



Department of Education



ENGLISH

GRADE LEVEL: Grade 1

GRADE LEVEL STANDARDS: The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions.

Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q3	Recognize rhyming words in nursery rhymes, poems, songs heard		EN1PA-IIIa-e-2.2
Q3	Recognize sentences (telling and asking) and non-sentences		
Q3	Use words that are related to self, family, school, and community		
Q3	<p>Listen to short stories/poems</p> <ol style="list-style-type: none"> 1. note important details pertaining to <ol style="list-style-type: none"> a. character b. setting c. events 2. Give the correct sequence of three events 3. Infer the character feelings and traits 4. Identify cause and effect/or effect of events 5. Identify the speaker in the story or poem 6. Predict possible ending of a story read 7. Relate story events to one's experience 8. Discuss, illustrate, dramatize specific events 9. Identify the problem and solution 10. Retell a story listened to 11. Ask simple questions about the text listened to 		
Q3	Use/Respond appropriately to polite expressions: greetings, leave takings, expressing gratitude and apology, asking permission, offering help		EN1OL-IIIa-e-1.5
Q3	Talk about oneself, one's family and one's personal experiences		
Q4	Recognize common action words in stories listened to		EN1G-IVa-e-3.4

Q4	Recognize describing words for people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)		EN1G-IVf-j-5
Q4	Sort and Classify familiar words into basic categories (colors, shapes, foods, etc)		EN1V-IVa-e-3
Q4	Give the meaning of words using clues (TPR, pictures, body movements, etc.)		EN1V-IVf-j-12.1
Q4	Follow one-to-two step directions		EN1LC-IVg-h-3.6
Q4	Give one-to-two step directions		EN1OL-IVi-j-1.17.1

GRADE LEVEL: Grade 2

GRADE LEVEL STANDARDS: The learner listens critically to one-two paragraphs; use appropriate expressions in varied situations; reads texts for pleasure and information critically in meaningful thought units; responds properly to environmental prints like signs, posters, commands and requests; and writes legibly simple sentences and messages in cursive form.

Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q1	Classify/Categorize sounds heard (animals, mechanical, objects, musical instruments, environment, speech)		EN2PA-Ia-c-1.1
Q1	Read the alphabets of English and associate to phonemes		
Q1	Recognize common or proper nouns in simple sentences listened to		
Q1	Recognize the use of a/an + noun in simple sentences listened to		
Q1	Identify the English equivalent of words in the Mother Tongue or in Filipino		EN2VD-Id-e-1
Q1	Give the beginning letter of the name of each picture		EN2AK-IIa-e-3
Q1	Recognize common action words in retelling, conversation, etc.		EN1G-IIa-e-3.4

Q1	Identify and discuss the elements of a story (theme, setting, characters, and events)		EN2LC-IIa-b-2.2
Q2	Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation		EN2BPK-Ib-c-4
Q2	Generate ideas through prewriting activities		
Q2	Writing some words, a phrase, or a sentence about an illustration or a character		
Q2	Discuss the illustrations on the cover and predict what the story may be about		EN2BPK-IIIa-1
Q2	Identify title, author and book illustrator and tell what they do		EN2BPK-IIIb-2
Q2	Spell high-frequency words with short a, e, i, o and u sound in CVC pattern		
Q2	Use common action words in retelling, conversations, etc.		
Q2	Identify the basic sequence of events and make relevant predictions about stories		EN2RC-III d-e-2.4
Q3	Use clues to answer questions, clarify understanding and justify predictions before, during and after reading (titles, pictures, etc)		
Q3	Create or expand word clines		
Q3	Recognize that some words may have the same (synonyms) or opposite (antonyms) meaning		
Q3	Recognize the difference between “made-up” and “real” in texts listened to		EN2LC-III f-g-3.15
Q3	Identify important details in expository text listened		EN2LC-III h-3.1
Q3	Retell and/or reenact events from a story		EN2LC-III i-j-2.6
Q3	Talk about texts identifying major points and key themes		

