



Republic of the Philippines  
Department of Education  
DepEd Complex, Meralco Avenue  
Pasig City



# K to 12 Curriculum Guide

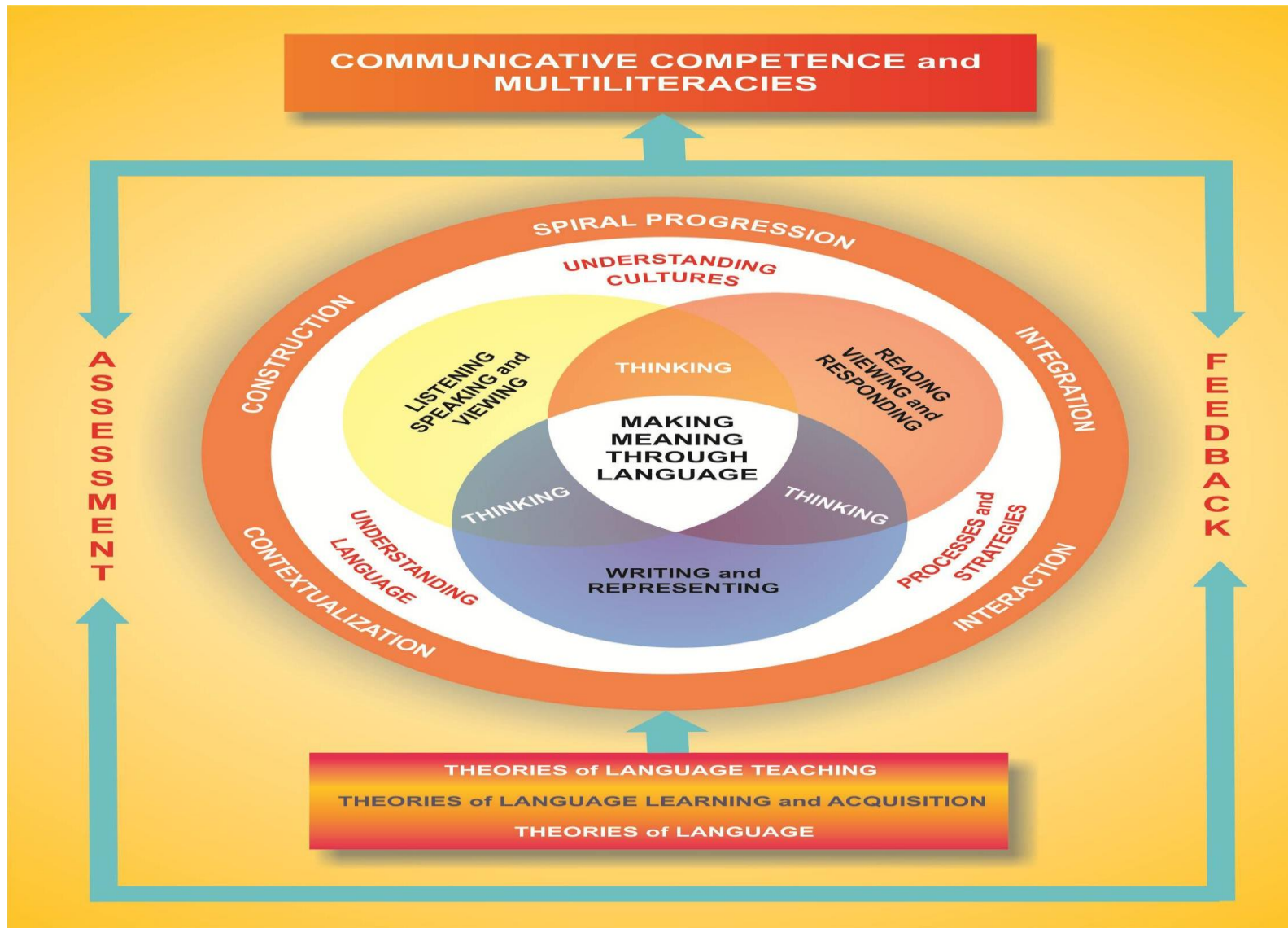
## ENGLISH

(Grade 1 to Grade 10)

May 2016

**K to 12 BASIC EDUCATION CURRICULUM**

**THE FRAMEWORK**



## K to 12 BASIC EDUCATION CURRICULUM

### I. PHILOSOPHY AND RATIONALE

**Language** is the basis of all communication and the **primary instrument of thought**. Thinking, learning, and language are interrelated. Language is governed by rules and systems (language conventions) which are used to explore and communicate meaning. It defines culture which is essential in understanding oneself (personal identity), forming interpersonal relationships (socialization), extending experiences, reflecting on thought and action, and contributing to a better society. Language, therefore, is central to the peoples' intellectual, social and emotional development and has an essential role in all key learning areas<sup>1</sup>.

**Language is the foundation of all human relationships**. All human relationships are established on the ability of people to communicate effectively with each other. Our thoughts, values and understandings are developed and expressed through language. This process allows students to understand better the world in which they live and contributes to the development of their personal perspectives of the global community. People use language to **make sense of** and **bring order** to their world. Therefore, proficiency in the language enables people to access, process and keep abreast of information, to engage with the wider and more diverse communities, and to learn about the role of language in their own lives, and in their own and other cultures.

### II. GUIDING PRINCIPLES

The K-12 Language Arts and Multiliteracies Curriculum is anchored on the following language acquisition, learning, teaching and assessing principles.

**All languages are interrelated and interdependent**. Facility in the first language (L<sub>1</sub>) strengthens and supports the learning of other languages (L<sub>2</sub>). Acquisition of sets of skills and implicit metalinguistic knowledge in one language (common underlying proficiency or CUP) provides the base for the development of both the first language (L1) and the second language (L2)<sup>2</sup>. It follows that any expansion of CUP that takes place in one language will have a beneficial effect on the other language(s). This principle serves to explain why it becomes easier and easier to learn additional languages.

**Language acquisition and learning is an active process that begins at birth and continues throughout life**. It is continuous and recursive throughout students' lives. Students enhance their language abilities by using what they know in new and more complex contexts and with increasing sophistication (spiral progression). They reflect on and use prior knowledge to extend and enhance their language and understanding. By learning and incorporating new language structures into their repertoire and using them in a variety of contexts, students develop language fluency and proficiency. Positive learning experiences in language-rich environments enable students to leave school with a desire to continue to extend their knowledge, skills and interests.

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<sup>1</sup> 1998. English Curriculum Framework. Australia

<sup>2</sup> Cummins, J. 1991. The Acquisition of English as a Second Language in Spangenberg-Urbschat. K and Pritchard, R. (eds.) *Reading Instruction for ESL Students* Delaware: International Reading Association

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**Learning requires meaning**<sup>3</sup>. We learn when we use what we know to understand what is new. Start with what the students know; use that to introduce new concepts. They use language to examine new experiences and knowledge in relation to their prior knowledge, experiences, and beliefs. They make connections, anticipate possibilities, reflect upon ideas, and determine courses of action.

**Learners learn about language and how to use it effectively through their engagement with and study of texts.** The term 'text' refers to any form of **written** (reading and writing), **oral** (listening and speaking) and **visual communication** involving language<sup>4</sup>. The texts through which students learn about language are wide-ranging and varied, from brief conversations to lengthy and complex forms of writing. The study of specific texts is the means by which learners achieve the desired outcomes of language, rather than an end in itself. Learners learn to create texts of their own and to engage with texts produced by other people.

**Successful language learning involves viewing, listening, speaking, reading and writing activities**<sup>5</sup>. Language learning should include a plethora of strategies and activities that helps students focus on both MEANING and ACCURACY.

**Language learning involves recognizing, accepting, valuing and building on students' existing language competence, including the use of non-standard forms of the language, and extending the range of language available to students.** Through language learning, learners develop functional and critical literacy skills. They learn to control and understand the conventions of the target language that are valued and rewarded by society and to reflect on and critically analyze their own use of language and the language of others.

**An effective language arts and multiliteracies curriculum satisfies the following principles**<sup>6</sup>.

1. develops thinking and language through interactive learning;
2. develops communicative competence and critical literacy;
3. draws on literature in order to develop students' understanding of their literary heritage;
4. draws on informational texts and multimedia in order to build academic vocabulary and strong content knowledge;
5. develops students' oral language and literacy through appropriately challenging learning;
6. emphasizes writing arguments, explanatory/informative texts and narratives;
7. provides explicit skill instruction in reading and writing;
8. builds on the language, experiences, knowledge and interests that students bring to school;
9. nurtures students' sense of their common ground in using language/s for communication as present or future global citizens to prepare them to participate in school and in civic life, and;
10. assesses and reflects the students' ability to interpret and/or communicate in the target language<sup>7</sup>.

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<sup>3</sup> Malone, Susan. 2006. Manual on MTB-MLE (Community-Based Program). UNESCO

<sup>4</sup> Anderson and Anderson. 2003. Text Types in English 1. Malaysia: MacMillan

<sup>5</sup> Malone, Susan. 2006. Manual on MTB-MLE (Community-Based Program). UNESCO

<sup>6</sup> 2011.Guiding Principles for English Language Arts and Literacy Programs in Massachusetts

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### III. NEEDS OF THE LEARNERS : THE CONTEXT

The generation born after the year 1994 until 2004 is referred to as Generation Z. This is the first generation to be born with complete technology. They were born with PCs, mobile phones, gaming devices, MP3 players and the ubiquitous Internet. They do not know life without technology. Hence, they are often termed as digital natives and are extremely comfortable with technology. They can email, text and use computers without any problems. In addition, members of Generation Z can understand and master advancement in technology. Unfortunately, this reliance on technology and gadgets has had a negative effect on the members. They rather stay indoors and use their electronics than play outdoors and be active. They are leading a sedentary life that can result in health problems later on.

For them, social media platforms are a way to communicate with the outside world. They are not bothered about privacy and are willing to share intimate details about themselves with complete strangers. They have virtual friends and for them hanging out with friends means talking to them over the cell phones, emails and text messages. However, at the same time, this generation is considered to be creative and collaborative and will have a significant impact on the way companies work when they join the workforce.

Members of Generation Z are adept at multi-tasking. They can text, read, watch, talk and even eat simultaneously. However, this has also led to reduced attention span leading to what psychologists call acquired attention deficit disorder. This generation is unable to analyze complex data and information as they cannot focus for very long.

While we don't know much about Gen Z yet...we know a lot about the environment they are growing up in. This highly diverse environment will make the grade schools of the next generation the most diverse ever. Higher levels of technology will make significant inroads in academics allowing for customized instruction, data mining of student histories to enable diagnostics and remediation or accelerated achievement opportunities.

Gen Z kids will grow up with a highly sophisticated media and computer environment and will be more Internet savvy and expert than their Gen Y forerunners.

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### IV. OUTCOMES

The ultimate goal of the Language Arts and Multiliteracies Curriculum is to produce graduates who apply the language conventions, principles, strategies and skills in (1) interacting with others, (2) understanding and learning other content areas, and (3) finding for themselves in whatever field of endeavour they may engage in.

#### 1. Communicative Competence

Communicative Competence is a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social settings to perform communicative functions, and how knowledge of utterances and communicative functions can be combined according to the principles of discourse.<sup>8</sup>

Communicative competence is classified into the following competencies.

1. **Grammatical/Linguistic Competence** means the acquisition of phonological rules, morphological words, syntactic rules, semantic rules and lexical items.
2. **Sociolinguistic Competence** refers to the learning of **pragmatic aspect of various speech acts**, namely, the cultural values, norms, and other socio-cultural conventions in social contexts. They are the context and topic of discourse, the participant's social status, sex, age, and other factors which influence styles and registers of speech. Since different situations call for different types of expressions as well as different beliefs, views, values, and attitudes, the development of sociolinguistic competence is essential for communicative social action.
3. **Discourse Competence** is the knowledge of rules regarding the cohesion (grammatical links) and coherence (appropriate combination of communicative actions) of various types of discourse (oral and written). Sociolinguistic rules of use and rules of discourse are crucial in **interpreting utterances for social meaning**, particularly when the literal meaning of an utterance does not lead to the speaker's intention easily.
4. **Strategic Competence** is to **DO** with the knowledge of verbal and non-verbal strategies to **compensate for breakdown** such as self-correction and at the same time to enhance the effectiveness of communication such as recognizing discourse structure, activating background knowledge, contextual guessing, and tolerating ambiguity.

#### 2. Multiliteracies

Multiliteracies (multi literacy practices) recognize that there are many kinds of literacy at work within our society. These include traditional literacy practices using texts as well as new literacy practices using texts of popular culture such as films. Social literacy encompasses how we communicate and exchange meaning in our society while professional literacy links with the notion of literacy for school of the workplace.

The curriculum aims to help learners acquire highly-developed literacy skills that enable them to understand that English language is the most widely used medium of communication in Trade and the Arts, Sciences, Mathematics, and in world economy. Furthermore, the curriculum aims to help learners understand that English language is a dynamic social process which responds to and reflects changing social conditions, and that English is inextricably involved with values, beliefs and ways of thinking about ourselves and the world we dwell in. Through multi-literacy skills, learners will be able to appreciate and be sensitive to sociocultural diversity and understand that the meaning of any form of communication depends on context, purpose and audience.

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<sup>8</sup> Canale, M. and M. Swain. 1980. Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics  
*K to 12 English Curriculum Guide May 2016*  
Learning Materials are uploaded at <http://lrmds.deped.gov.ph/>.

### IV. CONCEPTUAL FRAMEWORK

The world is now in the “**Knowledge age**” where the challenge of education is to prepare learners to deal with the challenges of the changing world. Students in this age must be prepared to compete in a global economy, understand and operate complex communication and information systems, and apply higher level thinking skills to make decisions and solve problems.

The Language Arts and Multiliteracies Curriculum (LAMC) addresses these needs. This is the rationale why Mother Tongue, Filipino and English follow a unified framework which allows easy transition from acquiring and learning one language to another.

The curriculum has five (5) components. Each component is essential to the learners’ ability to communicate effectively in a language leading them to achieve communicative competence and multiliteracies in the Mother Tongue, Filipino and English. The diagram on page 2 shows that the heart and core of **LAMC** is making meaning through language and aims to develop graduates who are communicatively competent and multiliterates.

**Component 1** illustrates **learning processes** that will effect acquisition and learning of the language. It explains the **HOW** of language learning and therefore serves as guiding principles for language teaching.

**Component 2** describes knowledge and skill areas which are essential to **effective language use** (understanding of cultures, understanding language, processes and strategies) which will be developed through language arts (macro-skills).

**Component 3** shows the interdependence and interrelationships of the macro-skills of the language (listening, speaking and viewing; reading, viewing and responding; writing and representing) and the development of thinking skills (critical thinking, creative thinking and metacognition) allowing students to **make meaning through language**.

**Component 4** explains the holistic assessment of the Language Arts and Literacy Curriculum which serves as feedback of its effectiveness to students, teachers, school administrators, and curriculum developers.



**COMPONENT 1: Language Learning Process**

For effective language acquisition and learning to take place, language teachers must be guided by the six (6) language teaching principles. These principles explain the natural process of language development.

**1. Spiral Progression**

Skills, grammatical items, structures and various types of texts will be taught, revised and revisited at increasing levels of difficulty and sophistication. This will allow students to progress from the foundational level to higher levels of language use.

**2. Interaction**

Language learning will be situated in the context of communication (oral and written). Activities that simulate real-life situations of varying language demands (purposes, topics, and audiences) will be employed to help students interact with others thereby improve their socialization skills.

**3. Integration**

The areas of language learning – the receptive skills, the productive skills, and grammar and vocabulary will be taught in an integrated way, together with the use of relevant print and non-print resources, to provide multiple perspectives and meaningful connections. Integration may come in different types either implicitly or explicitly (skills, content, theme, topic, and values integration).

**4. Learner-Centeredness**

Learners are at the center of the teaching-learning process. Teaching will be differentiated according to students' needs, abilities and interests. Effective pedagogies will be used to engage them and to strengthen their language development.

**5. Contextualization**

Learning tasks and activities will be designed for learners to acquire the language in authentic and meaningful contexts of use. For example, lessons will be planned around learning outcomes, a theme, or a type of text to help learners use related language skills, grammatical items/structures and vocabulary appropriately in spoken and written language to suit the purpose, audience, context and culture. Learning points will be reinforced through explicit instruction and related follow-up practice.

**6. Construction**

Making meaning is the heart of language learning and use. Learning tasks and activities will be designed for learners in such a way that they will have time to reflect on and respond to ideas and information. Learners will be provided with sufficient scaffolding so that they will be able to reach their full cognitive, affective, and psychomotor potentials and become independent learners who are good consumers and constructors of meaning.



**COMPONENT 2: Effective Language Use**

There are three major applications of the macro-skills of the language (Understanding of Cultures; Understanding Language; and Processes and Strategies). They are described as the knowledge and skill areas which are essential to effective language use demonstrated through the language macro-skills.

- 1. UNDERSTANDING CULTURES. Learning language through text types and literary appreciation exposes learners to different cultures of the world, including one's culture.** Learners develop sociolinguistic and sociocultural understandings and apply them to their use of the language (Mother Tongue, Filipino, and English). Sociolinguistic understanding refers to appropriate language use. It is defined in this document as taking into account the social significance of linguistic forms and the linguistic implications of social facts. Language is a complex social practice that reflects and reinforces shared understandings about appropriate actions, values, beliefs and attitudes within a community. These shared understandings determine not only what is communicated and when and how it is communicated, but also who does the communicating. These collectively constitute the sociolinguistic features of language.

Sociocultural understanding refers to knowing about the language speaking communities. It means taking into account the non-linguistic features in the life of a society. Learners broaden their frame of reference beyond their own social and cultural experiences. They gain insights into different values and belief systems and acknowledge the cultural contexts which underpin them. They make sense of the social fabric of the target language community. They understand that the natural and physical environments – as well as the social, economic, historical and political environments – influence the language speaking groups and their cultural traditions.

- 2. UNDERSTANDING LANGUAGE.** Learners apply their knowledge of the system of the language to assist them to make meaning and to create meaning. They come to recognize the patterns and rules of the language which emerge as they interact with a plethora of texts (literary and informational) to make meaning. They apply this knowledge and understanding to create their own spoken, written and visual texts. Differences in language systems are expressed in a variety of ways: for example, in grammatical differentiations, variations in word order, word selection, or general stylistic variations in texts. By comparing the system of the language with the systems of other languages, students understand that each language is different, but has identifiable patterns within its own system.
- 3. PROCESS AND STRATEGIES.** Learners select from a repertoire of processes and strategies by reflecting on their understanding of the way language works for a variety of purposes in a range of contexts. They deliberate on how they use language and apply different language strategies, depending on their purpose, context and audience. They use language as a way of coming to grips with new ideas, resolving difficulties or solving problems. They use strategies such as brainstorming and discussion as a way of developing ideas. They experiment, take risks and make approximations with language as a way of developing their language skills. They clarify what they need to know when seeking information for particular purposes. They use key-word searches and their understanding of the conventions of informational texts such as tables of contents, headings, indexes, forewords and glossaries as aids in locating information. They assess the usefulness of information for particular purposes. They treat information and ideas critically and evaluate information in terms of its reliability and currency. They make notes and graphic representations of information and combine information from different sources into a coherent whole by summarizing, comparing and synthesizing.

Learners reflect on ethical considerations in the use of ideas and information. They recognize the importance of attributing sources of ideas and information, and of presenting or representing ideas and information in ways which are not misleading. They use quotation and sourcing conventions appropriately. They take into account the possible effects of and responses to the presentation of ideas and information.

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### COMPONENT 3: Making Meaning through Language

Language is the major instrument in communication (oral and written) and the heart of which is the exchange of meaning. Language learning should focus on guiding students make meaning through language for different purposes on a range of topics and with a variety of audiences. Students must be able to adapt to various situations where communication demands greatly vary.

The skills, grammatical items, structures and various types of texts will be taught, and revisited at increasing levels of difficulty and sophistication. This design allows students to progress from the foundational level to higher levels of language use.

The Language Arts and Multiliteracies Curriculum (LAMC) is composed of five (5) intricately intertwined and integrated sub-strands (listening, speaking, reading, writing, and viewing) that serve as building blocks for understanding and creation of meaning and for effective communication across curricula (Matrix 1).

The revised curriculum re-organizes the Integrated Language Arts Curriculum according to the content standards that must be met by all students at the end of basic education. This is not inconsistent with the proposed 5 sub-strands of the Language Arts and Multiliteracies Curriculum (LAMC) but fleshes out the areas that children need to learn and that teachers need to teach in greater detail. Below is the matrix that presents the spread and alignment of the language and literacy domains with the 5 sub-strands.

## K to 12 BASIC EDUCATION CURRICULUM

### Alignment of the Language and Literacy Domains with the 5 sub-strands

Integrated Language Arts Domains	LISTENING	SPEAKING	READING	WRITING	VIEWING
1. Oral Language	√	√			
2. Phonological Awareness	√				
3. Book and Print Knowledge			√		
4. Alphabet Knowledge	√	√	√	√	√
5. Phonics and Word Recognition	√		√	√	
6. Fluency		√	√		
7. Spelling			√	√	
8. Writing and Composition	√	√	√	√	
9. Grammar Awareness & Structure	√	√	√	√	
10. Vocabulary Development	√	√	√	√	√
11. Reading Comprehension 11.1 schema & prior knowledge 11.2 strategies 11.3 narrative text 11.4 informational text			√	√	√
12. Listening Comprehension	√	√			
13. Attitudes towards language, literacy and literature	√	√	√	√	√
14. Study Strategies	√	√	√	√	√

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### Funnelling of Domains Across the K-12 Basic Education Integrated Language Arts Curriculum

Domains	K-3			4-6	7-10	11-12
Oral language						
Phonological awareness						
Book and Print knowledge						
Alphabet knowledge						
Phonics and word recognition						
Fluency						
Spelling						
Writing and composition						
Grammar awareness and structure						
Vocabulary development						
Reading comprehension						
Listening comprehension						
Attitude towards language, literacy and literature						
Study strategies						

## K to 12 BASIC EDUCATION CURRICULUM

Viewing						
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### Coherence with the Basic Education Program Goals

1. The K-12 languages curriculum ensures that processes and products of learning actively foster and contribute to the achievement of the basic education program goals.
2. Competencies are spiraled across the curriculum and year levels. Upper level courses will focus on writing, comprehension and study strategies.
3. Content includes print and electronic texts that are age, context and culture appropriate.

### COMPONENT 4: Holistic Assessment

Assessment is an important aspect of learning and teaching. It should be effectively used to support the holistic development of our pupils. Our assessment practices should go beyond summative evaluation and move towards a more holistic approach.

Holistic assessment refers to the ongoing gathering of information on different facets of a child from various sources, with the aim of providing qualitative and quantitative feedback to support and guide the child's development. Holistic assessment informs our teachers of their teaching practices and guides them in the design and delivery of student learning. It will also enable parents to support their children's development and growth.

#### Characteristics of Assessment

##### 1. Proximity to actual language use and performance

Assessment procedures should be based on activities that have authentic communicative function rather than ones with little or no intrinsic communicative value. These activities are based on actual performance in authentic situations which the learner is likely to encounter in his or her daily life.

##### 2. A holistic view of language

Assessment procedures are based on the notion that the interrelationships among the various aspects of language, such as phonology, grammar, and vocabulary, among others cannot be ignored. Also the four skills of language-listening, speaking, reading, and writing-are seen to be parts of a structurally integrated whole.

## **K to 12 BASIC EDUCATION CURRICULUM**

Assessment approaches should be used for communication and self-expression. Assessment also takes into account the whole learner and his or her social, academic, and physical context.

### **3. An integrative view of learning**

Assessment attempts to capture the learner's total array of skills and abilities. It measures language proficiency in the context of specific subject matter. Assessment procedures are based on the idea that various aspects of a learner's life, both academic and personal, are integral to the development of language proficiency and cannot be ignored. These dimensions include not only processes such as acquiring and integrating knowledge, extending and refining knowledge, and using knowledge meaningfully, but also issues such as varying student attitudes towards learning.

### **4. Developmental appropriateness**

Assessment procedures set expectations that are appropriate within the cognitive, social, and academic development of the learner. This characteristic of assessment makes it particularly valuable for second language learners who come from culturally diverse backgrounds and who may have atypical educational experiences.

### **5. Multiple referencing**

Assessment entails obtaining information about the learner from numerous sources and through various means.

For students, assessment should allow them to see their own accomplishments in terms that they understand and, consequently, allows them to assume responsibility for their learning. Assessment should allow parents to share in the educational process, and offers them a clear insight into what their children are doing in school. For teachers, the primary advantage of assessment is that it provides data on their students and their classroom for educational decision-making. In addition, it reports the success of the curriculum and provides teachers with a framework for organizing student's works.

## K to 12 BASIC EDUCATION CURRICULUM

### Definitions of the Content Standards for the Integrated Language Arts Curriculum for the K to 12 Basic Education Program of the Department of Education

Content Standards	Performance Standards at the end of Grade 3
Oral Languages in English	Have sufficient facility in English to understand spoken discourse and to talk and interact with others about personal experiences and text listened to or read
Phonological Skills	Be able to demonstrate phonological awareness at the levels of the syllable and the phoneme
Book and Print Knowledge	Demonstrate and use concepts of print, such as directionality, spacing, punctuation and configuration
Alphabet knowledge	Recognize, name and sound out all the upper and lower case letters of the alphabet.
Phonic and Word Recognition	Use sight word recognition or phonic analysis to read and understand words in English that contain complex letter combinations, affixes and contractions
Fluency	Read aloud grade level texts effortlessly and accurately, without hesitation and with proper expression
Spelling	Spell words with two or more syllables using phonic, semantic, and morphemic knowledge
Writing /Composition	Express their ideas effectively in formal and informal compositions to fulfill their own purposes for writing
Handwriting	Write legibly in manuscript or cursive writing
Grammar Awareness and Structure	<ul style="list-style-type: none"> <li>• Demonstrate grammatical awareness by being able to read, speak and write correctly</li> <li>• Communicate effectively, in oral and written forms, using the correct grammatical structure of English</li> </ul>
Vocabulary	Acquire, study, and use English vocabulary words appropriately in relevant contexts
<b>Reading Comprehension and Study Strategies</b>	
Use of Content and Prior Knowledge	Activate prior knowledge conceptually related to text and establish a purpose for reading
Comprehension Strategies	Be self-aware as they discuss and analyze text to create new meanings and modify old knowledge
Comprehending Literary Text	Respond to literary text through the appreciation of literary devices and an understanding of story grammar
Comprehending Informational Text	Locate information from expository texts and use this information for discussion or written production

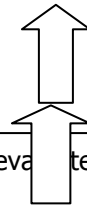


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Attitude	Demonstrate a love for reading stories and confidence in performing literacy-related activities/task
Viewing	Demonstrate critical understanding and interpretation of visual media
Study Strategies	Organize, process and use information effectively

### KEY STAGE STANDARD

**GRADE 12** - Students should be able to integrate communication and language skills for creating meaning using oral and written texts, various genres, and discursive contexts for personal and professional purposes.



**GRADE 10** - Students should be able to interpret, evaluate and represent information within and between learning area texts and discourses.

**GRADE 6** - Student should be able to construct meanings and communicate them using creative, appropriate and grammatically correct oral and written language.



**GRADE 3** - Students should be able to demonstrate eagerness to explore and experience oral and written texts and to communicate meanings and feelings effectively.

## K to 12 BASIC EDUCATION CURRICULUM

### GRADE 1

#### (3<sup>rd</sup> Quarter Oracy) Quarterly and Weekly Articulation

<b>Core Learning Area Standard</b>	The learner demonstrates mastery of basic skills in English language arts; communicates appropriately, fluently and accurately orally and writes for a variety of purposes in different social and academic context at his/her level while carrying out real life tasks necessary to cope with the demands of a functionally literate and competent local, national, and global citizen.
<b>Key Stage Standard</b>	The learner demonstrates basic language skills using a variety of media and uses these to learn varied content.
<b>Grade Level Standards</b>	The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions.

Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
<b>Oral Language</b>	demonstrates understanding of familiar words used to communicate personal experiences, ideas, thoughts, actions, and feelings	Shares/express personal ideas, thoughts, actions, and feelings using familiar words
	demonstrates understanding of familiar literary forms and concept of words in English for effective expression	participates actively in different oral activities
<b>Phonological Awareness</b>	demonstrates understanding of sounds and their meanings for appropriate use of words	manipulates skilfully the sounds in words to express meaning displays sensitivity to sounds in spoken language
	demonstrates understanding of sounds and sound patterns for production of words	manipulates skilfully the speech sounds through simple meaningful guided conversations
<b>Grammar</b>	demonstrates understanding of concepts of nouns and adjectives for identification and description	correctly names people, objects, places and things through theme-based activities
	demonstrates understanding of concepts of verbs, pronouns, and prepositions in meaningful messages	constructs grammatically correct-simple sentences in theme-based conversations using verbs, pronouns, and prepositions
<b>Vocabulary</b>	demonstrates understanding of familiar English words for effective communication	uses basic vocabulary to independently express ideas about personal, home, school and community experiences
	demonstrates understanding of word meaning for correct usage	correctly uses familiar words in speaking activities
<b>Listening Comprehension</b>	demonstrates understanding of story elements and text structures for effective oral expression	correctly identifies elements of literary and informational texts to aid meaning getting
	demonstrates understanding of the elements of literary and informational texts for effective oral expression	uses elements of literary and informational texts to sufficiently extend meaning and understanding

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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
<b>Attitude towards language, literacy, and literature</b>	demonstrates understanding of literary concepts for appreciation of literacy-related activities/tasks	presents varied ideas independently and shows interest enthusiastically in diverse literacy-related activities/tasks
<b>Study Strategies</b>	demonstrates understanding of useful strategies for purposeful literacy learning	uses strategies independently in accomplishing literacy-related tasks

WEEK	Learning Competencies				
	LC Listening Comprehension	OL Oral Language	PA Phonological Awareness	G Grammar	V Vocabulary Development
<b>1-5</b>	<p><b>EN1LC-IIIa-j- 1.1</b> <b>Listen to short stories/poems</b> and</p> <ol style="list-style-type: none"> <li>note important details pertaining to               <ol style="list-style-type: none"> <li>character</li> <li>setting</li> <li>events</li> </ol> </li> <li>Give the correct sequence of three events</li> <li>Infer the character feelings and traits</li> <li>Identify cause and/or effect of events</li> <li>5. Identify the speaker in the story or poem</li> </ol>	<p><b>EN1OL-IIIa-e-1.5</b> Use/Respond appropriately to polite expressions</p> <ul style="list-style-type: none"> <li><b>EN1OL-IIIa-1.5.1</b> greetings</li> <li><b>EN1OL-IIIb-1.5.2</b> leave takings</li> <li><b>EN1OL-IIIc-1.5.3</b> expressing gratitude and apology</li> <li><b>EN1OL-IIId-1.5.4</b> asking permission</li> <li><b>EN1OL-IIIE-1.5.5</b> offering help</li> </ul>	<p><b>EN1PA-IIIa-e-2.2</b> Recognize rhyming words in nursery rhymes, poems, songs heard</p> <p><b>EN1PA-IIIa-b- 3.1</b> Give the number of syllables of given words.</p>	<p><b>EN1G-IIIa-e-1</b> <b>Sentences</b></p> <ul style="list-style-type: none"> <li><b>EN1G-IIIa-1.1</b> Recognize sentences and non-sentences</li> <li><b>EN1G-IIIb-1.4</b> Recognize simple sentences</li> <li><b>EN1G-IIIc-1.3; EN1G-IIId-1.3; EN1G-IIIE-1.3</b> Recognize telling and asking sentences</li> </ul>	<p><b>EN1V-IIIa-e-5</b> Use words that are related to self, family, school, community, and concepts such as the names for colors, shapes, and numbers</p>
<b>6-10</b>	<ol style="list-style-type: none"> <li>Predict possible ending of a story read</li> <li>Relate story events to one's experience</li> <li>Discuss, illustrate, dramatize specific events</li> <li>Identify the problem and solution</li> <li>Retell a story listened to</li> </ol>	<p><b>EN1OL-IIIa-b – 1.17</b> Talk about oneself and one's family</p> <p><b>EN1OL-IIIb-c 1.3.3</b> Talk about one's personal experiences pertaining to the family, one's pets, and personal experiences</p> <p><b>EN1OL-IIIc – 1.17.1</b> Relate one's activities/responsibilities at home</p>			

### K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies				
	LC Listening Comprehension	OL Oral Language	PA Phonological Awareness	G Grammar	V Vocabulary Development
		<p><b>EN1OL-IVd- 1.3.4</b> Talk about topics of interest (likes and dislikes)</p> <p><b>EN1OL-IIIa-e – 1.5</b> Use common expressions and polite greetings</p> <p><b>EN1OL-IIIa-j-1.3.1</b> Talk about stories heard when and where it took place</p> <ul style="list-style-type: none"> <li>• the characters and</li> <li>• some important details of the story</li> </ul> <p><b>EN1OL-IIIa-j-1.2.9</b> Participate in some sharing activities</p> <ul style="list-style-type: none"> <li>• News sharing</li> <li>• Show and tell</li> <li>• “I Spy” games</li> <li>• Recite rhymes, poem</li> </ul>			

## K to 12 BASIC EDUCATION CURRICULUM

### (4<sup>TH</sup> Quarter Oracy) Quarterly and Weekly Articulation

<b>Core Learning Area Standard</b>	The learner demonstrates mastery of basic skills in English language arts; communicates appropriately, fluently and accurately orally and writes for a variety of purposes in different social and academic context at his/her level while carrying out real life tasks necessary to cope with the demands of a functionally literate and competent local, national, and global citizen.
<b>Key Stage Standard</b>	The learner demonstrates basic language skills using a variety of media and uses these to learn varied content.
<b>Grade Level Standards</b>	The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions.

WEEK	Learning Competencies				
	LC Listening Comprehension	OL Oral Language	PA Phonological Awareness	G Grammar	V Vocabulary Development
<b>1-5</b>	<p><b>EN1LC-IVa-j-1.1</b> Listen to short stories/poems and</p> <ol style="list-style-type: none"> <li>1. note important details pertaining to                             <ol style="list-style-type: none"> <li>a. character</li> <li>b. setting</li> <li>c. events</li> </ol> </li> <li>2. Give the correct sequence of three events</li> <li>3. Infer the character feelings and traits</li> <li>4. Identify cause and/or effect of events</li> <li>5. Identify the speaker in the story or poem</li> <li>6. Predict possible ending of a story read</li> <li>7. Relate story events to one's experience</li> <li>8. Discuss, illustrate, dramatize specific events</li> </ol>	<p><b>EN1OL-IVa-j-1.3</b> Talk about pictures presented using appropriate local terminologies with ease and confidence</p> <p><b>EN1OL-IVa-j-1.3.1</b> Talk about stories heard when and where it took place</p> <ul style="list-style-type: none"> <li>• the characters and</li> <li>• some important details of the story</li> </ul> <p><b>EN1OL-IVa-j-1.2.9</b> Participate in some sharing activities</p> <ul style="list-style-type: none"> <li>• News sharing</li> <li>• Show and tell</li> <li>• "I Spy" games</li> <li>• Recite rhymes, poem</li> </ul>	<p><b>EN1PA-IVa-b-2.3</b> Distinguish rhyming words from non-rhyming words</p> <p><b>EN1PA-IVc-e-2.4</b> Supply rhyming words in response to spoken words</p>	<p><b>EN1G-IVa-e-3</b></p> <p><b>Verbs</b> <b>EN1G-IVa-e-3.4</b> Recognize common action words in stories listened to</p>	<p><b>EN1V-IVa-e-3</b> Sort and Classify familiar words into basic categories (colors, shapes, foods, etc)</p>
<b>6-10</b>	<ol style="list-style-type: none"> <li>9. Identify the problem and</li> </ol>	<p><b>EN1OL-IVf-1.17.2</b></p>		<p><b>EN1G-IVf-j-5</b></p>	<p><b>EN1V-IVf-j-12.1</b></p>

## K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies				
	LC Listening Comprehension	OL Oral Language	PA Phonological Awareness	G Grammar	V Vocabulary Development
	solution 10. Retell a story listened to  Listen to narrative and informational text or poem and  <b>EN1LC-IVa-j-2.1</b> 1. Note important details <b>EN1LC- IVa-j-3.12</b> 2. Give one's reaction to an event or issues <b>EN1LC- IVa-j-2.8</b> 3. Infer important details <b>EN1LC- IVa-j-2.7</b> 4. Sequence events when appropriate <b>EN1LC- IVa-j-1.13.2.1</b> 5. Listen and respond through discussions, illustrations, songs, dramatization and art	Ask simple questions <b>EN1LC-IVg-h-3.6</b> Follow one-to-two step directions <b>EN1OL-IVi-j-1.17.1</b> Give one-to-two step directions		<b>Adjectives</b> Recognize describing words for people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)	Give the meaning of words using clues (TPR, pictures, body movements, etc.)

### Grade 1 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
<b>LC – Listening Comprehension</b>		
<b>3Q</b>		
<b>Listen to short stories/poems</b> and  1. note important details pertaining to a. character b. setting c. events  2. Give the correct sequence of three events	<b>EN1LC-IIIa-j-1.1</b>	BEAM ENG1 Module 8 – Noting Details. 2009. 1. BEAM ENG1 Module 9 – Sequencing Events. 2009. 2. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009. 3. BEAM ENG2 Module 7 – Organizing Ideas. 2009. 4. BEAM ENG2 – Sequencing Events. 2009. 5. BEAM ENG2 – Perceiving Relationships. 2009. 6. UnionBank English. Grade 2. Unit 1. Lesson 6, 13, 19, 20, 21.

