

**Student Learning Outcomes Analysis**

**Subject: ENGLISH**

**Grade: 09**

**SLOs for Assessment Key:**

- 1. Ambiguous - (Grey) 2.
- Not assessable in Summative - (Grey)
- 3. Repetitive (with in same grade) - (Grey)
- 4. Repetitive ( with in same learning level) - (Grey)

S #	Domains/Competency	Standards	Benchmarks	Topic/ Title	NCP-SLO No.	NCP (2022)-SLOs description	Cognitive Domain	Remarks		
1	<b>A- Oral Communication Skills</b>	Develop competence in listening and spoken language in order to communicate effectively across a variety of contexts and to a range of audiences.	Listen to and respond to a variety of spoken discourse at increasing levels of difficulty in different contexts. Apply a range of listening strategies individually and collaboratively to comprehend and interpret information.	<b>Oral Communication Skills</b>	SLO: E-09-A1-01	Explore simple to complex ideas and issues in a two to three-act play	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom		
2					SLO: E-09-A1-02	Respond to text through discussion, short stories and plays	Understand	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom		
3					Comprehend, and respond to a variety of spoken discourse.	SLO: E-09-A2-01	Demonstrate attentive listening skills to repond orally with standard pronunciation n	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom	
4						SLO: E-09-A2-02	Ask and answer questions of personal relevance, information and a variety of communicative purposes	Understand	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom	
5						SLO: E-09-A2-03	Use rhetorical questions for a range of audiences	Analyse	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom	
6							SLO: E-09-A2-04	Perform a drama/ role play/ play script	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
7							SLO: E-09-A3-01	Speak confidently and fluently in a wide range of contexts, for example, (conflict resoultion, panel discussion, role-play, dialogue etc.) to fulfil different purposes (exposition, argumentation etc.)	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
8							SLO: E-09-A3-02	Engage effectively in a wide range of collaborative discussions (onne-o-one, inn groups, and teacher-led) with diverse partners	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
9							SLO: E-09-A4-01	Engage in extended discussions	Apply	SLOs of Oral communication skills are part of formative assessment and mostly applicable in the classroom
10	<b>B-</b>	Use strategies, skills and knowledge, skills related to word identification/decoding, vocabulary, comprehension and fluency to construct meaning from informational and literary texts while maintaining a positive disposition towards reading.	Read a wide range of unfamiliar texts with fluency, correct expression, comprehension and pleasure.	<b>Reading and Critical Thinking</b>	SLO: E-09-B1-01	Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and non-fictional texts.	Understand	This SLO cannot be part of summative assessment as there's no mechanism to assess reading fluency. Hence, this remains a part of formative assessment.		
11					SLO: E-09-B1-02	Ask and answer simple and higher-order questions to guide/assess reading (e.g., Why is the author say this right now? WHY did the author choose this word? HOW is this different from what I read somewhere else?)	Apply	This SLO talks more about the explicit and implicit meanings of a text and is covered in two other SLOs		
12	<b>B2</b>	Use a variety of reading strategies appropriate to the reading purpose, meaning and type of text. The purpose is to comprehend and analyse a range of literary ()	Discover the literal and contextual meaning of words and phrases. Analyse patterns of text organisation and functions of various devices used in a paragraph and text.	<b>Reading for Understanding</b>	SLO: E- 09-B2-01	Discuss how author's use language, including figurative language, considering the impact on the reader.	Understand			
13					SLO: E- 09-B2-02	Analyse that text comprises a group of paragraphs that develop the main idea addressed by the author throughout the text.	Apply			
14					SLO: E- 09-B2-03	Make recommendations and develop an interest in fiction and poetry.				
15					SLO: E- 09-B2-04	Analyse organisational patterns in a text	Understand			
16					<b>B3</b>	Examine a variety of text types	<b>Reading for Meaning</b>	SLO: E-09-B3-01	Provide an objective summary of fiction and poetry texts.	Understand
17	SLO: E-09-B3-02	Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.	Apply							
18	(a) literary texts which include novels, short stories, poetry, plays, essays, biographies and autobiographies	SLO: E-09-B3-03	Explain whether predictions about the content of a text are acceptable or should be modified and why							
19		SLO: E-09-B3-04	Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), and generalized statements from evidence-based information with specific reference to informational texts.	Understand						
20		(b) informational text types to inform, persuade and explain by interpreting information (for example, visual cues, graphic organisers, time order, simple processes and procedures and cause and effect relationships) to analyse the explicit and implicit meaning using a range of reading strategies.( for example, skimming, scanning, context cues, predicting, clarifying, summarizing, reasoning and inference).	SLO: E-09-B3-05	Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.	Apply					
21			SLO: E-09-B3-06	Examine how an author develops and contrasts the points of view of different characters or narrators in a text. Critique the plot development with respect to different aspects of the story.	Analyse					

