

## 2.4: Competencies, Standards and Benchmarks

### Competency 1: Reading and Thinking Skills (C1)

**Standard 1:** All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment (C1, S1)

(The reading texts will comprise a variety of text types e.g. interpersonal and transactional, **expository**, descriptive and **narrative** with literary texts comprising 25% of the reading material)

**Please note:** As the reader will observe, in the benchmarks below different kinds of oral and written tasks are used to measure students' development of reading comprehension. However, it is emphasized that the function of writing tasks here is to demonstrate and evaluate learners' comprehension of the material read.

### Benchmarks

	Grades I - II	Grades III - V	Grades VI - VIII	Grades IX - X	Grades XI-XII
BM 1	Use <b>reading readiness strategies</b> ; recognize words and sentences as meaningful units of expression and paragraphs as graphical units of expression.	Identify <b>digraphs</b> , silent letters, and <b>inflections</b> in words; comprehend words, sentences and paragraphs as meaningful units of expression.	Analyze patterns of text organization, and function of various devices used in a paragraph.	Analyze patterns of text organization, and function of various devices used within and beyond a paragraph in a text.	Evaluate patterns of text organization, and function of various devices used within and beyond a paragraph in a text.
BM 2	Identify factual information applying reading comprehension and thinking strategies.	Interpret factual information, new processes and procedures, personal, school and public related information, applying reading comprehension and thinking strategies.	Extend conceptual understanding of processes, procedures, events and issues, applying reading comprehension and thinking strategies.	Analyze complex processes, procedures, events, issues, and various viewpoints, applying reading comprehension and thinking strategies.	Analyze, synthesize and evaluate events, issues, ideas and viewpoints, applying reading comprehension and thinking strategies.
BM 3	Locate information from a <b>visual cue</b> or a <b>graphic organizer</b> and express the information verbally.	Comprehend information from a <b>visual cue</b> or a <b>graphic organizer</b> to describe positions, directions, events, sequences, and to show comparison and contrast.	Interpret information from a <b>visual cue</b> or a <b>graphic organizer</b> to give directions, describe positions, simple processes and procedures and cause and effect relationships.	Analyze information from a <b>visual cue</b> or a <b>graphic organizer</b> to show complex processes, procedures, comparisons, contrasts, and cause and effect relationships.	Analyze and synthesize information from a <b>visual cue</b> or a <b>graphic organizer</b> to summarize, highlighting the key areas and main trends.
BM 4	Locate information for specific purposes using various aids and study skills.	Gather and use information for a variety of purposes using various aids and study skills.	Gather, analyze, and use information for a variety of purposes using various aids and study skills.	Gather, analyze, evaluate and synthesize information to use for a variety of purposes including a research project using various aids and study skills.	Gather, analyze, evaluate and synthesize information to use for variety of purposes including a research project using various aids and study skills.

**Competency 1: Reading and Thinking Skills (C1)**

**Standard 2:** All students will read and analyze literary text to seek information, ideas, enjoyment; and to relate their own experiences to those of common humanity as depicted in literature. (C1, S2)

**Benchmarks**

	Grades I - II	Grades III - V	Grades VI - VIII	Grades IX - X	Grades XI-XII
BM 1	Recall stories and nursery rhymes; express personal reactions to characters and events in them.	Describe basic elements of stories and simple poems; express personal preferences giving reasons.	Analyze short stories and poems; identify with characters' emotional response, motives and actions.	Analyze short stories, poems, and essays; make connections between literary texts and their own lives.	Analyze and evaluate short stories, poems, essays and one- act plays; relate how texts affect their lives and connect the texts to contemporary and historical ideas /issues across cultures.

**Competency 2: Writing Skills (C2)**

**Standard 1:** All students will produce with developing **fluency** and accuracy, academic, transactional and **creative writing**, which is focused, **purposeful** and shows an insight into the **writing process** (C2, S1)

**Please note: Reading and writing are integrally related. Good readers are also better writers. In the light of this, identifying and analyzing elements of written texts, focused earlier in reading standards and benchmarks, are sometimes repeated in this section to show this essential relationship for teaching and testing of writing.**

**Benchmarks**

	Grades I - II	Grades III - V	Grades VI - VIII	Grades IX - X	Grades XI-XII
BM 1	Write words and sentences using writing techniques.	Identify and use techniques for writing effective and unified sentences and a paragraph.	Analyze written <b>discourse</b> to use in their own compositions, techniques for effective paragraph organization and development such as a clear <b>topic sentence</b> and <b>supporting details</b> .	Analyze a variety of written <b>discourse</b> to use in their own compositions, techniques for effective text organization, development, and author's techniques that influence reader.	Analyze and evaluate a variety of written <b>discourse</b> to use in their own compositions, techniques for effective text organization, development, and author's techniques that influence reader.