## K to 12 BASIC EDUCATION CURRICULUM

<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
<ol style="list-style-type: none"> <li>3. Infer the character feelings and traits</li> <li>4. Identify cause and/or effect of events</li> <li>5. Identify the speaker in the story or poem</li> <li>6. Predict possible ending of a story read</li> <li>7. Relate story events to one’s experience</li> <li>8. Discuss, illustrate, dramatize specific events</li> <li>9. Identify the problem and solution</li> <li>10. Retell a story listened to</li> </ol>		<ol style="list-style-type: none"> <li>7. UnionBank English. Grade 2. Unit 2. Lesson 3, 7, 8, 32, 39.</li> <li>8. UnionBank English. Grade 2. Unit 3. Lesson 26.</li> <li>9. UnionBank English. Grade 2. Unit 4. Lesson 1, 21, 23, 25, 31.</li> <li>10. *English Expressways. Grade 1. 2010. pp. 228-229.</li> <li>11. *Unionbank Learning System. Grade 2. 2011. pp 30, 38, 40, 50, 52, 56, 94, 98, 100, 104, 132, 136, 144, 176, 182, 201; 123, 157; 160-161; 48; 90; 34; 196.</li> <li>12. *Unionbank Learning System (Teacher’s Edition). Grade 2. 2011. pp 30, 38, 40, 50, 52, 56, 94, 98, 100, 104, 132, 136, 144, 176, 182, 201; 123, 157; 160-161; 48; 90; 34; 196.</li> <li>13. English (Learner’s Material). Grade 2. 2013. pp 20-23, 38-40, 56-64, 122-124, 127-128, 137-143, 171,177 193, 197-200, 257-258, 262-264, 275-276, 302-304, 315,316-317,318,319, 331-332, 340-341, 350-353, 366-368, 408-412, 422-424, 430-432.</li> <li>14. English (Teacher’s Guide). Grade 2. 2013. pp 13-16, 33-34,43-46, 47, 70-71, 72, 76-79, 91, 94-95, 104-106, 127-130, 135-136, 143, 162-163, 166-168, 170, 174, 180, 184, 189, 215-217, 220-221, 227, 228.</li> </ol>
<b>4Q</b>		
<p><b>Listen to short stories/poems and</b></p> <ol style="list-style-type: none"> <li>1. note important details pertaining to               <ol style="list-style-type: none"> <li>a. character</li> <li>b. setting</li> <li>c. events</li> </ol> </li> <li>2. Give the correct sequence of three events</li> <li>3. Infer the character feelings and traits</li> <li>4. Identify cause and/or effect of events</li> <li>5. Identify the speaker in the story or poem</li> <li>6. Predict possible ending of a story read</li> <li>7. Relate story events to one’s experience</li> <li>8. Discuss, illustrate, dramatize specific events</li> <li>9. Identify the problem and solution</li> <li>10. Retell a story listened to</li> </ol>	<b>EN1LC-IVa-j-1.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 8 – Noting Details. 2009.</li> <li>2. BEAM ENG1 Module 9 – Sequencing Events. 2009.</li> <li>3. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009.</li> <li>4. BEAM ENG2 Module 7 – Organizing Ideas. 2009.</li> <li>5. BEAM ENG2 – Sequencing Events. 2009.</li> <li>6. BEAM ENG2 – Perceiving Relationships. 2009.</li> <li>7. UnionBank English. Grade 2. Unit 1. Lesson 6, 13, 19, 20, 21.</li> <li>8. UnionBank English. Grade 2. Unit 2. Lesson 3, 7, 8, 32, 39.</li> <li>9. UnionBank English. Grade 2. Unit 3. Lesson 26.</li> <li>10. UnionBank English. Grade 2. Unit 4. Lesson 1, 21, 23, 25, 31.</li> <li>11. *English Expressways. Grade 1. 2010. pp 228-229.</li> <li>12. *Unionbank Learning System. Grade 2. 2011. pp 30, 38, 40, 50, 52, 56, 94, 98, 100, 104, 132, 136, 144, 176, 182, 201; 123, 157; 160-161; 48; 90; 34; 196.</li> <li>13. *Unionbank Learning System (Teacher’s Edition). Grade 2. 2011. pp 30, 38, 40, 50, 52, 56, 94, 98, 100, 104, 132, 136, 144, 176, 182, 201; 123, 157; 160-161; 48; 90; 34; 196.</li> <li>14. English (Learner’s Material). Grade 2. 2013. pp 20-23, 38-40, 56-64, 122-124, 127-128, 137-143, 171, 193, 197-200, 257-258, 262-264, 275-276, 302-304, 315-319, 331-332, 340-341, 350-353, 366-368, 408-412, 422-424, 430-432.</li> <li>15. English (Teacher’s Guide). Grade 2. 2013. pp 13-16, 43-46, 70-71, 76-79, 91, 94-95, 104-106, 127-130, 135-136, 143, 162-163, 166-168, 174, 180, 184, 189, 215-217, 220-221, 227, 228.</li> </ol>
<p><b>Listen to narrative and informational text or poem and</b></p> <ol style="list-style-type: none"> <li>1. Note important details</li> </ol>	<b>EN1LC-IVa-j-2.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 8 – Noting Details. 2009.</li> <li>2. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009.</li> <li>3. *Unionbank Learning System. Grade 2. 2011. pp 20.</li> <li>4. Let’s Begin Reading in English 2.2013. pp 270.</li> </ol>
<ol style="list-style-type: none"> <li>2. Give one’s reaction to an event or issues</li> </ol>	<b>EN1LC- IVa-j-3.12</b>	<ol style="list-style-type: none"> <li>1. *Unionbank Learning System. Grade 2. 2011. pp 30.</li> </ol>



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<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
		<ol style="list-style-type: none"> <li>2. English (Learner’s Material). Grade 2. 2013. pp 211-212.</li> <li>3. English (Teacher’s Guide). Grade 2. 2013. pp 109.</li> </ol>
3. Infer important details	<b>EN1LC- IVa-j-2.8</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 8 – Noting Details. 2009.</li> <li>2. *Unionbank Learning System. Grade 2. 2011. pp 20.</li> <li>3. English (Learner’s Material). Grade 2. 2013. pp 218-222.</li> <li>4. English (Teacher’s Guide). Grade 2. 2013. pp 114-115.</li> <li>5. Let’s Begin Reading in English 2.2013. pp 167-175.</li> </ol>
4. Sequence events when appropriate	<b>EN1LC- IVa-j-2.7</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 9 – Sequencing Events. 2009.</li> <li>2. English (Learner’s Material). Grade 2. 2013. pp134-138.</li> <li>3. English (Teacher’s Guide). Grade 2. 2013. pp 74-76.</li> <li>4. Let’s Begin Reading in English 2.2013. pp 42, 45, 163-164, 174, 269, 274-275, 290.</li> </ol>
5. Listen and respond through discussions, illustrations, songs, dramatization and art	<b>EN1LC- IVa-j-1.13.2.1</b>	<ol style="list-style-type: none"> <li>1. UnionBank English. Grade 2. Unit 3. Lesson 27.</li> <li>2. *Unionbank Learning System. Grade 2. 2011. pp 35, 90, 102, 108, 112, 157.</li> <li>3. Let’s Begin Reading in English 2.2013.pp 127-128, 160, 285-286, 371</li> </ol>
<b>OL – Oral Language</b>		
<b>3Q</b>		
Use/Respond appropriately to polite expressions	<b>EN1OL-IIIa-e-1.5</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009.</li> <li>2. BEAM ENG1 Module 1 – Expressions. 2009.</li> <li>3. BEAM ENG2 Module 2 – Intonations and Expressions. 2009.</li> <li>4. UnionBank English. Grade 2. Unit 1. Lesson 17.</li> <li>5. English (Learner’s Material) 2. 2013. pp 51-52.</li> <li>6. English (Teacher’s Guide). Grade 2. 2013. pp 37</li> </ol>
1. greetings	<b>EN1OL-IIIa-1.5.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. pp 11.</li> <li>2. BEAM ENG1 Module 1 – Expressions. 2009.</li> <li>3. BEAM ENG2 Module 2 – Intonations and Expressions. 2009.</li> <li>4. *English Expressways 1. 2010. pp 3-5, 7-8.</li> <li>5. Unionbank English 2. Unit 1. Lesson 17 pp 51-52.</li> <li>6. *Unionbank Learning System. Grade 2. 2011. pp 34-35.</li> </ol>
2. leave takings	<b>EN1OL-IIIb-1.5.2</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. pp 13.</li> <li>2. BEAM ENG1 Module 1 – Expressions. 2009.</li> <li>3. BEAM ENG2 Module 2 – Intonations and Expressions. 2009.</li> <li>4. *English Expressways 1. 2010. pp 6.</li> </ol>
5. expressing gratitude and apology	<b>EN1OL-IIIc-1.5.3</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Expressions. 2009.</li> <li>2. Unionbank Learning System. Grade 2. 2011. pp 40.</li> <li>3. *English Expressways 1. 2010. pp 66-68.</li> </ol>
6. asking permission	<b>EN1OL-IIId-1.5.4</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Expressions. 2009.</li> </ol>
7. offering help	<b>EN1OL-IIIE-1.5.5</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. pp 14.</li> <li>2. BEAM ENG1 Module 1 – Expressions. 2009.</li> <li>3. BEAM ENG2 Module 2 – Intonations and Expressions. 2009.</li> <li>4. *Unionbank Learning System. Grade 2. 2011. pp 90.</li> </ol>
Talk about oneself and one’s family	<b>EN1OL-IIIa-b – 1.17</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Expressions. 2009.</li> </ol>

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<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
		<ol style="list-style-type: none"> <li>2. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009.</li> <li>3. BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.</li> <li>4. BEAM ENG2 Module 5 – Getting the Main Idea.</li> <li>5. BEAM ENG2 Qrt1 Mod1 – How Do I See Myself?</li> <li>6. BEAM ENG 3 Module 5 – Noting Details.</li> <li>7. UnionBank English. Grade 2. Unit 1. Lesson 34.</li> <li>8. UnionBank English. Grade 2. Unit 2. Lesson 1, 5.</li> <li>9. *English Expressways 1. 2010. pp 16-29, 44-47, 54-56.</li> <li>10. *Unionbank Learning System. Grade 2. 2011. pp 90.</li> <li>11. Let’s Begin Reading in English 2.2013. pp 113, 127-133.</li> </ol>
Talk about one’s personal experiences pertaining to the family, one’s pets, and personal experiences	<b>EN10L-IIIb-c 1.3.3</b>	<ol style="list-style-type: none"> <li>1. *English Expressways 1. 2010. pp 105, 116-119, 124-125, 198-199.</li> </ol>
Relate one’s activities/responsibilities at home	<b>EN10L-IIIc – 1.17.1</b>	<ol style="list-style-type: none"> <li>1. UnionBank English. Grade 2. Unit 4. Lesson 2, 3.</li> <li>2. *English Expressways 1. 2010. pp 203-208.</li> <li>3. Let’s Begin Reading in English 2.2013. pp 387-389.</li> </ol>
Talk about topics of interest (likes and dislikes)	<b>EN10L-III d-1.3.4</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG2 Module 7 – Organizing Ideas. 2009.</li> <li>2. BEAM ENG2 – Perceiving Relationships. 2009.</li> <li>3. Let’s Begin Reading in English 2.2013. pp 131.</li> </ol>
Use common expressions and polite greetings	<b>EN10L-IIIa-e – 1.5</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009.</li> <li>2. BEAM ENG1 Module 1 – Expressions. 2009.</li> <li>3. English (Learner’s Material). Grade 2. 2013. pp 51-52.</li> <li>4. English (Teacher’s Guide). Grade 2. 2013. pp 37-38.</li> </ol>
Talk about stories heard when and where it took place <ul style="list-style-type: none"> <li>• the characters and</li> <li>• some important details of the story</li> </ul>	<b>EN10L-IIIa-j-1.3.1</b> <b>EN10L-IVa-j-1.3.1</b>	<ol style="list-style-type: none"> <li>1. UnionBank English. Grade 2. Unit 1. Lesson 10, 13.</li> <li>2. UnionBank English. Grade 2. Unit 2. Lesson 8.</li> <li>3. *English Expressways 1. 2010. pp 212-217.</li> <li>4. English (Learner’s Material). Grade 2. 2013. pp 91-92.</li> <li>5. English (Teacher’s Guide). Grade 2. 2013. pp 56.</li> <li>6. Let’s Begin Reading in English 2.2013. pp 111-112, 146-148, 384-385.</li> </ol>
Participate in some sharing activities <ul style="list-style-type: none"> <li>• News sharing</li> <li>• Show and tell</li> <li>• “I Spy” games</li> <li>• Recite rhymes, poem</li> </ul>	<b>EN10L-IIIa-j-1.2.9</b> <b>EN10L-IVa-j-1.2.9</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 3B – Eyes, Eyes, Baby. 2009.</li> <li>2. BEAM ENG1 Module 3A – Sounds like Science. 2009.</li> <li>3. BEAM ENG1 Module 5 – All About Rhymes. 2009.</li> <li>4. UnionBank English. Grade 2. Unit 1. Lesson 14, 23.</li> <li>5. *English Expressways 1. 2010. pp 236.</li> <li>6. Let’s Begin Reading in English 2. 2013. pp 201.</li> </ol>
<b>4Q</b>		
Talk about pictures presented using appropriate local terminologies with ease and confidence	<b>EN10L-IVa-j-1.3</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 3B – Eyes, Eyes, Baby. 2009.</li> <li>2. UnionBank English. Grade 2. Unit 2. Lesson 36.</li> <li>3. UnionBank English. Grade 2. Unit 3. Lesson 28.</li> <li>4. UnionBank English. Grade 2. Unit 4. Lesson 21, 33.</li> <li>5. *English Expressways 1. 2010. pp 182-185, 188-191.</li> <li>6. English (Learner’s Material). Grade 2. 2013. pp 228-229.</li> </ol>

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<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
		<ol style="list-style-type: none"> <li>7. English (Teacher’s Guide). Grade 2. 2013. pp 118.</li> <li>8. Let’s Begin Reading in English 2.2013. pp 168.</li> </ol>
Ask simple questions	<b>EN1OL-IVf-1.17.2</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009.</li> <li>2. BEAM ENG1 Module 1 – Expressions. 2009.</li> <li>3. *English Expressways 1. 2010. pp 202.</li> <li>4. English (Learner’s Material). Grade 2. 2013. pp 266-268.</li> <li>5. English (Teacher’s Guide). Grade 2. 2013. pp 138-139.</li> <li>6. Let’s Begin Reading in English 2.2013. pp 449-450.</li> </ol>
Follow one-to-two step directions	<b>EN1LC-IVg-h-3.6</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009.</li> <li>2. BEAM ENG1 Module 1 – Expressions. 2009.</li> <li>3. BEAM ENG1 Module 2 – Commands and Directions. 2009.</li> <li>4. BEAM ENG2 Module 3A – Giving and Following Directions. 2009.</li> <li>5. *English Expressways 1. 2010. pp 88-90.</li> <li>6. Let’s Begin Reading in English 2.2013. pp 214-215, 301.</li> </ol>
Give one-to-two step directions	<b>EN1OL-IVi-j-1.17.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 2 – Commands and Directions. 2009.</li> <li>2. BEAM ENG2 Module 3A – Giving and Following Directions. 2009.</li> </ol>
<b>PA – Phonological Awareness</b>		
<b>3Q</b>		
Recognize rhyming words in nursery rhymes, poems, songs heard	<b>EN1PA-IIIa-e-2.2</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 5 – All About Rhymes. 2009.</li> <li>2. BEAM ENG2 Module 4 – Rhymes.</li> <li>3. English (Learner’s Material). Grade 2. 2013. pp 41-42, 186-187, 231.</li> <li>4. English (Teacher’s Guide). Grade 2. 2013. pp 34-35, 119.</li> <li>5. *English Expressways 1. 2010. pp 122, 156, 170.</li> <li>6. Let’s Begin Reading in English 2.2013. pp 48-50, 53, 64.</li> </ol>
Give the number of syllables of given words	<b>EN1PA-IIIa-b- 3.1</b>	<ol style="list-style-type: none"> <li>1. English (Learner’s Material). Grade 2. 2013. pp 299.</li> <li>2. English (Teacher’s Guide). Grade 2. 2013. pp 157.</li> <li>3. Let’s Begin Reading in English 2.2013. pp 318, 322, 333, 335, 344.</li> </ol>
<b>4Q</b>		
Distinguish rhyming words from non-rhyming words	<b>EN1PA-IVa-b-2.3</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 5 – All About Rhymes. 2009.</li> <li>2. English (Learner’s Material). Grade 2. 2013. pp 181-182.</li> <li>3. English (Teacher’s Guide). Grade 2. 2013. pp 96-98.</li> <li>4. *Unionbank Learning System 2.2013. pp 115-118.</li> <li>5. Let’s Begin Reading in English 2.2013. pp 74.</li> </ol>
Supply rhyming words in response to spoken words	<b>EN1PA-IVc-e-2.4</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 5 – All About Rhymes. 2009.</li> </ol>
<b>G – Grammar</b>		
<b>3Q</b>		
<b>Sentences</b>	<b>EN1G-IIIa-e-1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 8 – Noting Details. 2009.</li> <li>2. English (Learner’s Material). Grade 2. 2013. pp 173-176, 427, 460, 473-474.</li> <li>3. English (Teacher’s Guide). Grade 2. 2013. pp 92, 224, 247, 255-256.</li> <li>4. Let’s Begin Reading in English 2.2013. pp 373-374.</li> </ol>
1. Recognize sentences and non-sentences	<b>EN1G-IIIa-1.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 8 – Noting Details. 2009.</li> </ol>

## K to 12 BASIC EDUCATION CURRICULUM

<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
2. Recognize simple sentences	<b>EN1G-IIIb-1.4</b>	<ol style="list-style-type: none"> <li>2. Let's Begin Reading in English 2.2013. pp 91-95, 134, 149,165-166, 181, 216, 234, 315.</li> <li>1. BEAM ENG1 Module 8 – Noting Details. 2009.</li> <li>2. Let's Begin Reading in English 2.2013. pp 398-400.</li> </ol>
3. Recognize telling and asking sentences	<b>EN1G-IIIc-1.3; EN1G-IIIId-1.3; EN1G-IIIE-1.3</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP 3 Module 39.</li> <li>2. Let's Begin Reading in English 2.2013.pp 6, 10, 12, 291-295, 400-402.</li> <li>3. English (Learner's Material). Grade 2. 2013. pp 96-98, 460</li> <li>4. English (Teacher's Guide). Grade 2. 2013. pp 57-58, 195-196, 226, 247</li> </ol>
<b>4Q</b>		
<b>Verbs</b>	<b>EN1G-IVa-e-3</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 8 – Noting Details. 2009.</li> <li>2. BEAM ENG1 Module 9 – Sequencing Events. 2009.</li> <li>3. BEAM ENG2 Module 6B – Action Words. 2009.</li> <li>4. UnionBank English. Grade 2. Unit 2. Lesson 10, 12.</li> <li>5. *English Expressways 1. 2010. pp 193-197.</li> <li>6. English (Learner's Material). Grade 2. 2013. pp 149-154, 164-165.</li> <li>7. English (Teacher's Guide). Grade 2. 2013. pp 82-85, 89.</li> <li>8. Let's Begin Reading in English 2. 2013. pp 251, 267, 321, 327, 356.</li> </ol>
Recognize common action words in stories listened to	<b>EN1G-IVa-e-3.4</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 8 – Noting Details. 2009.</li> <li>2. UnionBank English. Grade 2. Unit 2. Lesson 10.</li> <li>3. English (Learner's Material). Grade 2. 2013. pp 164-165.</li> <li>4. Let's Begin Reading in English 2.2013. pp 323-329.</li> </ol>
<b>Adjectives</b> Recognize describing words for people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)	<b>EN1G-IVf-j-5</b>	<ol style="list-style-type: none"> <li>1. UnionBank English. Grade 2. Unit 3. Lesson 13, 15, 16, 8.</li> <li>2. *English Expressways 1. 2010. pp 113-115, 160-163.</li> <li>3. English (Learner's Material). Grade 2. 2013. pp 279, 293.</li> <li>4. English (Teacher's Guide). Grade 2. 2013. pp 146,154.</li> <li>5. Let's Begin Reading in English 2.2013. pp 408-409, 416, 419, 424-426, 435, 437, 443, 459-460, 466-468.</li> </ol>
<b>V – Vocabulary Development</b>		
<b>3Q</b>		
Use words that are related to self, family, school, community, and concepts such as the names for colors, shapes, and numbers	<b>EN1V-IIIa-e-5</b>	<ol style="list-style-type: none"> <li>1. *English Expressways 1. 2010. pp 12-13, 33-34.</li> <li>2. English (Learner's Material). Grade 2. 2013. pp 75-80, 107-110.</li> <li>3. English (Teacher's Guide). Grade 2. 2013. pp 51-52,63-64.</li> <li>4. Let's Begin Reading in English 2.2013. pp 67, 167-169.</li> </ol>
<b>4Q</b>		
Sort and Classify familiar words into basic categories (colors, shapes, foods, etc)	<b>EN1V-IVa-e-3</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009.</li> <li>2. BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.</li> </ol>
Give the meaning of words using clues (TPR, pictures, body movements, etc.)	<b>EN1V-IVf-j-12.1</b>	<ol style="list-style-type: none"> <li>1. Let's Begin Reading in English 2.2013. pp 15, 22, 26, 35, 40-41, 54.</li> </ol>

## K to 12 BASIC EDUCATION CURRICULUM

### GRADE 2

#### (1<sup>st</sup> Quarter to 2<sup>nd</sup> Quarter – Oracy) Quarterly and Weekly Articulation

<b>Grade Level Standards</b>	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.
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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
<b>Oral Language</b>	demonstrates understanding of grade level appropriate words used to communicate inter- and intrapersonal experiences, ideas, thoughts, actions and feelings	independently takes turn in sharing inter and intra personal experiences, ideas, thoughts, actions and feelings using appropriate words
	demonstrates understanding of familiar literary texts and common expressions for effective oral interpretation and communication	uses appropriate expressions in oral interpretation and familiar situations
<b>Fluency</b>	demonstrates understanding of punctuation marks, rhythm, pacing, intonation and vocal patterns as guide for fluent reading and speaking	fluently expresses ideas in various speaking tasks
		accurately and fluently reads aloud literary and informational texts appropriate to the grade level
<b>Listening Comprehension</b>	demonstrates understanding of text elements to see the relationship between known and new information to facilitate comprehension	correctly presents text elements through simple organizers to make inferences, predictions and conclusions
	demonstrates understanding of information heard to make meaningful decisions	uses information from theme-based activities as guide for decision making and following instructions
<b>Alphabet Knowledge</b>	demonstrates understanding of the alphabets in English in comparison to the alphabets of Filipino and Mother Tongue	distinguishes similarities and differences of the alphabets in English and Mother Tongue/Filipino
<b>Phonics and Word Recognition</b>	demonstrates understanding of the relationship of phonetic principles of Mother Tongue and English to decode unknown words in English	analyzes pattern of sounds in words for meaning and accuracy
		ably reads and spells out grade appropriate regular and irregular words in English
<b>Phonological Awareness</b>	demonstrates understanding of the letter-sound relationship between Mother Tongue and English for effective transfer of learning	effectively transfers the knowledge of letter-sound relationship from Mother Tongue to English
		correctly hears and records sounds in words
<b>Vocabulary</b>	demonstrates understanding of suitable vocabulary used in different languages for effective communication	uses familiar vocabulary to independently express ideas in speaking activities
<b>Book Knowledge</b>	demonstrates understanding about the concepts about print	correctly identifies book parts and follows reading conventions

**K to 12 BASIC EDUCATION CURRICULUM**

Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
<b>Reading Comprehension</b>	demonstrates understanding of the elements of literary and expository texts for creative interpretation	uses information derived from texts in presenting varied oral and written activities
	demonstrates understanding of paragraph development to identify text types	identifies correctly how paragraphs/ texts are developed
<b>Writing and Composition</b>	demonstrates understanding of the process of writing to generate and express ideas and feelings	uses a variety of prewriting strategies to generate, plan, organize ideas, make a draft for specific purposes
	demonstrates understanding of different formats to write for a variety of audiences and purposes	produces a variety of texts for creative, personal academic and functional purposes
<b>Grammar</b>	demonstrates understanding of sentence construction for correct expression	properly identifies and describes people, animals, places, things and uses them in a variety of oral and written theme-based activities
	demonstrates understanding of the concepts of nouns, verbs and adjectives for proper identification and description	uses pronouns and prepositions in a variety of oral and written theme-based activities
	demonstrates understanding of the concepts of pronouns and preposition for appropriate communication	shows proficiency in constructing grammatically correct sentences in different theme-based activities
<b>Attitude</b>	demonstrates understanding of concepts about narrative and informational texts for appreciation	makes personal accounts on stories/texts as expression of appreciation to familiar books
<b>Study Strategies</b>	demonstrates understandings of useful strategies for purposeful literacy learning	Independently uses strategies in accomplishing literacy-related tasks

**1<sup>st</sup> Quarter (Continuation of Oracy)**

WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
<b>1-5</b>	<b>EN2OL-If-j-1.3</b> Talk about oneself and one's family  <b>EN2OL-If-1.3.1; EN2OL-</b>	<b>EN2LC-Ia-j-1.1</b> Listen to a variety of media including books, audiotapes, videos and other age-appropriate	<b>EN2PA-Ia-c-1.1</b> Classify/Categorize sounds heard (animals, mechanical, objects, musical	<b>EN2BPK-Ia-3</b> Recognize environmental print  <b>EN2BPK-Ib-c-4</b> Recognize the		<b>EN2G-Ia-e-1 Sentences</b> • <b>EN2G-Ia-1.1</b> Recognize sentences and non-	<b>EN2V-Ia-5</b> Use words that are related to self, family, school, community, and concepts such as	<b>EN2G-Ia-e-7.4</b> Perform dialogues, drama, mock interview, TV talk show etc.	<b>EN2SS-Ia-e-1.2</b> Engage in a variety of ways to share information (e.g. role playing,

**K to 12 BASIC EDUCATION CURRICULUM**

WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
	<p><b>Ig-1.3.1</b> Talk about one's name and other personal information</p> <p><b>EN2OL-Ih-j-1.3.2</b> Talk about one's environment (e.g. persons, animals, places, things, events, etc.)</p>	<p>publications and</p> <p>a. Note important details pertaining to</p> <p>a. character</p> <p>b. settings</p> <p>c. events</p> <p>b. Give the correct sequence of three events</p> <p>c. Infer the character feelings and traits</p> <p>d. Identify cause and/or effect of events</p> <p>e. Identify the speaker in the story or poem</p> <p>f. Predict possible ending of a story read</p> <p>g. Relate story events to one's experience</p> <p>h. Discuss, illustrate, dramatize specific events</p> <p>i. Identify the problem and solution</p> <p>j. Retell a story listened to</p>	<p>instruments, environment, speech)</p> <p><b>EN2PA-Id-e-1.2</b> Discriminate sounds from a background of other sounds</p>	<p>common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation</p> <p><b>EN2BPK-Id-e-5</b> Recognize proper eye movement skills (transfer skills)</p> <ul style="list-style-type: none"> <li>• left to right</li> <li>• top to bottom</li> <li>• return sweep</li> </ul>		<p>sentences</p> <ul style="list-style-type: none"> <li>• <b>EN2G-Ib-c-1.4</b> Recognize simple sentences</li> <li>• <b>EN2G-Id-e-1.3</b> Recognize different kinds of sentences (declarative, interrogative )</li> </ul>	<p>the names for colors, shapes, and numbers in both Mother Tongue and English</p> <p><b>EN2V-Ib-c-01</b> Differentiate English words from other languages spoken at home and in school</p> <p><b>EN2VD-Id-e-1</b> Identify the English equivalent of words in the Mother Tongue or in Filipino</p>		<p>reporting, summarizing, retelling and show and tell)</p>



**K to 12 BASIC EDUCATION CURRICULUM**

WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		<p><b>EN2LC-Ib-3.16</b> Follow a set of verbal two-step directions with picture cues</p> <p><b>EN2LC-Ic-1.1</b> Activate prior knowledge based on new knowledge formed</p> <p><b>EN2LC-Id-e-1.2</b> Relate information and events in a selection to life experiences and vice versa</p>							
6-10	<p><b>EN2OL-Ia-e-1.5</b> Use appropriate expressions in common situations (polite expressions, greetings, seeking directions, apologizing, asking help, query and clarification)</p>	<p><b>EN2LC-If-1.1</b> Listen to a variety of media including books, audiotapes videos and other age-appropriate publications</p> <p><b>EN2LC-Ig-3.16</b> Follow a set of verbal two-step directions with picture cues</p> <p><b>EN2LC-Ih-1.1</b> Activate prior knowledge based</p>	<p><b>EN2PA-If-1.2.1</b> Recognize same/different sounds</p> <p><b>EN2PA-Ig-2.3</b> Distinguish rhyming words from non-rhyming words</p> <p><b>EN2PA-Ih-2.4</b> Supply words that rhyme with given words</p> <p><b>EN2PA-Ii-j-2.4</b> Supply rhyming</p>	<p><b>EN2BPK-If-3</b> Recognize environmental print</p> <p><b>EN2BPK-Ig-h-4</b> Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation</p> <p><b>EN2BPK-Ii-j-5</b> Recognize proper eye movement skills (transfer</p>	<p><b>EN2AK-If-g-1</b> Read the alphabets of English</p> <p><b>EN2AK-Ih-j-2</b> Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa</p>	<p><b>EN2G-If-g-2</b> <b>Nouns</b></p> <p><b>EN2G-If-g-2.1</b> Recognize names people, objects, things and places (e.g. names of animals, fruits, objects in songs, stories, poems, nursery rhymes, pictures, realia and other ICT-based materials)</p> <p><b>EN2G-Ih-2.4</b> Recognize nouns</p>	<p><b>EN2V-If-5</b> Use words that are related to self, family, school, community, and concepts such as the names for colors, shapes, and numbers in both Mother Tongue and English</p> <p><b>EN2V-Ig-h-01</b> Differentiate English words from other</p>	<p><b>EN2A-If-j-7.4</b> Perform dialogues, drama, mock interview, TV talk show etc.</p>	<p><b>EN2SS-If-j-1.2</b> Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling and show and tell)</p>

## K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		on new knowledge formed  <b>EN2LC-II-j-1.2</b> Relate information and events in a selection to life experiences and vice versa	words in response to spoken words	skills) • left to right • top to bottom • return sweep		in simple sentences  <b>EN2G-II-9.2</b> Recognize the use of a/an + noun	languages spoken at home and in school  <b>EN2V-II-j-1</b> Identify the English equivalent of words in the Mother Tongue or in Filipino		

### 2<sup>nd</sup> Quarter (Continuation of Oracy)

WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
1-5	<b>EN2OL-IIa-e-1.3</b> Talk about oneself and one's family  • <b>EN2OL-IIa-b-1.3.3</b> Talk about one's activities/responsibilities at home and in school and community  • <b>EN2OL-IIc-d-1.3.4</b> Talk about	<b>EN2LC-IIa-b-2.2</b> Identify and discuss the elements of a story (theme, setting, characters, and events)  <b>EN2LC-IIa-j-1.1</b> Listen to a variety of media including books, audiotapes, videos and other age-appropriate publications and		<b>EN2BPK-IIa-3</b> Recognize environmental print  <b>EN2BPK-IIb-c-4</b> Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation  <b>EN2BPK-II-d-e-5</b> Recognize proper eye movement	<b>EN2AK-IIc-e-2</b> Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa  <b>EN2AK-IIa-e-3</b> Give the beginning letter of the name of each picture	<b>EN1G-IIa-e-3</b> <b>Verbs</b>  <b>EN1G-IIa-e-3.4</b> Recognize common action words in retelling, conversation, etc.	<b>EN2V-IIa-3</b> Sort and classify familiar words into basic categories (colors, shapes, foods, etc.)  <b>EN2V-IIb-c-12.1</b> Determine the meaning of words using clues (Total Physical Response through realia, pictures, body movements, context clues	<b>EN2A-IIa-e-7.4</b> Perform dialogues, drama, mock interview, TV talk show etc.	<b>EN2SS-IIa-e-1.2</b> Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling and show and tell)

## K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
	topics of interest (likes and dislikes)	a. Note important details pertaining to a. character b. settings c. events b. Give the correct sequence of three events c. Infer the character feelings and traits d. Identify cause and/or effect of events e. Identify the speaker in the story or poem f. Predict possible ending of a story read g. Relate story events to one's experience h. Discuss, illustrate, dramatize specific events i. Identify the problem and solution j. Retell a story listened to		skills (transfer skills) <ul style="list-style-type: none"> <li>• left to right</li> <li>• top to bottom</li> <li>• return sweep</li> </ul>			etc.) <b>EN2V-IIId-e-6</b> Derive meaning from repetitive language structures		

**K to 12 BASIC EDUCATION CURRICULUM**

WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		<p><b>EN2LC-IIc-2.1</b> Ask and answer simple questions (who, what, where, when, why, and how) about text listened to</p> <p><b>EN2LC-II d-e-2.5</b> Validate ideas made after listening to a story</p>							
<b>6-10</b>	<p><b>EN2OL-II f-1.17.2</b> Ask simple questions</p> <p><b>EN2LC-II g-3.6</b> Follow one-to-two step directions</p> <p><b>EN2OL-II h-1.17.1</b> Give one-to-two step directions</p> <p><b>EN2OL-II i-j-1.6</b> Recite memorized verses, short poems, and rhymes</p>	<p><b>EN2LC-II f-g-2.2</b> Identify and discuss the elements of a story (theme, setting, characters, and events)</p> <p><b>EN2LC-II h-i-2.1</b> Ask and answer simple questions (who, what, where, when, why, and how) about text listened to</p> <p><b>EN2LC-II j-2.5</b> Validate ideas made after listening to a</p>	<p><b>EN2PA-II f-2.3</b> Distinguish rhyming words from non-rhyming words</p> <p><b>EN2PA-II g-h-2.4</b> Supply words that rhyme with given words</p> <p><b>EN2PA-II i-j-2.4</b> Supply rhyming words in response to spoken words</p>	<p><b>EN2BPK-II f-3</b> Recognize environmental print</p> <p><b>EN2BPK-II g-h-4</b> Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation</p> <p><b>EN2BPK-II i-j-5</b> Recognize proper eye movement skills (transfer skills)</p> <ul style="list-style-type: none"> <li>• left to right</li> <li>• top to bottom</li> <li>• return sweep</li> </ul>	<p><b>EN2AK-II f-j-2</b> Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa</p>	<p><b>EN2G-II f-j-5 Adjectives</b></p> <p><b>EN2G-II f-j-5.1</b> Recognize descriptions of people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)</p>	<p><b>EN2V-II f-g-3</b> Sort and classify familiar words into basic categories (colors, shapes, foods, etc.)</p> <p><b>EN2V-II h-i-12.1</b> Determine the meaning of words using clues (Total Physical Response through realia, pictures, body movements, context clues etc.</p> <p><b>EN2V-II j-6</b> Derive meaning from repetitive language</p>	<p><b>EN2A-II f-j-7.4</b> Perform dialogues, drama, mock interview, TV talk show etc.</p>	<p><b>EN2SS-II f-j-1.2</b> Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling and show and tell)</p>

## K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		story					structures		

### (3<sup>rd</sup> Quarter to 4<sup>th</sup> Quarter – Beginning Reading and Writing) Quarterly and Weekly Articulation

<b>Grade Level Standards</b>	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.
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### 3<sup>rd</sup> Quarter – Beginning Reading and Writing

WEEK	Learning Competencies													
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
1-3	<b>EN2OL-IIIa-b-3.3</b> Talk about texts identifying major points and key themes	<b>EN2LC-IIIa-2.4</b> Use an understanding of characters, incidents and	<i>(Note: The text that they will read should be controlled depending on the PWR</i>	<b>EN2WC-IIIa-c-1</b> Participate in generating ideas through prewriting	<b>EN2PA-IIIc-e-6.2</b> Produce speech sounds (sounds and letter names)	<b>EN2BPK-IIIa-1</b> Discuss the illustrations on the cover and predict what the	<b>EN2AK-IIIa-1.1</b> Give the beginning sound of each consonant (m,s, f, t,				<b>EN2G-IIIa-c-1 Sentences</b>  <b>EN2G-IIIa-1.1</b> Distinguish sentences	<b>EN2V-IIIa-b-13.1</b> Give the meaning of words used in stories presented	<b>EN2A-IIIa-e-1 ;</b> Participate/engage in a read-along of texts (e.g. poetry,	<b>EN2SS-IIIa-d-1.1</b> Follow instructions orally given

**K to 12 BASIC EDUCATION CURRICULUM**

WEEK	Learning Competencies													
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
	<p><b>EN2OL-IIIc-d-1.2</b> Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English</p>	<p>settings to make predictions</p> <p><b>EN2LC-IIIa-j-1.1</b> Listen to a variety of media including books, audiotapes videos and other age-appropriate publications and</p> <p>a. Note important details pertaining to</p> <p>a. character</p> <p>b. settings</p> <p>c. events</p> <p>b. Give the correct sequence of three events</p> <p>c. Infer the character feelings and traits</p> <p>d. Identify cause and/or effect of events</p> <p>e. Identify</p>	<p><i>lesson.)</i></p>	<p>activities</p> <p>Show understanding of a story</p> <p>listened to through the following writing activities:</p> <p><b>EN2WC-IIIb-1.9</b> a. Writing a phrase or sentence about an illustration</p> <p><b>EN2WC-IIIc-1.10</b> b. Completing a Lost and Found Poster</p> <p><b>EN2WC-IIIc-1.11</b> c. Filling in blanks in a letter</p> <p><b>EN2WC-IIIc-1.12</b> d. Drawing and writing some words on a birthday card</p> <p><b>EN2WC-IIIc-1.13</b> e. Writing</p>		<p>story may be about</p> <p><b>EN2BPK-IIIa-b-4</b> Identify the common terms in English relating to part of book (e.g. cover, title page, etc.)</p> <p><b>EN2BPK-IIIb-2</b> Identify title, author and book illustrator and tell what they do</p>	<p>h)</p> <p><b>EN2AK-IIIb-1.2</b> Give the beginning sound of each consonant (c, r, n, b, g, p)</p> <p><b>EN2AK-IIIc-1.2</b> Give the beginning sound of each consonant (d, j, w, v, z, y)</p> <p><b>EN2AK-IIIa-c-1.2</b> Name the pictures that begin its name with a particular consonant</p> <p><b>EN2AK-IIIa-c-4</b> Give the beginning consonant sound of the name of each picture</p>				<p>from non-sentences</p> <p><b>EN2G-IIIb-1.3</b> Use different kinds of sentences: declarative (telling) and interrogative (asking)</p> <p><b>EN2G-IIIc-1.6</b> Recognize punctuation marks (period, question mark)</p>	<p>through real objects, illustrations, demonstration and context clues</p> <p><b>EN2V-IIIc-13.1</b> Recognize that some words mean the same (synonyms)</p> <p><b>EN2V-IIIc-d-13.2</b> Recognize that some words have opposite meaning (antonyms)</p>	<p>repetitive text)</p>	

**K to 12 BASIC EDUCATION CURRICULUM**

WEEK	Learning Competencies													
	OL Oral Language	LC Listening Comprehen sion	RC Reading Comprehen sion	WC Writing/ Compo sition	PA Phono logical Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
		the speaker in the story or poem		some words about a character										
4-6	<b>EN2OL-IIIe-f-1.1</b> Listen and respond to texts to clarify meanings heard while drawing on personal experiences	f. Predict possible ending of a story read g. Relate story events to one's experience h. Discuss, illustrate, dramatize specific events i. Identify the problem and solution j. Retell a story listened to  <b>EN2LC-IIIb-c-2.5</b> Use an understanding of incidents, characters and settings to validate	<b>EN2RC-IIIId-e-2.10</b> Note details in sentences and stories (controlled words, short e, a.. .) that they read  <b>EN2RC-IIIId-e-2.4</b> Identify the basic sequence of events and make relevant predictions about stories  <b>EN2RC-IIIIf-h-2.17</b> Answer questions to clarify understanding before, during and after reading		<b>EN2PA-IIIIf-h-6.3</b> Produce the sounds of English letters using the letter sounds of Mother Tongue as reference		<b>EN2PWR-IIIc-d-3</b> Read words with short e sound in CVC pattern (e.g. pen, men, . . .)  <b>EN2PWR-IIIId-f-9</b> Read some the sight words  <b>EN2PWR-IIIId-f-7.1</b> Match the picture with its and sight word  <b>EN2PWR-IIIId-f-10</b> Read short phrases consisting of short e words and Some sight words  <b>EN2PWR-IIIg-h-11</b> Read short phrases and	<b>EN2F-IIIa-b-2.11</b> Read aloud phrases, sentences and stories consisting of short e words with appropriate speed, accuracy and proper expression	<b>EN2S-IIIId-j-3</b> Spell words with short e sound in CVC pattern  <b>EN2S-IIIId-j-4</b> Spell words with short e and a sound in CVC pattern	<b>EN2G-IIIId-f-2 Nouns</b> Give naming words for persons, places, things  <b>EN2G-IIIId-2.4</b> Use common nouns in simple sentences <b>EN2G-IIIIf-9.2</b> Use the use of a/an + noun	<b>EN2V-IIIId-j-20</b> Give the meaning of short e words			



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WEEK	Learning Competencies													
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		predictions  <b>EN2LC-IIIId-e-2.4</b> Use personal experiences to make predictions about text viewed and listened to  <b>EN2LC-IIIf-g-3.15</b> Recognize the difference between "made-up" and "real" in) texts listened to					sentences consisting of short e words and the sight words.  <b>EN2PWR-IIIf-j-12</b> Read a short story consisting of short e words and sight words							
7-10	<b>EN2OL-IIIf-g-1.16;</b> Create and participate in oral dramatic activities  <b>EN2OL-IIIf-h-1.6</b> Dramatize familiar stories, rhymes and poems	<b>EN2LC-IIIf-h-3.1</b> Identify important details in expository text listened  <b>EN2LC-IIIf-i-2.6</b> Retell and/or reenact events from a story								<b>EN2G-IIIf-h-3 Verbs</b>  <b>EN2G-IIIf-g-3.1</b> Identify action words  <b>EN2G-IIIf-h-3.4</b> Use common action words in retelling, conversations, etc.				