22						Examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot). Identify rhyme schemes and figurative language in poems.  Examine stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution)  Analyse how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Understand	
					[SLO: E-09-B3-07]			
23						Examine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Understand	
24						Give an informed personal and analytical response to a descriptive and informative text.	Analyse	
25						Reading to analyse descriptive/argumentative essays.	Understand	
26						Examine different points of view (e.g., first-person, third-person narrative) Determine an author's point of view or purpose in a text. Analyse how the author distinguishes his or her position from that of others.	Apply	
						Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks. Make inferences to draw conclusions from, e.g. a. contextual information b. writer's viewpoint c. implied information	Understand	
						Interpret and integrate information from a variety of sources for comprehension (e.g., maps, graphs, charts, diagrams)	Analyse	
						Analyse various types of biographies and autobiographies connected to different fields and professions. (e.g., a person's life story in print and multimedia), determine which details are emphasized in each type. Read, view and analyse a variety of reading-age-appropriate and high-interest books and texts from print and non-print sources: a. Poetry (free verse, narrative and rhythmic) b. Personal recounts (e.g., diary entries, biographies) c. Narratives (e.g., fables, historical fiction, science fiction, legends) d. Procedures (e.g., recipes, directions, instruction manuals) e. Information reports (e.g., project reports, fact sheets, brochures) f. Interpersonal texts (e.g. informal and formal letter, notices, emails) g. Factual recounts (e.g., eye-witness accounts, news bulletins) h. Drama (play scripts) i. Explanations (e.g., how something works) j. Expositions (e.g., reviews, arguments)	Understand	
						Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
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32								
33	C1	Use vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use vocabulary to communicate meaning in familiar and unfamiliar settings.	Apply a range of strategies and resources to use vocabulary accurately and develop knowledge of linguistic conventions in reading, writing and spoken language.			Clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.		
34						Comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.	Apply	
35						Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.	Apply	
36						Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.	Apply	
37						Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Apply	
38						Acquire and use accurate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary when considering a word or phrase important for comprehension or expression.	Apply	
39	C2	Understand and use punctuation, syntax, grammatical functions, rules and applications for developing accuracy and meaning in their spoken and written communication.	Use noun/adjectival/adverbial phrases and clauses in the immediate environment along with pronouns, prepositional phrases, verbs and conjunctions.				Apply	
40						Demonstrate knowledge of different types of pronouns in oral and written communication in varying degrees of complexity. Apply parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.	Apply	
41						Identify and use compound prepositions and prepositional phrases in writing	Understand	
42						Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect. Recognize and use subordinating conjunctions to connect independent clause/s to dependent clause/s.e.g., He could not attend the meeting because he was sick.  Recognize and use correlative conjunctions including pairs such as "both/and," "either/or," "neither/nor," "not/but" and " not only/but also."	Understand	
43	C3		Use punctuation with reasonable accuracy.			Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing in different varieties of texts. Observe hyphenation conventions. Spell correctly. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	Apply	
44	C4		Use concepts of time and tense in speech and writing; recognise different sentence patterns and structures; follow rules of subject-verb agreement, apply the concept and functions of voice and speech in reading and writing.			Use all types of tenses correctly in speech and writing. Use gerunds and participles. Use the aspect of time correctly in speech and writing.	Apply	
45	C5					Differentiate between a variety of phrases and clauses.	Apply	
46						Construct sentences using the sentence patterns and structures learnt in earlier classes.	Apply	
47						Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation in varying degrees of complexity.	Apply	
48						Change tense in indirect speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing.	Understand	
49	D1	Create grade-level pieces of writing which are focused, purposeful and show an insight into the writing process; expressing increased fluency, coherence and cohesion, correct grammar and legibility, grade-level vocabulary, punctuation and spelling, for a variety of purposes.	Write legibly, consistently and with correct formation; apply word analysis, following rules of grammar, stages of writing skills and structure to write coherently and cohesively.	Writing Readiness and Fluency		Apply editing and proofreading skills to a range of different texts and contexts Use hyphens (hyphenated nouns and adjectives) in words, letter string -ough words.		
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