introduction, body, and conclusion.
- 44.4 Write the newspaper article using facts and opinions effectively, correct verb tenses, and effective transitional words.
- 44.5 Revise the report using a checklist.

**Standard No. 45**  
***Plan and write effective descriptions.***

**Learning Outcomes**

**Fourth Form**

- 45.1 Obtain ideas for writing by researching, viewing, listening, reading, or speaking.
- 45.2 Organize ideas in spatial order.
- 45.3 Choose sensory details that help to create a specific impression or mood.
- 45.4 Use precise and vivid nouns and verbs.
- 45.5 Use effective modifiers such as adjectives, adverbs, and participles.
- 45.6 Use figures of speech effectively.
- 45.7 Write a descriptive paragraph including effective introduction, body, and conclusion.
- 45.8 Use effective transitional words.
- 45.9 Edit description for errors, such as spelling, punctuation, grammar, and usage, using a checklist.

**Standard No. 46**  
***Analyze, plan, write, and edit a short story.***

**Learning Outcomes**

**Fourth Form**

- 46.1 Recognize a short story.
- 46.2 Identify the elements such as plot, characters, setting, themes, etc.
- 46.3 Discuss the effectiveness or ineffectiveness of the point of view the writer uses, the literary devices, and the story-writing techniques used by the writer.
- 46.4 Plan a short story about an incident that contains a conflict which is resolved in the end, and includes all the elements of good narrative writing such as effective plot, setting, characters, etc.
- 46.5 Use the first and third person points of view and keep the point of view consistent.
- 46.6 Create setting and character; use dialogue to help to reveal character and plot.
- 46.7 Present actions in chronological order using straight forward narration and storytelling techniques such as flashback and foreshadowing.
- 46.8 Use correct verb forms and transitional words to emphasize chronological order.
- 46.9 Use modifiers and figures of speech effectively.
- 46.10 Write stories using a variety of prompts, such as pictures, titles, and beginning and ending sentences

- 46.11 Proofread narratives for errors in grammar, usage, spelling, and tense, using a checklist.

**Standard No. 47**

***Plan, write, and edit the five paragraph composition.***

**Learning Outcomes**

**Fourth Form**

- 47.1 Select a suitable topic (educational, environmental, or social) and gather information by researching, viewing, listening, reading, and speaking.
- 47.2 Limit the topic and focus by determining a purpose and an appropriate method of development.
- 47.3 List and organize ideas using a suitable arrangement of supporting details, such as chronological order, spatial order, or order of importance, depending on the mode of writing.
- 47.4 Write an outline for the composition; include topic sentence, main ideas, and supporting details.
- 47.5 Write an introductory paragraph, which includes an effective introductory sentence and topic sentence.
- 47.6 Write the body of the composition, following the outline, using effective topic sentences and transitional words.
- 47.7 Write a conclusion that summarizes, restates, or gives personal reaction.
- 47.8 Revise the composition, using the appropriate rubric.

**Standard No. 48**

***Plan, write, and edit a problem solution composition.***

**Learning Outcomes**

**Fourth Form**

- 48.1 Analyze a model problem solution composition.
- 48.2 Select a suitable topic and obtain information by researching, viewing, listening, and reading.
- 48.3 Write a topic sentence based on this topic.
- 48.4 Prepare an outline.
- 48.5 Write an effective introductory paragraph.
- 48.6 Write the body of the essay, explaining each solution, and using effective topic sentences, supporting details, and transitional words.
- 48.7 Write an effective concluding paragraph that summarizes, calls to action, or gives personal reaction.
- 48.8 Revise the paper for errors in structure, grammar, punctuation, spelling, etc. using an appropriate rubric.

**Standard No. 49**

***Plan, write, and edit a cause and effect composition.***

**Learning Outcomes**

**Fourth Form**

- 49.1 Analyze a model cause and effect composition.
- 49.2 Identify and differentiate between causes and effects.
- 49.3 Select a topic by viewing, listening, speaking, observing, and reading.
- 49.4 Limit the topic and focus ideas by using each of the following methods: one cause and three effects, one effect and three possible causes.
- 49.5 List and organize main ideas and supporting details, using a suitable method such as order of importance and/or chronological order.
- 49.6 Prepare an outline.
- 49.7 Write an effective introductory paragraph.
- 49.8 Write the body of the composition.
- 49.9 Write an effective concluding paragraph that summarizes, calls for action, gives personal reaction, and/or suggests a possible solution.
- 49.10 Use effective transitional words.
- 49.11 Revise composition for errors in structure, grammar, punctuation, spelling, etc. using the appropriate rubric.