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**4<sup>th</sup> Quarter (Beginning Reading and Writing)**

WEEK	Learning Competencies														
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy	
1	<b>EN2OL-IVa-b-3.3</b> Talk about texts identifying major points and key themes	<b>EN2LC-IVa-b-2.4</b> Use an understanding of characters, incidents and settings to make predictions	<i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i>  <b>EN2RC-IVa-2.2</b> State details of text during and after reading)	<b>EN2WC-IVa-c-1</b> Participate in generating ideas through prewriting activities • <b>EN2WC-IVa-1.1</b> brainstorming • <b>EN2WC-IVb-1.2</b> webbing • <b>EN2WC-IVc-1.3</b> drawing	<b>EN2PA-IVa-b-3.1</b> Demonstrate the concept of word by dividing spoken sentences in English into individual words	<b>EN2BPK-IVa-b-4</b> Identify the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation		<b>EN2PWR-IVa-c-1</b> Read short a words in CVC pattern (cat, man, bag)  <b>EN2PWR-IVa-c-2.9</b> Match pictures with short a words	<b>EN2F-IVa-d-4</b> Read phrases, sentences and stories consisting of short a words and some sight words with appropriate speed, accuracy and proper expression	<b>EN2S-IVa-e-2</b> Spell words with short e and a sound in CVC pattern (see PWR)  <b>EN2S-IVa-e-3</b> Spell words with short e, a and i sound in CVC pattern (see PWR)	<b>EN2G-IVa-f-4</b> <b>Pronouns</b> • <b>EN2G-IVa-b-4.2.1</b> Use personal pronouns (e.g. I, you, he, she, it, we, they) in dialogues	<b>EN2V-IVa-e-21</b> Give the meaning of short a words  <b>EN2V-IVa-e-22</b> Give the meaning of 2-syllable words with short e and a sounds	<b>EN2A-IVa-e-1</b> Participate/engage in a read-along of texts (e.g. poetry, repetitive text)	<b>EN2SS-IVa-b-2</b> Arrange words alphabetically by the 1 <sup>st</sup> letter	
2															
3	<b>EN2OL-IVc-d-1.2</b> Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English	<b>EN2LC-IVc-d-2.5</b> Use an understanding of incidents, characters and settings to validate predictions	<b>EN2RC-IVc-3.1.3</b> Give the sequence of three events in stories read  <b>EN2RC-IVd-2.8</b> Infer/predict outcomes	<b>EN2WC-IVd-g-1.6</b> Express idea through illustrations or storyboard	<b>EN2PA-IVc-d-6.2;</b> Produce speech sounds (sounds and letter names)		<b>EN2PWR-IVd-13</b> Differentiate and read correctly the short e and a words (pan- pen, man-men, tan-iten etc.)		<b>EN2S-IVa-e-3.1</b> Spell 2-syllable words with short e, a and i sound in CVC pattern (see PWR)		<b>EN2G-IVc-d-4.2.3</b> Use demonstrative pronouns (this/that, these/those)			<b>EN2SS-IVc-d-3</b> Interpret simple maps of unfamiliar places, signs and symbols	
4															
5	<b>EN2OL-IVe-1.1</b> Listen and respond to texts to clarify	<b>EN2LC-IVe-f-2.4</b> Use personal experiences to make	<b>EN2RC-IVe-2.16</b> Use clues to make and justify predictions		<b>EN2PA-IVe-f-6.3</b> Produce the sounds of English letters		<b>EN2PWR-</b>								

**K to 12 BASIC EDUCATION CURRICULUM**

WEEK	Learning Competencies													
	OL Oral Language	LC Listening Compre hension	RC Reading Compre hension	WC Writing/ Compo sition	PA Phono logical Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
	meanings heard while drawing on personal experiences	predictions about text viewed and listened to	before, during and after reading (titles, pictures,)		using the letter sounds of Mother Tongue as reference			<b>IVd-14</b> Write the names of pictures with the short a, e words.  <b>EN2PWR-IVd-e-10.1-11.1</b> Read phrases, short sentences and short stories consisting of short e and a words and the Who, What and Where questions about them						
<b>6</b>	<b>EN2OL-IVf-g-1.16</b> Create and participate in oral dramatic activities						<b>EN2PWR-IVf-15</b> Read 2-syllable words consisting of short e and a (basket, magnet, ..).  <b>EN2F-IVf-4.1</b> Read phrases, sentences and stories consisting of short e, a, and i words and some sight words with appropriate speed, accuracy and proper expression							

**K to 12 BASIC EDUCATION CURRICULUM**

WEEK	Learning Competencies													
	OL Oral Language	LC Listening Compre hension	RC Reading Compre hension	WC Writing/ Compo sition	PA Phono logical Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
7		<b>EN2LC-IVg-3.15</b> Recognize the difference between "made-up" and "real" (in) texts listened to						<b>EN2PWR-IVg-h-16</b> Read short i words in CVC pattern (pin, big, fit . . .)  <b>EN2PWR-IVg-h-2.8</b> Match pictures with short i words  <b>EN2PWR-IVh-17.2</b> Differentiate and read correctly the short e, a and i words (pan- pen-pin, bag-beg-big)	<b>EN2F-IVg-j-4.2</b> Read phrases, sentences and stories consisting of 2-syllable short e, a, and i words and some sight words with appropriate speed, accuracy and proper expression		<b>EN2G-IVg-h-7 Prepositions</b> <b>EN2G-IVg-i-7.3</b> Use the most frequently occurring preposition (e.g. on, over, under, to, from, above, etc.)	<b>EN2V-IVg-21</b> Give the meaning of short i words		
8	<b>EN2OL-IVh-j-1.6</b> Dramatize familiar stories, rhymes and poems	<b>EN2LC-IVh-3.1</b> Identify important details in expository text listened										<b>EN2V-IVh-j-22</b> Give the meaning of 2-syllable words with short e , a and i sounds		<b>EN2SS-IVh-1.2</b> Interpret pictographs
9		<b>EN2LC-IVi-j-2.6</b> Retell and/or reenact events from a story  <b>EN2LC-IIa-j-1.1</b> Listen to a variety of media including books, audiotapes					<b>EN2PWR-IVi-14.1</b> Write the names of pictures with the short a, e and i words.  <b>EN2PWR-IVi-10.1.1-</b> Read phrases, short sentences			<b>EN2G-IIIi-j-5 ; Adjectives</b>  <b>EN2G-IIIi-j-5.1</b> Describe people, objects, things and places using simple adjectives (color, shape, size,				

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WEEK	Learning Competencies													
	OL Oral Language	LC Listening Compre hension	RC Reading Compre hension	WC Writing/ Compo sition	PA Phono logical Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
		videos and other age-appropriate publications and a. Note important details pertaining to						and short stories consisting of short e, a and i words and the Who, What and Where questions about them			height, weight, length, distance, etc.)			
<b>10</b>		a. character b. settings c. events b. Give the correct sequence of three events  c. Infer the character feelings and traits d. Identify cause and/or effect of events e. Identify the speaker in the					<b>EN2PWR-IVj-15.2</b> Read 2-syllable words consisting of short a, e and i words (pigpen, magnet . . .)  <b>EN2PWR-IVj-2.8</b> Match the 2-syllable words with the correct pictures  <b>EN2PWR-IVj-18</b> Write correctly the 2-syllable words that name the pictures  <b>EN2PWR-IVj-</b>							

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WEEK	Learning Competencies													
	OL Oral Language	LC Listening Compre hension	RC Reading Compre hension	WC Writing/ Compo sition	PA Phono logical Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
		story or poem f. Predict possible ending of a story read g. Relate story events to one's experience h. Discuss, illustrate, dramatize specific events i. Identify the problem and solution j. Retell a story listened to					<b>10.1.2-</b> Read phrases, sentences and short stories consisting of two syllable words and the questions about them							

### Grade 2 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
<b>OL – Oral Language</b>		
<b>1Q</b>		
Talk about oneself and one's family	<b>EN2OL-If-j-1.3</b>	2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009. 4. BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.

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<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
		<ol style="list-style-type: none"> <li>5. BEAM ENG2 Module 5 – Getting the Main Idea.</li> <li>6. BEAM ENG2 Qrt1 Mod1 – How Do I See Myself?</li> <li>7. BEAM ENG 3 Module 5 – Noting Details.</li> <li>8. UnionBank English. Grade 2. Unit 1. Lesson 34.</li> <li>9. UnionBank English. Grade 2. Unit 2. Lesson 1, 5.</li> <li>10. *English Expressways 1. 2010. pp 16-29.</li> <li>11. *English for You and Me 3 (Reading). 2011. pp 41-42.</li> </ol>
Talk about one’s name and other personal information	<b>EN2OL-If-g-1.3.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Expressions. 2009.</li> <li>2. *English Expressways 1. 2010. pp 16-25.</li> </ol>
Talk about one’s environment (e.g. persons, animals, places, things, events, etc.)	<b>EN2OL-Ih-j-1.3.2</b>	<ol style="list-style-type: none"> <li>1. UnionBank English. Grade 2. Unit 3. Lesson 9.</li> <li>2. *English Expressways 1. 2010. pp 224-227.</li> </ol>
Use appropriate expressions in common situations (polite expressions, greetings, seeking directions, apologizing, asking help, query and clarification)	<b>EN2OL-Ia-e-1.5</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009.</li> <li>2. BEAM ENG1 Module 1 – Expressions. 2009.</li> <li>3. BEAM ENG2 Module 2 – Intonations and Expressions. 2009.</li> <li>4. BEAM-DLP3 Module 15 – Using Courteous Expressions. 2009.</li> <li>5. UnionBank English 2. Unit 1. Lesson 17.</li> <li>6. *English Expressways 1. 2010. pp 3-6, 7-8 66-68.</li> <li>7. English (Learner’s Material) 2. 2013. pp 51-52.</li> </ol>
<b>2Q</b>		
Talk about oneself and one’s family	<b>EN2OL-IIa-e-1.3</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Expressions. 2009.</li> <li>2. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009.</li> <li>3. BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.</li> <li>4. BEAM ENG2 Module 5 – Getting the Main Idea.</li> <li>5. BEAM ENG2 Qrt1 Mod1 – How Do I See Myself?</li> <li>6. BEAM ENG 3 Module 5 – Noting Details.</li> <li>7. UnionBank English. Grade 2. Unit 1. Lesson 34.</li> <li>8. UnionBank English. Grade 2. Unit 2. Lesson 1, 5.</li> <li>9. *English Expressways 1. 2010. pp 16-29.</li> <li>10. *English for You and Me 3 (Reading). 2011. pp 41-42.</li> </ol>
<ul style="list-style-type: none"> <li>• Talk about one’s activities/responsibilities at home and in school and community</li> </ul>	<b>EN2OL-IIa-b-1.3.3</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG2 Module 1B – Critical Speech Sounds.</li> <li>2. UnionBank English. Grade 2. Unit 2. Lesson 2.</li> <li>3. *English for You and Me 3 (Reading). 2011. pp 41-42.</li> </ol>
<ul style="list-style-type: none"> <li>• Talk about topics of interest (likes and dislikes)</li> </ul>	<b>EN2OL-IIc-d-1.3.4</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG2 Module 1B – Critical Speech Sounds.</li> <li>2. BEAM ENG2 Module 7 – Organizing Ideas. 2009.</li> <li>3. BEAM ENG2 – Perceiving Relationships. 2009.</li> <li>4. *English for You and Me 3 (Reading). 2011. pp 41-42.</li> </ol>
Ask simple questions	<b>EN2OL-IIf-1.17.2</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009.</li> <li>2. BEAM ENG1 Module 1 – Expressions. 2009.</li> </ol>
Follow one-to-two step directions	<b>EN2OL-IIg-3.6</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009.</li> <li>2. BEAM ENG1 Module 1 – Expressions. 2009.</li> <li>3. BEAM ENG1 Module 3 – Directions. 2009.</li> </ol>

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		<ol style="list-style-type: none"> <li>4. BEAM ENG1 Module 2 – Commands and Directions. 2009.</li> <li>5. BEAM ENG2 Module 3A – Giving and Following Directions. 2009.</li> <li>6. BEAM-DLP3 Module 48 – Following Two-step Directions. 2009.</li> <li>7. *English Expressways 1. 2010. pp 9.</li> <li>8. English (Learner’s Material) 2. 2013. pp 299-306.</li> </ol>
Give one-to-two step directions	<b>EN2OL-IIh-1.17.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 3 – Directions. 2009.</li> <li>2. BEAM ENG2 Module 3A – Giving and Following Directions. 2009.</li> </ol>
Recite memorized verses, short poems, and rhymes	<b>EN2OL-IIIi-j-1.6</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 5 – All About Rhymes 2009.</li> <li>2. BEAM ENG2 Module 4 – Rhymes. 2009.</li> <li>3. *English for You and Me 3 (Reading). 2011. pp 48.</li> </ol>
<b>3Q</b>		
Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English	<b>EN2OL-IIIc-d-1.2</b>	BEAM-DLP 3 Module 11 – Reading Orally 1-2 Stanza Poems with Correct Stress and Rhythm.
Create and participate in oral dramatic activities	<b>EN2OL-IIIg-1.16</b>	*English for You and Me 3 (Reading). 2011. pp 21-22.
Dramatize familiar stories, rhymes and poems	<b>EN2OL-IIIh-j-1.6</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 5 – All About Rhymes 2009.</li> <li>2. BEAM ENG2 – Sequencing Events. 2009.</li> </ol>
<b>4Q</b>		
Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English	<b>EN2OL-IVc-d-1.2</b>	BEAM-DLP 3 Module 11 – Reading Orally 1-2 Stanza Poems with Correct Stress and Rhythm.
Create and participate in oral dramatic activities	<b>EN2OL-IVf-g-1.16</b>	*English for You and Me 3 (Reading). 2011. pp 21-22.
Dramatize familiar stories, rhymes and poems	<b>EN2OL-IVh-j-1.6</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 5 – All About Rhymes 2009.</li> <li>2. BEAM ENG2 – Sequencing Events. 2009.</li> </ol>
<b>LC – Listening Comprehension</b>		
<b>1Q</b>		
<p><b>Listen to a variety of media including books, audiotapes videos and other age-appropriate publications and</b></p> <ol style="list-style-type: none"> <li>k. Note important details pertaining to <ol style="list-style-type: none"> <li>a) character</li> <li>b) settings</li> <li>c) events</li> </ol> </li> <li>l. Give the correct sequence of three events</li> <li>m. Infer the character feelings and traits</li> <li>n. Identify cause and/or effect of events</li> <li>o. Identify the speaker in the story or poem</li> <li>p. Predict possible ending of a story read</li> <li>q. Relate story events to one’s experience</li> <li>r. Discuss, illustrate, dramatize specific events</li> <li>s. Identify the problem and solution</li> </ol>	<b>EN2LC-Ia-j-1.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 8 – Noting Details. 2009.</li> <li>2. BEAM ENG1 Module 9 – Sequencing Events. 2009.</li> <li>3. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009.</li> <li>4. BEAM ENG2 Module 7 – Organizing Ideas. 2009.</li> <li>5. BEAM ENG2 – Sequencing Events. 2009.</li> <li>6. BEAM ENG2 – Perceiving Relationships. 2009.</li> <li>7. UnionBank English. Grade 2. Unit 1. Lesson 6, 13, 19, 20, 21.</li> <li>8. UnionBank English. Grade 2. Unit 2. Lesson 3, 7, 8, 32, 39.</li> <li>9. UnionBank English. Grade 2. Unit 3. Lesson 26.</li> <li>10. UnionBank English. Grade 2. Unit 4. Lesson 1, 21, 23, 25, 31.</li> <li>11. English (Learner’s Material). Grade 2. 2013. pp 20-23, 38-40, 59-62, 127-128, 315-318, 364-367, 408-410.</li> <li>12. English (Teacher’s Guide). Grade 2. 2013. pp 44-46, 127-130.</li> <li>13. *English for You and Me 3 (Reading). 2011. pp 4, 8, 10-11, 21, 22.</li> </ol>



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<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
t. Retell a story listened to		
Follow a set of verbal two-step directions with picture cues	<b>EN2LC-Ib-3.16</b> <b>EN2LC-Ig-3.16</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009.</li> <li>2. BEAM ENG1 Module 1 – Expressions. 2009.</li> <li>3. BEAM ENG1 Module 2 – Commands and Directions. 2009.</li> <li>4. BEAM ENG2 Module 3A – Giving and Following Directions. 2009.</li> <li>5. BEAM-DLP 3 Module 57 – Giving Short Commands or Directions.</li> <li>6. English (Learner’s Material) 2. 2013. pp 299-306.</li> </ol>
<b>2Q</b>		
Identify and discuss the elements of a story (theme, setting, characters, and events)	<b>EN2LC-IIa-b-2.2</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 8 – Noting Details. 2009.</li> <li>2. BEAM ENG2 Module 6B – Using -ing Form of the Verb. 2009.</li> </ol>
<b>Listen to a variety of media including books, audiotapes videos and other age-appropriate publications</b> and <ol style="list-style-type: none"> <li>a. Note important details pertaining to               <ol style="list-style-type: none"> <li>a) character</li> <li>b) settings</li> <li>c) events</li> </ol> </li> <li>a. Give the correct sequence of three events</li> <li>b. Infer the character feelings and traits</li> <li>c. Identify cause and/or effect of events</li> <li>d. Identify the speaker in the story or poem</li> <li>e. Predict possible ending of a story read</li> <li>f. Relate story events to one’s experience</li> <li>g. Discuss, illustrate, dramatize specific events</li> <li>h. Identify the problem and solution</li> <li>i. Retell a story listened to</li> </ol>	<b>EN2LC-IIa-j-1.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 8 – Noting Details. 2009.</li> <li>2. BEAM ENG1 Module 9 – Sequencing Events. 2009.</li> <li>3. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009.</li> <li>4. BEAM ENG2 Module 7 – Organizing Ideas. 2009.</li> <li>5. BEAM ENG2 – Sequencing Events. 2009.</li> <li>6. BEAM ENG2 – Perceiving Relationships. 2009.</li> <li>7. UnionBank English. Grade 2. Unit 1. Lesson 6, 13, 19, 20, 21.</li> <li>8. UnionBank English. Grade 2. Unit 2. Lesson 3, 7, 8, 32, 39.</li> <li>9. UnionBank English. Grade 2. Unit 3. Lesson 26.</li> <li>10. UnionBank English. Grade 2. Unit 4. Lesson 1, 21, 23, 25, 31.</li> <li>11. English (Learner’s Material). Grade 2. 2013. pp 20-23, 38-40, 56-64, 127-128, 315-318, 410-412.</li> <li>12. English (Teacher’s Guide). Grade 2. 2013. pp 44-46, 127-130.</li> <li>13. *English for You and Me 3 (Reading).2011. pp 4, 8, 10-11, 21, 22.</li> </ol>
Ask and answer simple questions (who, what, where, when, why, and how) about text listened to	<b>EN2LC-IIc-2.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009.</li> <li>2. BEAM ENG1 Module 1 – Expressions. 2009.</li> <li>3. BEAM ENG2 Module 2 – Intonation and Expressions. 2009.</li> <li>4. UnionBank English. Grade 2. Unit 1. Lesson 30.</li> <li>5. UnionBank English. Grade 2. Unit 3. Lesson 8.</li> <li>6. *English Expressways 1. 2010. pp 202-208, 212-217.</li> </ol>
Identify and discuss the elements of a story (theme, setting, characters, and events)	<b>EN2LC-IIf-g-2.2</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 8 – Noting Details. 2009.</li> <li>2. BEAM ENG2 Module 6B – Using -ing Form of the Verb. 2009.</li> </ol>
Ask and answer simple questions (who, what, where, when, why, and how) about text listened to	<b>EN2LC-IIh-i-2.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009.</li> <li>2. BEAM ENG1 Module 1 – Expressions. 2009.</li> <li>3. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009.</li> <li>4. BEAM ENG1 Module 8 – Noting Details. 2009.</li> <li>5. BEAM-DLP3 Module 56 – Asking Wh-Questions.</li> <li>6. *English Expressways 1. 2010. pp 202-208, 212-217.</li> <li>7. Let’s Begin Reading in English 2. 2013. pp 24-27.</li> </ol>

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<b>3Q</b>		
<p><b>Listen to a variety of media including books, audiotapes videos and other age-appropriate publications</b> and</p> <p>k. Note important details pertaining to</p> <p style="padding-left: 20px;">a) character</p> <p style="padding-left: 20px;">b) settings</p> <p style="padding-left: 20px;">c) events</p> <p>l. Give the correct sequence of three events</p> <p>m. Infer the character feelings and traits</p> <p>n. Identify cause and/or effect of events</p> <p>o. Identify the speaker in the story or poem</p> <p>p. Predict possible ending of a story read</p> <p>q. Relate story events to one’s experience</p> <p>r. Discuss, illustrate, dramatize specific events</p> <p>s. Identify the problem and solution</p> <p>t. Retell a story listened to</p>	<b>EN2LC-IIIa-j-1.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 8 – Noting Details. 2009.</li> <li>2. BEAM ENG1 Module 9 – Sequencing Events. 2009.</li> <li>3. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009.</li> <li>4. BEAM ENG2 Module 7 – Organizing Ideas. 2009.</li> <li>5. BEAM ENG2 – Sequencing Events. 2009.</li> <li>6. BEAM ENG2 – Perceiving Relationships. 2009.</li> <li>7. UnionBank English. Grade 2. Unit 1. Lesson 6, 13, 19, 20, 21.</li> <li>8. UnionBank English. Grade 2. Unit 2. Lesson 3, 7, 8, 32, 39.</li> <li>9. UnionBank English. Grade 2. Unit 3. Lesson 26.</li> <li>10. UnionBank English. Grade 2. Unit 4. Lesson 1, 21, 23, 25, 31.</li> <li>11. English (Learner’s Material). Grade 2. 2013. pp 20-23, 38-40, 56-64, 127-128, 315-318, 410-412.</li> <li>12. English (Teacher’s Guide). Grade 2. 2013. pp 44-46, 127-130.</li> <li>13. *English for You and Me 3 (Reading).2011. pp 4, 8, 10-11, 21, 22.</li> </ol>
Recognize the difference between “made-up” and “real” in texts listened to	<b>EN2LC-IIIif-g-3.15</b>	<ol style="list-style-type: none"> <li>1. UnionBank English. Grade 2. Unit 3. Lesson 11.</li> <li>2. English (Learner’s Material) 2. 2013. pp 274-277.</li> </ol>
Retell and/or reenact events from a story	<b>EN2LC-IIIi-j-2.6</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG2 – Sequencing Events. 2009.</li> <li>2. English (Learner’s Material) 2. 2013. pp 315-318, 410-412.</li> </ol>
<b>4Q</b>		
Recognize the difference between “made-up” and “real” in texts listened to	<b>EN2LC-IVg-3.15</b>	<ol style="list-style-type: none"> <li>1. English (Learner’s Material) 2. 2013. pp 274-277</li> <li>2. English for You and Me 3 (Reading). 2011. pp 156-161</li> </ol>
Retell and/or reenact events from a story	<b>EN2LC-IVi-j-2.6</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG2 – Sequencing Events. 2009.</li> <li>2. English (Learner’s Material) 2. 2013. pp 315-318, 410-412.</li> </ol>
<p><b>Listen to a variety of media including books, audiotapes videos and other age-appropriate publications</b> and</p> <p>k. Note important details pertaining to</p> <p style="padding-left: 20px;">a) character</p> <p style="padding-left: 20px;">b) settings</p> <p style="padding-left: 20px;">c) events</p> <p>l. Give the correct sequence of three events</p> <p>m. Infer the character feelings and traits</p> <p>n. Identify cause and/or effect of events</p> <p>o. Identify the speaker in the story or poem</p> <p>p. Predict possible ending of a story read</p> <p>q. Relate story events to one’s experience</p>	<b>EN2LC-IIa-j-1.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 8 – Noting Details. 2009.</li> <li>2. BEAM ENG1 Module 9 – Sequencing Events. 2009.</li> <li>3. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009.</li> <li>4. BEAM ENG2 Module 7 – Organizing Ideas. 2009.</li> <li>5. BEAM ENG2 – Sequencing Events. 2009.</li> <li>6. BEAM ENG2 – Perceiving Relationships. 2009.</li> <li>7. UnionBank English. Grade 2. Unit 1. Lesson 6, 13, 19, 20, 21.</li> <li>8. UnionBank English. Grade 2. Unit 2. Lesson 3, 7, 8, 32, 39.</li> <li>9. UnionBank English. Grade 2. Unit 3. Lesson 26.</li> <li>10. UnionBank English. Grade 2. Unit 4. Lesson 1, 21, 23, 25, 31.</li> <li>11. English (Learner’s Material). Grade 2. 2013. pp 20-23, 38-40, 56-64, 127-128, 315-318, 410-412.</li> <li>12. English (Teacher’s Guide). Grade 2. 2013. pp 44-46, 127-130.</li> </ol>

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r. Discuss, illustrate, dramatize specific events s. Identify the problem and solution t. Retell a story listened to		13. *English for You and Me 3 (Reading). 2011. pp 4, 8, 10-11, 21, 22.
<b>RC – Reading Comprehension</b>		
<b>3Q</b>		
Identify the basic sequence of events and make relevant predictions about stories	<b>EN2RC-IIIId-e-2.4</b>	1. BEAM ENG2 – Sequencing Events. 2009. 2. *English for You and Me 3 (Reading). 2011. pp 87-91, 103, 106-110, 132-133, 152-153.
Answer questions to clarify understanding before, during and after reading	<b>EN2RC-IIIIf-h-2.17</b>	*English for You and Me 3 (Reading). 2011. pp 16-17, 37-38, 45-46, 52-53, 70-72, 78-80, 106-107, 120-123, 128-131, 140-141, 151-152, 156-158, 162-168.
<b>4Q</b>		
Give the sequence of three events in stories read	<b>EN2RC-IVc-3.1.3</b>	1. BEAM ENG2 – Sequencing Events. 2009. 2. *English for You and Me 3 (Reading). 2011. pp 87-91, 103, 106-110.
Infer/ predict outcomes	<b>EN2RC-IVd-2.8</b>	1. *English for You and Me 3 (Reading). 2011. pp 132-133, 138. 2. Let's Begin Reading in English 2. 2013. pp 196-197.
Use clues to make and justify predictions before, during and after reading (titles, pictures,)	<b>EN2RC-IVe-2.16</b>	*English for You and Me 3 (Reading). 2011. pp 138.
<b>WC – Writing/ Composition</b>		
<b>4Q</b>		
Participate in generating ideas through prewriting activities	<b>EN2RC-IVa-c-1</b>	
a. drawing	<b>EN2RC-IVc-1.3</b>	*English for You and Me 3 (Reading). 2011. pp 13-14, 21-22.
<b>PA - Phonological Awareness</b>		
<b>1Q</b>		
Classify/Categorize sounds heard (animals, mechanical, objects, musical instruments, environment, speech)	<b>EN2PA-Ia-c-1.1</b>	2. BEAM ENG1 Module 3A – Sounds like Science. 3. English (Learner's Material). Grade 2. 2013. pp. 2-15. 4. Let's Begin Reading in English 2. 2013. pp 275-276.
Discriminate sounds from a background of other sounds	<b>EN2PA-Id-e-1.2</b>	1. BEAM ENG1 Module 3A – Sounds like Science.
Recognize same/different sounds	<b>EN2PA-If-1.2.1</b>	2. *English Expressways 1. 2010. pp 52-53, 62-65, 98-99.
Distinguish rhyming words from non-rhyming words	<b>EN2PA-Ig-2.3</b>	1. BEAM ENG1 Module 5 – All About Rhymes 2009. 2. BEAM ENG2 Module 4 – Rhymes. 2009. 3. *English Expressways 1.2010. pp. 51. 4. English (Learner's Material). Grade 2. 2013. pp. 41-50, 181-182, 398. 5. Let's Begin Reading in English 2.2013. pp 49-56.
Supply words that rhyme with given words	<b>EN2PA-Ih-2.4</b>	1. BEAM ENG1 Module 5 – All About Rhymes 2009.
Supply rhyming words in response to spoken words	<b>EN2PA-Ii-j-2.4</b>	1. BEAM ENG1 Module 5 – All About Rhymes 2009.
<b>2Q</b>		
Distinguish rhyming words from non-rhyming words	<b>EN2PA-IIf-2.3</b>	2. BEAM ENG1 Module 5 – All About Rhymes 2009. 3. BEAM ENG2 Module 4 – Rhymes. 2009. 4. *English Expressways 1.2010. pp. 51. 5. English (Learner's Material). Grade 2. 2013. pp. 41-50, 181-182, 398.

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		6. Let's Begin Reading in English 2.2013. pp 49-56.
Supply words that rhyme with given words	<b>EN2PA-IIg-h-2.4</b>	BEAM ENG1 Module 5 – All About Rhymes 2009.
Supply rhyming words in response to spoken words	<b>EN2PA-IIIj-2.4</b>	BEAM ENG1 Module 5 – All About Rhymes 2009.
<b>3Q</b>		
Produce speech sounds (sounds and letter names)	<b>EN2PA-IIIc-e-6.2</b>	BEAM EMNG 2 Module 1B – Critical Speech Sounds
<b>4Q</b>		
Produce speech sounds (sounds and letter names)	<b>EN2PA-IVc-d-6.2</b>	BEAM EMNG 2 Module 1B – Critical Speech Sounds
<b>BPK – Book and Print Knowledge</b>		
<b>1Q</b>		
Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation	<b>EN2BPK-Ib-c-4</b>	BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.
Recognize proper eye movement skills (transfer skills) a. left to right b. top to bottom c. return sweep	<b>EN2BPK-Id-e-5</b>	BEAM ENG1 Module 3B – Eyes, Eyes, Baby. 2009.
Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation	<b>EN2BPK-Ig-h-4</b>	BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.
Recognize proper eye movement skills (transfer skills) a. left to right b. top to bottom c. return sweep	<b>EN2BPK-Ii-j-5</b>	BEAM ENG1 Module 3B – Eyes, Eyes, Baby. 2009.
<b>2Q</b>		
Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation	<b>EN2BPK-IIb-c-4</b>	BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.
Recognize proper eye movement skills (transfer skills) a. left to right b. top to bottom c. return sweep	<b>EN2BPK-IIId-e-5</b>	BEAM ENG1 Module 3B – Eyes, Eyes, Baby. 2009.
Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation	<b>EN2BPK-IIg-h-4</b>	BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.
Recognize proper eye movement skills (transfer skills) a. left to right b. top to bottom c. return sweep	<b>EN2BPK-IIi-j-5</b>	BEAM ENG1 Module 3B – Eyes, Eyes, Baby. 2009.
<b>3Q</b>		
Identify the common terms in English relating to part of book (e.g. cover, title page, etc.)	<b>EN2BPK-IIIa-b-4</b>	BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.
<b>4Q</b>		
Identify the common terms in English relating to part of	<b>EN2BPK-IVa-b-4</b>	BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.

