

**Saint Gabriel’s Foundation**

**The Learning Strands, Standards, and Indicators**

**Subject: English Writing Code**

**Level: Secondary 3 Semester 1**

**Strand 1: Language for Communication**

**Sub-Strand: Text Types and Purposes**

**Standard F 1.3** Ability to present data, information, concepts and views about various   
 matters through speaking and writing

**Indicators:**

F1.3.1. Gain an understanding of different text types and purposes;

F1.3.2. Identify different types of text types;

F1.3.3. Differentiate between the six different text types and their purposes;

F1.3.4. Discuss appropriate use for each text type.

**Strand 1: Language for Communication**

**Sub-Strand: Information Report**

**Standard F. 1.2** Endowment with language communication skills for exchange of data and

information; efficient expression of feelings and opinions.

**Indicators:**

F1.2.1. Displays an introductory understanding of the purpose of an Information

Report;

F1.2.2. Explain how brainstorming can be modified into a full information report;

F1.2.3. Define all relevant terms in the given information report;

F1.2.4. Dismantle information from the Information report to answer questions;

F1.2.5. Display understanding and comprehension of difficult subject matter;

F1.2.6. Respond to a visual power point and brainstorm vocabulary words;

F1.2.7. Interpret visual pictures ;

F1.2.8. Creates a list of descriptive words based on pictures shown;

F1.2.9. Use deductive reasoning to apply vocabulary into blank questions;

F1.2.10. Relate information given to information inferred;

F1.2.11. Sketch information regarding students’ individual cities in a factual

and concise manner;

F1.2.12. Isolate pertinent information to the specific topic given;

F1.2.13. Effectively communicate and construct an individual information report.

**Strand 1: Language for Communication**

**Sub-Strand: Learning Diary**

**Standard F 1.2** Endowment with language communication skills for exchange of data and

information; efficient expression of feelings and opinions.

**Indicators:**

F1.2.1. Describe the components of a learning diary;

F1.2.2. Paraphrase the components of a learning diary;

F1.2.3. Discuss the application of a learning diary;

F1.2.4. Interpret a learning diary through reading aloud and discussion;

F1.2.5. Concisely dismantle the different parts of a learning diary, and summarize its

key ideas;

F1.2.6. Displays accurate understanding of a learning diary and its structure;

F1.2.7. Interpret and apply given information regarding a learning diary its to write

an individual diary.

**Strand 1: Language for Communication**

**Sub-Strand: Narrative Writing**

**Standard F 1.3** Ability to present data, information, concepts and views about various

matters through speaking and writing.

**Indicators:**

F1.3.1. Describe the features of narrative writing;

F1.3.2. Isolate the correct order of a sequence of events;

F1.3.3. Summarize key vocabulary pertaining to narrative writing;

F1.3.4. Comprehend a given narrative in its entirety and recall its main ideas;

F1.3.5. Compute the narrative information by answering questions in full and

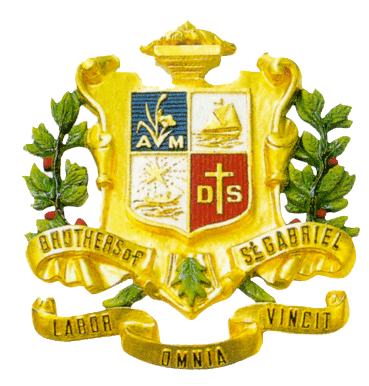
complete sentences;

F1.3.6. Demonstrate understanding of key terms;

F1.3.7. Formulate a complete narrative through synthesis of an outline;

F1.3.8. Effectively utilize features of a narrative through individual writing;

F1.3.9. Formulate a complete narrative.



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**The Learning Strands, Standards, and Indicators**

**Subject: English Writing Code**

**Level: Secondary 3 Semester 2**

**Strand 1: Language for Communication**

**Sub-Strand: Expository Writing**

**Standard F 1.3** Ability to present data, information, concepts and views about various

matters through speaking and writing.

**Indicators:**

F1.3.1. Define and discuss features of an exposition;

F1.3.2. Dismantle a given expository writing example;

F1.3.3. Respond to questions given an expository writing excerpt;

F1.3.4. Comprehend a film review as an example of expository writing;

F1.3.5. Define key terms and key components of the film review;

F1.3.6. Synthesize information from the review to answer questions accurately;

F1.3.7. Integrate knowledge gained thus far into a personal film review;

F1.3.8. Recall key components of paragraph writing and structure;

F1.3.9. Organize writing succinctly;

F1.3.10. Exhibit mastery of this topic by writing an opinion exposition.

**Strand 1: Language for Communication**

**Sub-Strand: Explanation**

**Standard F 1.2** Endowment with language communication skills for exchange of data and

information; efficient expression of feelings and opinions.

**Indicators:**

F1.2.1. Explore the features of explanatory writing;

F1.2.2. List a correct sequence of events as an example of explanatory text;

F1.2.3. Read a full explanatory piece and synthesize the information to answer

questions regarding this topic;

F1.2.4. Define and explain unknown vocabulary;

F1.2.5. Identify the features of explanatory writing;

F1.2.6. Utilize the parts presented for explanatory writing;

F1.2.7. Correctly structure an explanatory piece using the guidelines presented.

**Strand 4: Language and Relationship with Community and the World**

**Sub-Strand: Procedure or Instruction**

**Standard F 4.1** Ability to use foreign languages in various situations in school, community

and society.

**Indicators:**

F4.1.1. Recognize the meaning of procedural and instructional writing;

F4.1.2. Identify missing words gathered from analyzing given information;

F4.1.3. Extend the information given from sample writing to write an individual

procedural recipe;

F4.1.4. Outline ingredients necessary for compilation of a recipe;

F4.1.5. Apply learned knowledge of recipe writing;

F4.1.6. Review an instructional writing example and translate key terms and ideas;

F4.1.7. Summarize instructions succinctly;

F4.1.8. Outline, without reading, the directions for playing Scrabble;

F4.1.9. Apply the instructional example to an individual procedural writing

assignment;

F4.1.10. Demonstrate an understanding of the difference between instructional and

procedural writing.

**Basic Standard of Learning:**

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| **Semester** | **Sub-Strands** | **Standards** |
| **Semester 1** | Text Types and Purposes | F. 1.3 |
| Information Report | F. 1.2 |
| Learning Diary | F. 1.2 |
| Narrative Writing | F. 1.3 |
| **Semester 2** | Expository Writing | F. 1.3 |
| Explanation | F. 1.2 |
| Procedure or Instruction | F. 4.1 |

**References:**

Sumitra Siromani (2011). **My World of English for Secondary 3**. 1st Edition, Black

Swan Private Limited, India.

Ministry of Education, **The Basic Education Core Curriculum** (2008). Thailand

Noted by: Approved by:

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