



ENGLISH

Grade 9

**Three-Term Budget Of Work (BOW)
for Learning Competencies**

ENGLISH Grade 9

Three-Term Budget Of Work For Learning Competencies

First Term	
Content Standard	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 Standard	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.
Second Term	
Content Standard	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 Standard	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.
Third Term	

Content Standard	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 Standard	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.

LEARNING COMPETENCIES			G7	G8	G9	G10
			TERM 1			
			TEXT FOCI			
			POETRY & PROSE	POETRY, PROSE, & DRAMA	POETRY, PROSE, DRAMA, & FILM	
Evaluating literary texts						
<i>Analyze literary texts as expressions of individual or communal values within:</i>						
1	<i>structural context</i>					
	a	<i>conflict</i>				
		<i>character vs. character</i>	✓	✓	✓	✓
		<i>character vs. society</i>	✓	✓	✓	✓
		<i>character vs. nature/environment</i>	✓	✓	✓	✓
		<i>character vs. self</i>		✓	✓	✓
	b	<i>character</i>	✓	✓	✓	✓

	<i>c</i>	<i>characterization</i>	✓	✓	✓	✓
	<i>d</i>	<i>plot</i>				
		<i>linear and flashback</i>	✓	✓		
		<i>parallel</i>		✓	✓	
		<i>episodic</i>			✓	
		<i>in medias res</i>				✓
	<i>e</i>	<i>spectacle, dialogue, and music</i>			✓	✓
	<i>f</i>	<i>rhyme and meter</i>	✓	✓	✓	✓
	<i>g</i>	<i>diction</i>	✓	✓	✓	✓
	<i>h</i>	<i>tone and mood</i>	✓	✓	✓	✓
	<i>i</i>	<i>style</i>	✓	✓	✓	✓
	<i>j</i>	<i>patterns and motifs</i>	✓	✓	✓	✓
	<i>k</i>	<i>figures of speech and sound devices</i>	✓	✓	✓	✓
	<i>l</i>	<i>point of view and narrative techniques</i>	✓	✓	✓	✓
	<i>m</i>	<i>organic unity</i>	✓	✓	✓	✓
	<i>n</i>	<i>sign and referent</i>			✓	✓
	<i>o</i>	<i>binary opposition 2</i>			✓	✓
2		<i>biographical context</i>	✓	✓	✓	✓
3		<i>historical context</i>	✓	✓	✓	✓
4		<i>sociocultural context</i>	✓	✓	✓	✓
5		<i>linguistic context</i>				

	a	deictic					
		1	speaker/narrator and time		✓		
		2	speaker/narrator and place		✓		✓
		3	speaker/narrator and situation		✓		✓
	b	co-text			✓	✓	
	c	collocation			✓	✓	
6	psychological context					✓	✓
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.				✓	✓	✓	✓
Publishing an original literary text that reflects culture							
Identify one's meaning and purpose in selecting the type of literary text for composition.				✓	✓	✓	✓
Compose literary texts using appropriate structure.				✓	✓	✓	✓
Revise the literary texts for coherence and cohesion.				✓	✓	✓	✓
Publish an original literary text that reflects culture:							
1	poem/prose			✓	✓		
2	script for a one-act play					✓	
3	short film						✓

INFORMATIONAL TEXT

LEARNING COMPETENCIES	G7		G8		G9		G10	
	T2	T3	T2	T3	T2	T3	T2	T3
	TEXT FOCI							
	expository text, news and press releases, features	Expository Essay	Persuasive Text and Opinion Editorials	Sports and Science and Technology Stories	Argumentative Texts	Literature Review	Documentaries and Vlogs	research report based on literature review)
Evaluating informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function								
<i>Examine text structures for clarity of meaning and purpose:</i>								
1 <i>non-journalistic texts</i>								
a <i>expository text</i>								
<i>sequence/ process</i>	✓							
<i>comparison-contrast</i>	✓							
<i>cause and effect</i>	✓							
<i>problem and solution</i>	✓							
b <i>persuasive text</i>			✓					
c <i>argumentative text</i>					✓			
2 <i>journalistic texts</i>								
a <i>news and press releases</i>	✓							
b <i>features</i>	✓							
c <i>opinion editorials</i>			✓					
d <i>sports articles as news, features, and editorials</i>				✓				