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book (e.g. cover, title page, etc.) book orientation		
<b>AK – Alphabet Knowledge</b>		
<b>1Q</b>		
Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa	<b>EN2AK-Ih-j-2</b>	English (Learner’s Material). Grade 2. 2013. pp 19.
<b>2Q</b>		
Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa	<b>EN2AK-IIc-e-2</b>	English (Learner’s Material). Grade 2. 2013. pp 19.
Identify the name and sound of each consonant	<b>EN2AK-IIa-e-3</b>	Let’s Begin Reading in English 2.2013. pp 11, 23.
Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa	<b>EN2AK-Iif-j-2</b>	English (Learner’s Material). Grade 2. 2013. pp 19.
<b>3Q</b>		
Give the beginning sound of each consonant (m,s,f,t,h)	<b>EN2AK-IIIa-1.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG2 Module 1B – Critical Speech Sounds.</li> <li>2. *English Expressways 1. 2010. pp 62-65, 69-71, 80-83, 92-95.</li> <li>3. English (Learner’s Material). Grade 2. 2013. pp 23-25, 29.</li> </ol>
Give the beginning sound of each consonant (c,r,n,b,g,p)	<b>EN2AK-IIIb-1.2</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG2 Module 1B – Critical Speech Sounds</li> <li>2. *English Expressways 1. 2010. pp 52-53, 62-65, 84-85, 96-99.</li> <li>3. English (Learner’s Material). Grade 2. 2013. pp 23-25, 29.</li> </ol>
Give the beginning sound of each consonant (d,j,w,v,z,y)	<b>EN2AK-IIIc-1.2</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG2 Module 1B – Critical Speech Sounds.</li> <li>2. *English Expressways 1. 2010. pp 52-53, 69-71, 86-87, 101-103.</li> <li>3. English (Learner’s Material). Grade 2 2013. pp. 19.</li> </ol>
Name the pictures that begin its name with a particular consonant	<b>EN2AK-IIIa-c-1.2</b>	BEAM ENG2 Module 1B – Critical Speech Sounds.
Give the beginning consonant sound of the name of each picture	<b>EN2AK-IIIa-c-4</b>	BEAM ENG2 Module 1B – Critical Speech Sounds.
<b>PWR – Phonics and Word Recognition</b>		
<b>3Q</b>		
Read words with short /e/ sound in CVC pattern (e.g. pen, men)	<b>EN2PWR-IIIc-d-3</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition.</li> <li>2. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns.</li> <li>3. *Unionbank Student’s Work Text 2. 2013. pp 11.</li> <li>4. English (Learner’s Material). Grade 2. 2013. pp 16-17, 23-25.</li> <li>5. Let’s Begin in English 2. 2013. pp 187-188, 218-220, 225-227, 256-257.</li> </ol>
Read short phrases consisting of short /e/ words and some sight words	<b>EN2PWR-IIIId-f-10</b>	English (Learner’s Material). Grade 2. 2013. pp 26, 28, 31.
Read short phrases and sentences consisting of short /e/ words and the sight words	<b>EN2PWR-IIIg-h-11</b>	English (Learner’s Material). Grade 2. 2013. pp 26, 28, 31.
Read a short story consisting of short /e/ words and sight words	<b>EN2PWR-IIIi-j-12</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition.</li> <li>2. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns.</li> <li>3. *Unionbank Student’s Work Text 2. 2013. pp 11.</li> <li>4. English (Learner’s Material). Grade 2. 2013. pp 16-17, 23-25.</li> </ol>

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		5. Let's Begin in English 2. 2013. pp 187-188, 218-220, 225-227, 256-257.
<b>4Q</b>		
Read short /a/ words in CVC pattern (cat, man, bag)	<b>EN2PWR-IVa-c-1</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition.</li> <li>2. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns.</li> <li>3. English (Learner's Material). Grade 2. 2013. pp 32-38.</li> </ol>
Differentiate and read correctly the short /e/ and /a/ words (pan- pen, man-men, tan-ten etc.)	<b>EN2PWR-IVd-13</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition.</li> <li>2. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns.</li> <li>3. *Unionbank Student's Work Text 2. 2013. pp 11.</li> <li>4. English (Learner's Material). Grade 2. 2013. pp 16-17, 23-25.</li> <li>5. Let's Begin in English 2. 2013. pp 187-188, 218-220, 225-227, 256-257.</li> </ol>
Read short /i/ words in CVC pattern (pin, big, fit . . .)	<b>EN2PWR-IVg-h-16</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition.</li> <li>2. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns.</li> <li>3. English (Learner's Material). Grade 2. 2013. pp 43-50.</li> </ol>
<b>S - Spelling</b>		
<b>3Q</b>		
Spell words with short e sound in CVC pattern	<b>EN2S-IIIId-j-3</b>	BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition.
Spell words with short e and a sound in CVC pattern	<b>EN2S-IIIId-j-4</b>	BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition.
<b>4Q</b>		
Spell words with short e and a sound in CVC pattern (see PWR)	<b>EN2S-IVa-e-2</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition.</li> <li>2. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns.</li> <li>3. *Unionbank Student's Work Text 2. 2013. pp 11.</li> <li>4. English (Learner's Material). Grade 2. 2013. pp 16-17, 23-25.</li> <li>5. Let's Begin in English 2. 2013. pp 187-188, 218-220, 225-227, 256-257.</li> </ol>
Spell words with short e, a and i sound in CVC pattern (see PWR)	<b>EN2S-IVa-e-3</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition.</li> <li>2. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns.</li> <li>3. *Unionbank Student's Work Text 2. 2013. pp 11.</li> <li>4. English (Learner's Material). Grade 2. 2013. pp 16-17, 23-25.</li> <li>5. Let's Begin in English 2. 2013. pp 187-188, 218-220, 225-227, 256-257.</li> </ol>
Spell 2-syllable words with short e, a and i sound in CVC pattern (see PWR)	<b>EN2S-IVa-e-3.1</b>	<ol style="list-style-type: none"> <li>6. BEAM-DLP 3 Module 1 – Learning to Read 1: Word Recognition.</li> <li>7. BEAM-DLP 3 Module 3 – Decoding New Words With (CVC/CVCV) Patterns.</li> <li>8. *Unionbank Student's Work Text 2. 2013. pp 11.</li> <li>9. English (Learner's Material). Grade 2. 2013. pp 16-17, 23-25.</li> <li>10. Let's Begin in English 2. 2013. pp 187-188, 218-220, 225-227, 256-257.</li> </ol>
<b>G - Grammar</b>		
<b>1Q</b>		
<b>Sentences</b>	<b>EN2G-Ia-e-1</b>	English (Learner's Material) 2. 2013. pp 473-474.
a. Recognize sentences and non-sentences	<b>EN2G-Ia-1.1</b>	*English for You and Me 3. (Reading). 2011. pp 49-51.
b. Recognize simple sentences	<b>EN2G-Ib-c-1.4</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 8 – Noting Details. 2009.</li> <li>2. *English for You and Me Reading 3. 2011. pp 2-3.</li> <li>3. Let's Begin Reading in English 2. 2013. pp 283.</li> </ol>



## K to 12 BASIC EDUCATION CURRICULUM

<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
c. Recognize different kinds of sentences (declarative, interrogative)	<b>EN2G-Id-e-1.3</b>	English (Learner's Material) 2. 2013. pp 426-429, 459-461.
<b>Nouns</b>	<b>EN2G-If-g-2</b>	1. English (Learner's Material) 2. 2013. pp 53-54, 74-76. 2. Let's Begin Reading in English 2.2013. pp 29-41.
Recognize names people, objects, things and places (e.g. names of animals, fruits, objects in songs, stories, poems, nursery rhymes, pictures, realia and other ICT-based materials)	<b>EN2G-If-g-2.1</b>	*English Expressways 1.2010. pp 224-225, 231-235, 253-254, 258.
Recognize nouns in simple sentences	<b>EN2G-Ih-2.4</b>	1. English (Learner's Material) 2. 2013. pp 53-54, 74-76. 2. Let's Begin Reading in English 2.2013. pp 29-41.
Recognize the use of a/an + noun	<b>EN2G-Ii-9.2</b>	BEAM ENG1 Module 6 – High Frequency Words 1A. 2009.
<b>2Q</b>		
<b>Verbs</b>	<b>EN1G-IIa-e-3</b>	1. BEAM ENG2 Module 6B – Action Words. 2009. 2. English (Learner's Material) 2. 2013. pp 149-151.
Recognize common action words in retelling, conversation, etc.	<b>EN1G-IIa-e-3.4</b>	English (Learner's Material) 2. 2013. pp 152-153.
<b>Adjectives</b>	<b>EN2G-IIif-j-5</b>	English (Learner's Material) 2. 2013. pp 279-281.
Recognize descriptions of people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)	<b>EN2G-IIif-j-5.1</b>	English (Learner's Material) 2. 2013. pp 292-294.
<b>3Q</b>		
<b>Sentences</b>	<b>EN2G-IIIa-c-1</b>	English (Learner's Material) 2. 2013. pp 173-174.
Distinguish sentences from non-sentences	<b>EN2G-IIIa-1.1</b>	*English for You and Me 3. (Reading). 2011. pp 49-51.
Use different kinds of sentences: declarative (telling) and interrogative (asking)	<b>EN2G-IIIb-1.3</b>	BEAM-DLP3 Module 39 – Recognizing Telling and Asking Sentences.
Recognize punctuation marks (period, question mark)	<b>EN2G-IIIc-1.6</b>	1. BEAM ENG1 Module 7 – Personal Idea. 2. BEAM ENG2 Module 3A – Giving and Following Directions. 2009. 3. English (Learner's Material) 2. 2013. pp 377-378.
Use common nouns in simple sentences	<b>EN2G-IIId-2.4</b>	
Use the use of a/an + noun	<b>EN2G-IIIf-9.2</b>	1. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009. 2. *English Expressways 1. 2010. pp 147-151.
<b>Verbs</b>	<b>EN2G-IIIg-h-3</b>	1. BEAM ENG2 Module 6B – Action Words. 2009. 2. English (Learner's Material) 2. 2013. pp 149-151.
Identify action words	<b>EN2G-IIIg-3.1</b>	
Use common action words in retelling, conversations, etc.	<b>EN2G-IIIf-3.4</b>	English (Learner's Material) 2. 2013. pp 152-153.
<b>4Q</b>		
<b>Pronouns</b>	<b>EN2G-IVa-f-4</b>	1. *English Expressways 1. 2010. pp. 85-87, 127. 2. English (Learner's Material) 2. 2013. pp 106-110.
Use personal pronouns (e.g. I, you, he, she, it, we, they)	<b>EN2G-IVa-b-4.2.1</b>	2. BEAM ENG1 Module 7 – Personal Idea.

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<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
in dialogues		<ol style="list-style-type: none"> <li>3. *English Expressways 1.2010. pp 116-119, 122-125, 129-130.</li> <li>4. English (Learner’s Material) 2. 2013. pp 111-115.</li> <li>5. Let’s Begin Reading in English 2. 2013. pp 113, 173-176.</li> </ol>
Use demonstrative pronouns (this/that, these/those)	<b>EN2G-IVc-d-4.2.3</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009.</li> <li>2. BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.</li> <li>3. *English Expressways 1. 2010. pp 38-41.</li> <li>4. Let’s Begin Reading in English 2. 2013. pp 233-245.</li> </ol>
<b>Prepositions</b>	<b>EN2G-IVg-h-7</b>	<ol style="list-style-type: none"> <li>1. English (Learner’s Material) 2. 2013. pp 307-310.</li> </ol>
Use the most frequently occurring preposition (e.g. on, over, under, to, from, above, etc.)	<b>EN2G-IVg-i-7.3</b>	<ol style="list-style-type: none"> <li>1. English (Learner’s Material) 2. 2013. pp 307-310, 320-322.</li> </ol>
<b>V – Vocabulary Development</b>		
Give the meaning of words used in stories presented through real objects, illustrations, demonstration and context clues	<b>EN2V-IIIa-b-13.1</b>	<ol style="list-style-type: none"> <li>1. *English for You and Me 3 (Reading). 2011. pp 3, 37, 39, 44.</li> </ol>
Recognize that some words mean the same (synonyms)	<b>EN2V-IIIc-13.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009.</li> <li>2. BEAM ENG2 Module 2 – Intonations and Expressions. 2009.</li> <li>3. BEAM ENG2 Module 4 – Rhymes. 2009.</li> <li>4. English (Learner’s Material) 2. 2013. pp 336-339, 404-407.</li> </ol>
Recognize that some words have opposite meaning (antonyms)	<b>EN2V-IIIc-d-13.2</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009.</li> <li>2. BEAM ENG2 Module 2 – Intonations and Expressions. 2009.</li> <li>3. BEAM ENG2 Module 4 – Rhymes. 2009.</li> </ol>
<b>4Q</b>		
<b>SS – Study Strategy</b>		
<b>1Q</b>		
Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling and show and tell)	<b>EN2SS-Ia-e-1.2</b> <b>EN2SS-If-j-1.2</b>	English (Learner’s Material) 2. 2013. pp 315-318, 410-412.
<b>2Q</b>		
Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling and show and tell)	<b>EN2SS-IIa-e-1.2</b> <b>EN2SS-IIf-j-1.2</b>	English (Learner’s Material) 2. 2013. pp 315-318, 410-412.
<b>3Q</b>		
Follow instructions orally given	<b>EN2SS-IIIa-d-1.1</b>	English (Learner’s Material) 2. 2013. pp 299-306.
<b>4Q</b>		
Arrange words alphabetically by the 1 <sup>st</sup> letter	<b>EN2SS-IVa-b-2</b>	
Interpret simple maps of unfamiliar places, signs and symbols	<b>EN2SS-IVc-d-3</b>	<ol style="list-style-type: none"> <li>1. English (Learner’s Material) 2. 2013. pp 358-362, 378-380.</li> </ol>
Interpret pictographs	<b>EN2SS-IVh-1.2</b>	<ol style="list-style-type: none"> <li>1. Let’s Begin Reading in English 2. 2013. pp 311-313.</li> </ol>



**K to 12 BASIC EDUCATION CURRICULUM  
GRADE 3**

**1<sup>st</sup> Quarter: Continuation of Beginning Literacy Quarterly and Weekly Articulation**

<b>Grade Level Standards</b>	The learner listens critically to to get information from text heard, demonstrates independence in using the basic language structure in oral and written communication, and reads with comprehension
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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
<b>Oral Language</b>	demonstrates understanding of speech cues for clear expression of ideas	uses speaking skills and strategies appropriately to communicate ideas in varied theme-based tasks
	demonstrates understanding of processes and information in text for articulation of ideas	creatively presents information in varied ways
<b>Fluency</b>	demonstrates understanding of punctuation marks, rhythm, pacing, intonation and vocal patterns as guide for fluent reading and speaking	fluently expresses ideas in various speaking tasks
		accurately and fluently reads aloud literary and informational texts
<b>Listening Comprehension</b>	demonstrates understanding of different listening strategies to comprehend texts	uses information from texts viewed or listened to in preparing logs and journals
<b>Phonics and Word Recognition</b>	demonstrates understanding of processes in sight word recognition or phonic analysis to read and understand words	uses word recognition techniques to read and understand words that contain complex letter combinations, affixes and contractions through theme-based activities
	demonstrates understanding of familiar sight and irregularly spelled words for automatic recognition	uses familiar sight and irregularly -spelled words in meaningful oral and written tasks
<b>Spelling</b>	demonstrates understanding of letter sequence in words to get meaning	hears and records sounds in words
<b>Vocabulary</b>	demonstrates understanding of English vocabulary used in both oral and written language in a given context	proficiency uses English vocabulary in varied and creative oral and written activities
<b>Reading Comprehension</b>	demonstrates understanding of the elements of literary and expository texts for creative interpretation	uses information derived from texts in presenting varied oral and written activities
	demonstrates understanding of paragraph development to identify text types	identifies correctly how paragraphs/ texts are developed
<b>Writing and Composition</b>	demonstrates understanding of sentences and paragraphs in expressing ideas	composes three-to-five sentence paragraph

**K to 12 BASIC EDUCATION CURRICULUM**

Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
<b>Grammar</b>	demonstrates understanding of grammatical structures of English to be able to communicate effectively in oral and written forms	shows proficiency in constructing grammatically correct sentences in varied theme-based oral and written activities
<b>Attitude</b>	demonstrates understanding of narrative and informational texts for appreciation of literacy-related activities/tasks	makes personal journals, diaries, portfolios and logs, etc. as expression of enthusiasm in reading books both for pleasure and learning
<b>Study Strategies</b>	demonstrates understanding of useful strategies for purposeful literacy learning	uses strategies independently in accomplishing literacy-related tasks

WEEK	Learning Competencies									
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PWR Phonics and Word Recognition and Spelling	F Fluency	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
<b>1</b>	<b>EN3OL-Ia-3.8</b> Initiate conversations with peers in a variety of school settings	<b>EN3LC-Ia-j-2</b> Activate prior knowledge based on the stories to be read	<i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i>  Read simple sentences and levelled stories and <b>EN3RC-IO-2.2</b> a. note details regarding character, setting and plot <b>EN3RC-IO-2.10</b> b. sequence 3 events <i>(Note: different comprehension skills may recur in different quarters)</i>	Write different forms of simple composition as a response to stories/ poems listened to  <b>EN3WC-Ia-j-4</b> a. draw and write sentences about one's drawing <b>EN3WC-Ia-j-5</b> b. a note of advice <b>EN3WC-Ia-j-6</b> c. Thank you letter <b>EN3WC-Ia-j-7</b> d. descriptive	<b>EN3PWR-Ia-b-7</b> Review reading and writing short e, a and i words in CVC pattern  <b>EN3PWR-Ib-d-19</b> Read words with short o sounds in CVC pattern and phrases and sentences containing these words  <b>EN3PWR-Ib-d-19.1</b> Recognize more common sight words in order to read simple phrases	<b>EN3F-Ia-j-3.5.1</b> Read grade 3 level texts consisting of 2-syllable words with short vowel sound with at least 95-100% accuracy  <b>EN3F-Ia-j-1.10.1</b> Read aloud from familiar prose and poetry Consisting of Long vowel words with fluency, appropriate rhythm, pacing and intonation	<b>EN3G-Ia-1 Sentences</b>  <b>EN3G-Ia-1.1</b> Distinguish sentences from non-sentences  <b>EN3G-Ib-1 Sentences</b>  <b>EN3G-Ib-1.4</b> Construct simple sentences  <b>EN3G-Ib-1.4.1</b> Use a declarative sentence  <b>EN3G-Ib-1.4.1.1</b> Differentiate a declarative from an	<b>EN1V-Ia-b-01</b> Give the meaning of words used in stories listened to  <b>EN1V-Ib-23</b> Show understanding of meaning of short o words through drawing, actions, and using them in sentences	<b>EN3A-Ia-b-1</b> Participate/engage in a read-along of texts (e.g. poetry, repetitive text)	<b>EN3SS-Ia-2.1</b> Arrange words with a different first letter in alphabetical order  <b>EN3SS-Ia-6</b> Monitor and self-correct one's comprehension by scanning and skimming  <b>EN3SS-Ia-e-1.1</b> Follow instructions given orally
<b>2</b>	<b>EN3OL-Ib-3.6</b> Express ideas in a conversational manner  <b>EN3OL-Ib-1.19</b> Express one's ideas by presenting a skit	Listen to a variety of literary and expository texts <b>EN3LC-Ia-j-2.1</b> a. note important details <b>EN3LC-Ia-j-2.7</b> b. sequence at least 3 events using signal words <b>EN3LC-Ia-j-2.6</b> c. retell some								

**K to 12 BASIC EDUCATION CURRICULUM**

WEEK	Learning Competencies									
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition and Spelling	F Fluency	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		parts of the story <b>EN3LC-Ia-j-3.15</b> d. differentiate real from make-believe <b>EN3LC-Ia-j-2.8</b> e. infer feelings and traits of characters <b>EN3LC-Ia-j-2.16</b> f. identify cause and effect <b>EN3LC-Ia-j-2.17</b>		paragraph <b>EN3WC-Ia-j-8</b> e. another ending for a story <b>EN3WC-Ia-j-2.2</b> f. a diary  <b>EN3WC-Ia-j-9</b> g. a short paragraph, etc.	and sentences		interrogative sentence  <b>EN3G-Ib-1.6</b> Use proper punctuation for declarative and interrogative sentences  <b>EN3G-Ib-1.4.7</b> Construct declarative and interrogative sentences  <b>EN3G-Ib-1.4.8</b> Identify an exclamatory sentence			
<b>3</b>	<b>EN3OL-Ic-1.3</b> Share relevant information	g. draw conclusions  Listen to poems and <b>EN3LC-Ic-2.18</b> a. identify the rhyming words <b>EN3LC-Ic-3.11</b> give a simple paraphrase	<b>EN3RC-Ic-e-2.1</b> Describe literary elements of texts including characters setting and plot			<b>EN3G-Ic-1</b> Identify an imperative sentence  <b>EN3G-Ic-1.3</b> Use different kinds of sentences (e.g. declarative, interrogative, exclamatory, imperative)	<b>EN1V-Ic-24</b> Show understanding of meaning of short u words through drawing, actions, and using them in sentences			
<b>4</b>	<b>EN3OL-Id-1.8</b> Recount specific/significant events					<b>EN3F-Id-e-1.10</b> Read aloud short	<b>EN3G-Id-1 Sentences</b>  <b>EN3G-Id-1.6</b>			

**K to 12 BASIC EDUCATION CURRICULUM**

WEEK	Learning Competencies									
	OL Oral Language	LC Listening Compre hension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition and Spelling	F Fluency	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
						stories/poems consisting of short a,e,i and o words with speed, accuracy and proper intonation	Use appropriate punctuation marks (e.g. period, comma, question mark, exclamation point)			
5	<b>EN3OL-Ie-1.10</b> Synthesize and Restate information shared by others				<b>EN3PWR-Ie-3</b> Read words with short u sound in CVC pattern	<b>EN3F-Ie-j-4.3</b> Read with accuracy, speed and proper phrasing sentences and stories with short u words and other words previously studied	<b>EN3G-Ie-2 Nouns</b> <b>EN3G-Ie-2.4</b> Use nouns (e.g. people, animals, places,, things events) in simple sentences	<b>EN2V-Ie-14</b> Classify common words into conceptual categories (e.g. animals, foods, toys)		
6			<b>EN3RC-If-j-2.8</b> Make and confirm predictions about texts		<b>EN3PWR-If-g-17.1</b> Differentiate words with different medial vowels (eg: cap- cop-cup; fan-fin, fun)	<b>EN3F-Ie-j-4.2.1</b> Read with accuracy, appropriate speed and correct intonation 2-syllable words consisting of short e to u words	<b>EN3G-If-2.2</b> Use common and proper nouns	EN2V-Ie-j-4.1 Show understanding of meaning of 2-syllable words consisting of short e to u words through drawing, actions, and using them in correctly in sentences		
7							<b>EN2G-Ig-h-2.3</b> Use plural form of regular nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)			
8					<b>EN3PWR-Ig-h-20.1</b> Read phrases, sentences and short stories consisting of short vowel words and the questions about them					
9	<b>EN3OL-Ii-j-1.10.3</b>				<b>EN3PWR-Ii-15</b>		<b>EN3G-Ii-j-2.4</b> Use plural from			

## K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies									
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PWR Phonics and Word Recognition and Spelling	F Fluency	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
10	Connect information heard to personal experience				Read 2-syllable words consisting of short e to u sound (basket, hotdog, sunset, etc.)					
					<b>EN3PWR-Ij-21</b> Read phrases, sentences and short stories consisting of 2-syllable words and the questions about them					

### 2<sup>nd</sup> Quarter: Continuation of Beginning Literacy

WEEK	Learning Competencies											
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PA Phonological Awareness	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
1	<b>EN3OL-IIa-b-1.17.2</b> Ask simple questions	<b>EN3LC-IIa-b-3.16</b> Follow a set of verbal three-step directions with picture cues	<i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i>  <b>EN3RC-IIa-b-2.19</b> Rereads,	<b>EN3WC-IIa-b-1</b> Participate in generating ideas through prewriting activities a. <b>EN3WC-IIa-1.1</b> brainstorming	<b>EN3PA-IIa-d-2</b> Show how spoken words are represented by written letters that are arranged in a specific order	<b>EN3PWR-IIa-b-22</b> Read words with initial consonant blends (l, r and s blends) <b>EN3PWR-IIa-b-23</b> followed by short vowel sounds (e.g.	<b>EN3F-IIa-j-3.5.1</b> Read grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy	<b>EN3S-IIa-b-4</b> Spell one-to-two syllable words with consonant blends (e.g. pl, tr)	<b>EN3G-IIa-c-3</b> <b>Verbs</b>  <b>EN3G-IIa-b-3.4</b> Use the be-verbs (am, is, are was, were) correctly in sentences	<b>EN3V-IIa-b-5</b> Show understanding of meaning of words with initial consonant blends through drawing, actions,	<b>EN3A-IIa-b-1</b> Participate/engage in a read-along of texts (e.g. poetry, repetitive text)	<b>EN3SS-IIa-b-1.1</b> Arrange words with the same first letter but a different second letter in alphabetical order
2												

**K to 12 BASIC EDUCATION CURRICULUM**

WEEK	Learning Competencies											
	OL Oral Language	LC Listening Compre hension	RC Reading Compre hension	WC Writing/ Composition	PA Phonological Awareness	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
3		knowledge based on new knowledge formed	monitors and self-correct one's comprehension	b. <b>EN3WC-IIb-1.2</b> webbing c. <b>EN3WC-IIc-1.3</b> drawing		black, frog, step)  <b>EN3PWR-IIc-24</b> Read phrases, sentences and short stories consisting of words with initial consonant blends	<b>EN3F-IIa-j-1.10.1</b> Read aloud from familiar prose and poetry Consisting of Long vowel words with fluency, appropriate rhythm, pacing and intonation			and using them in sentences		
		<b>EN3LC-IIa-j-2</b> Activate prior knowledge based on the stories to be read  Listen to a variety of literary and expository texts <b>EN3LC-IIa-j-2.1</b> a. note important details <b>EN3LC-IIa-j-2.7</b> b. sequence at least 3 events using signal words	<b>EN3RC-IIc-e-2.2</b> Note details in a given text  <b>EN3RC-IIa-b-2.8</b> Make simple predictions  Read simple sentences and levelled stories and <b>EN3RC-II0-2.2</b> a. note details regarding character, setting and plot <b>EN3RC-II0-2.10</b> b. sequence 3 events <i>(Note: different comprehension skills may recur in</i>	<b>EN3WC-IIId-h-3</b> Write at least three sentences from various familiar sources  Write different forms of simple composition as a response to stories/poems listened to <b>EN3WC-IIa-j-4</b> a. draw and write sentences about one's drawing <b>EN3WC-IIa-j-5</b> b. a note of advice			<b>EN3F-IIa-c-4.4</b> Read with accuracy, speed and proper phrasing sentences and stories with words beginning in consonant blends and other words previously studied		<b>EN3G-IIc-d-3.4</b> Identify and use action words in simple sentences  <b>EN3G-IIId-f-3.2</b> Form and use the past tense of frequently occurring regular verbs (walk – walked, etc)  <b>EN3G-IIe-f-3.2.1.1</b> Use verbs in simple present tense	<b>EN3V-IIc-6</b> Derive meaning from repetitive language structures review	<b>EN3A-IIc-2</b> Revisit favorite books, songs, rhymes	<b>EN3SS-IIc-3.6</b> Follow one-to-three step directions  <b>EN3SS-IIc-d-2.15</b> Use graphic organizers to show understanding of texts
	<b>EN3OL-IIId-e-1.17.1</b> Give one-to-three step directions	<b>EN3LC-IIa-j-2.6</b> c. retell some parts of the story		<b>EN3WC-IIa-j-5</b> b. a note of advice <b>EN3WC-</b>	<b>EN3PA-IIe-f-4.1</b>	<b>EN3PWR-IIId-e-1.1</b> Read words with final blends (-st, -lt, -nd, -nt, -ft.. )	<b>EN3F-IIId-e-4.4.1</b> Read with accuracy, speed and proper phrasing	<b>EN3S-IIId-e-4.1</b> Spell words with ending consonant blends		<b>EN3V-IIId-e-5.1</b> Show understanding of meaning of words with	<b>EN3A-IIId-f-7</b> Identify favorite authors and stories	
4												
5												

**K to 12 BASIC EDUCATION CURRICULUM**

WEEK	Learning Competencies											
	OL Oral Language	LC Listening Compre hension	RC Reading Compre hension	WC Writing/ Composition	PA Phonological Awareness	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		<b>EN3LC-IIa-j-3.15</b> d. differentia te real from make- believe <b>EN3LC-IIa-j-2.8</b> e. infer feelings and traits of characters	<i>different quarters)</i>	<b>IIa-j-6</b> c. Thank you letter <b>EN3WC-IIa-j-7</b> d. descriptiv e paragrap h <b>EN3WC-IIa-j-8</b> e. another ending for a story	Identify sounds and count syllables in words	preceded by short e, a, i,o and u words (belt, sand, raft)	sentences and stories consisting of words with ending consonant blends and other words previously studied			final consonant blends through drawing, actions, and using them in sentences		
<b>6</b>	<b>EN3OL-IIif-1.11</b> Restate and retell information	<b>EN3LC-IIa-j-2.16</b> f. identify cause and effect <b>EN3LC-IIa-j-2.17</b> g. draw conclusio ns  <b>EN3LC-IIif-h- 2.8</b> Make simple inferences about thoughts and feelings based from texts viewed/ listened to		<b>EN3WC-IIa-j-2.2</b> f. a diary <b>EN3WC-IIa-j-9</b> g. a short paragrap h, etc.  <b>EN3WC-IIi-j-2.6</b> Use appropriate punctuation marks		<b>EN3PWR-IIif-1.1</b> Read phrases, sentences and short stories consisting of words with final consonant blends and other words previously studied and the questions about them						<b>EN3SS-IIif-h-1.5</b> Locate information using print and non- print sources
<b>7</b>	<b>EN3OL-IIg-h-2.1</b> Recall and share experiences, film viewed and story read/listene d to as springboard					<b>EN3PWR-IIg-h-22</b> Read words with initial and final consonant digraph ch	<b>EN3F-IIg-h-4.4.2</b> Read with accuracy, speed and proper phrasing sentences and stories with words	<b>EN3S-IIg-h-4.2</b> Spell words with consonant digraphs ch and sh	<b>EN3G-IIe-f-3.2.1.1</b> Use verbs in simple present and past tense	<b>EN3V-IIg-h-5.2</b> Show understandi ng of meaning of words with consonant digraphs ch through		
<b>8</b>		<b>EN3LC-IIi-</b>										

### K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies											
	OL Oral Language	LC Listening Compre hension	RC Reading Compre hension	WC Writing/ Composition	PA Phonological Awareness	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
	for writing	<b>j-2.7</b> Sequence a series of events viewed/ listened to					consisting of initial and final ch and sh and other words previously studied				drawing, actions, and using them in sentences	
<b>9</b>	<b>EN3OL-III-j-3</b> Retell familiar stories to other children					<b>EN3PWR-III-j-22.1</b> Read phrases, sentences and short stories	<b>EN3F-III-j-4.4.2</b> Read with accuracy, speed and proper phrasing	<b>EN3S-III-j-4.3</b> Spell words with initial and final consonant blends and consonant digraphs	<b>EN3G-III-j-3.2.2</b> Use verbs in simple future tense	<b>EN3V-III-j-5.3</b> Show understanding of meaning of words with consonant digraphs sh through drawing, actions, and using them in sentences		
<b>10</b>			<b>EN3RC-III-j-2.10</b> Sequence a series of events in a literary selection			consisting of words with consonant digraph ch and sh and other words previously studied and the questions about them	consisting of words with words consisting of l ch and sh words and other words previously studied with speed, accuracy and proper phrasing					



**K to 12 BASIC EDUCATION CURRICULUM**

**3<sup>rd</sup> Quarter: Developing Reading and Writing**

WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
<b>1</b>		<b>EN3LC-IIIa-b-2.1</b> Recall details from texts viewed/ listened to	<i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i>	<b>EN3WC-IIIa-1</b> Participate in generating ideas through prewriting activities	<b>EN3PWR-IIIa-b-5</b> Read words with long a sound (long a ending in e)	<b>EN3F-IIIa-1.6</b> Read grade 3 level texts consisting of words with long vowel sound with at least 95-100% accuracy	<b>EN3S-IIIa-d-4</b> Spell words that were introduced during word recognition	<b>EN3G-IIIa-b-4.2.1</b> Use demonstrative pronouns (this,/that, these/those)	<b>EN3V-IIIa-7</b> Recognize some words represented by common abbreviations (e.g. Mr. Ave., Oct.)	<b>EN3A-IIIa-7</b> Identify favorite authors and stories	<b>EN3SS-IIIa-1.3</b> Get information from index and table of contents
<b>2</b>		<b>EN3LC-IIIb-2.19</b> Identify possible solutions to problems  <b>EN3LC-IIIb-4</b> Infer print sources  <b>EN3LC-IIIc-d-2.5</b> Validate ideas made after listening to a story  <b>EN3LC-IIIa-j-1.1</b> Activate prior knowledge based on new knowledge formed  <b>EN3LC-IIIa-j-2</b> Activate prior knowledge	<b>EN3RC-IIIa 2.7.1</b> Identify several effects based on a given cause  <b>EN3RC-IIIa 2.11</b> Make inferences and draw conclusions based on texts (pictures, title and content words)  <b>EN3RC-IIIa 2.13</b> Distinguish fact from opinion  <b>EN3RC-IIIa-b-2.13</b> Identify cause	<b>EN3WC-IIIb-c-3</b> Write at least three sentences from various familiar sources	<b>EN3F-IIIa-j-3.5.1</b> Read grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy  <b>EN3F-IIIa-j-1.10.1</b> Read aloud from familiar prose and poetry Consisting of Long vowel words with fluency, appropriate rhythm, pacing and			<b>EN1V-IIIa-c-13.1,13.2</b> Give the synonyms and antonyms of some words  <b>EN1V-IIIa-j-25</b> Show understanding of meaning of long vowel words (a, i, o, and u) through drawing, actions, and using them in sentences  <b>EN3V-IIIb-d-13</b> Increase vocabulary through Synonyms (e.g. quick/fast)	<b>EN3A-IIIb-c-2.9</b> Take part in creative responses to stories like preparing logs, journal and other oral presentations	<b>EN3SS-IIIb-i-1.2</b> Engage in a variety of ways to share information (e.g. role playing,) reporting, summarizing, retelling and show and tell	

## K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		based on the stories to be read.	and effect			intonation			and antonyms (e.g. big/small)		
3	<b>EN3OL-IIIc-1.16.2</b> Listen and respond to others	Listen to a variety of literary and expository texts <b>EN3LC-IIIa-j-2.1</b> a. note important details			<b>EN3PWR-IIIc-11,12,13</b> Read sentences, stories and poems consisting of long a words and questions about them			<b>EN3G-IIIc-d-4.2.3</b> Use personal pronouns (e.g. I, you, he, she, it, we, they)			
4	<b>EN3OL-IIIId-1.16.3</b> Follow and explain processes	<b>EN3LC-IIIa-j-2.7</b> b. sequence at least 3 events		<b>EN3WC-IIIId-e-2.6</b> Use appropriate punctuation marks	<b>EN3PWR-IIIId-24</b> Read words with long i sound (long i ending in e)					<b>EN3A-IIIId-h-6</b> Take books from home to school or vice-versa for independent / shared extra reading	
5	<b>EN3OL-IIIe-1.16.4</b> Express opinions and feelings about other's ideas	using signal words <b>EN3LC-IIIa-j-2.6</b> c. retell some parts of the story	<b>EN3RC-IIIe-f-2.11</b> Make inferences and draw conclusions based from texts		<b>EN3PWR-IIIe-25</b> Read sentences, stories and poems consisting of long i words and questions about them	<b>EN3F-IIIe-f-1.8</b> Read with automaticity 100 2nd and 3 <sup>rd</sup> grade high-frequency/significant words	<b>EN3S-IIIe-f-5</b> Spell some irregularly - spelled words (e.g. have, said, please, because)	<b>EN3G-IIIe-f-4.2.4</b> Use commonly used possessive pronouns	<b>EN3V-IIIe-f13.6</b> Homonyms (e.g. flower/flour)		
6	<b>EN3OL-IIIIf-1.16.5</b> Engage in discussions about specific topics	d. differentiate real from make-believe			<b>EN3PWR-IIIIf-26</b> Read words with long o sound (long a ending in e)			<b>EN3G-IIIIf-g-5</b> <b>Adjectives</b>		<b>EN3A-IIIIf-g-1</b> Express feelings, opinions through journals, logs etc.	
7	<b>EN1OL-IIIg-h-3.2</b> Ask and respond to	e. infer feelings and traits	<b>EN3RC-IIIg-j-2.5</b> Use different sources of		<b>EN3PWR-IIIg-26.1</b> Read sentences,	<b>EN3F-IIIg-</b>	<b>EN3S-IIIg-j-2.5</b> Use capitalization	<b>EN3G-IIIIf-g-5.3.1</b> Use descriptive	<b>EN3V-IIIg-h-13.7</b>		

## K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
8	questions about informational texts listened to (environment, health, how-to's, etc.)	of characters <b>EN3LC-IIIa-j-2.16</b> f. identify cause and effect <b>EN3LC-IIIa-j-2.17</b> g. draw conclusions <b>EN3LC-IIIe-f-2.4</b>	information in reading  Read simple sentences and levelled stories and <b>EN3RC-III0-2.2</b> a. note details regarding character, setting and plot <b>EN3RC-III0-2.10</b> b. sequence 3 events <i>(Note: different comprehension skills may recur in different quarters)</i>		stories and poems consisting of long o words And questions about them	<b>j-1.11</b> Observe the use of punctuations including commas, periods and question marks to guide reading for fluency	rules in word and sentence level (e.g. proper and common nouns, beginning words in sentences)	adjectives	Homographs (e.g., read-read)		
			<b>EN3WC-IIIh-2.4</b> Complete patterned poems using appropriate rhyming words	<b>EN3PWR-IIIh-26.2</b> Read words with long u sound (long a ending in e)							
			<b>EN3PWR-IIIi-26.3</b> Read words with long a, i, o, and u and phrases, sentences and stories containing these words.								
9	<b>EN3OL-IIIi-j-1.9</b> Compare and contrast information heard	Propose several predictions about texts/stories listened to <b>EN3LC-IIIg-h-3.15</b> Determine whether a story is realistic or fantasy <b>EN3LC-IIIi-j-3.7</b> Identify and use the elements of an informational/factual text heard									
10					<b>EN3PWR-IIIj-27</b> Read sentences, stories and poems consisting of long u words and questions about them  <b>EN3PWR-IIIj-15</b> Read 2-syllable words						

**K to 12 BASIC EDUCATION CURRICULUM**

WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
					(fireman) with long vowel sound						

**4<sup>th</sup> Quarter: Developing Reading and Writing**

WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
<b>1</b>	<b>EN3OL-IVa-e-1.19</b> Present information in varied artistic ways (e.g. role playing, show and tell, radio play/podcast/broadcast/reporting/poster presentations)  <b>EN3OL-IVa-j-5</b> Engage in a variety of ways to share information (e.g. role playing,) reporting, summarizing,	<b>EN3LC- IVa-3.7</b> Identify and use the elements of an informational/factual text heard  <b>EN3LC- IVb-3.7.1</b> Informational Reports (School events, sports, projects)  <b>EN3LC-IVc-3.7.2</b> Three-step directions <b>EN3LC- IVd-3.7.3</b> Conversations	<i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i>  <b>EN3RC-IVa-b-2.13</b> Identify cause and effect  <b>EN3RC- IVa-b-2.14</b> Show understanding of a story by presenting them in through dramatization	<b>EN2WC-IVa-e-22</b> Write a simple story	<b>EN3PWR-IVa-b-8</b> Read words with vowel digraphs ai (pail), ay (bay)  <b>EN3PWR-IVc-2</b> Match words, phrases and sentences containing these words with pictures  <b>EN3PWR-IVc-28</b> Read stories containing these words	<b>EN3F- IVa – h-1.6</b> Read grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy  <b>EN3F-IVc-d-1.4</b> Read aloud from familiar prose and poetry with fluency, appropriate rhythm, pacing and intonation  <b>EN3F-IVa-j-</b>	<b>EN3S- IVa – b-4</b> Spell words that were introduced during word recognition		<b>EN1V-IVa-b-13.6</b> Give the correct meaning of homonyms (pail,pale)  <b>EN3V-IVa-j-12.3</b> Use clues from the context to figure out what words mean  <b>EN3V-IVa-j-12.3</b> Determine what words mean based on how they are used in a sentence	<b>EN3A- IVa – c-7</b> Identify favorite authors and stories	<b>EN3SS- IVa -1.3</b> Follow simple written directions  <b>EN3SS- IVa-b -1.2.3</b> Interpret simple maps of places  <b>EN3SS- IVc-d-1.2.7</b> Interpret a pictograph
<b>2</b>											
<b>3</b>											

**K to 12 BASIC EDUCATION CURRICULUM**

WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
4	retelling and show and tell <i>(depending on the selection presented)</i>  <b>EN3OL-IVa-j-3.2</b>	<b>EN3LC-IVa-j-1.1</b> Activate prior knowledge based on new knowledge formed <b>EN3LC-IVa-j-2</b>	, role playing etc.  Read simple sentences and levelled stories and <b>EN3RC-IO-2.2</b> a. note details regarding character, setting and plot <b>EN3RC-IO - 2.10</b>		and other words previously learned  <b>EN3PWR-IVd-e-22 and 29</b> Read words with vowel digraphs ea and ee and phrases, sentences and stories containing these words.	<b>3.5.1</b> Read grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy  <b>EN3F-IVa-j-1.10.1</b> Read aloud from familiar prose and poetry Consisting of Long vowel words with fluency, appropriate rhythm, pacing and intonation					
5											
6											
7											

**K to 12 BASIC EDUCATION CURRICULUM**

WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		the story <b>EN3LC-IVa-j-3.15</b> d. differentiate real from make-believe			these words and other words previously learned	<b>1.11</b> Use punctuations including commas, periods and question marks to guide reading for fluency			words		
<b>8</b>		<b>EN3LC-IVa-j-2.8</b> e. infer feelings and traits of characters	<b>EN3RC - IVh-j-1.2</b> Interpret simple graphs and tables		<b>EN2PW-IVh-i-6</b> Read words with vowel diphthongs Oy (boy), oi (boil), ou (out) Ow (bow)	<b>EN3F-IVi-j-5</b> Read poems with fluency, appropriate rhythm, pacing and intonation		<b>EN3G-IVh-5.6</b> Give the synonyms and antonyms of common adjectives	<b>EN3V-Ih-i-26</b> Show understanding of the meaning of words with vowel diphthongs by using them in correct sentences in correct sentences		
<b>9</b>		<b>EN3LC-IVa-j-2.16</b> f. identify cause and effect <b>EN3LC-IVa-j-2.17</b> g. draw conclusions  <b>EN3LC-IVe-f-3.7.</b> Personal Recounts (anecdotes, past experiences)  <b>EN3LC-IVg-h-3.7.5</b> Explanation (life cycles,			<b>EN3PWR-IVi-2</b> Match these words with the appropriate pictures  <b>EN3PWR-IVi-21</b> Read phrases, sentences and short stories consisting of these words and other words previously studied		<b>EN3G-IVi-j-5.2</b> Use the degrees of adjectives in making comparisons (positive, comparative, superlative)  <b>EN3G-IVi-6 Adverbs</b>  <b>EN3G-IVi-j-6.1</b> Recognize adverbs of manner				

## K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
<b>10</b>		water cycle)  <b>EN3LC-IVi-j-3.5</b> Restate facts from informational texts (climate change, children’s rights, traffic safety, etc.)			<b>EN3PWR-IVj-22</b> Recognize and read some irregularly spelled words (e.g. such as enough, through, beautiful)				<b>EN1V-IVj-27</b> Read word with affixes		

### Grade 3 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
<b>OL – Oral Language</b>		
<b>1Q</b>		
Initiate conversations with peers in a variety of school settings	<b>EN3FL-Ia-3.8</b>	BEAM-DLP3 Module 15 – Using Courteous Expressions.
Express one’s ideas by presenting a skit	<b>EN3OL-Ib-1.19</b>	1. BEAM-DLP3 Module 55 – Writing Utterances In A Given Situation Comic Strip Presented. 2. *Fun in English 4. 1999. pp 6. 3. *English for You and Me 4 (Language). 2011. pp 27, 93.
<b>2Q</b>		
Ask simple questions	<b>EN3OL-IIa-b-1.17.2</b>	1. BEAM-DLP3 Module 42 – Using Do/ Does in Asking Questions. 2. *Unionbank Student’s Work Text 2. 2013. pp 203. 3. *English for You and Me 4 (Language). 2011. pp 31-32.
Give one-to-three step directions	<b>EN3OL-IIId-e-1.17.1</b>	1. BEAM ENG2 Module 3A – Giving and Following Directions. 2. BEAM-DLP3 Module 57 – Giving Short Commands or Directions. 3. BEAM-DLP4 Module 7 – Following 3-5 Step Directions. 4. BEAM-DLP4 Module 8 – Giving Series of Directions Using Sequence Signals. 5. *English for You and Me 4 (Language). 2011. pp 17-19.
Restate and retell information	<b>EN3OL-IIIf-1.11</b>	BEAM-DLP5 Module 17 – Retelling a Selection.
Recall and share experiences, film viewed and story read/listened to as springboard for writing	<b>EN3WC-IIg-h-2.1</b>	BEAM ENG2 Module 7 – Organizing Ideas.