Q3	Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English		EN2OL-IIIc-d-1.2
Q3	Listen and respond to texts to clarify meanings heard while drawing on personal experiences		EN2OL-IIIe-f-1.1
Q4	Read words with short e, a, i, o, and u sound in CVC pattern		
Q4	Match the picture with its sight word		
Q4	Spell 2-syllable words with short e, a, i, o, and u sound in CVC pattern		EN2PWR-III d-f-7.1
Q4	Use personal pronouns(e.g. I, you, he, she, it, we, they) in dialogues		EN2G-IVa-b-4.2.1
Q4	Use demonstrative pronouns (this/that, these/ those)		EN2G-IVc-d-4.2.3
Q4	Use the most frequently occurring preposition (e.g. on, over, under, to, from, above, etc.)		EN2G-IVg-i-7.3
Q4	Differentiate words with different medial vowels (eg: cap-cop-cup; fan-fin-fun)		
Q4	Read phrases, short sentences and short stories consisting of words with short e, a, i, o, and u then answer the Who, What and Where questions about them		
Q4	Write the names of pictures with the short a, e, i, o, and u words		

GRADE LEVEL: Grade 3

GRADE LEVEL STANDARDS: The learner listens critically to get information from text heard, demonstrates independence in using the basic language structure in oral and written communication, and reads with comprehension.

Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q1	Describe one's drawing about the stories/poems listened to using simple and compound sentences		
Q1	Write a short descriptive paragraph about a character or setting in stories listened to		
Q1	Write a short paragraph providing another ending for a story listened to		
Q1	Write a diary		EN3WC-Ia-j-2.2
Q1	Use different kinds of sentences in a dialogue (e.g. declarative, interrogative, exclamatory, imperative)		
Q1	Use common and proper nouns in a sentence		EN3G-If-2.2
Q1	Use plural form of regular nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)		EN2G-Ig-h-2 .3
Q1	Use plural form of frequently occurring irregular nouns (e.g. children, feet, teeth)		EN3G-li-j-2.4
Q1	Review reading and writing short e, a, i, o, and u words in CVC pattern		EN3PWR-Ia-b-7
Q1	Read phrases, sentences and short stories consisting of 2-syllable words		EN3PWR-Ij-21
Q1	Initiate conversations with peers in a variety of school settings		EN3FL-Ia-3.8
Q1	Summarize and restate information shared by others		
Q2	Use the be-verbs (am, is, are was, were) correctly in sentences		EN3G-IIa-b-3.4
Q2	Use simple verbs (past, present, future) in sentences		
Q2	Read words with initial and final consonant blends		
Q2	Read familiar words and phrases in texts		
Q2	Read words, phrases, sentences and short stories consisting of words with consonant digraph ch and sh and other words previously studied		EN3PWR-III-j-22.1

Q2	Spell one- to- two syllable words with initial and final consonant blends (e.g. pl, tr) and consonant digraphs (ch and sh)		
Q2	Identify commonly used possessive pronouns and use them in a sentence		
Q2	Identify several effects based on a given cause		EN3RC-IIIa 2.7.1
Q2	Make inferences and draw conclusions based on texts (pictures, title and content words)		EN3RC-IIIa 2.11
Q2	Distinguish fact from opinion		EN3RC-IIIa 2.13
Q2	Use different sources of information in reading		EN3RC-IIIg-j-2.5
Q2	Recognize some words represented by common abbreviations (e.g. Mr. Ave., Oct.)		EN3V-IIIa-7
Q3	Homonyms (e.g. flower/flour)		EN3V-IIIe-f13.6
Q3	Homographs (e.g., read-read)		EN3V-IIIg-h-13.7
Q3	Hyponyms – type of (e.g. guava - type of fruit)		EN3V-IIIi-j-13.7
Q3	Identify possible solutions to problems		EN3LC-IIIb-2.19
Q3	Identify the elements of an informational/factual text hear		
Q3	Read words with long a, i, o , u sound (ending in e)		
Q3	Read phrases, sentences, stories and poems consisting of long a, i, o, and u words		
Q3	Ask and respond to questions about informational texts listened to (environment, health, how-to's, etc.)		EN10L-IIIg-h-3.2
Q3	Compare and contrast information heard		EN30L-IIIi-j-1.9
Q3	Read word with affixes		EN1V-IVj-27