**Standard No. 50**  
**Analyze plan, and write an effective advertisement.**

**Learning Outcomes**

**Fourth Form**

- 50.1 Recognize an advertisement.
- 50.2 Examine the advertisement and identify the persuasive techniques, such as emotive words, personal appeal, or repetition, that the writer uses to convince the reader or listener.
- 50.3 Analyze the effectiveness or ineffectiveness of an advertisement by discussing the name of the product, the target group, the basic needs and desires that the advertiser exploits, and the persuasive techniques the writer uses.
- 50.4 Plan, create, and produce an advertisement.
- 50.5 Choose a product or service, provide a suitable name, and select a target audience and the desires to which it appeals.
- 50.6** Use effective persuasive devices.

**Standard No. 51**  
**Plan, write, and edit a persuasive essay.**

**Learning Outcomes**

**Fourth Form**

- 51.1 Analyze a model persuasive essay.
- 51.2 Obtain ideas for writing a persuasive essay by researching, speaking, reading, listening, or viewing.
- 51.3 Select a general topic for a persuasive essay then recognize and select an opinion and a suitable audience.
- 51.4 Limit the topic by taking a position for or against it and prepare a thesis statement.
- 51.5 Prepare support for the topic by presenting genuine reasons and recognizing and selecting relevant facts.
- 51.6 Prepare an outline.
- 51.7 Write an effective introductory paragraph.
- 51.8 Write the body of the essay, following the outline. Use effective transitional words, persuasive techniques, and supporting details.
- 51.9 Write a concluding paragraph that summarizes, calls for action, gives personal reaction, or suggests a possible solution.
- 51.10 Revise essay for errors in structure, grammar, usage, punctuation, and spelling, using the appropriate rubric.

**Standard No. 52**  
**Plan, write, and edit a statistical report.**

**Learning Outcomes**

**Fourth Form**

- 52.1 Interpret the information conveyed in a statistical table or chart and arrange ideas logically.
- 52.2 Deduce the general trend.
- 52.3 Plan the statistical report.
- 52.4 Write the statistical report using facts obtained from the table or chart.
- 52.5 Use appropriate vocabulary, transitional words, and verb forms.
- 52.6 Revise report for errors in structure, spelling, punctuation, grammar, and usage, using the appropriate rubric.

**Standard No. 53**  
**Plan and write a whole passage summary.**

**Learning Outcomes**

**Third Form**

- 53.1 Select main ideas or inferences from the content of an article, speech, advertisement, brochure, etc.
- 53.2 Combine main ideas.

- 53.3 Delete unimportant details, such as statistical data, repetitions, illustrations, and quotes.
- 53.4 Determine the writer's or speaker's intention or purpose.
- 53.5 Write the summary, using your own words as much as possible and condensing text to 1/3 its original length.
- 53.6 Relate ideas in one connected piece, using effective transitional words.
- 53.7 Revise summary for errors in content, structure, grammar, usage, spelling, and punctuation.

#### **Standard No. 54**

#### ***Plan, write, and edit a selected summary.***

#### **Learning Outcomes**

##### **Third Form**

- 54.1 Summarize a particular aspect of the content of an article, speech, advertisement, brochure, etc.
- 54.2 Apply the rules of summary writing by selecting main ideas or inferences, combining main ideas, deleting unimportant details, and determining the writer's purpose or intention.
- 54.3 Write the selected summary, using your own words as much as possible; keep within the word limit and relate ideas in connected/cohesive piece of writing, using transitional words.
- 54.4 Revise selected summary for errors in content, structure, grammar, usage, spelling, and punctuation.

#### **Standard No. 55**

#### ***Use capital letters correctly.***

#### **Learning Outcomes**

##### **Second Form**

- 55.1 Use capital letters for proper nouns and adjectives, beginnings of sentences, 'I' and its contractions, and titles.

#### **Standard No. 56**

#### ***Write numbers correctly.***

#### **Learning Outcomes**

##### **Second Form**

- 56.1 Know and apply the rules governing the correct use of numbers in writing.

#### **Standard No. 57**

#### ***Use end marks correctly.***

#### **Learning Outcomes**

##### **Second Form**

- 57.1 Use end marks correctly.
- 57.2 Use commas correctly.
- 57.3 Use semicolons correctly.
- 57.4 Use colons correctly.
- 57.5 Use quotation marks correctly.
- 57.6 Use apostrophes correctly.
- 57.7 Use hyphens correctly.
- 57.8 Use dashes correctly.
- 57.9 Use parentheses correctly.
- 57.10 Identify and correct punctuation errors.

#### **Standard No. 58**

#### ***Use proofreading symbols.***

#### **Learning Outcomes**

##### **Third Form**

- 58.1 Identify and interpret basic proofreading symbols.
- 58.2 Use basic proofreading symbols when editing and revising written work.