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<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
Retell familiar stories to other children	<b>EN3A-IIi-j-3</b>	English 2. 2013. pp 317, 340, 364-367, 410.
<b>3Q</b>		
Listen and respond to others	<b>EN3OL-IIIc-1.16.2</b>	*English for You and Me 4 (Language). 2011. pp 93-97.
Ask and respond to questions about informational texts listened to (environment, health, how-to's, etc.)	<b>EN1LC-IIIg-h-3.2</b>	*English for You and Me 3 (Reading). 2008. pp 56.
<b>4Q</b>		
Present information in varied artistic ways (e.g. role playing, show and tell, radio play/podcast/broadcast/reporting/poster presentations)	<b>EN3OL-IVa-e-1.19</b>	*English for You and Me 4 (Language). 2011. pp 27, 93.
<b>LC – Listening Comprehension</b>		
<b>1Q</b>		
Activate prior knowledge based on the stories to be read <b>Listen to a variety of literary and expository texts</b>	<b>EN3LC-Ia-j-2</b>	*English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 96-97, 111-112, 116, 120-121, 130, 147.
a. note important details	<b>EN3LC-Ia-j-2.1</b>	1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar. 2. MISOSA ENG4 – Noting Details Using Story Grammar. 3. *Fun in English 4. 1999. pp. 11, 150, 202. 4. *English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 65, 82, 96-97, 111-112, 116, 120-121, 130, 139, 147.
b. sequence at least 3 events using signal words	<b>EN3LC-Ia-j-2.7</b>	1. BEAM ENG2 – Sequencing Events. 2. BEAM-DLP3 Module 33 – Comprehension Skill: Sequencing Events. 3. BEAM-DLP4 Module 41 – Sequencing Events in the Story Listened to Through Groups of Sentences/Guided Questions. 4. English 2 (Learner's Material). 2013. pp 63-64. 5. English 2 (Teacher's Guide). 2013. pp 46. 6. *Fun in English 4. 1999. pp 56, 64, 70-72. 7. *English for You and Me 4 (Language). 2011. pp 96. 8. *English for You and Me 4 (Reading). 2011. pp 105, 115-116.
c. retell some parts of the story	<b>EN3LC-Ia-j-2.6</b>	1. BEAM ENG2 Module 7 – Organizing Ideas. 2. English 2 (Learner's Material). 2013. pp 264. 3. English 2 (Teacher's Guide). 2013. pp 137. 4. *Fun in English 4. 1999. pp 187.
d. differentiate real from make-believe	<b>EN3LC-Ia-j-3.15</b>	1. BEAM ENG3 Module 10 – Evaluating Ideas. 2. BEAM-DLP4 Module 68 – Reality or Fanciful. 3. English 2 (Learner's Material). 2013. pp 276-278. 4. English 2 (Teacher's Guide). 2013. pp 143-145. 5. *English for You and Me 3 (Reading). 2008. pp 159-161. 6. *Fun in English 4. 1999. pp 185, 187. 7. *English for You and Me 4 (Language). 2011. pp 179-181. 8. *English for You and Me 4 (Reading). 2011. pp 173-176.
e. infer feelings and traits of characters	<b>EN3LC-Ia-j-2.8</b>	1. BEAM-DLP4 Module 63 – Inferring Character Traits from a Selection Read. 2. English 2 (Teacher's Guide). 2013. pp 209, 394-396.



### K to 12 BASIC EDUCATION CURRICULUM

<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
f. identify cause and effect	<b>EN3LC-Ia-j-2.16</b>	<ol style="list-style-type: none"> <li>3. *Fun in English 4. 1999. pp 158-159.</li> <li>1. BEAM ENG 2 – Perceiving Relationships.</li> <li>2. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 1.</li> <li>3. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 2.</li> <li>4. BEAM-DLP4 Module 48 – Identifying Cause-Effect Relationships in Statements.</li> <li>5. *Unionbank Student’s Work Text 2. 2013. pp 160-161, 196.</li> <li>6. *English for You and Me 3 (Reading). 2008. pp 124.</li> <li>7. *Fun in English 4. 1999. pp 97-99, 101.</li> <li>8. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 139.</li> </ol>
g. draw conclusions	<b>EN3LC-Ia-j-2.17</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 50 – Giving Appropriate Ending For A Given Situation – I.</li> <li>2. BEAM-DLP3 Module 58 – Writing a Story Ending.</li> <li>3. BEAM-DLP3 Module 63 – Draw Conclusion 2.</li> <li>4. BEAM-DLP3 Module 66 – Giving Appropriate Ending for A Given Situation.</li> <li>5. BEAM-DLP4 Module 64 – Drawing Conclusions.</li> <li>6. *Unionbank Student’s Work Text 2. 2013. pp 83, 158-159.</li> <li>7. *English for You and Me 3 (Reading). 2008. pp 140, 154.</li> <li>8. *Fun in English 4. 1999. pp 172-175.</li> <li>9. *English for You and Me 4 (Reading). 2011. pp 167,169.</li> </ol>
<b>Listen to poems</b> and a. identify the rhyming words	<b>EN3LC-Ic-2.18</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG2 Module 4 – Rhymes.</li> <li>2. BEAM-DLP3 Module 10 – Identifying Rhyming Words.</li> <li>3. English 2 (Learner’s Material). 2013. pp 33-37, 42.</li> <li>4. English 2 (Teacher’s Guide). 2013. pp 34-35.</li> <li>5. Let’s Begin in English 2. 2013. pp 49-50.</li> <li>6. *Fun in English 4. 1999. pp 79.</li> </ol>
b. give a simple paraphrase	<b>EN3LC-Ic-3.11</b>	
<b>2Q</b>		
Follow a set of verbal three-step directions with picture cues	<b>EN3LC-IIa-b-3.16</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 51 – Following 3 – 4 Step Directions.</li> <li>2. English for You and Me 3 (Language). 2008. pp 41-43.</li> </ol>
Activate prior knowledge based on the stories to be read	<b>EN3LC-IIa-j-2</b>	<ol style="list-style-type: none"> <li>1. *English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 96-97, 111-112, 116, 120-121, 130, 147.</li> </ol>
<b>Listen to a variety of literary and expository texts</b> and a. note important details	<b>EN3LC-IIa-j-2.1</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar.</li> <li>2. MISOSA ENG4 – Noting Details Using Story Grammar.</li> <li>3. *Fun in English 4. 1999. pp 11, 150, 202.</li> <li>4. *English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 65, 82, 96-97, 111-112, 116, 120-121, 130, 139, 147.</li> </ol>
b. sequence at least 3 events using signal words	<b>EN3LC-IIa-j-2.7</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG2 – Sequencing Events.</li> <li>2. BEAM-DLP3 Module 33 – Comprehension Skill: Sequencing Events.</li> <li>3. BEAM-DLP4 Module 41 – Sequencing Events in the Story Listened to Through Groups of Sentences/Guided Questions.</li> <li>4. English 2 (Learner’s Material). 2013. pp 63-64.</li> </ol>

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		<ol style="list-style-type: none"> <li>5. English 2 (Teacher’s Guide). 2013. pp 46.</li> <li>6. English for You and Me 3 (Reading). 2008. pp 109.</li> <li>7. *Fun in English 4. 1999. pp 56, 64, 70-72.</li> <li>8. *English for You and Me 4 (Language). 2011. pp 96.</li> <li>9. *English for You and Me 4 (Reading). 2011. pp 105, 115-116.</li> </ol>
c. retell some parts of the story	<b>EN3LC-IIa-j-2.6</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG2 Module 7 – Organizing Ideas.</li> <li>2. English 2 (Learner’s Material). 2013. pp 264.</li> <li>3. *Fun in English 4. 1999. pp 187.</li> </ol>
d. differentiate real from make-believe	<b>EN3LC-IIa-j-3.15</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG3 Module 10 – Evaluating Ideas.</li> <li>2. BEAM-DLP4 Module 68 – Reality or Fanciful.</li> <li>3. *Fun in English 4. 1999. pp 185, 187.</li> <li>4. *English for You and Me 4 (Language). 2011. pp 179-181.</li> <li>5. *English for You and Me 4 (Reading). 2011. pp 173-176.</li> </ol>
e. infer feelings and traits of characters	<b>EN3LC-IIa-j-2.8</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP4 Module 63 – Inferring Character Traits from a Selection Read.</li> <li>2. *Fun in English 4. 1999. pp 158-159.</li> </ol>
f. identify cause and effect	<b>EN3LC-IIa-j-2.16</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG 2 – Perceiving Relationships.</li> <li>2. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 1.</li> <li>3. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 2.</li> <li>4. BEAM-DLP4 Module 48 – Identifying Cause - Effect Relationships in Statements.</li> <li>5. *Unionbank Student’s Work Text 2. 2013. pp 160-161, 196.</li> <li>6. *Fun in English 4. 1999. pp 97-99, 101.</li> <li>7. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 139.</li> </ol>
g. draw conclusions	<b>EN3LC-IIa-j-2.17</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 50 – Giving Appropriate Ending For A Given Situation – I.</li> <li>2. BEAM-DLP3 Module 58 – Writing a Story Ending.</li> <li>3. BEAM-DLP3 Module 63 – Draw Conclusion 2.</li> <li>4. BEAM-DLP3 Module 66 – Giving Appropriate Ending for A Given Situation.</li> <li>5. BEAM-DLP4 Module 64 – Drawing Conclusions.</li> <li>6. *Unionbank Student’s Work Text 2. 2013. pp 83, 158-159.</li> <li>7. *Fun in English 4. 1999. pp 172-175.</li> <li>8. *English for You and Me 4 (Reading). 2011. pp 167, 169.</li> </ol>
Make simple inferences about thoughts and feelings based from texts viewed/ listened to	<b>EN3LC-IIIf-h- 2.8</b>	<ol style="list-style-type: none"> <li>1. MISOSA ENG4 – Inferring Character Traits Based on a Selection Read.</li> </ol>
Sequence a series of events viewed/ listened to	<b>EN3LC-IIIi- j-2.7</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG2 – Sequencing Events.</li> <li>2. BEAM-DLP3 Module 33 – Comprehension Skill: Sequencing Events.</li> <li>3. BEAM-DLP4 Module 41 – Sequencing Events in the Story Listened to Through Groups of Sentences/Guided Questions.</li> <li>4. *Fun in English 4. 1999. pp 56, 64, 70-72.</li> <li>5. *English for You and Me 4 (Language). 2011. pp 96-97, 103.</li> <li>6. *English for You and Me 4 (Reading). 2011. pp 101-109, 115-116.</li> </ol>

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<b>3Q</b>		
Activate prior knowledge based on the stories to be read.	<b>EN3LC-IIIa-j-2</b>	1. *English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 96-97, 111-112, 116, 120-121, 130, 147.
<b>Listen to a variety of literary and expository texts</b>		
a. Note important details	<b>EN3LC-IIIa-j-2.1</b>	1. *Fun in English 4. 1999. pp 11, 150, 202. 2. *English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 65, 82, 96-97, 111-112, 116, 120-121, 130, 139, 147.
b. Sequence at least 3 events using signal words	<b>EN3LC-IIIa-j-2.7</b>	1. *Fun in English 4. 1999. pp 56, 64, 70-72. 2. *English for You and Me 4 (Language). 2011. pp 96. 3. *English for You and Me 4 (Reading). 2011. pp 105, 115-116.
c. retell some parts of the story	<b>EN3LC-IIIa-j-2.6</b>	1. BEAM ENG2 Module 7 – Organizing Ideas. 2. *Fun in English 4. 1999. pp 187.
d. differentiate real from make-believe	<b>EN3LC-IIIa-j-3.15</b>	1. BEAM ENG3 Module 10 – Evaluating Ideas. 2. BEAM-DLP4 Module 68 – Reality or Fanciful. 3. *Fun in English 4. 1999. pp 187. 4. *English for You and Me 4 (Language). 2011. pp 179-181. 5. *English for You and Me 4 (Reading). 2011. pp 173-176.
e. infer feelings and traits of characters	<b>EN3LC-IIIa-j-2.8</b>	1. BEAM-DLP4 Module 63 – Inferring Character Traits from a Selection Read. 2. *Fun in English 4. 1999. pp 158-159.
f. identify cause and effect	<b>EN3LC-IIIa-j-2.16</b>	1. BEAM ENG 2 – Perceiving Relationships. 2. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 1. 3. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 2. 4. BEAM-DLP4 Module 48 – Identifying Cause-Effect Relationships in Statements. 5. *Unionbank Student’s Work Text 2. 2013. pp 160-161, 196. 6. *Fun in English 4. 1999. pp 97-99, 101. 7. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 139.
g. draw conclusions	<b>EN3LC-IIIa-j-2.17</b>	1. BEAM-DLP3 Module 50 – Giving Appropriate Ending for A Given Situation – I. 2. BEAM-DLP3 Module 58 – Writing a Story Ending. 3. BEAM-DLP3 Module 63 – Draw Conclusion 2. 4. BEAM-DLP3 Module 66 – Giving Appropriate Ending for A Given Situation. 5. BEAM-DLP4 Module 64 – Drawing Conclusions. 6. *Unionbank Student’s Work Text 2. 2013. pp 83, 158-159. 7. *Fun in English 4. 1999. pp 172-175. 8. *English for You and Me 4 (Reading). 2011. pp 167, 169.
Propose several predictions about texts/stories	<b>EN3LC-IIIe-f-2.4</b>	1. MISOSA ENG4 – Predicting Outcomes.
Determine whether a story is realistic or fantasy	<b>EN3LC-IIIg-h-3.15</b>	1. BEAM-DLP3 Module 69 – Distinguishing Real and Fantasy. 2. *English for You and Me 4 (Reading). 2011. pp 173-176.
Identify and use the elements of an informational/factual text heard	<b>EN3LC-IIIi-j-3.7</b>	1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar.
<b>4Q</b>		
Identify and use the elements of an informational/factual text heard	<b>EN3LC- IVa -3.7</b>	1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar.

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Informational Reports (school events, sports, projects)	<b>EN3LC- IVb -3.7.1</b>	
Three-step directions	<b>EN3LC-IVc-3.7.2</b>	1. BEAM-DLP3 Module 51 – Following 3 – 4 Step Directions.
Activate prior knowledge based on the stories to be read.	<b>EN3LC-IVa-j-2</b>	1. *English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 96-97, 111-112, 116, 120-121, 130, 147.
<b>Listen to a variety of literary and expository texts</b>		
a. note important details	<b>EN3LC-IVa-j-2.1</b>	1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar. 2. MISOSA ENG4 – Noting Details Using Story Grammar. 3. *Fun in English 4. 1999. pp 11, 150, 202. 4. *English for You and Me 4 (Language). 2011. pp 29, 45-46, 59, 65, 82, 96-97, 111-112, 116, 120-121, 130, 139, 147.
b. sequence at least 3 events using signal words	<b>EN3LC-IVa-j-2.7</b>	1. BEAM ENG2 – Sequencing Events. 2. BEAM-DLP3 Module 33 – Comprehension Skill: Sequencing Events. 3. BEAM-DLP4 Module 41 – Sequencing Events in the Story Listened to Through Groups of Sentences/Guided Questions. 4. *Fun in English 4. 1999. pp 56, 64, 70-72. 5. *English for You and Me 4 (Language). 2011. pp 96. 6. *English for You and Me 4 (Reading). 2011. pp 105, 115-116.
c. retell some parts of the story	<b>EN3LC-IVa-j-2.6</b>	1. BEAM ENG2 Module 7 – Organizing Ideas. 2. *Fun in English 4. 1999. pp 187.
d. differentiate real from make-believe	<b>EN3LC-IVa-j-3.15</b>	1. BEAM ENG3 Module 10 – Evaluating Ideas. 2. BEAM-DLP4 Module 68 – Reality or Fanciful. 3. English 2 (Learner’s Material). 2013. pp 227-228, 276-278. 4. English 2 (Teacher’s Guide). 2013. pp 143-145. 5. *Fun in English 4. 1999. pp 185, 187. 6. *English for You and Me (Language) 4. 2011. pp 179-181. 7. *English for You and Me (Reading) 4. 2011. pp 173-176.
e. infer feelings and traits of characters	<b>EN3LC-IVa-j-2.8</b>	1. BEAM-DLP4 Module 63 – Inferring Character Traits from a Selection Read. 2. English 2 (Teacher’s Guide). 2013. pp 94-96, 209. 3. *Fun in English 4. 1999. pp 158-159.
f. identify cause and effect	<b>EN3LC-IVa-j-2.16</b>	1. BEAM ENG 2 – Perceiving Relationships. 2. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 1. 3. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 2. 4. BEAM-DLP4 Module 48 – Identifying Cause-Effect Relationships in Statements. 5. *Unionbank Student’s Work Text 2. 2013. pp 160-161, 196. 6. *English for You and Me 3 (Reading). 2008. pp 124. 7. *Fun in English 4. 1999. pp 97-99, 101. 8. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 139.
g. draw conclusions	<b>EN3LC-IVa-j-2.17</b>	1. BEAM-DLP3 Module 50 – Giving Appropriate Ending For A Given Situation – I. 2. BEAM-DLP3 Module 58 – Writing a Story Ending. 3. BEAM-DLP3 Module 63 – Draw Conclusion 2. 4. BEAM-DLP3 Module 66 – Giving Appropriate Ending for A Given Situation. 5. BEAM-DLP4 Module 64 – Drawing Conclusions.

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		<ol style="list-style-type: none"> <li>6. *Unionbank Student’s Work Text 2. 2013. pp 83, 158-159.</li> <li>7. *English for You and Me 3 (Reading). 2008. pp 140, 154.</li> <li>8. *Fun in English 4. 1999. pp 172-175.</li> <li>9. *English for You and Me 4 (Reading). 2011. pp 167, 169.</li> </ol>
Personal Recounts (anecdotes, past experiences)	<b>EN3LC- IVe-f-3.7</b>	
Explanation (life cycle, water cycle)	<b>EN3LC-IVg-h-3.7.5</b>	<ol style="list-style-type: none"> <li>1. English 2 (Learner’s Material). 2013. pp 239-240.</li> <li>2. English 2 (Teacher’s Guide). 2013. pp 125-126.</li> </ol>
<b>RC – Reading Comprehension</b>		
<b>1Q</b>		
<b>Read simple sentences and levelled stories</b> and a. note details regarding character, setting and plot	<b>EN3RC-I0-2.2</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar.</li> <li>2. MISOSA ENG4 – Noting Details Using Story Grammar.</li> <li>3. *Unionbank Student’s Work Text 2. 2013. pp 20, 28, 30, 38-42, 48, 53, 56, 90, 94, 98, 100, 104, 110, 132, 136, 138, 144, 176, 182.</li> <li>4. English 2 (Learner’s Material). 2013. pp 236-238.</li> <li>5. English 2 (Teacher’s Guide). 2013. pp 123-124.</li> <li>6. *English for You and Me 4 (Reading). 2011. pp 2-3, 14-16, 31-32, 37-38, 59-63, 70-71, 73-82, 90-92, 110-114, 128-130, 133-134, 140-143, 156-159, 162-168, 171-172.</li> </ol>
b. sequence 3 events	<b>EN3RC-I0-2.10</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG2 – Sequencing Events.</li> <li>2. BEAM-DLP3 Module 33 – Comprehension Skill: Sequencing Events.</li> <li>3. English 2 (Learner’s Material). 2013. pp 59-64, 430.</li> <li>4. English 2 (Teacher’s Guide). 2013. pp 45-46, 227.</li> <li>5. *English for You and Me 3 (Reading). 2008. pp 89, 102, 103, 108-110.</li> <li>6. *English for You and Me 4 (Reading). 2011. pp 101-109.</li> </ol>
Describe literary elements of texts including characters setting and plot	<b>EN3RC-Ic-e-2.1</b>	<ol style="list-style-type: none"> <li>1. MISOSA ENG4 – Noting Details Using Story Grammar.</li> <li>2. English 2 (Learner’s Material). 2013. pp 40.</li> <li>3. English 2 (Teacher’s Guide). 2013. pp 32.</li> <li>4. *Fun in English 4. 1999. pp 20-23.</li> </ol>
Make and confirm predictions about texts	<b>EN3RC-If-j-2.8</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 50 – Giving Appropriate Ending.</li> <li>2. BEAM-DLP4 Module 54 – Predicting Outcome.</li> <li>3. BEAM-DLP4 Module 55 – Giving Possible Ending to a Selection Read.</li> <li>4. MISOSA ENG4 – Predicting Outcomes.</li> <li>5. English 2 (Learner’s Material). 2013. pp 137, 350.</li> <li>6. English 2 (Teacher’s Guide). 2013. pp 76, 184.</li> <li>7. *English for You and Me 3 (Reading). 2008. pp 132, 138, 140.</li> <li>8. *Fun in English 4. 1999. pp 134-135.</li> <li>9. *English for You and Me 4 (Reading). 2011. pp 144-148.</li> </ol>
<b>2Q</b>		
Rereads, monitors and self-correct one’s comprehension	<b>EN3RC-IIa-b-2.19</b>	
Note details in a given text	<b>EN3RC-IIc-e-2.2</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar.</li> <li>2. MISOSA ENG4 – Noting Details Using Story Grammar.</li> <li>3. *Fun in English 4. 1999. pp 11, 150, 202.</li> </ol>

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Make simple predictions	<b>EN3RC-IIa-b-2.8</b>	<ol style="list-style-type: none"> <li>BEAM-DLP3 Module 50 – Giving Appropriate Ending.</li> <li>BEAM-DLP4 Module 54 – Predicting Outcome.</li> <li>BEAM-DLP4 Module 55 – Giving Possible Ending to a Selection Read.</li> <li>MISOSA ENG4 – Predicting Outcomes.</li> <li>*English for You and Me 3 (Reading). 2008. pp 4, 8, 11, 22, 28, 32, 35, 38, 42, 46, 53, 57, 65, 72, 83, 89, 92, 94, 107, 113, 131, 137, 144, 147-148, 158, 165.</li> <li>*Fun in English 4. 1999. pp 134-135.</li> </ol>
<b>Read simple sentences and levelled stories</b> and a. note details regarding character, setting and plot	<b>EN3RC-II0-2.2</b>	<ol style="list-style-type: none"> <li>BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar.</li> <li>MISOSA ENG4 – Noting Details Using Story Grammar.</li> <li>*Unionbank Student’s Work Text 2. 2013. pp 20, 28, 30, 38-42, 48-53, 56, 90, 94, 98, 100, 104, 110, 132, 136, 138, 144, 176, 182.</li> <li>*English for You and Me 4 (Reading). 2011. pp 2-3, 14-16, 31-32, 37-38, 59-63, 70-71, 73-82, 90-92, 110-114, 128-130, 133-134, 140-143, 156-159, 162-168, 171-172.</li> </ol>
b. sequence a series of events in a literary selection	<b>2EN3RC-II0-2.10</b>	<ol style="list-style-type: none"> <li>BEAM-DLP4 Module 41 – Sequencing Events in the Story Listened to Through Groups of Sentences/Guided Questions.</li> <li>English 2 (Learner’s Material). 2013. pp 59-64, 430.</li> <li>English 2 (Learner’s Material). 2013. pp 205, 227-228.</li> <li>*English for You and Me 3 (Reading). 2008. pp 89, 91, 97, 102-103, 108-110.</li> <li>*English for You and Me 4 (Reading). 2011. pp 101-109.</li> </ol>
Sequence a series of events in a literary selection	<b>EN3RC-IIIi-j-2.10</b>	<ol style="list-style-type: none"> <li>BEAM ENG2 – Sequencing Events.</li> <li>BEAM-DLP3 Modules 33 and 34 – Sequencing Events.</li> <li>*Unionbank Student’s Work Text 2. 2013. pp 157.</li> <li>English 2 (Learner’s Material). 2013. pp 59-64, 430.</li> <li>English 2 (Learner’s Material). 2013. pp 205, 227-228.</li> <li>*English for You and Me 3 (Reading). 2008. pp 89, 91, 97, 102-103, 108-110.</li> <li>*English for You and Me 4 (Reading). 2011. pp 101-109, 115-116.</li> </ol>
<b>3Q</b>		
Identify several effects based on a given cause	<b>EN3RC-IIIa 2.7.1</b>	<ol style="list-style-type: none"> <li>BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 1.</li> <li>BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 2.</li> <li>*English for You and Me 3 (Reading). 2008. pp 124.</li> <li>*Fun in English 4. 1999. pp 97-99.</li> <li>*English for You and Me 4 (Reading). 2011. pp 124-127, 131-132.</li> </ol>
Make inferences and draw conclusion based on texts (pictures, title, and content words)	<b>EN3RC-IIIa-2.11</b>	<ol style="list-style-type: none"> <li>*English for You and Me 3 (Reading). 2008. pp 132, 140, 154.</li> <li>*English for You and Me 4 (Reading). 2011. pp 5, 167.</li> </ol>
Distinguish fact from opinions	<b>EN3RC-IIIa-2.13</b>	<ol style="list-style-type: none"> <li>*Fun in English 4. 1999. pp 209.</li> <li>*English for You and Me 4 (Language). 2011. pp 180-181.</li> <li>*English for You and Me 4 (Reading). 2011. pp 179-181.</li> </ol>
Identify cause and effect	<b>EN3RC-IIIa-b-2.13</b>	<ol style="list-style-type: none"> <li>*Fun in English 4. 1999. pp 97-99.</li> <li>*English for You and Me 4 (Reading). 2011. pp 124-127, 131-132.</li> </ol>
Make inferences and draw conclusions based from texts	<b>EN3RC-IIIe-f-2.11</b>	<ol style="list-style-type: none"> <li>BEAM-DLP3 Module 62 – Draw Conclusion Using Picture Stimuli.</li> <li>MISOSA ENG4 – Inferring Character Traits Based on a Selection Read.</li> </ol>



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		<ol style="list-style-type: none"> <li>3. *English for You and Me 3 (Reading). 2008. pp 124, 132, 138, 140.</li> <li>4. *English for You and Me 4 (Reading). 2011. pp 5, 167.</li> </ol>
a. note details regarding character, setting and plot	<b>EN3RC-III0-2.2</b>	<ol style="list-style-type: none"> <li>1. Unionbank Student's Work Text 2. 2013. pp 20, 28, 30, 38-42, 48-53, 56, 90, 94, 98, 100, 104, 110, 132, 136, 138, 144, 176, 182.</li> <li>2. English 2 (Learner's Material). 2013. pp 123-124.</li> <li>3. English 2 (Teacher's Guide). 2013. pp 236-238.</li> <li>4. *English for You and Me 3 (Reading). 2008. pp 4, 8, 11, 22, 28, 32, 35, 38, 42, 46, 53, 57, 65, 72, 83, 92, 94, 107, 113, 131, 144, 147-148, 158, 168.</li> <li>5. *English for You and Me 4 (Reading). 2011. pp 2-3, 14-16, 31-32, 37-38, 59-63, 70-71, 73-82, 90-92, 110-114, 128-130, 133-134, 140-143, 156-159, 162-168, 171-172.</li> </ol>
b. sequence 3 events	<b>EN3RC-III0-2.10</b>	<ol style="list-style-type: none"> <li>1. English 2 (Learner's Material). 2013. pp 59-64, 430.</li> <li>2. English 2 (Teacher's Guide). 2013. pp 205, 227-228.</li> <li>3. *English for You and Me 3 (Reading). 2008. pp 89, 91, 102-103, 108-110.</li> <li>4. *English for You and Me 4 (Reading). 2011. pp 101-109.</li> </ol>
<b>Read simple sentences and levelled stories</b> and	<b>EN3RC-III0-2.2</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar.</li> <li>2. MISOSA ENG4 – Noting Details Using Story Grammar.</li> </ol>
a. note details regarding character, setting and plot		
b. sequence 3 events	<b>EN3RC-III0-2.10</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG2 – Sequencing Events.</li> <li>2. BEAM-DLP3 Modules 33 and 34 – Sequencing Events.</li> </ol>
<b>4Q</b>		
Identify cause and effect	<b>EN3RC-IVa-b-2.13</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 1.</li> <li>2. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 2.</li> <li>3. BEAM-DLP4 Module 48 – Identifying Cause-Effect Relationships in Statements.</li> <li>4. *English for You and Me 3 (Reading). 2008. pp 124.</li> <li>5. *Fun in English 4. 1999. pp 97-99.</li> <li>6. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132.</li> </ol>
Show understanding of a story by presenting them in through dramatization, role playing etc.	<b>EN3RC- IVa –b-2.14</b>	<ol style="list-style-type: none"> <li>1. English 2 (Learner's Material). 2013. pp 268, 319.</li> <li>2. English 2 (Teacher's Guide). 2013. pp 139, 168.</li> <li>3. *Fun in English 4. 1999. pp 6.</li> </ol>
Read simple sentences and levelled stories and		
a. note details regarding character, setting and plot	<b>EN3RC-I0-2.2</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar.</li> <li>2. MISOSA ENG4 – Noting Details Using Story Grammar.</li> <li>3. *Unionbank Student's Work Text 2. 2013. pp 20, 28, 30, 38-42, 48-53, 56, 90, 94, 98, 100, 104, 110, 132, 136, 138, 144, 176, 182.</li> <li>4. *English for You and Me 4 (Reading). 2011. pp 2-3, 14-16, 31-32, 37-38, 59-63, 70-71, 73-82, 90-92, 110-114, 128-130, 133-134, 140-143, 156-159, 162-168, 171-172.</li> </ol>
b. sequence 3 events	<b>EN3RC-I0-2.10</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG2 – Sequencing Events.</li> <li>2. BEAM-DLP3 Modules 33 and 34 – Sequencing Events.</li> <li>3. *English for You and Me 4 (Reading). 2011. pp 101-109.</li> </ol>
Interpret simple maps of unfamiliar places, signs and symbols	<b>EN3RC -IVc-d-1.2</b>	<ol style="list-style-type: none"> <li>1. Let's Begin in English 2. 2013. pp 357-358.</li> <li>2. *English for You and Me 3 (Language). 2008. pp 42.</li> <li>3. *Fun in English 4. 1999. pp 195-196.</li> </ol>

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<b>WC – Writing/ Composition</b>		
<b>1Q</b>		
Write different forms of simple composition as a response to stories/ poems listened to	<b>EN3WC-Ia-j-4</b>	<ol style="list-style-type: none"> <li>*Unionbank Student’s Work Text 2. 2013. pp 108, 112, 134, 142, 146, 149, 173, 178, 184.</li> <li>*English for You and Me 4 (Language). 2011. pp 163, 168, 180-181, 176-177.</li> </ol>
a. draw and write sentences about one’s drawing	<b>EN3WC-IIa-j-5</b>	
a. a note of advice	<b>EN3WC-Ia-j-6</b>	<ol style="list-style-type: none"> <li>BEAM-DLP3 Module 32 – Writing Letter Observing Correct Format.</li> <li>Let’s Begin in English 2. 2013. pp 80-81, 90.</li> <li>*English for You and Me 4 (Language). 2011. pp 64.</li> </ol>
b. Thank you letter	<b>EN3WC-Ia-j-7</b>	<ol style="list-style-type: none"> <li>BEAM-DLP4 Module 51 – Writing Variety of Texts.</li> <li>BEAM-DLP4 Module 72 – Writing Descriptive Paragraph.</li> <li>BEAM ENG5 Module 10 – Traits and Moods.</li> </ol>
c. descriptive paragraph	<b>EN3WC-Ia-j-8</b>	<ol style="list-style-type: none"> <li>BEAM-DLP3 Module 50 – Giving Appropriate Ending For A Given Situation – I.</li> <li>BEAM-DLP3 Module 58 – Writing a Story Ending.</li> <li>BEAM-DLP4 Module 55 – Giving Possible Ending to a Selection Read.</li> <li>Let’s Begin in English 2. 2013. pp 145.</li> <li>*English for You and Me 4 (Reading). 2011. pp 144-148.</li> </ol>
d. another ending for a story	<b>EN3WC-Ia-j-2.2</b>	<ol style="list-style-type: none"> <li>BEAM-DLP4 Module 74 – Writing a Diary.</li> </ol>
e. a diary	<b>EN3WC-Ia-j-9</b>	<ol style="list-style-type: none"> <li>Let’s Begin in English 2. 2013. pp 29, 37.</li> <li>*English for You and Me 4 (Language). 2011. pp 102, 109, 181-182.</li> <li>*English for You and Me 4 (Reading). 2011. pp 118, 161, 176, 183.</li> </ol>
f. a short paragraph, etc.	<b>EN3WC-III-j-2.6</b>	<ol style="list-style-type: none"> <li>BEAM-DLP4 Module 23 – Writing a Paragraph/Short Story from One’s Experience.</li> </ol>
Use appropriate punctuation marks	<b>EN3WC-III-j-2.6</b>	
<b>2Q</b>		
Participate in generating ideas through prewriting activities	<b>EN3WC-IIa-b-1</b>	
a. brainstorming	<b>EN3WC-IIa-1.1</b>	<ol style="list-style-type: none"> <li>*English for You and Me 4 (Reading). 2011. pp 30.</li> </ol>
b. webbing	<b>EN3WC-IIb-1.2</b>	
c. drawing	<b>EN3WC-IIc-1.3</b>	<ol style="list-style-type: none"> <li>*Unionbank Student’s Work Text 2. 2013. pp 22, 35, 54, 92.</li> </ol>
Write different forms of simple composition as a response to stories/ poems listened to	<b>EN3WC-IIa-j-4</b>	<ol style="list-style-type: none"> <li>*Unionbank Student’s Work Text 2. 2013. pp 108, 112, 134, 142, 146, 149, 173, 178, 184.</li> <li>*English for You and Me 4 (Language). 2011. pp 163, 168, 180-181, 176-177.</li> </ol>
b. draw and write sentences about one’s drawing		