Q3	Write a simple story		EN2WC-IVa-e-22
Q4	Use the degrees of adjectives in making comparisons (positive, comparative, superlative)		EN3G-IVi-j-5.2
Q4	Recognize adverbs of manner		EN3G-IVi-j-6.1
Q4	Interpret simple maps of unfamiliar places, signs and symbols		
Q4	Interpret simple graphs, tables, and pictographs		
Q4	Restate facts from informational texts (climate change, children's rights, traffic safety, etc.) listened to		EN3LC-IVi-j-3.5
Q4	Read words containing vowel digraphs - ai, ay, ea, ee, oo, oa		
Q4	Read phrases, sentences and stories with vowel digraphs - ai, ay, ea, ee, oo, oa		
Q4	Read words with vowel diphthongs: oy (boy), oi (boil), ou (out) ow (bow)		
Q4	Read phrases, sentences and short stories consisting vowel diphthongs: oy, oi, ou, ow		
Q4	Recognize and read some irregularly spelled words (e.g. such as enough, through, beautiful)		EN3PWR-IVj-22
Q4	Present information in varied artistic ways (e.g. role playing, show and tell, radio play/podcast/broadcast/reporting/poster presentations)		EN3OL-IVa-e-1.19

GRADE LEVEL: Grade 4

GRADE LEVEL STANDARDS: The learner listens critically to various text types and expresses ideas accurately in both oral and written forms; demonstrates confidence in the use of the language to meet everyday needs; and reads independently and gets relevant information from various text types.

Qtr	Most Essential Learning Competencies	Duration	K to 12
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			CG Code
Q1	Recognize the parts of a simple paragraph		
Q1	Use resources such as a dictionary, thesaurus, online sources to find the meaning of words		
Q1	Note significant details of various text types		
Q1	Identify the structure, purpose and language features of different text types, e.g. narrative, information report, procedure, argument		
Q1	Identify meanings of unfamiliar words through structural analysis (words and affixes: prefixes and suffixes)		EN4V-IIc-32
Q1	Identify different meanings of content specific words (denotation and connotation)		EN4V-IIIh-38
Q1	Get the meaning of words through word association (analogy) and classification.		EN4V-IIIh-39
Q2	Use context clues to find meaning of unfamiliar words: definition, exemplification		EN4V-Ia-31
Q2	Use clear and coherent sentences employing appropriate grammatical structures: Kinds of Nouns – Mass Nouns and Count Nouns, Possessive Nouns, Collective nouns		EN4G-Id-33
Q2	Use personal pronouns in sentences		EN4G-IIa-4.2.1
Q2	Use adjectives (degrees of comparison, order) in sentences		EN4G-IIIa-13
Q2	Use simple present tense of verbs in sentences		EN4G-li-3.2.1.1
Q2	Use correct time expressions to tell an action in the present		EN4G-IIh-10
Q2	Use the past form of regular and irregular verbs		EN4G-IIIi-12
Q3	Use adverbs (adverbs of manner, place and time) in sentences		EN4G-IIIe-16
Q3	Write directions using signal words		
Q3	Distinguish between general and specific statements		
Q3	Identify the main idea, key sentences, and supporting details from text listened to		EN4LC-IIIg-1.1
Q3	Use appropriate graphic organizers in text read		EN4RC-IIe-30
Q3	Infer the speaker's tone, mood and purpose		
Q3	Analyze a story in terms of its elements		EN4RC-Ib-2.1.1
Q4	Write a short story (fiction/nonfiction) with its complete elements		EN4WC-IIId-20

Q4	Write a reaction about the story read		EN4WC-IIIf-22
Q4	Distinguish fact from opinion in a narrative.		EN4RC-IIi-36
Q4	Identify features of Journalistic Writing		
Q4	Distinguish among types of Journalistic Writing (news report, opinion article, feature article, and sports news article)		
Q4	Write a news report using the given facts		EN4WC-IIi-25
Q4	Write/compose an editorial		EN4WC-IIIfc-28

GRADE LEVEL: Grade 5

GRADE LEVEL STANDARDS: The learner listens critically to different text types; expresses ideas logically in oral and written forms; and demonstrates interest in reading to meet various needs. The learner listens critically to news reports and other radio broadcasts and expresses ideas accurately in oral and in written forms; demonstrates confidence in the use of the language to meet everyday needs; and reads independently and gets relevant information from various text types.

Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q1	Fill-out forms accurately (school forms, deposit and withdrawal slips, etc.)		EN5WC-IIj-3.7
Q1	Infer the meaning of unfamiliar words using text clues		
Q1	Use compound and complex sentences to show cause and effect and problem-solution relationship of ideas		EN5G-IVa-1.8.1
Q1	Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement; kinds of adjectives; subordinate and coordinate conjunctions; and adverbs of intensity and frequency		EN5G-IIa-3.9
Q2	Compose clear and coherent sentences using appropriate grammatical structures: aspects of verbs, modals and conjunction		EN5G-Ia-3.3
Q2	Identify point-of-view		
Q2	Examine images which present particular viewpoints, e.g. stereotypes (gender, age, cultural), opinions on an issue		
Q2	Distinguish among various types of viewing materials		EN5VC-Id-6
Q3	Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order		EN5RC-IIc-3.2.1

Q3	Summarize various text types based on elements		
Q3	Make a stand		EN5OL-IIh-4 Make a stand
Q3	Provide evidence to support opinion/fact		EN5OL-IIf-3.5.1
Q4	Analyze how visual and multimedia elements contribute to the meaning of a text		EN5VC-IVd- 1.7.1
Q4	Write paragraphs showing: cause and effect, comparison and contrast and problem-solution relationships		EN5WC-IIb- 2.2.5
Q4	Write a feature article		

GRADE LEVEL: Grade 6

GRADE LEVEL STANDARDS: The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life's purposes.

Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q1	Identify real or make-believe, fact or non-fact images		EN6VC-IIIa-6.2
Q1	Interpret the meaning suggested in visual media through a focus on visual elements, for example, line, symbols, colour, gaze, framing and social distance		EN5VC-IIIIf-3.8
Q1	Make connections between information viewed and personal experiences		EN6VC-IVd-1.4
Q2	Identify the purpose, key structural and language features of various types of informational/factual text		EN6RC-IIIa-3.2.8
Q2	Recognize evaluative word choices to detect biases and propaganda devices used by speakers		EN6LC-IIIb- 3.1.12
Q2	Compare and contrast content of materials viewed to other sources of information (print, online and broadcast)		EN7VC-IV-c-15
Q3	Present a coherent, comprehensive report on differing viewpoints on an issue		EN10LC-IIIId- 3.18
Q3	Evaluate narratives based on how the author developed the elements		EN6RC-Ig-2.24.1

			EN6RC-Ig-2.24.2
Q4	Compose clear and coherent sentences using appropriate grammatical structures (verb tenses, conjunctions, adverbs)		EN6G-Ig-4.4.1
Q4	Compose a persuasive essay on self-selected topic		EN6WC-IVb-2.2

GRADE LEVEL: Grade 7

GRADE LEVEL STANDARDS: The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.

Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q1	Supply other words or expressions that complete an analogy		EN7V-IV-c-23.1
Q1	Identify the genre, purpose, intended audience and features of various viewed texts such as movie clip, trailer, newflash, internet-based program, documentary, video		EN7VC-I-d-6
Q1	Use the passive and active voice meaningfully in varied contexts		EN7G-III-c-2
Q1	Use the past and past perfect tenses correctly in varied contexts		EN7G-III-h-3
Q1	Use direct and reported speech appropriately in varied contexts		EN7G-III-e-3
Q1	Use phrases, clauses, and sentences appropriately and meaningfully		EN7G-II-a-1
Q1	Use appropriate reading strategies to meet one's purpose (e.g. scanning, skimming, close reading, etc.)		EN7RC-IV-b-10
Q2	Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to		EN7LC-II-a-6
Q2	Use a search engine to conduct a guided search on a given topic		EN7SS-II-c-1.5.3
Q2	Navigate a website using essential features, e.g. using headings, links, etc.		EN7V-IV-d-23.1
Q2	Research a topic with support using two or three sources provided, e.g. newspapers, website, video, images, podcast, print based material		EN7VC-IV-c-15
Q2	Summarize key information from a text		EN6OL-IVj-3.6
Q2	Use analogy to describe or make a point		
Q2	Transcode information from linear to non-linear texts and vice-versa		EN8RC-IIe-11