e	science and technology articles as news, features, and editorials				✓				
f	documentaries and vlogs							✓	
3	academic texts								
a	expository essay		✓						
b	literature review						✓		
c	research report	.	.	.	.	.	.	.	✓
Examine linguistic features as tools to achieve organizational efficiency in informational texts: -diction and style -transition devices -sentence structure and function		✓	✓	✓	✓	✓	✓	✓	✓
Analyze the use of discipline-specific words, voice, technical terms in research, and conceptual, operational, and expanded definition of words.		.	✓			✓	✓		✓
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		✓			✓			✓	
Extract significant information.		✓	✓	✓	✓	✓	✓	✓	✓
Analyze the real-world issues/occurrences presented in informational texts.		✓		✓	✓			✓	
Analyze supporting evidence to validate assertions and counterclaims: -factual knowledge		.	✓	✓	.	✓	✓	.	✓

-statistical inferences -informed opinion -personal testimony								
Distinguish facts from claims/opinions:								
1 statements of facts	✓	•	•	•	•	•	•	•
2 statements of opinions	✓	•	•	•	•	•	•	•
3 statements of fact-based opinions	✓	•	•	•	•	•	•	•
4 self-evidence	•	•	✓	•	✓	•	•	•
5 anecdotal evidence	•	•	✓	•	✓	•	•	•
6 argument from authority	•	•	✓	•	✓	•	•	•
7 empirical evidence	•	•	✓	•	✓	•	•	•
Evaluate claims explicitly or implicitly made in a text: -claim of fact -claim of value -claim of policy		✓	✓	✓	✓			
Analyze propaganda techniques used in informational texts for political correctness:								
1 testimonials vs. plain folks	✓							
2 stereotyping vs. fear appeals	✓							
3 bandwagon vs. glittering generalities			✓					
4 transfer propaganda techniques vs. half truths			✓					
5 name calling vs. card stacking					✓			
6 ad nauseum propaganda vs. appeal to justice					✓			

Analyze persuasive techniques to support an argument: - ethos - pathos - logos			✓		✓			
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	✓	✓	✓	✓	✓	✓	✓	✓
Analyze how non-linear texts represent and/or summarize the contents of informational texts:								
1 graphs	✓							
2 charts	✓							
3 infographics	✓							
4 graphical organizers	✓							
5 photographs				✓				
6 cartoons/ sketches				✓				
Determine the veracity of the information presented: -credibility of the author -accuracy of information -relevance -timeliness -objectivity -coverage	✓			✓			✓	
Analyze textual evidence to support an argument/general statement: -quoting	✓	✓	✓	✓	✓	✓	✓	✓

-paraphrasing -summarizing								
Assess the quality of journalistic articles based on standard development principles: -simplicity and brevity -precision -objectivity and factuality -fairness and balance -ethics	✓			✓			✓	
Synthesize significant information.	✓	✓	✓	✓	✓	✓	✓	✓
Publishing a multimodal informational text for one's purpose and target audience								
Identify the text type appropriate for one's topic, purpose, and target audience.	✓	✓	✓	✓	✓	✓	✓	✓
Organize significant information using various technique.	✓	✓	✓	✓	✓	✓	✓	✓
Determine one's thesis as the central idea of the paper.	✓	✓	✓	✓	✓	✓	✓	✓
Compose the informational text based on the chosen text type.	✓	✓	✓	✓	✓	✓	✓	✓
Apply multimodal elements appropriate to the chosen text delivery/ies.	✓	✓	✓	✓	✓	✓	✓	✓
Revise the text for coherence.	✓	✓	✓	✓	✓	✓	✓	✓
Revise the text for cohesion (diction, syntax, and style).	✓	✓	✓	✓	✓	✓	✓	✓
Edit the text for textual consistency.	✓	✓	✓	✓	✓	✓	✓	✓
Publish a multimodal informational text for one's purpose and target audience:								