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c. a note of advice	<b>EN3WC-IIa-j-5</b>	
d. Thank you letter	<b>EN3WC-IIa-j-6</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 32 – Writing Letter Observing Correct Format.</li> <li>2. Let’s Begin in English 2. 2013. pp 80-81, 90.</li> <li>3. *English for You and Me 4 (Language). 2011. pp 64.</li> </ol>
e. descriptive paragraph	<b>EN3WC-IIa-j-7</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP4 Module 51 – Writing Variety of Texts.</li> <li>2. BEAM-DLP4 Module 72 – Writing Descriptive Paragraph.</li> </ol>
f. another ending for a story	<b>EN3WC-IIa-j-8</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 50 – Giving Appropriate Ending For A Given Situation – I.</li> <li>2. BEAM-DLP3 Module 58 – Writing a Story Ending.</li> <li>3. BEAM-DLP4 Module 55 – Giving Possible Ending to a Selection Read.</li> <li>4. *Fun in English 4. 1999. pp 145.</li> <li>5. *English for You and Me 4 (Reading). 2011. pp 144-148.</li> </ol>
g. a diary	<b>EN3WC-IIa-j-2.2</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP4 Module 74 – Writing a Diary.</li> </ol>
h. a short paragraph, etc.	<b>EN3WC-IIa-j-9</b>	<ol style="list-style-type: none"> <li>1. *Fun in English 4. 1999. pp. 29, 37.</li> <li>2. *English for You and Me 4 (Language). 2011. pp 102, 109, 181-182.</li> <li>3. *English for You and Me 4 (Reading). 2011. pp 118, 161, 176, 183.</li> </ol>
Use appropriate punctuation marks	<b>EN3WC-IIIj-2.6</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 39 – Recodnizing, Telling and Asking Sentences.</li> <li>2. BEAM-DLP3 Module 41 – Recognizing Imperative and Exclamatory Sentences.</li> <li>3. BEAM-DLP4 Module 23 – Writing a Paragraph/Short Story from One’s Experience.</li> </ol>
<b>3Q</b>		
Use appropriate punctuation marks	<b>EN3WC-IIIId-e-2.6</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 39 – Recodnizing, Telling and Asking Sentences.</li> <li>2. BEAM-DLP3 Module 41 – Recognizing Imperative and Exclamatory Sentences.</li> <li>3. BEAM-DLP4 Module 23 – Writing a Paragraph/Short Story from One’s Experience.</li> <li>4. Let’s Begin in English 2. 2013. pp 400.</li> </ol>
Complete patterned poems using appropriate rhyming words	<b>EN3WC-IIIh-2.4</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 10 – Identifying Rhyming Words.</li> <li>2. BEAM ENG2 Module 4 – Rhymes.</li> </ol>
<b>4Q</b>		
Write a simple story	<b>EN2WC-IVa-e-22</b>	<ol style="list-style-type: none"> <li>1. Let’s Begin in English 2. 2013. pp 307-308.</li> <li>2. *Fun in English 4. 1999. pp 187.</li> <li>3. *English for You and Me 4 (Reading). 2011. pp 155.</li> </ol>
<b>PA- Phonological Awareness</b>		
Show how spoken words are represented by written letters that are arranged in a specific order	<b>EN3PW-IIa-d-2</b>	<ol style="list-style-type: none"> <li>1. *English for You and Me 4 (Reading). 2011. pp 7-9.</li> </ol>
<b>PWR – Phonics and Word Recognition</b>		
<b>1Q</b>		
Review reading and writing short e, a and i words in CVC pattern	<b>EN3PW-Ia-b-7</b>	<ol style="list-style-type: none"> <li>1. Let’s Begin in English 2. 2013. pp 187-188, 218-220, 225-227, 256-257.</li> <li>2. *Unionbank Student’s Work Text 2. 2013. pp 11.</li> <li>3. *English for You and Me 4 (Reading). 2011. pp 8-9.</li> </ol>
Read words with short o sounds in CVC pattern and phrases and sentences containing these words	<b>EN3PW-Ib-d-19</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 1 – Word Recognition.</li> <li>2. Let’s Begin in English 2. 2013. pp 251-252, 256.</li> <li>3. *Unionbank Student’s Work Text 2. 2013. pp 9.</li> </ol>

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Recognize more common sight words in order to read simple phrases and sentences	<b>EN3PW-Ib-d-19.1</b>	4. *English for You and Me 4 (Reading). 2011. pp 7-10. 1. Let's Begin in English 2. 2013. pp 277-278.
Read words with short u sound in CVC pattern	<b>EN3PW-Ie-3</b>	1. BEAM-DLP3 Module 1 – Word Recognition. 2. Let's Begin in English 2. 2013. pp 375-376, 379-380, 383-384, 386, 393. 3. *Unionbank Student's Work Text 2. 2013. pp 10.
Differentiate words with different medial vowels (eg: cap-cop-cup; fan-fin, fun)	<b>EN3PW-If-g-17.1</b>	1. BEAM ENG2 Module 1B – Critical Speech Sounds.
Read 2-syllable words consisting of short e to u sound (basket, hotdog, sunset, etc.)	<b>EN3PW-Ii-15</b>	1. Let's Begin in English 2. 2013. pp 318, 319, 320-322, 330, 333, 335, 344, 347, 349, 360, 362, 364.
Read phrases, sentences and short stories consisting of 2-syllable words and the questions about them	<b>EN3PW-Ij-21</b>	1. BEAM-DLP3 Module 3 – Decoding New Words with Pattern.
<b>2Q</b>		
Read words with initial consonant blends (l, r and s blends)	<b>EN3PWR-IIa-b-22</b>	1. BEAM ENG2 Module 1A – Consonant Blends and Clusters.
Read phrases, sentences and short stories consisting of words with consonant digraph ch and sh and other words previously studied and the questions about them	<b>EN3PWR-IIIj-22.1</b>	1. BEAM-DLP4 Module 5 – Decoding Words in Stories Read Using Phonetic Analysis. 2. *Unionbank Student's Work Text 2. 2013. pp 62-63.
<b>3Q</b>		
Read words with long a sound (long a ending in e)	<b>EN3PW-IIIa-b-5</b>	1. BEAM-DLP4 Module 5 – Decoding Words in Stories Read Using Phonetic Analysis. 2. *Unionbank Student's Work Text 2. 2013. pp 12.
Read words with long i sound (long i ending in e)	<b>EN3PWR-IIIId-24</b>	1. BEAM-DLP4 Module 5 – Decoding Words in Stories Read Using Phonetic Analysis. 2. *Unionbank Student's Work Text 2. 2013. pp 14.
Read words with long o sound (long a ending in e)	<b>EN3PWR-IIIIf-26</b>	1. *Unionbank Student's Work Text 2. 2013. pp 13.
And questions about them	<b>EN3PWR-IIIh-26.2</b>	1. *Unionbank Student's Work Text 2. 2013. pp 15.
Read words with long a, i, o, and u and phrases, sentences and stories containing these words.	<b>EN3PWR-IIIi-26.3</b>	1. *Unionbank Student's Work Text 2. 2013. pp 12-15.
Read 2-syllable words (fireman) with long vowel sound	<b>EN3PWR-IIIj-15</b>	1. BEAM-DLP3 Module 5 – Identifying Words with Initial Consonant Blends.
<b>4Q</b>		
Read words with vowel digraphs ai (pail), ay (bay)	<b>EN3PW-IVa-b-8</b>	1. *Unionbank Student's Work Text 2. 2013. pp 70.
Match words, phrases and sentences containing these words with pictures	<b>EN3PWR-IVc-2</b>	1. *Unionbank Student's Work Text 2. 2013. pp 70.
Read words with vowel digraphs ea and ee and phrases, sentences and stories containing these words	<b>EN3PWR-IVd-e-22&amp;29</b>	1. *Unionbank Student's Work Text 2. 2013. pp 71.
Read words with vowel digraphs oo (food), oa (road)	<b>EN3PW-IVf-g-8</b>	1. BEAM-DLP3 Module 2 – Decode Words With CVVC Patterns.
Read words with vowel diphthongs oy (boy), oi (boil), ou (out) ow (bow)	<b>EN2PW-IVh-i-6</b>	1. BEAM-DLP3 Module 2 – Decode Words With CVVC Patterns. 2. *Unionbank Student's Work Text 2. 2013. pp 73-76.
Match these words with the appropriate pictures	<b>EN3PWR-IVi-2</b>	1. *Unionbank Student's Work Text 2. 2013. pp 75-76.

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<b>F – Fluency</b>		
<b>1Q</b>		
Read grade 3 level texts consisting of 2-syllable words with short vowel sound with at least 95-100% accuracy	<b>EN3F-Ia-j-3.5.1</b> <b>EN3F-IIa-j-3.5.1</b>	1. *English for You and Me 4 (Language). 2011. pp 5.
Read aloud from familiar prose and poetry consisting of long vowel words with fluency, appropriate rhythm, pacing and intonation	<b>EN3F-Ia-j-1.10.1</b> <b>EN3F-IIa-j-1.10.1</b>	1. BEAM-DLP3 Module 11 – Reading Orally 1-2 Stanza Poems with Correct Stress and Rhythm. 2. BEAM ENG2 Module 4 – Rhymes. 3. *Unionbank Student’s Work Text 2. 2013. pp 12-15.
<b>2Q</b>		
<b>3Q</b>		
Read grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy	<b>EN3F-IIIa-j-3.5.1</b>	1. *English for You and Me 4 (Language). 2011. pp 5.
Read aloud from familiar prose and poetry consisting of long vowel words with fluency, appropriate rhythm, pacing and intonation	<b>EN3F-IIIa-j-1.10.1</b>	1. BEAM-DLP3 Module 11 – Reading Orally 1-2 Stanza Poems with Correct Stress and Rhythm. 2. BEAM ENG2 Module 4 – Rhymes. 3. *Unionbank Student’s Work Text 2. 2013. pp 12-15.
Observe the use of punctuations including commas, periods and question marks to guide reading for fluency	<b>EN3F-IIIg-j-1.11</b>	1. *English for You and Me 4 (Language). 2011. pp 8-11, 75-79, 87-89.
<b>4Q</b>		
Read aloud from familiar prose and poetry consisting of Long vowel words with fluency, appropriate rhythm, pacing and intonation	<b>EN3F-IVa-j-1.10.1</b>	1. *Unionbank Student’s Work Text 2. 2013. pp 12-15.
Use punctuations including commas, periods and question marks to guide reading for fluency	<b>EN3FL-IVa-j-1.11</b>	1. *English for You and Me 4 (Language). 2011. pp 8-11, 75-79, 87-89.
Read poems with fluency, appropriate rhythm, pacing and intonation	<b>EN3F-IVi-j-5</b>	1. BEAM-DLP3 Module 11 – Reading Orally 1-2 Stanza Poems with Correct Stress and Rhythm. 2. BEAM ENG2 Module 4 – Rhymes.
<b>G – Grammar</b>		
<b>1Q</b>		
<b>Sentences</b>	<b>EN3G-Ia-1</b>	1. BEAM-DLP3 Module 38 – Identifying the Parts of a Sentence. 2. BEAM-DLP4 Module 34 - Using Variety of Sentences as To Structure. 3. Let’s Begin in English 2. 2013. pp 373-374. 4. *Unionbank Student’s Work Text 2. 2013. pp 97.
Distinguish sentences from non-sentences	<b>EN3G-Ia-1.1</b>	1. BEAM-DLP3 Module 38 – Identifying the Parts of a Sentence. 2. Let’s Begin in English 2. 2013. pp 373-374. 3. *English for You and Me 3 (Language). 2008. pp 8.
<b>Sentences</b>	<b>EN3G-Ib-1</b>	1. Let’s Begin in English 2. 2013. pp. 373-374. 2. *Unionbank Student’s Work Text 2. 2013. pp 97.
Construct simple sentences	<b>EN3G-Ib-1.4</b>	1. BEAM-DLP3 Module 38 – Identifying the Parts of a Sentence. 2. BEAM-DLP4 Module 34 – Using Variety of Sentences as To Structure. 3. BEAM-DLP4 Module 35 – Constructing Simple Sentences Using Modifiers. 4. Let’s Begin in English 2. 2013. pp 154.

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		<ol style="list-style-type: none"> <li>5. *English for You and Me 3 (Language). 2008. pp 6-9.</li> <li>6. *English for You and Me 4 (Reading). 2011. pp 13.</li> </ol>
Use a declarative sentence	<b>EN3G-Ib-1.4.1</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 39 – Recognizing Telling and Asking Sentences.</li> <li>2. BEAM-DLP4 Module 34 – Using Variety of Sentences as To Structure.</li> </ol>
Differentiate a declarative from an interrogative sentence	<b>EN3G-Ib-1.4.1.1</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 39 – Recognizing Telling and Asking Sentences.</li> <li>2. Let's Begin in English 2. 2013. pp 391-392, 395.</li> <li>3. *English for You and Me 4 (Language). 2011. pp 74-80.</li> </ol>
Use proper punctuation for declarative and interrogative sentences	<b>EN3G-Ib-1.6</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 39 – Recognizing Telling and Asking Sentences.</li> <li>2. Let's Begin in English 2. 2013. pp 391-392, 395, 400.</li> <li>3. *English for You and Me 4 (Language). 2011. pp 75, 79, 87-89.</li> <li>4. *English for You and Me 4 (Reading). 2011. pp 13.</li> </ol>
Construct declarative and interrogative sentences	<b>EN3G-Ib-1.4.7</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 39 – Recognizing Telling and Asking Sentences.</li> <li>2. BEAM-DLP4 Module 34 – Using Variety of Sentences as To Structure.</li> <li>3. *English for You and Me 4 (Language). 2011. pp 76-78.</li> </ol>
Identify an exclamatory sentence	<b>EN3G-Ib-1.4.8</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 41 – Recognizing Imperative and Exclamatory Sentences.</li> <li>2. BEAM-DLP4 Module 34 – Using Variety of Sentences as To Structure.</li> <li>3. MISOSA ENG4 – Using Imperative and Exclamatory Sentences.</li> <li>4. Let's Begin in English 2. 2013. pp 399-400.</li> <li>5. *English for You and Me 3 (Language). 2008. pp 133.</li> <li>6. *English for You and Me 4 (Language). 2011. pp 85-87.</li> </ol>
Identify an imperative sentence	<b>EN3G-Ic-1</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 41 – Recognizing Imperative and Exclamatory Sentences.</li> <li>2. BEAM-DLP4 Module 34 – Using Variety of Sentences as To Structure.</li> <li>3. MISOSA ENG4 – Using Imperative and Exclamatory Sentences.</li> <li>4. *English for You and Me 4 (Language). 2011. pp 83-84.</li> </ol>
Use different kinds of sentences (e.g. declarative, interrogative, exclamatory, imperative)	<b>EN3G-Ic-1.3</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 39 – Recodnizing, Telling and Asking Sentences.</li> <li>2. BEAM-DLP3 Module 41 – Recognizing Imperative and Exclamatory Sentences.</li> <li>3. BEAM-DLP4 Module 34 – Using Variety of Sentences as To Structure.</li> <li>4. *English for You and Me 4 (Language). 2011. pp 90-92, 94-95.</li> </ol>
<b>Sentences</b>	<b>EN3G-Id-1</b>	<ol style="list-style-type: none"> <li>1. Let's Begin in English 2. 2013. pp 373-374.</li> <li>2. *Unionbank Student's Worktext 2. 2013. pp 97.</li> </ol>
Use appropriate punctuation marks (e.g. period, comma, question mark, exclamation point)	<b>EN3G-Id-1.6</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 39 – Recodnizing, Telling and Asking Sentences.</li> <li>2. BEAM-DLP3 Module 41 – Recognizing Imperative and Exclamatory Sentences.</li> <li>3. BEAM-DLP4 Module 23 – Writing a Paragraph/Short Story from One's Experience.</li> <li>4. MISOSA ENG4 – Writing From Dictation of Short Paragraphs and Observing Correct Spelling, Punctuation Marks, and Capital Letters in Sentences.</li> <li>5. Let's Begin in English 2. 2013. pp 391-392, 395.</li> <li>6. *English for You and Me 4 (Language). 2011. pp 8-11, 75-79, 87-89.</li> <li>7. *English for You and Me 4 (Reading). 2011. pp 13.</li> </ol>
<b>Nouns</b>	<b>EN3G-Ie-2</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 17 – Looking for Name Words.</li> <li>2. *English for You and Me 4 (Language). 2011. pp 54.</li> </ol>
Use nouns (e.g. people, animals, places,, things events) in	<b>EN3G-Ie-2.4</b>	BEAM-DLP3 Module 17 – Looking for Name Words.

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simple sentences		
Use common and proper nouns	<b>EN3G-If-2.2</b>	Let's Begin in English 2. 2013. pp 29, 43.
Use plural form of regular nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)	<b>EN2G-Ig-h-2 .3</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 19 – Using Plural of Nouns.</li> <li>2. BEAM-DLP4 Module 16 – Using the Plural of Nouns.</li> <li>3. Let's Begin in English 2. 2013. pp 58-59, 65, 66, 69.</li> <li>4. *English for You and Me 4 (Language). 2011. pp 40.</li> </ol>
Use plural form of frequently occurring irregular nouns (e.g. children, feet, teeth)	<b>EN3G-Ii-j-2.4</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP4 Module 16 – Using the Plural of Nouns.</li> <li>2. *English for You and Me 4 (Language). 2011. pp 40-42.</li> </ol>
<b>2Q</b>		
<b>Verbs</b>		
	<b>EN3G-IIa-c-3</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG2 Module 6B – Action Words.</li> <li>2. BEAM-DLP3 Module 36 – Identifying Action Words.</li> <li>3. BEAM-DLP4 Module 31 – Finding Action Words.</li> <li>4. BEAM-DLP4 Module 47 – Using Regular Verb Forms.</li> <li>5. Let's Begin in English 2. 2013. pp 251, 267, 282.</li> <li>6. *Unionbank Student's Work Text 2. 2013. pp 165-166.</li> </ol>
Use the be-verbs (am, is, are was, were) correctly in sentences	<b>EN3G-IIa-b-3.4</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 44 – Using Am, Is, and Are.</li> <li>2. BEAM-DLP3 Module 44 – Using Was and Were.</li> <li>3. Let's Begin in English 2. 2013. pp 313-314, 315, 317.</li> <li>4. *Unionbank Student's Work Text 2. 2013. pp 167.</li> </ol>
Identify and use action words in simple sentences	<b>EN3G-IIc-d-3.4</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 36 – Identifying Action Words.</li> <li>2. BEAM-DLP4 Module 31 – Finding Action Words.</li> <li>3. *Unionbank Student's Work Text 2. 2013. pp 165-166.</li> <li>4. *English for You and Me 3 (Language). 2008. pp 101-104.</li> </ol>
Form and use the past tense of frequently occurring regular verbs (walk – walked, etc)	<b>EN3G-IId-f-3.2</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 49 – Using Simple Past Tense of Regular Verbs.</li> <li>2. Let's Begin in English 2. 2013. pp 327, 329, 332, 334.</li> <li>3. *English for You and Me 3 (Language). 2008. pp 108-113, 119-120.</li> <li>4. *English for You and Me 4 (Language). 2011. pp 130-138.</li> </ol>
Use verbs in simple present tense		<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 37 – Using Present Tense of the Verb.</li> <li>2. BEAM-DLP4 Module 47 – Using Regular Verb Forms.</li> <li>3. MISOSA ENG4 – Using the Simple Present Form of the Verb That Agrees with the Subject in Number.</li> </ol>
Use verbs in simple present and past tense	<b>EN3G-IIe-f-3.2.1.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG2 Module 6B – Action Words.</li> <li>2. BEAM-DLP3 Module 37 – Using Present Tense of the Verb.</li> <li>3. BEAM-DLP3 Module 49 – Using Simple Past Tense of Regular Verbs.</li> <li>4. BEAM-DLP4 Module 47 – Using Regular Verb Forms.</li> <li>5. MISOSA ENG4 – Using the Simple Present Form of the Verb That Agrees with the Subject in Number.</li> <li>6. MISOSA ENG4 – Using the Simple Past Form of the Verb.</li> <li>7. *Unionbank Student's Worktext 2. 2013. pp 168-169.</li> <li>8. *English for You and Me 4 (Language). 2011. pp 121-128.</li> <li>9. *English for You and Me 4 (Language). 2011. pp 136-138.</li> </ol>

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Use verbs in simple future tense	<b>EN3G-III-j-3.2.2</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP4 Module 47 – Using Regular Verb Forms.</li> <li>2. MISOSA ENG4 – Using the Future Form of the Verb.</li> <li>3. Let’s Begin in English 2. 2013. pp 356, 359, 362.</li> <li>4. *English for You and Me 4 (Language). 2011. pp 139-146.</li> </ol>
<b>3Q</b>		
Use demonstrative pronouns (this,/that, these/those)	<b>EN3G-IIIA-b-4.2.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG2 Module 5A – Getting the Main Idea.</li> <li>2. Let’s Begin in English 2. 2013. pp 233-234, 236-237, 239-240, 244-245.</li> <li>3. *Unionbank Student’s Work Text 2. 2013. pp 88, 128.</li> </ol>
Use personal pronouns (e.g. I, you, he, she, it, we, they)	<b>EN3G-IIIC-d-4.2.3</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 26 – Identifying Pronouns.</li> <li>2. Let’s Begin in English 2. 2013. pp 133-134, 139, 148-149, 152, 154, 157, 165-167.</li> <li>3. *Unionbank Student’s Work Text 2. 2013. pp 85-87.</li> <li>4. *English for You and Me 3 (Language). 2008. pp 89-90.</li> <li>5. *English for You and Me 4 (Language). 2011. pp 104-110, 112-115.</li> </ol>
Use commonly used possessive pronouns	<b>EN3G-IIIE-f-4.2.4</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 30 – Using Possessive Pronouns.</li> <li>2. Let’s Begin in English 2. 2013. pp 180-181, 184, 186, 190-191, 197-198, 201-202, 204, 215, 216, 217, 221, 224.</li> <li>3. *Unionbank Student’s Work Text 2. 2013. pp 127, 130.</li> <li>4. *English for You and Me 3 (Language). 2008. pp 72-75.</li> </ol>
<b>Adjectives</b>	<b>EN3G-IIIF-g-5</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 64 – Identifying Adjectives.</li> <li>2. Let’s Begin in English 2. 2013. pp 418-420, 424-425, 430, 437, 439, 442-443, 451, 459, 460, 466-468.</li> </ol>
Use descriptive adjectives	<b>EN3G-IIIF-g-5.3.1</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 64 – Identifying Adjectives</li> <li>2. Let’s Begin in English 2. 2013. pp 418-420, 424-425, 430, 437, 439, 442-443, 451, 459, 460, 466-468.</li> <li>3. *English for You and Me 4 (Language). 2011. pp 147-154.</li> </ol>
<b>4Q</b>		
<b>Prepositions</b>	<b>EN3G-IVg-7</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG2 Module 7 – Organizing Ideas.</li> <li>2. BEAM ENG2 – Sequencing Events.</li> <li>3. BEAM-DLP3 Module 68 – Using Prepositions.</li> <li>4. BEAM-DLP4 Module 61 – Using Prepositions.</li> <li>5. *English for You and Me 4 (Language). 2011. pp 173-178.</li> </ol>
Use the most frequently occurring prepositions(e.g. towards, beside,, into, etc.)	<b>EN3G-IVg-h-7.3</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG2 – Sequencing Events.</li> <li>2. BEAM ENG2 Module 7 – Organizing Ideas.</li> <li>3. BEAM-DLP3 Module 68 – Using Prepositions.</li> <li>4. BEAM-DLP4 Module 61 – Using Prepositions.</li> <li>5. *English for You and Me 4 (Language). 2011. pp 173-178.</li> </ol>
Give the synonyms and antonyms of common adjectives	<b>EN3G-IVh-5.6</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms.</li> <li>2. BEAM ENG2 Module 2 – Intonation and Expressions.</li> <li>3. BEAM ENG2 Module 4 – Rhymes.</li> <li>4. Let’s Begin in English 2. 2013. pp 473-475, 481-483, 490-491, 495-497.</li> </ol>
Use the degrees of adjectives in making comparisons	<b>EN3G-IVi-j-5.2</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 65 – Comparing Adjectives.</li> </ol>



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(positive, comparative, superlative)		<ol style="list-style-type: none"> <li>2. BEAM-DLP4 Module 53 – Using the Degrees of Comparison of Regular Adjectives.</li> <li>3. MISOSA ENG4 – Using the Degree of Comparison of Regular Adjectives.</li> <li>4. *English for You and Me 3 (Language). 2008. pp 157-160.</li> <li>5. *English for You and Me 4 (Language). 2011. pp 155-164.</li> </ol>
<b>Adverbs</b>	<b>EN3G-IVi-6</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP4 Module 59 – Adverbs of Place.</li> <li>2. BEAM-DLP4 Module 60 – Adverbs of Time.</li> <li>3. MISOSA ENG4 – Using Adverbs of Time and Place.</li> <li>4. *English for You and Me 4 (Language). 2011. pp 165-171.</li> </ol>
Recognize adverbs of manner	<b>EN3G-IVi-j-6.1</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP5 Module 38 – Using Adverbs of Manner and Frequency.</li> <li>2. *English for You and Me 4 (Language). 2011. pp 165-171.</li> </ol>
<b>S – Spelling</b>		
<b>2Q</b>		
Spell one-to-two syllable words with consonant blends (e.g. pl, tr)	<b>EN3S-IIa-b-4</b>	BEAM-DLP3 Module 5 – Identifying Words with Initial Consonant Blends.
Spell words with initial and final consonant blends and consonant digraphs	<b>EN3S-IIIj-4.3</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 5 – Identifying Words with Initial Consonant Blends.</li> <li>2. BEAM-DLP3 Module 5 – Identifying Words with Final Consonant Blends.</li> </ol>
<b>3Q</b>		
Spell words that were introduced during word recognition	<b>EN3S-IIIa-d-4</b>	BEAM-DLP3 Module 1 – Word Recognition.
Use capitalization rules in word and sentence level (e.g. proper and common nouns, beginning words in sentences)	<b>EN3S-IIIg-j-2.5</b>	BEAM ENG2 Module 3A – Giving and Following Directions.
<b>4Q</b>		
Spell words that were introduced during word recognition	<b>EN3S-IVa-b-4</b>	BEAM-DLP3 Module 1 – Word Recognition.
Use capitalization rules in word and sentence level (e.g. proper and common nouns, beginning words in sentences)	<b>EN3S-IVg-i-2.5</b>	BEAM ENG2 Module 3A – Giving and Following Directions.
<b>V – Vocabulary Development</b>		
<b>1Q</b>		
Give the meaning of words used in stories listened to	<b>EN1V-Ia-b-01</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 3 – Decoding New Words with (CVC/CVCV) Patterns.</li> <li>2. *English for You and Me 3 (Reading). 2008. pp 44, 70, 105, 111, 120, 128, 149, 155, 162.</li> <li>3. Fun in English 4. 1999. pp. 3, 8, 16, 24, 30, 38, 44, 53, 58, 66, 74, 82, 90, 102, 110, 120, *128, 136, 146, 153, 162, 168, 180, 188, 198, 206.</li> <li>4. *English for You and Me 4 (Reading). 2011. pp 113, 123, 137, 143, 151, 152.</li> </ol>
Classify common words into conceptual categories (e.g. animals, foods, toys)	<b>EN2V-Ie-14</b>	*English for You and Me 4 (Reading). 2011. pp 83, 84.
<b>2Q</b>		
Derive meaning from repetitive language structures review	<b>EN3V-IIc-6</b>	*English for You and Me 3 (Reading). 2008. pp 23, 44, 70, 86, 105, 114, 120, 128, 149, 155, 162.
Show understanding of meaning of words with consonant digraphs /ch/ through drawing, actions, and using them	<b>EN3V-IIg-h-5.2</b>	*Unionbank Student’s Work Text 2. 2013. pp 62, 63.

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in sentences		
Show understanding of meaning of words with consonant digraphs /sh/ through drawing, actions, and using them in sentences	<b>EN3V-IIIj-5.3</b>	*Unionbank Student's Work Text 2. 2013. pp 62, 63.
<b>3Q</b>		
Recognize some words represented by common abbreviations (e.g. Mr. Ave., Oct.)	<b>EN3V-IIIa-7</b>	1. BEAM ENG2 Module 2 – Intonation and Expressions. 2. BEAM ENG2 Module 3A – Giving and Following Directions.
Give the synonyms and antonyms of some words	<b>EN1V-IIIa-c-13.1,13.2</b>	1. BEAM ENG2 Module 2 – Intonation and Expressions. 2. BEAM ENG2 Module 4 – Rhymes. 3. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 4. Let's Begin in English 2. 2013. pp 34, 62, 131. 5. *Unionbank Student's Work Text 2. 2013. pp 79-82. 6. *Fun in English 4. 1999. pp 62, 102, 115, 120, 128, 131, 136, 146.
	<b>EN3V-IIIb-d-13</b>	1. *Unionbank Student's Work Text 2. 2013. pp 79-82. 2. *Fun in English 4. 1999. pp 62, 102, 115, 120, 128, 131, 136, 146.
Homonyms (e.g. flower/flour)	<b>EN3V-IIIe-f13.6</b>	1. *Unionbank Student's Work Text 2. 2013. pp 117-118, 154-156, 194. 2. *Fun in English 4. 1999. pp 153, 162, 168, 180, 188, 198.
<b>4Q</b>		
Give the correct meaning of homonyms (pail,pale)	<b>EN1V-IVa-b-13.6</b>	1. *Unionbank Student's Work Text 2. 2013. pp 117-118, 154-156, 194. 2. *Fun in English 4. 1999. pp 158, 164, 184, 191, 192, 201.
Determine what words mean based on how they are used in a sentence	<b>EN3V-IVa-j-12.3</b>	*Fun in English 4. 1999. pp 204-205.
Use homonyms correctly (meat- meet, road, -rode)	<b>EN1V-IVf-g-13.6</b>	*Fun in English 4. 1999. pp 158, 164, 184, 191, 192, 201.
Read word with affixes	<b>EN1V-IVj-27</b>	1. MISOSA ENG4 – Identifying Meaning of Unfamiliar Words with Prefixes. 2. *Unionbank Student's Work Text 2. 2013. pp 153, 192-193, 198. 3. *Fun in English 4. 1999. pp 3, 8, 16, 24, 30, 38, 44, 206.
<b>A - Attitude</b>		
<b>1Q</b>		
Participate/engage in a read-along of texts (e.g. poetry, repetitive text)	<b>EN3A-Ia-b-1</b>	1. BEAM-DLP3 Module 10 – Identifying Rhyming Words. 2. *English for You and Me 4 (Reading). 2011. pp 2, 5.
<b>2Q</b>		
Participate/ engage in a read-along of texts (e.g. poetry, repetitive text)	<b>EN3A-IIa-b-1</b>	1. BEAM-DLP3 Module 10 – Identifying Rhyming Words. 2. *English for You and Me 4 (Reading). 2011. pp 2, 5.
<b>SS – Study Strategy</b>		
<b>1Q</b>		
Arrange words in alphabetical order	<b>EN3SS-Ia-2.1</b>	1. BEAM ENG2 Module 3A – Giving and Following Directions. 2. *Fun in English 4. 1999. pp 119, 126.
<b>2Q</b>		



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Arrange words with the same first letter but a different second letter in alphabetical order	<b>EN3SS-IIa-b-1.1</b>	1. BEAM ENG2 Module 3A – Giving and Following Directions. 2. *Fun in English 4. 1999. pp 126.
Follow one-to-three step directions	<b>EN3LC-IIc-3.6</b>	Let's Begin Reading in English 2. 2013. pp 214-215, 279-282, 301-302, 371-372, 377, 381.
<b>3Q</b>		
Get information from index and table of contents	<b>EN3SS-IIIa-1.3</b>	*Fun in English 4. 1999. pp 7, 57, 65, 72.
Engage in a variety of ways to share information (e.g. role playing,) reporting, summarizing, retelling and show and tell	<b>EN3OL-IIIb-i-1.2</b>	1. Let's Begin in English 2. 2013. pp 285. 2. *Fun in English 4. 1999. pp 15.
<b>4Q</b>		
Follow simple written directions	<b>EN3SS- IVa -1.3</b>	
Interpret simple maps of places	<b>EN3SS- IVa-b -1.2.3</b>	1. Let's Begin in English 2. pp 470. 2. *Fun in English 4. 1999. pp 195-196.
Interpret a pictograph	<b>EN3SS- IVc-d-1.2.7</b>	Let's Begin in English 2. pp 311-313.
Interpret simple tables	<b>EN3SS- IVe-f -1.2.2</b>	Let's Begin in English 2. pp 493-495, 498-500.
Interpret a bar graphs	<b>EN3SS- IVg-h -1.2.1</b>	Let's Begin in English 2. pp 478-480, 485-486.

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GRADE 4**

<b>Grade Level Standards</b>	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.
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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
<b>Oral Language</b>	demonstrates an understanding of verbal cues for clear expression of ideas	actively creates and participates in oral theme-based activities
	demonstrates an understanding of verbal and nonverbal cues for effective oral presentation	efficiently delivers oral presentations
	demonstrates an understanding of information derived from multimedia sources for clear and creative presentation	creatively presents information using broadcast media
<b>Fluency</b>	demonstrates an understanding that English is stress-timed language to achieve accuracy and automaticity	reads aloud text with accuracy, automaticity, and prosody
<b>Listening Comprehension</b>	demonstrates an understanding of the elements of literary and informational texts for comprehension	recalls details, sequence of events, and shares ideas on texts listened to
	demonstrates an understanding of text types to construct feedback	identifies story perspective and text elements
<b>Vocabulary</b>	demonstrates an understanding that word meaning can be derived from different sources	uses different resources to find word meaning
	demonstrates an understanding that words are composed of different parts and their meaning changes depending on context	uses strategies to decode the meaning of words
	demonstrates an understanding that word meaning changes based on context	uses strategies to decode the meaning of words in context
<b>Reading Comprehension</b>	demonstrates an understanding of various linguistics nodes to comprehend various texts	uses linguistic cues to appropriately construct meaning from a variety of texts for a variety of purposes
	demonstrates an understanding of text elements to comprehend various texts	uses knowledge of text types to correctly distinguish literary from informational texts
	demonstrates an understanding of writing styles to comprehend the author's message	uses diction (choice of words) to accurately analyze text elements
	demonstrates an understanding that reading in a wide range of texts provides pleasure and an avenue for self-expression and personal development	uses literal information from texts to aptly infer and predict outcomes
<b>Writing and Composition</b>	demonstrates an understanding of writing as a process	uses a variety of strategies to write informational and literary compositions
	demonstrates an understanding of the importance of using varied sources of information to support writing	uses varied sources of information to support writing
<b>Grammar</b>	demonstrates a command of the conventions of standard English grammar and usage when writing or speaking	speaks and writes using <i>good</i> command of the conventions of standard

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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
		English
	demonstrates an understanding of English grammar and usage in speaking or writing	uses the classes of words aptly in oral and written discourse
<b>Attitude</b>	demonstrates an understanding of nonverbal cues to communicate with others	applies knowledge of nonverbal skills to show respect when communicating with others
	demonstrates an understanding of verbal and nonverbal elements of communication to respond back	uses paralanguage and nonverbal cues to respond appropriately
<b>Study Strategies/ Research</b>	demonstrates an understanding of library skills to research on a variety of topics	uses library skills to gather appropriate and relevant information

**FIRST QUARTER**

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
1	<b>EN4LC-Ia-17</b> Note details in a literary text listened to	<b>EN4OL-Ia-1.14.4</b> Speak clearly using appropriate pronunciation and intonation	<b>EN4V-Ia-31</b> Use context clues to find meaning of unfamiliar words	<b>EN4RC-Ia-2.2</b> Note significant details in a literary text	<b>EN4F-Ia-6</b> Read words, phrases, poems, or stories with long vowel <b>a</b> sound	<b>EN4SS-Ia-6</b> Locate information using print and nonprint resources	<b>EN4G-Ia-b-2.3</b> Use the plural form of regular nouns	<b>EN4WC-Ia-b-15</b> Write 2–3 sentences about the characters in a literary text listened to or read	<b>EN4A-Ia-c-19</b> Show willingness and enthusiasm in reading or listening to a literary text
2	<b>EN4LC-Ib-1.1</b> Note details in a selection listened to	<b>EN4OL-Ib-1.14.4</b> Speak clearly using appropriate pronunciation and intonation	<b>EN4V-Ib-13.1</b> Use context clues (synonyms) to find meaning of unfamiliar words	<b>EN4RC-Ib-2.1.1</b> Analyze a story in terms of its setting	<b>EN4F-Ia-7</b> Read words, phrases, poems, or stories with long vowel <b>e</b> sound	<b>EN4SS-Ib-6</b> Locate information using print and nonprint resources			
3	<b>EN4LC-Ic-18</b> Note details by asking/ answering questions about a story/poem listened to	<b>EN4OL-Ic-1.14.4</b> Speak clearly using appropriate pronunciation and intonation	<b>EN4V-Ic-13.1</b> Use context clues (synonyms) to find meaning of unfamiliar words	<b>EN4RC-Ic-2.1.1</b> Analyze a story in terms of its setting	<b>EN4F-Ic-8</b> Read words, phrases, poems, or stories with long vowel <b>i</b> sound	<b>EN4SS-Ic-2.15</b> Use graphic organizers to show understanding of texts (story sequence organizers)	<b>EN4G-Ib-2.4</b> Use plural form of irregular nouns	<b>EN4WC-Ic-2.4</b> Write different forms of simple composition (letters) as a response to stories/poems read or listened to	

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC Listening Comprehension</b>	<b>OL Oral Language</b>	<b>V Vocabulary Development</b>	<b>RC Reading Comprehension</b>	<b>F Oral Reading Fluency</b>	<b>SS Study Strategy</b>	<b>G Grammar</b>	<b>WC Writing Composition</b>	<b>A Attitude</b>
4	<b>EN4LC-Id-2.7</b> Sequence at least 3 events using signal words	<b>EN4OL-Id-1.14.4</b> Speak clearly using appropriate pronunciation and intonation (poems, chants, rhymes, riddles)	<b>EN4V-Id-13.2</b> Use context clues (antonym) to determine the meaning of unfamiliar words	<b>EN4RC-Id-e-24</b> Sequence events in a story or narrative	<b>EN4F-Id-9</b> Read words, phrases, poems, or stories with long vowel <b>o</b> sound	<b>EN4SS-Id-2.15</b> Use graphic organizers to show understanding of texts (story sequence organizers)	<b>EN4G-Id-33</b> Use clear and coherent sentences employing appropriate grammatical structures: Kinds of Nouns – Mass Nouns and Count Nouns	<b>EN4WC-Id-33</b> Write 2–3 step directions using signal words	<b>EN4A-Id-20</b> Show willingness and enthusiasm in reading or listening to literary text
5	<b>EN4LC-Ie-2.7</b> Sequence at least 3 events using signal words	<b>EN4OL-Ie-1.13.1</b> Give oral directions	<b>EN4V-Ie-f-13.9</b> Use context clues (definition) to determine the meaning of unfamiliar words		<b>EN4F-Ie-10</b> Read words, phrases, poems, or stories with long vowel <b>u</b> sound	<b>EN4SS-Ie-10</b> Use graphic organizers to show an understanding of texts (story sequence organizers)	<b>EN4G-Ie-34</b> Use clear and coherent sentences employing appropriate grammatical structures (quantifiers of mass nouns)	<b>EN4WC-Ie-f-34</b> Write 2–3 step directions using signal words	
6	<b>EN4LC-If-2.8</b> Infer feelings and traits of characters based on the story heard	<b>EN4OL-If-10</b> Express one’s ideas and feelings clearly		<b>EN4RC-If-25</b> Infer feelings and traits of characters in a story read	<b>EN4F-If-11</b> Read words, phrases, poems, or stories with compound words	<b>EN4SS-If-2.15</b> Use graphic organizers to show an understanding of texts	<b>EN4G-If-35</b> Compose clear and coherent sentences using appropriate grammatical structures: Kinds of Nouns (Possessive Nouns)		<b>EN4A-If-21</b> Listen attentively to and react appropriately during story reading
7	<b>EN4LC-Ig-2.8</b> Infer feelings and traits of characters based on the story heard	<b>EN4OL-Ig-10</b> Express one’s ideas and feelings clearly	<b>EN4V-Ig-13.9</b> Use context clues to find meaning of unfamiliar words (definition)	<b>EN4RC-Ig-26</b> Make inferences and draw conclusions based on a literary text	<b>EN4F-Ig-12</b> Read aloud grade-level texts with accuracy and proper expression	<b>EN4SS-Ig-6</b> Locate information using print and nonprint resources	<b>EN4G-Ig-36</b> Identify and use concrete nouns and abstract nouns	<b>EN4WC-Ig-18</b> Write a friendly letter as a response to stories/poems read or listened to	<b>EN4A-Ig-22</b> Demonstrate respect for the ideas, feelings, and culture of the author of the text listened to