BM 2	Write sentences, answers to simple questions and guided stories about familiar topics.	Write short descriptive, <b>expository</b> and <b>narrative</b> paragraphs and stories for academic and creative purposes.	Write descriptive, <b>expository</b> and <b>narrative</b> texts for different purposes and <b>audiences</b> .	Write a variety of <b>expository</b> , <b>persuasive</b> , analytical essays, and personal <b>narratives</b> for different purposes and <b>audiences</b> .	Write <b>expository</b> , <b>persuasive</b> , analytical essays, research reports, and extended <b>narratives</b> for multiple purposes and <b>audiences</b> .
BM 3	Write a variety of simple interpersonal and transactional texts e.g. greeting cards, postcards, dialogues ( <b>speech bubbles</b> , <b>cartoon strips</b> ) using vocabulary, <b>tone</b> , <b>style</b> of expression appropriate to the communicative purpose and <b>context</b> .	Write a variety of interpersonal and transactional texts e.g. short notes, informal invitations and letters, and dialogues ( <b>speech bubbles</b> , <b>cartoon strips</b> ) using vocabulary, <b>tone</b> , <b>style</b> of expression appropriate to the communicative purpose and <b>context</b> .	Write a variety of interpersonal and transactional texts e.g. informal and formal letters, simple forms, dialogues ( <b>speech bubbles</b> , <b>cartoon strips</b> , <b>role play</b> ) using vocabulary, <b>tone</b> , <b>style</b> of expression appropriate to the communicative purpose and <b>context</b> .	Write a variety of interpersonal and transactional texts e.g. formal letters, letters to the editors, applications, emails, and various forms used in extended social environment using vocabulary, <b>tone</b> , <b>style</b> of expression, conventions appropriate to the communicative purpose and <b>context</b> .	Write a variety of interpersonal and transactional texts e.g. business letters / applications / job advertisements, resume, forms for a range of purposes in real life situations, using vocabulary, <b>tone</b> , <b>style</b> of expression, conventions appropriate to the communicative purpose and <b>context</b> .
BM 4		Revise and edit for word order, spelling and punctuation.	Plan and draft their own writing; revise and edit for paragraph unity, clear central topic, relevant and adequate <b>supporting details</b> , effective <b>style</b> , appropriate <b>transitional devices</b> , punctuation and vocabulary.	Plan and draft their writing; revise and edit for various organization patterns of sequence, comparison, contrast, classification, cause and effect, logical flow of ideas through flexible and clear signal and <b>reference words</b> , <b>point of view</b> , supporting evidence, overall effect, appropriate punctuation and vocabulary.	Plan, draft, revise edit their own texts in areas such as <b>cohesion</b> and coherence, effectiveness of arguments / opinions, sufficient <b>supporting details</b> , creativity, appropriate punctuation and vocabulary.

**Competency 3: Oral Communication Skills (C3)**

**Standard 1:** All students will use appropriate social and academic conventions of spoken **discourse** for effective oral communication with individuals and in groups, in both informal and formal settings. (C3, S1)

**Please note:** It is acknowledged that presently all schools might not have the requisite resources and testing conditions appropriate for formal testing of oral communication skills. However, realizing the importance of these skills, these have been included explicitly in the curriculum. This will serve two purposes: 1) It will encourage the teachers to undertake the teaching and formative assessment of these skills at the classroom level; 2) Help schools in developing the required resources for formal testing of oral communication skills.

**Benchmarks**

	Grades I - II	Grades III - V	Grades VI – VIII	Grades IX - X	Grades XI-XII
BM 1	Use some <b>formulaic</b> expressions for basic routine greetings and social courtesies for oral interaction in predictable environment of class and school.	Use limited <b>linguistic exponents</b> to communicate appropriately for <b>functions and co-functions</b> of opinions, apologies, requests and instructions in predictable environment of class and school.	Use selected <b>linguistic exponents</b> to communicate appropriately for various <b>functions and co-functions</b> of opinions, feelings, emotions, instructions in immediate social environment.	Use extended <b>linguistic exponents</b> to communicate appropriately for various <b>functions and co-functions</b> of advice, hopes, fears, queries, in extended social environment.	Use a variety of <b>linguistic exponents</b> to communicate appropriately for various <b>functions and co-functions</b> of inquiries, persuasions, arguments, comparisons, evaluations, in a wide range of <b>contexts</b> .
BM 2	Demonstrate through introductions, recitation of poems, and <b>show-and-tell</b> activities, the social and academic conventions and dynamics to communicate information/ ideas.	Demonstrate through <b>role plays</b> , discussions, conversations, the social and academic conventions and dynamics to communicate information/ ideas.	Demonstrate through dialogues, <b>panel discussions</b> , talks on particular topics, the social and academic conventions and dynamics to communicate information/ ideas.	Demonstrate through formal talks, group oral presentations, informal interviews, the social and academic conventions and dynamics to communicate information/ ideas.	Demonstrate through formal talks, individual oral presentations and job interviews, the social and academic conventions and dynamics to communicate information/ ideas.