1	<i>expository text, news and press releases, and features</i>	✓							
2	<i>expository essay</i>		✓						
3	<i>persuasive text</i>			✓					
4	<i>opinion editorials, sports and science and technology stories</i>			✓	✓				
5	<i>argumentative text</i>					✓			
6	<i>literature review</i>						✓		
7	<i>documentaries and vlogs</i>							✓	
8	<i>research report</i>	.	.	.	.	.	.	.	✓

TRANSACTIONAL TEXT

LEARNING COMPETENCIES		G7	G8	G9	G10
		T3		T2	
Evaluating letters for clarity of purpose and meaning					
<i>Analyze distinguishing features of informal and formal correspondences to infer sender's meaning and purpose across modalities.</i>					
1	letter of request	✓			
2	letter of inquiry		✓		
3	letter of complaint			✓	
4	letter of application				✓
<i>Analyze milieus influencing the structure and rhetoric of informal and formal correspondences across modalities:</i> -parts and formats -organizational patterns -politeness strategies (etiquette)		✓	✓	✓	✓
<i>Examine the sender's voice for clarity of purpose and meaning:</i> -diction -style -tone and register -point of view -sentence structure		✓	✓	✓	✓
<i>Examine how ethics is established in transmitting informal and formal correspondences across modalities.</i>		✓	✓	✓	✓
Sending letters to communicate with and respond to senders					
<i>Identify one's purpose and meaning in writing letters.</i>		✓	✓	✓	✓
<i>Compose a letter of request.</i>		✓			

<i>Compose a letter of inquiry.</i>		✓		
<i>Compose a letter of complaint.</i>			✓	
<i>Compose a letter of application.</i>				✓
<i>Revise for coherence and cohesion.</i>	✓	✓	✓	✓
<i>Edit for consistency of diction, style, tone and register, point of view, and grammar.</i>	✓	✓	✓	✓
<i>Send correspondences to communicate with and respond to senders within the bounds of ethics.</i>	✓	✓	✓	✓

Disclaimer: This Budget of Work (BoW) is provided only as an example of how learning competencies may be clustered and delivered. In actual classroom practice, the needs of learners must always be the primary consideration. The Shaping Paper continues to govern the delivery of the BoW and should be the guiding reference for implementation.

**SAMPLE CLUSTERING OF LEARNING COMPETENCIES FOR ENGLISH 9
(FIRST FIVE WEEKS OF TERM 1)**

Text Focus	Drama (Play; Transactional)	
Literary Text	Romeo and Juliet — <i>William Shakespeare</i>	
Essential Skills	Week 1 <i>Interpreting Poetry, Prose, and Drama</i>	Weeks 2-5
Evaluating literary texts	• Analyze literary texts as expressions of individual or communal values within: ◦ Structural context: ▪ Conflict: ▪ Character vs Character ▪ Character vs Society ▪ Character vs Nature/environment ▪ Character ▪ Characterization ▪ Plot: ▪ Parallel ▪ Episodic ▪ Spectacle, dialogue, and music ▪ Point of view and narrative techniques ▪ Patterns and motifs	The following outlines the instructional planning options for the upcoming weeks to guide lesson preparation, competency alignment, and classroom implementation. A. Extend the Week 1 cluster, if necessary. B. Continue focusing on interpretation and thematic development. C. Introduce new texts (including drama) to deepen analysis. D. Modify, combine, or adjust activities based on learners' needs and context. E. Suggested Weekly Learning Focus: ▪ Week 2: Developing Themes through Character and Conflict ▪ Week 3: Dialogue, Narrative Techniques, and Style in Drafting

	▪ Point of view and narrative techniques	▪ Week 4: Coherence, Unity, and Voice in Revision ▪ Week 5: Producing Thematically Developed Texts
Publishing an original literary text that reflects culture	• Identify one's meaning and purpose in selecting the type of literary text for composition. • Compose literary texts using appropriate structure.	F. Teachers may allocate the first three days to <i>Evaluating Literary Texts</i> and the remaining days to <i>Publishing an Original Literary Text that Reflects Culture</i> to support progression from analysis to production. G. Teachers may select alternative literary texts, provided these align with the prescribed literary form and targeted competencies.