**K to 12 BASIC EDUCATION CURRICULUM**

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
8	<b>EN4LC-Ih-2.8</b> Infer feelings and traits of characters based on the story heard	<b>EN4OL-Ih-10</b> Express one's ideas and feelings clearly	<b>EN4V-Ih-13.9</b> Use context clues (exemplification) to determine the meaning of unfamiliar words	<b>EN4RC-Ih-2.8</b> Infer feelings and traits of characters based on the story read	<b>EN4F-Ih-13</b> Read with accuracy words, phrases, poems, and stories with diphthongs	<b>EN4SS-Ih-6</b> Locate information using print and nonprint resources	<b>EN4G-Ih-3.9</b> Use collective nouns	<b>EN4WC-Ih-19</b> Write different forms of simple composition (notes/letters) as a response to stories/ poems read or listened to	
9	<b>EN4LC-Ii-2.8</b> Infer feelings and traits of characters based on the story heard	<b>EN4OL-Ii-10</b> Express one's ideas and feelings clearly	<b>EN4V-Ii-13.9</b> Use context clues (exemplification) to determine the meaning of unfamiliar words	<b>EN4RC-Ii-2.8</b> Infer feelings and traits of characters based on the story read	<b>EN4F-Ii-14</b> Read with accuracy words, phrases, poems, and stories with silent letters		<b>EN4G-Ii-3.2.1.1</b> Use simple present tense of verbs in sentences	<b>EN4WC-Ii-6</b> Write a response to a story/poem read or listened to -letters	

**SECOND QUARTER**

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
1	<b>EN4LC-IIa-19</b> Identify the elements of a literary text listened to	<b>EN4OL-IIa-11</b> Restate or retell information from a text listened to	<b>EN4V-IIa-32</b> Identify meanings of unfamiliar words through structural analysis (e.g., compound words and their components: one-word compound [backyard], two-word compound [security guard], hyphenated compound word [sister-in-law])	<b>EN4RC-IIa-1.1</b> Identify the important story elements such as setting, character, and plot	<b>EN4F-IIa-4</b> Read with automaticity grade-level and frequently occurring content-area words	<b>EN4SS-IIa-7</b> Classify related words, ideas, and concepts according to certain characteristics and similarities	<b>EN4G-IIa-4.2.1</b> Identify and use personal pronouns in sentences	<b>EN4WC-IIa-15</b> Write 2–3 sentences about the characters in a literary text listened to or read	<b>EN4A-IIa-b-22</b> Demonstrate respect for the ideas, feelings, and culture of the author of the text listened to
2	<b>EN4LC-IIb-19</b> Identify the elements of a	<b>EN2OL-IIb-1.5</b> Use courteous expressions	<b>EN4V-IIb-32</b> Identify meanings of unfamiliar words	<b>EN4RC-IIb-27</b> Identify the important story	<b>EN4F-IIb-4</b> Read with automaticity	<b>EN4SS-IIb-7</b> Classify related words, ideas,	<b>EN4G-IIb-37</b> Use the pronoun that	<b>EN4WC-IIb-15</b> Write 2-3	

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC Listening Comprehension</b>	<b>OL Oral Language</b>	<b>V Vocabulary Development</b>	<b>RC Reading Comprehension</b>	<b>F Oral Reading Fluency</b>	<b>SS Study Strategy</b>	<b>G Grammar</b>	<b>WC Writing Composition</b>	<b>A Attitude</b>
	literary text listened to		through structural analysis (e.g., compound words and their components: one-word compound [backyard], two-word compound [security guard], and hyphenated compound [sister-in-law])	elements such as setting, character and plot	grade-level frequently occurring content area words	and concepts according to certain characteristics and similarities	agrees in gender, number with the antecedent	sentences about the characters in a literary text listened to or read	
3	<b>EN4LC-IIc-19</b> Note the elements of the literary text listened to	<b>EN4OL-IIc-12</b> Listen and answer questions about a story read/listened to	<b>EN4V-IIc-32</b> Identify meanings of unfamiliar words through structural analysis (words and affixes)	<b>EN4RC-IIc-28</b> Identify the theme of the literary text read	<b>EN4F-IIc-4</b> Read with automaticity grade-level and frequently occurring content-area words  <b>EN4F-IIc-5</b> Read correctly words that end with –s		<b>EN4G-IIc-38</b> Identify and use <b>s</b> form of verbs		<b>EN4A-IIc-23</b> Show enthusiasm for participating in read-along activities (choral reading and readers’ theater)
4	<b>EN4LC-IIId-20</b> Infer traits and feelings of characters based on what they say or do in a story listened to	<b>EN4OL-IIId-12</b> Listen to and answer questions about the story read/ listened to	<b>EN4V-IIId-33</b> Use prefixes and root words as clues to get the meaning of words	<b>EN4RC-IIId-29</b> Infer traits and feelings of characters based on what they say or do in a story read	<b>EN4F-IIId-15</b> Read words, phrases, poems, and stories with accuracy and appropriate expression	<b>EN4SS-IIId-8</b> Locate meaning of words from the dictionary	<b>EN4G-IIId-3.2.1</b> Use the present form of verbs that agree with the subject	<b>EN4WC-IIId-20</b> Write a short story with its complete elements	<b>EN4A-IIId-24</b> Show enthusiasm for participating in read-along activities (choral reading and readers’ theater)
5	<b>EN4LC-IIe-21</b> Sequence events in a story listened to	<b>EN4OL-IIe-1.1</b> Relate story events to one’s experience	<b>EN4V-IIe-33</b> Use prefixes and root words as clues to get meaning of words	<b>EN4RC-IIe-30</b> Use appropriate graphic organizers to show the sequence of events in a text read (story)	<b>EN4F-IIe-15</b> Read words, phrases, poems, and stories with accuracy and appropriate expression	<b>EN4SS-IIe-9</b> Use timeline to show order of events	<b>EN4G-IIe-9</b> Use possessive pronouns that agree in gender with antecedents	<b>EN4WC-IIe-21</b> Write a short story with its complete elements	<b>EN4A-IIe-25</b> Take part in creative responses in preparing logs, journal, and other oral presentations

### K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
6	<b>EN4LC-IIIf-21</b> Sequence events in a story listened to	<b>EN4OL-IIIf-13</b> React to what the characters said in the story listened to	<b>EN4V-IIIf-34</b> Use suffixes and root words as clues to get meaning of words	<b>EN4RC-IIIf-2.8</b> Predict outcomes of events in the story	<b>EN4F-IIIf-15</b> Read words, phrases, poems, and stories with accuracy and appropriate expression	<b>EN4SS-IIIf-10</b> Fill out forms following instructions appropriately	<b>EN4G-IIIf-10</b> Use correct time expressions to tell an action in the present	<b>EN4WC-IIIf-22</b> Write a reaction about the character in a story read	<b>EN4A-IIIf-25</b> Take part in creative responses in preparing logs, journal, and other oral presentations
7	<b>EN4LC-IIIg-1.1</b> Give a possible ending to a story heard	<b>EN4OL-IIIg-2.6</b> Retell best-liked part of a story heard	<b>EN4V-IIIg-34</b> Use suffixes and root words as clues to get meaning of words	<b>EN4RC-IIIg-31</b> Give possible ending to a story read	<b>EN4F-IIIg-4.4</b> Read texts with words with consonant blends /tr/ and /cr/		<b>EN4G-IIg-3.2</b> Use the past form of regular verbs	<b>EN4WC-IIg-23</b> Write a paragraph about one's personal experience	<b>EN4A-IIg-26</b> Browse and read news page for information of a school paper
8	<b>EN4LC-IIh-22</b> Distinguish reality from fantasy	<b>EN4OL-IIh-2.6</b> Retell best-liked part of a story heard	<b>EN4V-IIh-35</b> Get the meaning of words using a dictionary	<b>EN4RC-IIh-35</b> Distinguish reality from fantasy	<b>EN4F-IIh-16</b> Read words with consonant blends /br/ and /gr/	<b>EN4SS-IIh-1.4</b> Use dictionary in getting the meaning of words	<b>EN4G-IIh-11</b> Use the past form of irregular verbs	<b>EN4WC-IIh-24</b> Write sentences expressing fantasy and reality	<b>EN4A-IIh-27</b> Show interest in reading more stories
9	<b>EN4LC-IIi-23</b> Distinguish fact from opinion in a narrative	<b>EN4OL-IIi-2.6</b> Retell best-liked part of a story heard	<b>EN4V-IIi-35</b> Get the meaning of words using a dictionary	<b>EN4RC-IIi-36</b> Distinguish fact from opinion in a narrative	<b>EN4F-IIi-4.4</b> Read words with consonant blends /pr/ and /gr/	<b>EN4SS-IIi-1.4</b> Use dictionary in getting the meaning of words	<b>EN4G-IIi-12</b> Use the past form of regular and irregular verbs	<b>EN4WC-IIi-25</b> Write a news report using the given facts	<b>EN4A-IIi-28</b> Listen attentively and react positively during story reading

## K to 12 BASIC EDUCATION CURRICULUM

### THIRD QUARTER

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
1	<b>EN4LC-IIIa-24</b> Note details in an informational text heard	<b>EN4OL-IIIa-b-14</b> Use appropriate expression to talk about famous events	<b>EN4V-IIIa-13.2</b> Use context clues (synonym and antonym) to find meaning of unfamiliar words	<b>EN4RC-IIIa-34</b> Compare and contrast people, places, and events in texts read	<b>EN4F-IIIa-15</b> Read grade-level texts with appropriate speed, accuracy, and proper expression	<b>EN4SS-IIIa-11</b> Take note of relevant information from a given text	<b>EN4G-IIIa-13</b> Identify and use adjectives in sentences	<b>EN4WC-IIIa-26</b> Write sentences describing persons, places, things, and animals	<b>EN4A-IIIa-28</b> Show love for reading by listening attentively during story reading and making comments or reactions
2	<b>EN4LC-IIIb-25</b> Note details from news reports/ sections listened to		<b>EN4V-IIIb-13.2</b> Use context clues (synonym and antonym) to find meaning of unfamiliar words	<b>EN4RC-IIIb-35</b> Note details in informational text	<b>EN4F-IIIb-15</b> Read grade-level texts with appropriate speed, accuracy, and expression	<b>EN4SS-IIIb-11</b> Take note of relevant information from a given text	<b>EN4G-IIIb-14</b> Identify and use words that show degrees of comparison of adjectives in sentences	<b>EN4WC-IIIb-27</b> Write/ compose a news story	<b>EN4A-IIIb-28</b> Show love for reading by listening attentively during story reading and making comments or reactions
3	<b>EN4LC-IIIc-26</b> Identify the elements of informational text (editorial)	<b>EN4OL-IIIc-15</b> Use appropriate expression to talk about issues/ current events	<b>EN4V-IIIc-36</b> Identify multiple meanings of words	<b>EN4RC-IIIc-36</b> Identify various text types according to structure (problem and solution)	<b>EN4F-IIIc-15</b> Read grade-level texts with appropriate speed, accuracy, and proper expression	<b>EN4SS-IIIc-12</b> Use graphic organizers to organize information obtained from various sources in preparation for reporting, etc.	<b>EN4G-IIIc-14</b> Identify and use words that show degrees of comparison of adjectives in sentences	<b>EN4WC-IIIc-28</b> Write/ compose an editorial	<b>EN4A-IIIc-29</b> Show interest in reading an editorial
4	<b>EN4LC-IIIId-27</b> Identify the elements of informational text (feature story)	<b>EN4OL-IIIId-16</b> Use of appropriate expression in talking about famous places	<b>EN4V-IIIId-3</b> Identify multiple meanings of words	<b>EN4RC-IIIId-37</b> Identify various text types according to structure (description)	<b>EN4F-IIIId-15</b> Read grade-level texts with appropriate speed, accuracy, and expression	<b>EN4SS-IIIId-12</b> Use graphic organizers to organize information obtained from various sources in preparation for reporting, etc.	<b>EN4G-IIIId-15</b> Identify and use the correct order of adjectives in a series in sentences	<b>EN4WC-IIIId-29</b> Write/ compose clear and coherent sentences using the correct order of adjectives	<b>EN4A-IIIId-30</b> Show interest in reading a feature story
5	<b>EN4LC-IIIe-28</b> Recall the elements of informational text listened to (autobiography, biography)	<b>EN4OL-IIIe-f-17</b> Use appropriate expression in talking about famous people	<b>EN4V-IIIe-37</b> Get unfamiliar words through restatements	<b>EN4RC-IIIe-38</b> Identify various text types according to structure (description)	<b>EN4F-IIIe-15</b> Read grade-level texts with appropriate speed, accuracy, and expression	<b>EN4SS-IIIe-12</b> Use graphic organizers to organize information obtained from various sources in	<b>EN4G-IIIe-16</b> Identify and use adverbs of place in sentences	<b>EN4WC-IIIe-30</b> Write/ compose clear and coherent sentences using adverbs of time	<b>EN4A-IIIe-31</b> Show interest on reading an autobiography/ biography



**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC Listening Comprehension</b>	<b>OL Oral Language</b>	<b>V Vocabulary Development</b>	<b>RC Reading Comprehension</b>	<b>F Oral Reading Fluency</b>	<b>SS Study Strategy</b>	<b>G Grammar</b>	<b>WC Writing Composition</b>	<b>A Attitude</b>
						preparation for reporting, etc.			
6	<b>EN4LC-IIIIf-29</b> Identify the elements of informational text ("how to")		<b>EN4V-IIIIf-38</b> Identify different meanings of content specific words. (denotation and connotation)	<b>EN4RC-IIIIf-39</b> Identify various text types according to structure (procedural/ sequence)	<b>EN4F-IIIIf-15</b> Read grade-level texts with appropriate speed, accuracy, and expression	<b>EN4SS-IIIIf-1.3</b> Locate information from indices	<b>EN4G-IIIIf-17</b> Use appropriate adverbs of time in sentences	<b>EN4WC-IIIIf-31</b> Write/ compose clear and coherent sentences using adverbs of manner	<b>EN4A-IIIIf-32</b> Browse and read books for learning or pleasure
7	<b>EN4LC-IIIIf-1.1</b> Identify the main idea, key sentences, and supporting details from text listened to	<b>EN4OL-IIIIf-18</b> Tell/retell familiar stories by using appropriate gestures and expressions in complete sentences	<b>EN4V-IIIIf-38</b> Identify different meanings of content specific words (denotation and connotation)	<b>EN4RC-IIIIf-40</b> Identify the main idea, key sentences, and supporting details of a given text	<b>EN4F-IIIIf-15</b> Read grade-level texts with appropriate speed, accuracy, and expression	<b>EN4SS-IIIIf-1.3</b> Locate information from indices	<b>EN4G-IIIIf-18</b> Use adverbs of place in sentences	<b>EN4WC-IIIIf-32</b> Write/ compose clear and coherent sentences using adverbs of place	<b>EN4A-IIIIf-33</b> Browse and read news page of school paper for information
8	<b>EN4LC-IIIIf-2.10</b> Distinguish fact from opinion in news reports listened to	<b>EN4OL-IIIIf-19</b> Retell a news report using appropriate gestures and expressions	<b>EN4V-IIIIf-39</b> Get the meaning of words through word association (analogy)	<b>EN4RC-IIIIf-i-41</b> Distinguish fact from opinion in a news report	<b>EN4F-IIIIf-15</b> Read grade-level texts with appropriate speed, accuracy, and expression	<b>EN4SS-IIIIf-13</b> Interpret charts	<b>EN4G-IIIIf-19</b> Use a particular kind of sentence for a specific purpose (e.g., making requests)	<b>EN4WC-IIIIf-33</b> Write news report using the given facts	<b>EN4A-IIIIf-33</b> Browse and read news page of school paper for information
9	<b>EN4LC-IIIIf-2.10</b> Distinguish fact from opinion in news reports listened to	<b>EN4OL-IIIIf-19</b> Retell a news report using appropriate gestures and expressions	<b>EN4V-IIIIf-40</b> Get the meaning of words through word classification		<b>EN4F-IIIIf-15</b> Read grade-level texts with appropriate speed, accuracy, and expression	<b>EN4SS-IIIIf-14</b> Use a thesaurus to find synonyms and antonyms	<b>EN4G-IIIIf-20</b> Use a particular kind of sentence for a specific purpose (e.g., asking permission)	<b>EN4WC-IIIIf-33</b> Write a news report using the given facts	<b>EN4A-IIIIf-33</b> Browse and read news page of school paper for information

## K to 12 BASIC EDUCATION CURRICULUM

### FOURTH QUARTER

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
1	<b>EN4LC-IVa-30</b> Distinguish fact from opinion in informational text	<b>EN4OL-IVa-20</b> State a fact and opinion about a particular topic (advertisements)	<b>EN4V-IVa-13.1</b> Use knowledge of context clues to find the meaning of unfamiliar words (synonyms)	<b>EN4RC-IVa-42</b> Distinguish fact from opinion in an informational text	<b>EN4F-IVa-1.6</b> Read aloud grade four-level texts with accuracy rate of 95–100%	<b>EN4SS-IVa-15</b> Get information from an advertisement	<b>EN4G-IVa-21</b> Identify prepositions in sentences	<b>EN4WC-IVa-34</b> Outline a paragraph with explicit given main idea	<b>EN4A-IVa-34</b> Express interest in different texts by reading available print materials (Informational)
2	<b>EN4LC-IVb-31</b> Distinguish fact from opinion in informational text	<b>EN4OL-IVb-21</b> State a fact and opinion about a particular topic (announcement)	<b>EN4V-IVb-13.2</b> Use knowledge of context clues to find the meaning of unfamiliar words (antonyms)	<b>EN4RC-IVb-42</b> Distinguish fact from opinion in informational text	<b>EN4F-IVb-1.6</b> Read aloud grade four-level texts with an accuracy rate of 95–100%	<b>EN4SS-IVb-16</b> Get information from an announcement	<b>EN4G-IVb-7.3</b> Use prepositions in sentences – <i>to</i> and <i>from</i>	<b>EN4WC-IVb-35</b> Write a 2- point sentence outline	<b>EN4A-IVb-34</b> Express interest in text by reading available print materials (Informational)
3	<b>EN4LC-IVc-31</b> Tell whether an action or event is a reality or a fantasy	<b>EN4OL-IVc-22</b> Express whether an action or event is reality or fantasy	<b>EN4V-IVc-41</b> Identify the meaning of words with multiple meanings	<b>EN4RC-IVc-43</b> Distinguish reality from fantasy in stories read	<b>EN4F-IVc-1.6</b> Read aloud grade four-level texts with accuracy rate of 95–100%	<b>EN4SS-IVc-17</b> Use search engine, encyclopedia, almanac and other multimedia sources to get information	<b>EN4G-IVc-7.3</b> Use prepositions in sentences – <i>among</i> and <i>between</i>	<b>EN4WC-IVc-36</b> Write a paragraph based on a 2- point outline	<b>EN4A-IVc-34</b> Express interest in text by reading available print materials (Informational)
4	<b>EN4LC-IVd-32</b> Evaluate the likelihood that a story/event could really happen	<b>EN4OL-IVd-23</b> State conclusion to realistic fiction	<b>EN4V-IVd-42</b> Identify meaning of words with prefixes un-, in-, im-, dis-, mis- and re-	<b>EN4RC-IVd-43</b> Distinguish reality from fantasy in stories read	<b>EN4F-IVd-1.13</b> Read grade-level texts with 118 words correct words per minute	<b>EN4SS-IVd-18</b> Take down important information	<b>EN4G-IVd-7.3</b> Use prepositions in, on, under, and above in sentences	<b>EN4WC-IVd-37</b> Write 5–6 sentence paragraph about a given topic (Prewriting)	<b>EN4A-IVd-34</b> Express interest in text by reading available print materials (Informational)
5	<b>EN4LC-IVe-33</b> Draw conclusion in informational text heard	<b>EN4OL-IVe-24</b> State conclusion to informational text	<b>EN4V-IVe-43</b> Identify meaning of word with suffixes -ful and -less	<b>EN4RC-IVe-44</b> Make inferences and draw conclusions based on informational text	<b>EN4F-IVe-1.13</b> Read grade-level texts with 118 words correct words per minute	<b>EN4SS-IVe-5.4</b> Interpret a map	<b>EN4G-IVe-7.2</b> Use prepositional phrases in sentences	<b>EN4WC-IVe-38</b> Write 5–6 sentence paragraph about a given topic (Writing)	<b>EN4A-IVe-34</b> Express interest in text by reading available print materials (Informational)

### K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
6	<b>EN4LC-IVf-34</b> Give conclusions to realistic fiction listened to	<b>EN4OL-IVf-25</b> State one's conclusion to realistic fiction listened to	<b>EN4V-IVf-44</b> Identify meaning of words with suffixes -er and -or	<b>EN4RC-IVf-45</b> Give conclusions to realistic fiction read	<b>EN4F-IVf-1.13</b> Read grade-level texts with 118 words correct words per minute	<b>EN4SS-IVf-19</b> Interpret bar and line graphs	<b>EN4G-IVf-22</b> Use simple sentence: Simple subject and simple predicate	<b>EN4WC-IVf-39</b> Write 5–6 sentence paragraph about a given topic (Editing)	<b>EN4A-IVf-34</b> Express interest in text by reading available print materials (Informational)
7	<b>EN4LC-IVg-35</b> Give one's reaction to an event or issue heard	<b>EN4OL-IVg-26</b> Express one's reaction to an event or issue	<b>EN4V-IVg-45</b> Identify meaning of words with prefixes de- and dis-	<b>EN4RC-IVg-2.2.12</b> Make generalizations	<b>EN4F-IVg-1.13</b> Read grade-level texts with 118 words correct words per minute	<b>EN4SS-IVg-20</b> Use a glossary to get the meaning of words	<b>EN4G-IVg-23</b> Use simple sentence: Compound subject + simple predicate	<b>EN4WC-IVg-40</b> Write 5–6 sentence paragraph about a given topic (Rewriting/Revising)	<b>EN4A-IVg-34</b> Express interest in text by reading available print materials (Informational)
8	<b>EN4LC-IVh-2.16</b> Identify cause-and-effect relationship	<b>EN4OL-IVh-27</b> State the effects of a given cause	<b>EN4V-IVh-46</b> Identify meaning of words with suffixes -ly and -y	<b>EN4RC-IVh-2.16</b> Identify cause- and-effect relationship	<b>EN4F-IVh-1.13</b> Read grade-level texts with 118 words correct words per minute	<b>EN4SS-IVg-21</b> Use a glossary to get the meaning of words	<b>EN4G-IVh-24</b> Use simple sentences: Simple subject and compound predicate	<b>EN4WC-IVh-41</b> Write 5–6 sentence paragraph about a given topic (Publishing)	<b>EN4A-IVh-32</b> Browse and read books for learning or for pleasure
9	<b>EN4LC-IVi-2.16</b> Identify cause- and-effect relationship	<b>EN4OL-IVi-28</b> State the cause of a given effect	<b>EN4V-IVi-47</b> Identify meaning of words with suffixes -able and -ible	<b>EN4RC-IVi-2.16</b> Identify cause- and-effect relationship	<b>EN4F-IVi-1.13</b> Read grade-level texts with 118 words correct words per minute	<b>EN4SS-IVg-22</b> Use strategies in taking tests A. Before the test B. During the test	<b>EN4G-IVi-25</b> Use compound sentences	<b>EN4WC-IVi-42</b> Write 5–6 sentence paragraph about a given topic (Publishing)	<b>EN4A-IVi-32</b> Browse and read books for learning or for pleasure

**K to 12 BASIC EDUCATION CURRICULUM  
Grade 4 Tagged Materials**

LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>LC - Listening Comprehension</b>		
<b>1Q</b>		
Sequence events in a story listened to	<b>EN4LC-IIe-21 EN4LC-IIIf-21</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP4 Module 41 – Sequencing Events in the Story Listened to Through Groups of Sentences/Guided Questions.</li> <li>2. BEAM-DLP4 Module 43 – Sequencing the Major Events/Ideas in a Selection.</li> <li>3. *Fun in English 4. 1999. pp. 56, 64, 70-72.</li> <li>4. *English for All Times 5. 1999. pp 49.</li> </ol>
<b>2Q</b>		
Identify the main idea, key sentences and supporting details from text listened to	<b>EN4LC-IIIg-1.1</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP4 Module 18 – Giving Main Idea.</li> <li>2. BEAM-DLP4 Module 19 – Identifying the Main Ideas That Are Implied or Explicit.</li> <li>3. BEAM-DLP4 Module 20 – Making Titles from the Main Idea.</li> <li>4. BEAM-DLP4 Module 22 – Skimming the General Idea.</li> <li>5. BEAM ENG5 Module 10 – Getting the Main Idea.</li> <li>6. *English for You and Me 3 (Reading). 2008. pp 40-41.</li> <li>7. *Fun in English 4. 1999. pp. 35, 36-37, 41, 47-49, 50.</li> <li>8. *English for All Times 5. 1999. pp 19, 37, 47, 77, 84-85, 92, 107-108.</li> <li>9. *English Expressways 5. 2010. pp 7, 26-27, 54-55, 84-87, 121-123, 134, 143-144, 165.</li> </ol>
<b>3Q</b>		
Distinguish reality from fantasy	<b>EN4LC-IIh-22</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 69 – Distinguishing Real and Fantasy.</li> <li>2. BEAM-DLP4 Module 67 – Evaluating Ideas/Making Judgment (Reality or Fantasy).</li> <li>3. BEAM-DLP4 Module 68 – Reality or Fanciful.</li> <li>4. *English for You and Me 3 (Reading). 2008. pp 161.</li> <li>5. *Fun in English 4. 1999. pp. 187.</li> <li>6. *English for All Times 5. 1999. pp 7, 173, 200-201.</li> <li>7. *English Expressways 5. 2010. pp 200.</li> </ol>
<b>4Q</b>		
Distinguish fact from opinion in a narrative	<b>EN4LC-IIIi-23 EN4LC-IIIh-2.10 EN4LC-IIIi-2.10 EN4LC-IVa-30 EN4LC-IVb-31</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP4 Module 69 – Fact or Opinion.</li> <li>2. *Fun in English 4. 1999. pp. 209.</li> <li>3. *English for All Times 5. 1999. pp 218.</li> <li>4. *English Expressways 5. 2010. pp 215.</li> </ol>
<b>OL - Oral Language</b>		
<b>1Q</b>		
Speak clearly using appropriate pronunciation and intonation	<b>EN4OL-Ia-1.14.4 EN4OL-Ib-1.14.4</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP3 Module 12 – How Will You Say It? 1 Final Rising Intonation.</li> <li>2. BEAM-DLP3 Module 13 – How Will You Say It? 2 Final Rising Intonation.</li> <li>3. BEAM-DLP4 Module 1 – Distinguishing Rising and Falling Intonation.</li> <li>4. *English for You and Me 3 (Language). 2008. pp 18-19.</li> <li>5. *English for All Times 5. 1999. pp 125.</li> <li>6. *English Expressways 5. 2010. pp 57-58.</li> </ol>
Give oral directions	<b>EN4OL-Ie-1.13.1</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP4 Module 8 – Giving Series of Directions Using Sequence Signals.</li> </ol>

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LEARNING COMPETENCY	CODE	LEARNING MATERIALS
		2. *English for You and Me 3 (Reading). 2008. pp 11-12. 3. *English for You and Me 3 (Language). 2008. pp 40-46. 4. *English Expressways 5. 2010. pp 70, 143.
<b>V - Vocabulary Development</b>		
<b>1Q</b>		
Use context clues (synonym) to find the meaning of unfamiliar words	<b>EN4V-Ib-13.1</b> <b>EN4V-Ic-13.1</b>	1. BEAM-DLP4 Module 2 – Using Synonyms. 2. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 3. BEAM ENG5 Module 8 Module 2 Using Synonyms. 4. *English for You and Me 3 (Reading). 2008. pp 113. 5. *Fun in English 4. 1999. pp. 62, 102, 115, 116, 123. 6. *English for All Times 5. 1999. pp 31, 68, 200, 224. 7. *English Expressways 5. 2010. pp 31, 68, 200.
Use context clues (antonym) to find the meaning of unfamiliar words	<b>EN4V-Id-13.2</b>	1. BEAM-DLP4 Module 2 – Using Antonyms. 2. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 3. BEAM ENG5 Module 9 – Using Antonyms. 4. *Fun in English 4. 1999. pp. 120, 124, 128, 131, 136, 143, 146. 5. *English for All Times 5. 1999. pp 68. 6. *English Expressways 5. 2010. pp 67.
Use context clues (definition) to determine the meaning of unfamiliar words	<b>EN4V-Ie-f-13.9</b> <b>EN4V-Ig-13.9</b>	1. *Fun in English 4. 1999. pp. 165, 204, 205, 209. 2. *English for All Times 5. 1999. pp 7. 3. *English Expressways 5. 2010. pp 5-6.
Use context clues (exemplification) to determine the meaning of unfamiliar words	<b>EN4V-Ih-13.9</b> <b>EN4V-Ii-13.9</b>	1. *Fun in English 4. 1999. pp. 55. 2. *English for All Times 5. 1999. pp 105. 3. *English Expressways 5. 2010. pp 104.
<b>3Q</b>		
<b>Synonym</b>	<b>EN4V-IIIa-13.1</b>	1. BEAM-DLP4 Module 2 – Using Synonyms. 2. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 3. BEAM ENG5 Module 8 Module 2 Using Synonyms. 4. *English for You and Me 3 (Reading). 2008. pp 113. 5. *Fun in English 4. 1999. pp. 62, 102, 115, 116, 123. 6. *English for All Times 5. 1999. pp 31, 68, 75, 200-201 224. 7. *English Expressways 5. 2010. pp 31, 66, 75, 200.
<b>Antonym</b> Use context clues (synonym and antonym) to find the meaning of unfamiliar words	<b>EN4V-IIIa-13.2</b> <b>EN4V-IIIb-13.2</b>	1. BEAM-DLP4 Module 2 – Using Antonyms. 2. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 3. BEAM ENG5 Module 9 – Using Antonyms. 4. *English for You and Me 3 (Reading). 2008. pp 113. 5. *Fun in English 4. 1999. pp. 120, 124, 128, 131, 136, 143, 146. 6. *English for All Times 5. 1999. pp 18, 68. 7. *English Expressways 5. 2010. pp 18, 67.
<b>4Q</b>		
Identify the meaning of words with multiple meanings	<b>EN4V-IVc-41</b> <b>EN4V-IIIc-36</b> <b>EN4V-IIId-3</b>	1. BEAM-DLP4 Module 14 – Identifying Meaning of Unfamiliar Words through Structural Analysis. 2. BEAM ENG5 Module 7 – Context to Get Meaning of Word with Multiple Meanings.

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LEARNING COMPETENCY	CODE	LEARNING MATERIALS
		3. *Fun in English 4. 1999. pp. 204-205. 4. *English for All Times 5. 1999. pp 37, 59-60. 5. BEAM ENG5 Module 3 – Decoding Words with Prefixes. 6. BEAM ENG5 Module 4 – Decoding Words with Suffixes. 7. *English for You and Me 3 (Reading). 2008. pp 39-40. 8. *Fun in English 4. 1999. pp. 115, 116, 123, 124, 131.
Identify the meaning of unfamiliar words through structural analysis (words and affixes)	<b>EN4V-IIc-32</b>	BEAM-DLP4 Module 14 – Identifying Meaning of Unfamiliar Words through Structural Analysis.
Identify the meaning of unfamiliar words according to structure (inflections)	<b>EN4VD-IVe-11.5</b> <b>EN4V-IVf-11.5</b>	*English for You and Me 3 (Language). 2008. pp 105.
<b>RC - Reading Comprehension</b>		
<b>1Q</b>		
Analyze a narrative in terms of its setting	<b>EN4RC-Ib-2.1.1</b> <b>EN4RC-Ic-2.1.1</b>	1. *Fun in English 4. 1999. pp. 20, 210. 2. *English for All Times 5. 1999. pp 47.
Analyze a narrative in terms of its characters	<b>EN4RC-Ib-2.1.2</b>	1. *Fun in English 4. 1999. pp. 21, 210. 2. *English for All Times 5. 1999. pp 47.
Analyze a narrative in terms of its plot (Conflict/Problem/Reaction/Resolution/Ending)	<b>EN4RC-Id-2.1.4</b>	1. *Fun in English 4. 1999. pp. 210-211. 2. *English for All Times 5. 1999. pp 47.
Analyze a 3-4-line poem in terms of its elements (rhymes, sound devices)	<b>EN4RC-Ie-2.1.5</b> <b>EN4RC-If-2.1.5</b>	1. BEAM-DLP3 Module 10 – Identifying Rhyming Words. 2. *English for You and Me 3 (Reading). 2008. pp 4, 8, 48, 56, 61, 148. 3. *English for You and Me 3 (Language). 2008. pp 3, 14, 16, 51, 62-63, 76, 92, 136, 139, 156, 167. 4. *Fun in English 4. 1999. pp. 74, 90. 5. *English for All Times 5. 1999. pp 19, 58.
Infer the theme of literary text	<b>EN4RC-Ig-2.9.1</b> <b>EN4RC-Ih-2.9.1</b> <b>EN4RC-Ii-2.9.1</b> <b>EN4RC-Ij-2.9.1</b>	*Fun in English 4. 1999. pp. 92-93.
<b>2Q</b>		
Identify main idea, key sentences and supporting details of a given text	<b>EN4RC-IIIg-40</b>	1. BEAM-DLP4 Module 18 – Giving Main Idea. 2. BEAM-DLP4 Module 19 – Identifying the Main Ideas That Are Implied or Explicit. 3. BEAM-DLP4 Module 20 – Making Titles from the Main Idea. 4. BEAM-DLP4 Module 22 – Skimming the General Idea. 5. BEAM ENG5 Module 10 – Getting the Main Idea. 6. *English for You and Me 3 (Reading). 2008. pp 31, 33, 81, 83. 7. *Fun in English 4. 1999. pp. 35, 36, 47-49, 50. 8. *English for All Times 5. 1999. pp 54, 76-77, 84, 107-108, 121-122, 143. 9. *English Expressways 5. 2010. pp 76-77, 84-85.
<b>3Q</b>		
Note significant details in a literary text	<b>EN4RC-Ia-2.2</b>	*English for All Times 5. 1999. pp 137.
Identify cause-and-effect relationship	<b>EN4RC-IVh-2.16</b> <b>EN4RC-IVi-2.16</b>	1. BEAM ENG5 Module 25 – Identifying Cause and Effect. 2. *English for You and Me 3 (Reading). 2008. pp 113-114, 116, 123-124. 3. *Fun in English 4. 1999. pp. 97, 98, 99, 101, 108-109.

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LEARNING COMPETENCY	CODE	LEARNING MATERIALS
		4. *English for All Times 5. 1999. pp 131-133. 5. *English Expressways 5. 2010. pp 132-133.
Comparison and contrast people, places and events in texts read	<b>EN4RC-IIIa-34</b>	1. *English for You and Me 3 (Language). 2008. pp 150-155. 2. *Fun in English 4. 1999. pp. 88.
Make generalizations	<b>EN4RC-IVg-2.2.12</b>	1. *English for All Times 5. 1999. pp 135, 202. 2. *English Expressways 5. 2010. pp 201-202.
<b>F - Oral Reading Fluency</b>		
<b>3Q</b>		
Read grade-level texts with appropriate speed, accuracy and proper expression	<b>EN4F-IIIa-15</b> <b>EN4F-IIIb-15</b> <b>EN4F-IIIc-15</b> <b>EN4F-IIId-15</b> <b>EN4F-IIIE-15</b> <b>EN4F-IIIf-15</b> <b>EN4F-IIIg-15</b> <b>EN4F-IIIH-15</b> <b>EN4F-IIIi-15</b>	1. BEAM-DLP3 Module 12 – How Will You Say It? 1 Final Rising Intonation. 2. BEAM-DLP3 Module 13 – How Will You Say It? 2 Final Rising Intonation. 3. BEAM-DLP4 Module 1 – Distinguishing Rising and Falling Intonation. 4. BEAM-DLP4 Module 23 – Writing a Paragraph/Short Story from One’s Experience. 5. *English for You and Me 3 (Reading). 2008. pp 11. 6. *English for You and Me 3 (Language). 2008. pp 18-27, 141. 7. *English for All Times 5. 1999. pp 125, 202. 8. *English Expressways 5. 2010. pp 201-202.
<b>SS - Study Strategy</b>		
<b>3Q</b>		
Use dictionary in getting the meaning of words	<b>EN4SS-IIIc-1.4</b> <b>EN4SS-IIId-1.4</b> <b>EN4SS-IIIE-1.4</b>	1. BEAM-DLP4 Module 6 – Using the Dictionary. 2. *English for You and Me 3 (Reading). 2008. pp 40. 3. *English for You and Me 3 (Language). 2008. pp 164-166. 4. *Fun in English 4. 1999. pp. 150-151, 160-161, 204-205. 5. *English for All Times 5. 1999. pp 20. 6. *English Expressways 5. 2010. pp 20.
Locate information from Indices	<b>EN4SS-IIIf-1.3</b>	1. BEAM-ENG5 Module 43 – Using Library Resources to Get Information. 2. *English for You and Me 3 (Language). 2008. pp 40, 173-174. 3. *Fun in English 4. 1999. pp. 57, 65, 72-73. 4. *English Expressways 5. 2010. pp 227-228.
<b>4Q</b>		
Take note of relevant information from a given text	<b>EN4SS-IIIa-11</b> <b>EN4SS-IIIb-11</b>	1. *English for You and Me 3 (Reading). 2008. pp 40. 2. *English for You and Me 3 (Language). 2008. pp 164-166. 3. *English for All Times 5. 1999. pp 20. 4. *English Expressways 5. 2010. pp 20.
<b>G – Grammar</b>		
<b>1Q</b>		
Use the plural form of regular nouns	<b>EN4G-Ia-b-2.3</b>	1. BEAM-DLP3 Module 19 – Using the Plural of Nouns. 2. BEAM-DLP3 Module 24 – Forming Plural of Nouns Ending in –y. 3. BEAM-DLP3 Module 25 – Forming Plural of Nouns Ending in –o. 4. BEAM-DLP4 Module 25 – Using Possessive Form of Plural Nouns. 5. BEAM-ENG5 Module 6 – Using the Plural Form of Nouns. 6. BEAM-ENG5 Module 20 – Using Possessive Forms of Plural Nouns.