**Competency 4: Formal and Lexical Aspects of Language. (C4)**

**Standard 1, Pronunciation:** All students will understand and articulate widely acceptable pronunciation, **stress** and intonation patterns of the English language for improved communication. (C4, S1)

**Benchmarks**

	Grades I - II	Grades III - V	Grades VI - VIII	Grades IX - X	Grades XI-XII
BM 1	Recognize and articulate the basic sounds and <b>sound patterns</b> of English language at word and sentence level.	Recognize and articulate <b>sound patterns</b> and <b>stress</b> in words; and basic intonation patterns in statements and questions as they occur in classroom texts.	Pronounce (acceptably) words, identify and apply <b>stress</b> shift and intonation patterns for communicating different meanings.	Pronounce (acceptably) new words, and use appropriate <b>stress</b> and intonation pattern in sustained speech to communicate effectively.	Pronounce (acceptably) new <b>lexical items</b> , and use appropriate <b>stress</b> and intonation pattern in sustained speech to communicate effectively.

**Competency 4: Formal and Lexical Aspects of Language (C4)**

**Standard 2, Vocabulary:** All students will enhance vocabulary for effective communication. (C4, S2)

**Benchmarks**

	Grades I - II	Grades III - V	Grades VI - VIII	Grades IX - X	Grades XI-XII
BM 1	Recognize and use with correct spellings naming, action and describing words, <b>cognates</b> , rhymes, common phrases and <b>formulaic</b> expressions from immediate surroundings and from the subject texts.	Build vocabulary through simple <b>affixes, compound words</b> , converting parts of speech, classify words into different categories; and use with correct spellings, the vocabulary from the subject texts and extended environment including media.	Build vocabulary through <b>word roots, contextual clues</b> , dictionary, thesaurus, and the environment; use words, phrases and idioms in <b>context</b> and with correct spellings.	Analyze different kind of texts to identify how <b>lexical items</b> are used to convey different meanings; use <b>lexical items</b> in <b>context</b> and with correct spellings; use <b>lexical items</b> to show different meanings in their own speech and writing.	Evaluate different kind of texts to understand how <b>lexical items</b> change meaning and <b>style</b> ; use <b>lexical items</b> to show finer shades of meaning and <b>style</b> in their own speech and writing.

**Competency 4: Formal and Lexical Aspects of Language (C4)**

**Standard 3, Grammar and structure:** All students will understand **grammatical functions** and use the principles of grammar, punctuation, and **syntax** for developing accuracy in their spoken and written communication (C4, S3)

**Benchmarks**

	Grades I - II	Grades III - V	Grades VI - VIII	Grades IX - X	Grades XI-XII
BM 1	Recognize <b>grammatical functions</b> of some parts of speech and use them in their speech and writing.	Recognize <b>grammatical functions</b> of selected parts of speech, limited concepts of time, tense and aspect, and use them in their speech and writing.	Recognize <b>grammatical functions</b> of parts of speech, selected concepts of tense, aspect, limited <b>transitional devices</b> and <b>modal verbs</b> , and use them in their speech and writing.	Recognize <b>grammatical functions</b> and concepts of tense and aspect, selected <b>transitional devices</b> and <b>modal verbs</b> , and use them in their speech and writing.	Apply <b>grammatical functions</b> and concepts of tense and aspect, <b>transitional devices</b> and <b>modal verbs</b> in their speech and writing.
BM 2	Recognize and use punctuation such as, full stop, question mark, exclamation mark and capitalization to read and write simple sentences.	Recognize and use punctuation including the use of hyphen, comma and colon to read and write lists and simple paragraphs	Recognize and use punctuation including use of semicolons, dash, parenthesis and quotation marks to denote direct speech.	Recognize and use punctuation including use of commas in phrases, complex clauses and sentences	Recognize and use punctuation to evaluate complex texts for <b>style</b> and changes in meaning and to use in writing of bibliographies and reference lists
BM 3	Use and respond to simple commands and questions verbally and <b>non-verbally</b> .	Recognize and use simple sentence structure and appropriate sentence types to write meaningful paragraphs.	Identify sentence types and structure, recognize and apply the concept and functions of <b>voice</b> and <b>narration</b> in reading and writing.	Analyze sentence types and structure, recognize and apply the concept and function of coordination and subordination in extended writing tasks.	Analyze sentence types and structure, recognize and apply the concept and function of coordination and subordination in extended writing tasks for increased effectiveness in communication.

**Competency 5: Appropriate Ethical and Social Development (C5)****Standard 1:** All students will develop ethical and social attributes and values relevant in a multicultural, civilized society.  
(C5, S1)

**Please note: This competency will be developed and incorporated across the other four competencies; hence, the teaching and learning of the appropriate values and attributes is 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.**

	Grades I - II	Grades III - V	Grades VI - VIII	Grades IX - X	Grades XI-XII
BM 1	Recognize and practice values and attributes such as tolerance, humanism, patience, equity, justice, honesty, empathy, etc., relevant for peaceful coexistence between individuals, groups and nations.				
BM 2	Develop and portray through actions, a sense of importance of individual worth; simultaneously valuing diversity and equality among people.				
BM 3	Understand and evaluate contemporary social, economic and scientific developments/ issues so as to participate in the global society as aware and thinking individuals.				