Q3	Use correct and appropriate multi-media resources when orally giving information, instructions, making explanations and narrating events in personal or factual recounts		EN7OL-IV-e-3.10
Q3	Use the appropriate oral language, stance and behavior when giving information, instructions, making explanations, and narrating events in factual and personal recounts		EN7OL-II-g-2.6.2 EN7OL-III-b-3
Q3	Explain how a selection may be influenced by culture, history, environment, or other factors		EN7LT-IV-h-3
Q3	Express one's beliefs/convictions based on a material viewed		EN7VC-IV-i-16
Q3	Cite evidence to support a general statement		EN7RC-IV-g-10.4
Q3	React to what is asserted or expressed in a text		EN8RC-IIIe-2.1.7
Q3	Raise sensible, challenging thought provoking questions in public forums/panel discussions, etc.		EN7OL-III-h-1.3.1
Q4	Distinguish features of academic writing		EN7WC-I-c-4.2
Q4	Employ a variety of strategies for effective interpersonal communication (interview, dialog, conversation)		EN7OL-I-b1.14
Q4	Determine the worth of ideas mentioned in the text listened to		EN7LC-IV-g-8.2
Q4	Determine the truthfulness and accuracy of the material viewed		EN7VC-I-h-10
Q4	Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways		EN7LT-II-a-4
Q4	Discover literature as a tool to assert one's unique identity and to better understand other people		EN7LT-III-g-5
Q4	Discover through Philippine literature the need to work cooperatively and responsibly in today's global village		EN7LT-IV-a-6
Q4	Compose an informative essay		EN7WC-IV-a-2.2

GRADE LEVEL: Grade 8

GRADE LEVEL STANDARDS: The learner demonstrates communicative competence through his/ her understanding of Afro-Asian Literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.

Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q1	Determine the meaning of words and expressions that reflect the local culture by noting context clues		EN8V-If-6
Q1	Use conventions in citing sources		EN8SS-IIIg-1.6.4
Q1	Use modal verbs, nouns and adverbs appropriately		
Q1	Identify and use signals that indicate coherence (e.g. additive - also, moreover; causative - as a result, consequently; conditional/ concessional - otherwise, in that case, however; sequential - to begin with, in conclusion; clarifying - for instance, in fact, in addition)		
Q1	Use a range of verbs, adjectives and adverbs to convey emotional response or reaction to an issue to persuade		
Q2	Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts		EN8SS-IIe-1.2
Q2	Use opinion-marking signals to share ideas		
Q2	Compare and contrast the presentation of the same topic in different multimodal texts		
Q2	Compare and contrast own opinions with those presented in familiar texts		
Q2	Recognize positive and negative messages conveyed in a text		
Q3	Examine biases (for or against) made by the author		EN8RC-IIIg-3.1.12
Q3	Analyze intention of words or expressions used in propaganda techniques		EN8V-IIIg-26
Q3	Determine various social, moral, and economic issues discussed in the text listened to		EN8LC-IIIh-7.4
Q3	Analyze literature as a mirror to a shared heritage of people with diverse backgrounds		

Q3	Use appropriate cohesive devices in various types of speech		
Q3	Use parallel structures		EN8G-Ia-7
Q4	Use appropriate grammatical signals or expressions suitable to each pattern of idea development: <ul style="list-style-type: none"> ● general to particular ● claim and counterclaim ● problem-solution ● cause-effect and others		
Q4	Expand the content of an outline using notes from primary and secondary sources		EN8WC-IIIc-1.1.6
Q4	Synthesize essential information found in various sources		
Q4	Compose effective paragraphs		EN8WC-IIa-2.8
Q4	Develop paragraphs that illustrate each text type (narrative in literature, expository, explanatory, factual and personal recount, persuasive)		
Q4	Deliver a self-composed speech using all the needed speech conventions		

GRADE LEVEL: Grade 9

GRADE LEVEL STANDARDS: The learner demonstrates communicative competence through his/ her understanding of British-American Literature, including Philippine Literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.

Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q1	Express permission, obligation, and prohibition using modals		
Q1	Use conditionals in expressing arguments		EN9G-IIe-20
Q1	Employ the appropriate communicative styles for various situations (intimate, casual, conversational, consultative, frozen)		
Q2	Make connections between texts to particular social issues, concerns, or dispositions in real life		
Q2	Analyze literature as a means of understanding unchanging values in the VUCA (volatile, uncertain, complex, ambiguous) world		
Q3	Differentiate biases from prejudices		EN9LC-IVf-13.3
Q3	Determine the relevance and the truthfulness of the ideas presented in the material viewed		EN9VC-IVa-10
Q3	Judge the validity of the evidence listened to		EN9LC-IVh-2.15
Q4	Judge the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation		EN9RC-IVf-2.22
Q4	React to lay value judgment on critical issues that demand sound analysis and call for prompt actions		

GRADE LEVEL: Grade 10

GRADE LEVEL STANDARDS: The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of World Literature, including Philippine Literature.

Qtr	Most Essential Learning Competencies	Duration	K to 12 CG Code
Q1	Use information from news reports, speeches, informative talks, panel discussions, etc. in everyday conversations and exchanges		EN10LC-Ia-11.1

Q1	Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text		EN10RC-Ia-2.15.2
Q1	Appraise the unity of plot, setting and characterization in a material viewed to achieve the writer's purpose		EN10VC-IVc-29
Q1	Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility and effectiveness		EN10VC-IVa-15
Q1	Employ analytical listening in problem solving		EN10LC-IIe-13.2
Q1	Evaluate and make judgements about a range of texts using a set of criteria e.g. comparing arguments on the same topic, critiquing a short story		
Q1	Evaluate spoken texts using given criteria, e.g. fluency, tone, cohesion, correctness		
Q2	Observe the language of research, campaigns, and advocacies		EN10G-IVa-32
Q2	Identify key structural elements, e.g.: <ul style="list-style-type: none"> • Exposition - Statement of position, • Arguments, • Restatement of Positions and language features of an argumentative text, e.g.: <ul style="list-style-type: none"> • modal verbs: should, must, might, and modal adverbs: usually, probably, etc.; • attitudes expressed through evaluative language; • conjunctions or connectives to link ideas: because, therefore, on the other hand, etc.; • declarative statements; • rhetorical questions; passive voice		
Q2	Formulate a statement of opinion or assertion		
Q2	Formulate claims of fact, policy, and value		EN10WC-IIb-13.2
Q2	Write an exposition or discussion on a familiar issue to include key structural elements and language features		

Q2	Deliver a prepared or impromptu talk on an issue employing the techniques in public speaking		
Q2	Compose texts which include multimodal elements		
Q3	Compose an argumentative essay		EN10WC-IIIh-13
Q3	Use a variety of informative, persuasive, and argumentative writing techniques		EN10WC-IIIb-14.1.2
Q3	Compose an independent critique of a chosen selection		EN10WC-IIIg-14
Q3	Critique a literary selection based on the following approaches: <ul style="list-style-type: none"> - structuralist/formalist - moralist - Marxist - feminist - historical reader-response		
Q4	Distinguish technical terms used in research		EN10V-IVa-30
Q4	Give technical and operational definitions		EN10V-IIa-13.9
Q4	Give expanded definitions of words		EN10V-IIIa-13.9
Q4	Observe correct grammar in making definitions		EN10G-IIa-29
Q4	Compose a research report on a relevant social issue		EN10SS-IVe-2.3