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LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Use the simple present tense of verbs in sentences	<b>EN4G-Ii-3.2.1.1</b>	7. *English for You and Me 3 (Language). 2008. pp 56-57. 1. BEAM-DLP3 Module 37 – Using the Present Tense of the Verb. 2. BEAM ENG4 DLP Module 11 Using the Simple Present Form of the Verb. 3. BEAM ENG5 Module 27 – Using the Simple Present Tense. 4. *English for You and Me 3 (Language). 2008. pp 99-102.
<b>2Q</b>		
Use simple sentence: compound subject + simple predicate	<b>EN4G-IIc-1.2.1.2</b> <b>EN4G-IIId-1.2.1.2</b>	*English for You and Me 3 (Reading). 2008. pp 50-54.
<b>WC – Writing/ Composition</b>		
<b>2Q</b>		
Write a news report using the given facts	<b>EN4WC-IIIi-25</b> <b>EN4WC-IIIh-33</b> <b>EN4WC-IIIi-33</b>	1. *English for All Times 5. 1999. pp 227-229. 2. *English Expressways 5. 2010. pp 224-225.



## K to 12 BASIC EDUCATION CURRICULUM

### GRADE 5

#### FIRST QUARTER

<b>Grade Level Standards</b>	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.
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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
<b>Oral Language</b>	demonstrate understanding of various verbal elements in orally communicating information	orally communicates information, opinions, and ideas effectively to different audiences using a variety of literary activities
	demonstrates understanding of various non-verbal elements in orally communicating information	
	demonstrates understanding of the oral standards of English in order to participate in various oral communication demands (situation, purpose and audience)	prepares for and participates effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively
<b>Fluency</b>	demonstrates understanding that English language is stress timed to support comprehension	reads with sufficient accuracy and fluency to support comprehension
	demonstrates understanding that a change in stress entails a change of meaning to evaluate the speaker's/ author's purpose and meaning	uses knowledge of stress and intonation of speech to appropriately evaluate the speaker's intention, purpose and meaning
<b>Listening Comprehension</b>	demonstrates understanding of various linguistics nodes to comprehend various texts	analyzes text types to effectively understand information/ message(s)
	demonstrates understanding of text types to listen for different purposes from a variety of texts	uses linguistic cues to effectively construct meaning from a variety of texts for a variety of purposes
	demonstrates understanding of text types in order to construct feedback	uses literary and informational texts heard to construct an appropriate feedback
<b>Vocabulary</b>	demonstrates understanding that printed words are made up of interconnected letters with separate sounds that are blended together to form coherent pattern of sounds	uses knowledge of phonics (analytic and synthetic) to effectively decode grade-appropriate words
	demonstrate understanding that words are composed of different parts to know that their meaning changes depending in context	uses strategies to decode correctly the meaning of words in isolation and in context
<b>Reading Comprehension</b>	demonstrates understanding of various linguistics nodes to comprehend various texts	uses linguistic cues to appropriately construct meaning from a variety of texts for a variety of purposes
	demonstrates understanding of text elements to comprehend various texts	uses knowledge of text types to correctly distinguish literary from informational texts
	demonstrates understanding of writing styles to comprehend the author's message	uses diction (choice of words) to accurately analyze author's tone, mood, and point of view
	demonstrates understanding that reading a wide range of texts provides	uses literal information from texts to aptly infer and predict outcomes

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Domain	Content Standard	Performance Standard
	pleasure and avenue for self-expression and personal development	
<b>Writing and Composition</b>	demonstrates understanding of different formats to write for a variety of audiences and purposes	draft texts using appropriate text types for a variety of audiences and purposes
		edit texts using appropriate text types for a variety of audiences and purposes
		rewrite/revise texts using appropriate text types for a variety of audiences and purposes
		publish texts using appropriate text types for a variety of audiences and purposes
<b>Grammar</b>	demonstrates command of the conventions of standard English grammar and usage when writing or speaking	uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written)
<b>Attitude</b>	demonstrates understanding of non-verbal communication to communicate with others	applies knowledge of non-verbal skills to respectfully give the speaker undivided attention and acknowledge the message
	demonstrates understanding of verbal and non-verbal elements of communication to respond back	uses paralanguage and non-verbal cues to respond appropriately uses a variety of strategies to provide appropriate feedback
<b>Study Strategies/ Research</b>	demonstrates understanding of library skills to research a variety of topics	utilizes discrete techniques (general or specific) and applies appropriately them to all or most fields of study
	demonstrates understanding of the research process to write a variety of texts	uses a variety of research strategies to effectively write a variety of texts for various audiences and purposes
<b>Viewing</b>	demonstrates understanding of the forms and conventions of print, non-print, and digital materials to understand various viewing texts	applies knowledge of the various forms and conventions of print, non-print, and digital materials to appropriately comprehend print, non-print, film and moving texts
	demonstrates understanding of the various forms and conventions of print, non-print, and digital materials	evaluates effectively the message constructed and conveyed in various viewing texts
	demonstrates understanding of the various forms and conventions materials to critically analyze the meaning constructed in print, non-print, and digital materials	applies different views of the real world to effectively interpret (deconstruct) constructed meaning in print, non-print and digital materials
	demonstrates understanding of construction, deconstruction, and reconstruction of print, non-print and digital materials	applies understanding of forms and conventions of viewing texts to appropriately create and recreate meaning/ messages

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
<b>1</b>	<b>EN5LC-Ia-2.1</b> Note significant details	<b>EN5OL-Ia-2.6.1</b> Use appropriate facial	<b>EN5V-Ia-12 and 13</b> Infer the meaning of		<b>EN5F-Ia-2.9</b> Self-correct when reading		<b>EN5G-Ia-3.3</b> Compose clear and coherent sentences	<b>EN5WC-Ia-1.1.6.1</b> Plan a two to three-	<b>EN5VC-Ia-5.1</b> Describe different forms and	<b>EN5A-Ia-16</b> Observe politeness at all times

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
		expressions	unfamiliar words (compound) based on given context clues (synonyms, antonyms, word parts) and other strategies				using appropriate grammatical structures: -Aspects of verbs	paragraph composition using an outline/other graphic organizers	conventions of film and moving pictures (lights, blocking, direction, characterization , acting, dialog, setting or set-up)	
<b>2</b>	<b>EN5LC-Ib-2.17.1</b> Identify the elements of literary texts	<b>EN5OL-Ib-2.6.2</b> Use appropriate body movements/gestures	<b>EN5V-Ib-12 and 13</b> Infer the meaning of unfamiliar words (compound) based on given context clues (synonyms, antonyms, word parts) and other strategies	<b>EN5RC-Ib-2.9.1</b> Infer the theme of literary text	<b>EN5F-Ib-1.6</b> Read aloud grade level appropriate text with an accuracy rate of 95 – 100%		<b>EN5G-Ib-3.3</b> Compose clear and coherent sentences using appropriate grammatical structures: -Aspects of verbs	<b>EN5WC-Ib-1.1.6.1</b> Plan a two to three-paragraph composition using an outline/other graphic organizers	<b>EN5VC-Ib-5.1</b> Describe different forms and conventions of film and moving pictures (lights, blocking, direction, characterization , acting, dialog, setting or set-up)	<b>EN5A-Ib-16</b> Observe politeness at all times
<b>3</b>	<b>EN5LC-Ic-2.17.2</b> Identify the elements of literary texts	<b>EN5OL-Ic-3.9</b> Use formal and informal English when appropriate to task and situation	<b>EN5V-Ic-12 and 13</b> Infer the meaning of unfamiliar words ( affixed) based on given context clues (synonyms, antonyms, word parts) and other strategies	<b>EN5RC-Ic-2.23</b> Summarize narrative texts based on elements -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, middle and ending)	<b>EN5F-Ic-1.6</b> Read aloud grade level appropriate text with an accuracy rate of 95 – 100%		<b>EN5G-Ic-3.6</b> Compose clear and coherent sentences using appropriate grammatical structures: -Modals	<b>EN5WC-Ic-2.2.4</b> Write two to three-paragraph composition based on the prepared outline	<b>EN5VC-Ic-5.1</b> Describe different forms and conventions of film and moving pictures (lights, blocking, direction, characterization , acting, dialog, setting or set-up)	<b>EN5A-Ic-16</b> Observe politeness at all times  <b>EN5A-Ic-17</b> Show tactfulness when communicating with others

### K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
4	<b>EN5LC-Id-2.17.3</b> Identify the elements of literary texts	<b>EN5OL-Id-3.9</b> Use formal and informal English when appropriate to task and situation	<b>EN5V-Id-12 and 13</b> Infer the meaning of unfamiliar words ( affixed) based on given context clues (synonyms, antonyms, word parts) and other strategies	<b>EN5RC-Id-2.23</b> Summarize narrative texts based on elements -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, middle and ending)	<b>EN5F-Id-1.8.1.1</b> Read with automaticity grade level frequently occurring content area words (Art)		<b>EN5G-Id-3.6</b> Compose clear and coherent sentences using appropriate grammatical structures: -Modals	<b>EN5WC-Id-2.2.4</b> Write two to three-paragraph composition based on the prepared outline	<b>EN5VC-Id-6</b> Distinguish among various types of viewing materials	<b>EN5A-Id-16</b> Observe politeness at all times  <b>EN5A-Id-17</b> Show tactfulness when communicating with others
5	<b>EN5LC-Ie-2.11.1/2.11.2 /2.11.3</b> Analyze sound devices (onomatopoeia, alliteration, assonance)	<b>EN5OL-Ie-3.9</b> Use formal and informal English when appropriate to task and situation	<b>EN5V-Ie-12 and 13</b> Infer the meaning of unfamiliar words ( blended) based on given context clues (synonyms, antonyms, word parts) and other strategies	<b>EN5RC-Ie-6</b> Analyze a 2-stanza poem in terms of its elements (rhymes, sound devices, imagery and figurative language)	<b>EN5F-Ie-1.8.1.2</b> Read with automaticity grade level frequently occurring content area words (Math)		<b>EN5G-Ie-8.3/8.4</b> Compose clear and coherent sentences using appropriate grammatical structures: -conjunctions	<b>EN5WC-Ie-1.8.2</b> Revise writing for clarity - correct spelling	<b>EN5VC-Ie-6</b> Distinguish among various types of viewing materials	<b>EN5A-Ie-16</b> Observe politeness at all times  <b>EN5A-Ie-17</b> Show tactfulness when communicating with others
6	<b>EN5LC-If-2.8.1/2.8.2/2.8.3</b> Infer the speaker's tone, mood and purpose	<b>EN5OL-If-3.9</b> Use formal and informal English when appropriate to task and situation	<b>EN5V-If-12 and 13</b> Infer the meaning of unfamiliar words ( blended) based on given	<b>EN5RC-If-2.3</b> Analyze figures of speech (simile, metaphor, personificati	<b>EN5F-If-1.8.1.3</b> Read with automaticity grade level frequently occurring content area		<b>EN5G-If-8.3/8.4</b> Compose clear and coherent sentences using appropriate grammatical	<b>EN5WC-If-1.8.1</b> Revise writing for clarity -punctuation marks		<b>EN5A-If-16</b> Observe politeness at all times  <b>EN5A-If-17</b> Show tactfulness

### K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
			context clues (synonyms, antonyms, word parts) and other strategies	on, hyperbole) in a given text	words (Science)		structures: -conjunctions			when communicating with others
7	<b>EN5LC-Ig-2.3</b> Distinguish reality from fantasy	<b>EN5OL-Ig-1.8</b> Recount events effectively	<b>EN5V-Ig-12 and 13</b> Infer the meaning of unfamiliar words (clipped) based on given context clues (synonyms, antonyms, word parts) and other strategies	<b>EN5RC-Ig-2.3</b> Analyze figures of speech (simile, metaphor, personification, on, hyperbole) in a given text	<b>EN5F-Ig-1.8.1.4</b> Read with automaticity grade level frequently occurring content area words (Health)		<b>EN5G-Ig-8.3/8.4</b> Compose clear and coherent sentences using appropriate grammatical structures: -conjunctions	<b>EN5WC-Ig-1.8.3</b> Revise writing for clarity -transition/signal words		<b>EN5A-Ig-16</b> Observe politeness at all times  <b>EN5A-Ig-17</b> Show tactfulness when communicating with others
8	<b>EN5LC-Ih-2.3</b> Distinguish reality from fantasy	<b>EN5OL-Ih-1.8</b> Recount events effectively	<b>EN5V-Ih-12 and 13</b> Infer the meaning of unfamiliar words (clipped) based on given context clues (synonyms, antonyms, word parts) and other strategies	<b>EN5RC-Ih-2.3</b> Analyze figures of speech (simile, metaphor, personification, on, hyperbole) in a given text	<b>EN5F-Ih-1.1.3</b> Read grade level text with 118 words correct per minute		<b>EN5G-Ih-8.3/8.4</b> Compose clear and coherent sentences using appropriate grammatical structures: -conjunctions			<b>EN5A-Ih-16</b> Observe politeness at all times  <b>EN5A-Ih-17</b> Show tactfulness when communicating with others
9		<b>EN5OL-Ii-1.8</b> Recount events effectively	<b>EN5VD-Ii-8.1/8.2/8.3</b> Clarify meaning of words using dictionaries, thesaurus, and/or online resources		<b>EN5F-Ii-1.1.3</b> Read grade level text with 118 words correct per minute		<b>EN5G-Ii-8.3/8.4</b> Compose clear and coherent sentences using appropriate grammatical			<b>EN5A-Ii-16</b> Observe politeness at all times  <b>EN5A-Ii-17</b> Show tactfulness

### K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
							structures: -conjunctions			when communica- ting with others
<b>10</b>		<b>EN5OL-Ij-1.8</b> Recount events effectively	<b>EN5V-Ij- 8.1/8.2/8.3</b> Clarify meaning of words using dictionaries, thesaurus, and/or online resources		<b>EN5F-Ij-1.13</b> Read grade level text with 118 words correct per minute					<b>EN5A-Ij-16</b> Observe politeness at all times  <b>EN5A-Ij-17</b> Show tactfulness when communica- ting with others

### SECOND QUARTER

<b>Grade Level Standards</b>	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's needs; and reads independently and gets relevant information from various text types.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
<b>1</b>	<b>EN5LC-IIa-4</b> Identify signal words from text heard	<b>EN5OL-IIa- 1.13.1</b> Provide accurate instructions		<b>EN5RC-IIa- 2.21</b> Identify main idea, key sentences and supporting details of a given paragraph			<b>EN5G-IIa-3.9</b> Compose clear and coherent sentences using appropriate grammatical structures: -subject-verb agreement ( inverted sentences)	<b>EN5WC-IIa- 1.1.6.1</b> Plan a two to three- paragraph composition using an outline/other graphic organizers	<b>EN5VC-IIa-7</b> Determine images/ideas that are explicitly used to influence viewers <b>EN5VC-IIa- 7.1</b> Stereotypes, <b>EN5VC-IIa- 7.2</b> Point of view <b>EN5VC-IIa-</b>	<b>EN5A-IIa-16</b> Observe politeness at all times  <b>EN5A-IIa-17</b> Show tactfulness when communica- ting with others

### K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
									<b>7.3</b> Propagandas	
<b>2</b>	<b>EN5LC-IIb-3.19</b> Identify informational text-types	<b>EN5OL-IIb-1.26</b> Give precise information on a given topic	<b>EN5V-IIb-20.2.1</b> Identify different meanings of content specific words (denotation and connotation) (Science)	<b>EN5RC-IIb-2.21</b> Identify main idea, key sentences and supporting details of a given paragraph		<b>EN5SS-IIb-1.5.3</b> Use card catalog to locate resources	<b>EN5G-IIb-3.9</b> Compose clear and coherent sentences using appropriate grammatical structures: -subject-verb agreement (intervening phrases)	<b>EN5WC-IIb-2.2.5</b> Write paragraphs showing -cause and effect	<b>EN5VC-IIb-7</b> Determine images/ideas that are explicitly used to influence viewers <b>EN5VC-IIb-7.1</b> Stereotypes, <b>EN5VC-IIb-7.2</b> Point of view <b>EN5VC-IIb-7.3</b> Propagandas	<b>EN5A-IIb-16</b> Observe politeness at all times  <b>EN5A-IIb-17</b> Show tactfulness when communicating with others
<b>3</b>	<b>EN5LC-IIc-3.19</b> Identify informational text-types	<b>EN5OL-IIc-1.3.1</b> Ask questions to check understanding of information presented	<b>EN5V-IIc-20.1.1</b>  <b>EN5V-IIc-20.2.1</b> Identify different meanings of content specific words (denotation and connotation) (Science)	<b>EN5RC-IIc-3.2.1</b> Distinguish text-types according to purpose -To classify or describe	<b>EN5F-IIc-1.8.1</b> Read with automaticity grade level frequently occurring content area words	<b>EN5SS-IIc-1.4</b> Gather relevant information from various sources -glossaries	<b>EN5G-IIc-2.2.2</b> <b>EN5G-IIc-3.9</b> Compose clear and coherent sentences using appropriate grammatical structures: -irregular nouns and verb agreement	<b>EN5WC-IIc-2.2.5</b> Write paragraphs showing -cause and effect	<b>EN5VC-IIc-7</b> Determine images/ideas that are explicitly used to influence viewers <b>EN5VC-IIc-7.1</b> Stereotypes, <b>EN5VC-IIc-7.2</b> Point of view <b>EN5VC-IIc-7.3</b> Propagandas	<b>EN5A-IIc-16</b> Observe politeness at all times  <b>EN5A-IIc-17</b> Show tactfulness when communicating with others
<b>4</b>	<b>EN5LC-IIId-2.10</b> Distinguish fact from opinion	<b>EN5OL-IIId-3.4.1</b> Respond to ideas and opinions after reflection	<b>EN5V-IIId-20.1.1</b> <b>EN5V-IIId-20.2.1</b> Identify different meanings of	<b>EN5RC-IIId-3.2.1</b> Distinguish text-types according to purpose -To classify or	<b>EN5F-IIId-1.8.1</b> Read with automaticity grade level frequently occurring	<b>EN5SS-IIId-1.4</b> Gather relevant information from various sources -Dictionaries	<b>EN5G-IIId-2.2.6</b> <b>EN5G-IIId-3.9</b> Compose clear and coherent sentences using	<b>EN5WC-IIId-1.8.2</b> Revise writing for clarity -correct spelling	<b>EN5VC-IIId-7</b> Determine images/ideas that are explicitly used to influence viewers	<b>EN5A-IIId-16</b> Observe politeness at all times  <b>EN5A-IIId-17</b> Show

### K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
			content specific words (denotation and connotation) (Science)	describe	content area words		appropriate grammatical structures: - collective nouns and verb agreement		<b>EN5VC-IIId-7.1</b> Stereotypes, <b>EN5VC-IIId-7.2</b> Point of view <b>EN5VC-IIId-7.3</b> Propagandas	tactfulness when communicating with others
<b>5</b>	<b>EN5LC-IIe-2.10</b> Distinguish fact from opinion	<b>EN5OL-IIe-3.4.1</b> Respond to ideas and opinions after reflection	<b>EN5V-IIe-20.1.2</b>  <b>EN5V-IIe-20.2.2</b> Identify different meanings of content specific words (denotation and connotation) (Mathematics)	<b>EN5RC-IIe-3.2.2</b> Distinguish text-types according to purpose -To recall a series of events/ information	<b>EN5F-IIe-1.8.1</b> Read with automaticity grade level frequently occurring content area words	<b>EN5SS-IIe-1.4</b> Gather relevant information from various sources  -Thesaurus	<b>EN5G-IIe-5.3</b> Compose clear and coherent sentences using appropriate grammatical structures: -kinds of adjectives	<b>EN5WC-IIe-1.8.1</b> <b>EN5WC-IIe-1.8.3</b>  Revise writing for clarity  -punctuation marks -signal words	<b>EN5VC-IIe-7</b> Determine images/ideas that are explicitly used to influence viewers <b>EN5VC-IIe-7.1</b> Stereotypes, <b>EN5VC-IIe-7.2</b> Point of view <b>EN5VC-IIe-7.3</b> Propagandas	<b>EN5A-IIe-16</b> Observe politeness at all times  <b>EN5A-IIe-17</b> Show tactfulness when communicating with others
<b>6</b>		<b>EN5OL-IIIf-3.5.1</b> Provide evidence to support opinion/fact	<b>EN5V-IIIf-20.1.2</b>  <b>EN5V-IIIf-20.2.2</b> Identify different meanings of content specific words (denotation and connotation) (Mathematics)	<b>EN5RC-IIIf-3.2.3</b> Distinguish text-types according to purpose -To explain	<b>EN5F-IIIf-1.8.1</b> Read with automaticity grade level frequently occurring content area words	<b>EN5SS-IIIf-1.7</b> Gather relevant information from various sources -Online references	<b>EN5G-IIIf-5.5</b> Compose clear and coherent sentences using appropriate grammatical structures: -order of adjectives	<b>EN5WC-IIIf-2.2.6</b> Write paragraphs showing -comparison and contrast	<b>EN5VC-IIIf-7</b> Determine images/ideas that are explicitly used to influence viewers <b>EN5VC-IIIf-7.1</b> Stereotypes, <b>EN5VC-IIIf-7.2</b> Point of view <b>EN5VC-IIIf-7.3</b> Propagandas	<b>EN5A-IIIf-16</b> Observe politeness at all times  <b>EN5A-IIIf-17</b> Show tactfulness when communicating with others



### K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
7			<b>EN5V-IIg-20.1.3</b> <b>EN5V-IIg-20.2.3</b> Identify different meanings of content specific words (denotation and connotation) (Health)	<b>EN5RC-IIg-2.12</b> Make generalizations	<b>EN5F-IIg-2.9</b> Self-correct when reading	<b>EN5SS-IIg-1.7</b> Gather relevant information from various sources -Online references	<b>EN5G-IIg-5.2</b> Compose clear and coherent sentences using appropriate grammatical structures: -degrees of adjectives	<b>EN5WC-IIg-2.2.6</b> Write paragraphs showing -comparison and contrast	<b>EN5VC-IIg-7</b> Determine images/ideas that are explicitly used to influence viewers <b>EN5VC-IIg-7.1</b> Stereotypes, <b>EN5VC-IIg-7.2</b> Point of view <b>EN5VC-IIg-7.3</b> Propagandas	<b>EN5A-IIg-16</b> Observe politeness at all times  <b>EN5A-IIg-17</b> Show tactfulness when communicating with others
8		<b>EN5OL-IIh-4</b> Make a stand	<b>EN5V-IIh-20.1.3</b>  <b>EN5V-IIh-20.2.3</b> Identify different meanings of content specific words (denotation and connotation) (Health)	<b>EN5RC-IIh-2.15.1</b> Make an outline from a selection read	<b>EN5F-IIh-1.3</b> Read grade level text with accuracy, appropriate rate and proper expression	<b>EN5SS-IIh-1.8</b> Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	<b>EN5G-IIh-8.3</b> Compose clear and coherent sentences using appropriate grammatical structures: -subordinate and coordinate conjunctions	<b>EN5WC-IIh-1.8.2</b> Revise writing for clarity - correct spelling	<b>EN5VC-IIh-7</b> Determine images/ideas that are explicitly used to influence viewers <b>EN5VC-IIh-7.1</b> Stereotypes, <b>EN5VC-IIh-7.2</b> Point of view <b>EN5VC-IIh-7.3</b> Propagandas	<b>EN5A-IIh-16</b> Observe politeness at all times  <b>EN5A-IIh-17</b> Show tactfulness when communicating with others
9		<b>EN5OL-III-4</b> Make a stand		<b>EN5RC-III-2.15.1</b> Make an outline from a selection read	<b>EN5F-III-1.3</b> Read grade level text with accuracy, <b>EN5F-III-1.6</b> appropriate rate and <b>EN5F-III-1.7</b> proper expression			<b>EN5WC-III-1.8.1</b> Revise writing for clarity - appropriate punctuation marks <b>EN5WC-III-1.8.3</b> -transition/	<b>EN5VC-III-7</b> Determine images/ideas that are explicitly used to influence viewers <b>EN5VC-III-7.1</b> Stereotypes,	<b>EN5A-III-16</b> Observe politeness at all times  <b>EN5A-III-17</b> Show tactfulness when communicating

### K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
								signal words	<b>EN5VC-III-7.2</b> Point of view <b>EN5VC-III-7.3</b> Propagandas	ting with others
10		<b>EN5OL-IIj-4</b> Make a stand			<b>EN5F-IIj-1.3</b> Read grade level text with accuracy, <b>EN5F-IIj-1.6</b> appropriate rate <b>EN5F-IIj-1.7</b> and proper expression			<b>EN5WC-IIj-3.7</b> Distinguish among forms (kinds and descriptions)  Fill-out forms accurately (school forms, deposit and withdrawal slips, etc.)	<b>EN5VC-IIj-7</b> Determine images/ideas that are explicitly used to influence viewers <b>EN5VC-IIj-7.1</b> Stereotypes, <b>EN5VC-IIj-7.2</b> Point of view <b>EN5VC-IIj-7.3</b> Propagandas	<b>EN5A-IIj-16</b> Observe politeness at all times  <b>EN5A-IIj-17</b> Show tactfulness when communicating with others

### THIRD QUARTER

<b>Grade Level Standards</b>	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.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	<b>EN5LC-IIIa-2.10</b> Distinguish fact from opinion <b>EN5LC-IIIa-2.15</b> Provide evidence to support	<b>EN5OL-IIIa-2.7</b> Remind others to stay on topic	<b>EN5V-IIIa-20.3</b> Infer the meaning of unfamiliar words (compound, affixed) based	<b>EN5RC-IIIa-3.2.4</b> Distinguish text-types according to purpose -To persuade	<b>EN5F-IIIa-1.3</b> Read grade level text with accuracy, <b>EN5F-IIIa-1.6</b> appropriate	<b>EN5SS-IIIa-3</b> Organize information from primary sources in preparation for writing, reporting and	<b>EN5G-IIIa-7.3.1</b> Compose clear and coherent sentences using appropriate grammatical			<b>EN5A-IIIa-16</b> Observe politeness at all times  <b>EN5A-IIIa-17</b> Show tactfulness

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
	understanding		on <b>EN5V-IIIa-20.4</b> given context clues (Synonyms Antonyms word parts) and <b>EN5V-IIIa-20.5</b> other strategies (Health)		rate and <b>EN5F-IIIa-1.7</b> proper expression	similar academic tasks in collaboration with others	structures: -Prepositions			when communica- ting with others
<b>2</b>	<b>EN5LC-IIIb-2.15</b> Provide evidence to support understanding	<b>EN5OL-IIIb-2.7</b> Remind others to stay on topic	<b>EN5V-IIIb-20.3</b> Infer the meaning of unfamiliar words (compound, affixed) based on <b>EN5V-IIIb-20.4</b> given context clues (Synonyms Antonyms word parts) and <b>EN5V-IIIb-20.5</b> other strategies (Health)	<b>EN5RC-IIIb-3.2.5</b> Distinguish text-types according to features (structural and language) -Problem and solution	<b>EN5F-IIIb-2.9</b> Self-correct when reading	<b>EN5SS-IIIb-3</b> Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	<b>EN5G-IIIa-7.3.2</b> Compose clear and coherent sentences using appropriate grammatical structures: -Prepositional phrases			<b>EN5A-IIIb-16</b> Observe politeness at all times  <b>EN5A-IIIb-17</b> Show tactfulness when communica- ting with others
<b>3</b>	<b>EN5LC-IIIc-2.15</b> Provide evidence to support understanding	<b>EN5OL-IIIc-2.8</b> Link comments to the remarks of others	<b>EN5V-IIIc-20.3</b> Infer the meaning of unfamiliar words (compound, affixed) based	<b>EN5RC-IIIc-3.2.5</b> Distinguish text-types according to features (structural and language)	<b>EN5F-IIIc-1.3</b> Read grade level text with accuracy, <b>EN5F-IIIc-1.6</b> appropriate	<b>EN5SS-IIIc-4</b> Organize information from secondary sources in preparation for writing, reporting and	<b>EN5G-IIIa-1.8.1</b>  <b>EN5G-IIIa-1.8.3</b> Use a particular kind			<b>EN5A-IIIc-16</b> Observe politeness at all times  <b>EN5A-IIIc-17</b> Show tactfulness

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
			on <b>EN5V-IIIc-20.4</b> given context clues (Synonyms Antonyms word parts) and <b>EN5V-IIIc-20.5</b> other strategies (Science)	-Problem and solution	rate and <b>EN5F-IIIc-1.7</b> proper expression	similar academic tasks in collaboration with others	of sentence for a specific purpose and audience -asking permission -making requests			when communicating with others
<b>4</b>	<b>EN5LC-IIIId-2.8.1/2.8.2/2.8.3</b> Infer the speaker's tone, mood and purpose	<b>EN5OL-IIIId-2.8</b> Link comments to the remarks of others	<b>EN5V-IIIId-20.3</b> Infer the meaning of unfamiliar words (compound, affixed) based on <b>EN5V-IIIId-20.4</b> given context clues (Synonyms Antonyms word parts) and <b>EN5V-IIIId-20.5</b> other strategies (Health)	<b>EN5RC-IIIId-3.2.4</b> Distinguish text-types according to features (structural and language) -Problem and solution	<b>EN5F-IIIId-2.9</b> Self-correct when reading	<b>EN5SS-IIIId-4</b> Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	<b>EN5G-IIIId-1.8.1</b> <b>EN5G-IIIId-1.8.2</b> Use a particular kind of sentence for a specific purpose and audience -asking permission -responding to questions	<b>EN5WC-IIIId-1.1.6.1</b> Plan a two to three-paragraph composition using an outline/other graphic organizers		<b>EN5A-IIIId-16</b> Observe politeness at all times  <b>EN5A-IIIId-17</b> Show tactfulness when communicating with others
<b>5</b>	<b>EN5LC-IIIId-2.8.1/2.8.2/2.8.3</b> Infer the speaker's tone, mood and purpose	<b>EN5OL-IIIId-3.7</b> Use appropriate strategies to keep the discussion going	<b>EN5V-IIIId-20.3</b> Infer the meaning of unfamiliar words (compound, affixed) based	<b>EN5RC-IIIId-3.2.6</b> Distinguish text-types according to features (structural and language)	<b>EN5F-IIIId-1.3</b> Read grade level text with accuracy, <b>EN5F-IIIId-1.6</b> appropriate	<b>EN5SS-IIIId-4</b> Organize information from secondary sources in preparation for writing, reporting and	<b>EN5G-IIIId-1.8.4</b> Use a particular kind of sentence for a specific purpose and audience	<b>EN5WC-IIIId-2.2.7</b> Write a 3-paragraph feature article	<b>EN5VC-IIIId-3.7</b> Infer the target audience	<b>EN5A-IIIId-16</b> Observe politeness at all times  <b>EN5A-IIIId-17</b> Show tactfulness

### K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
			on <b>EN5V-IIIe-20.4</b> given context clues (Synonyms Antonyms word parts) and <b>EN5V-IIIe-20.5</b> other strategies (Mathematics)	-Cause and effect	rate and <b>EN5F-IIIe-1.7</b> proper expression	similar academic tasks in collaboration with others	-following and giving directions			when communicating with others
<b>6</b>	<b>EN5LC-IIIIf-2.8.1/2.8.2/2.8.3</b> Infer the speaker's tone, mood and purpose	<b>EN5OL-IIIIf-3.7</b> Use appropriate strategies to keep the discussion going	<b>EN5V-IIIIf-20.3</b> Infer the meaning of unfamiliar words (compound, affixed) based on <b>EN5V-IIIIf-20.4</b> given context clues (Synonyms Antonyms word parts) and <b>EN5V-IIIIf-20.5</b> other strategies (Mathematics)	<b>EN5RC-IIIIf-3.2.6</b> Distinguish text-types according to features (structural and language) -Cause and effect	<b>EN5F-IIIIf-2.9</b> Self-correct when reading	<b>EN5SS-IIIIf-4</b> Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	<b>EN5G-IIIIf-1.8.8</b> Use a particular kind of sentence for a specific purpose and audience -giving information	<b>EN5WC-IIIIf-1.8.2/1.8.1/1.8.3</b> Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/signal words	<b>EN5VC-IIIIf-3.8</b> Infer purpose of the visual media	<b>EN5A-IIIIf-16</b> Observe politeness at all times  <b>EN5A-IIIIf-17</b> Show tactfulness when communicating with others
<b>7</b>	<b>EN5LC-IIIIf-3.17</b> Identify point-of-view			<b>EN5RC-IIIIf-3.2.7</b> Distinguish text-types according to features (structural and language)	<b>EN5F-IIIIf-1.3</b> <b>EN5F-IIIIf-1.7</b> Observe accuracy, appropriate rate and proper	<b>EN5SS-IIIIf-4</b> Organize information from secondary sources in preparation for writing, reporting and	<b>EN5G-IIIIf-1.8.9</b> Use a particular kind of sentence for a specific purpose and audience	<b>EN5WC-IIIIf-2.2.7</b> Write a 3-paragraph feature article	<b>EN5VC-IIIIf-7</b> Determine images/ideas that are explicitly used to influence viewers <b>EN5VC-IIIIf-</b>	<b>EN5A-IIIIf-16</b> Observe politeness at all times  <b>EN5A-IIIIf-17</b> Show tactfulness

### K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
				-comparison and contrast	expressions in choral, echo and shadow reading.	similar academic tasks in collaboration with others	-making explanation		<b>7.1</b> Stereotypes, <b>EN5VC-IIIg-</b> <b>7.2</b> Point of view <b>EN5VC-IIIg-</b> <b>7.3</b> Propagandas	when communicating with others
<b>8</b>	<b>EN5LC-IIIh-3.17</b> Identify point-of-view			<b>EN5RC-IIIh-3.2. 7</b> Distinguish text-types according to features (structural and language) -comparison and contrast	<b>EN5F-IIIh-1.3</b> <b>EN5F-IIIh-1.7</b> Observe accuracy, appropriate rate and proper expressions in choral, echo and shadow reading	<b>EN5SS-IIIh-4</b> Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	<b>EN5G-IIIh-1.8.10</b> Use a particular kind of sentence for a specific purpose and audience -expressing opinions/ Emotions	<b>EN5WC-IIIh-1.8.2/1.8.1/1.8.3</b> Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words	<b>EN5VC-IIIh-7.1</b> Determine images/ideas that are explicitly used to influence viewers <b>EN5VC-IIIh-7.1</b> Stereotypes, <b>EN5VC-IIIh-7.2</b> Point of view <b>EN5VC-IIIh-7.3</b> Propagandas	<b>EN5A-IIIh-16</b> Observe politeness at all times  <b>EN5A-IIIh-17</b> Show tactfulness when communicating with others
<b>9</b>	<b>EN5LC-IIIi-3.17</b> Identify point-of-view				<b>EN5F-IIIi-1.3</b>  <b>EN5F-IIIi-1.7</b> Observe accuracy, appropriate rate and proper expressions in choral, echo and shadow reading	<b>EN5SS-IIIi-4</b> Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	<b>EN5G-IIIi-1.8.10</b> Use a particular kind of sentence for a specific purpose and audience -expressing opinions/ Emotions	<b>EN5WC-IIIi-2.2.7</b> Write a 3-paragraph feature article		<b>EN5A-IIIi-16</b> Observe politeness at all times  <b>EN5A-IIIi-17</b> Show tactfulness when communicating with others

### K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
10	<b>EN5LC-IIIj-3.17</b> Identify point-of-view				<b>EN5F-IIIj-1.3</b>  <b>EN5F-IIIj-1.7</b> Observe accuracy, appropriate rate and proper expressions in choral, echo and shadow reading	<b>EN5SS-IIIj-4</b> Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	<b>EN5G-IIIj-1.8.10</b> Use a particular kind of sentence for a specific purpose and audience -expressing opinions/ Emotions			<b>EN5A-IIIj-16</b> Observe politeness at all times  <b>EN5A-IIIj-17</b> Show tactfulness when communicating with others

#### FOURTH QUARTER

<b>Grade Level Standards</b>	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.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	<b>EN5LC-IVa-3.11</b> Restate sentences heard in one's own words	<b>EN5OL-IVa-2.6.1</b> Use appropriate facial expressions	<b>EN5V-IVa-20.1</b> <b>EN5V-IVa-20.2</b> Identify different meanings of content specific words (denotation and connotation) (Science)	<b>EN5RC-IVa-3.2. 8</b> Distinguish text-types according to features (structural and language) -Enumeration	<b>EN5F-IVa-1.6</b> Read aloud grade level appropriate text with an accuracy rate of 95 – 100%	<b>EN5SS-IVa-1.8</b> Take down relevant notes	<b>EN5G-IVa-1.8.1</b> Use compound sentences to show cause and effect		<b>EN5VC-IVa-3.7</b> Infer target audience	<b>EN5A-IVa-16</b> Observe politeness at all times  <b>EN5A-IVa-17</b> Show tactfulness when communicating with others
2	<b>EN5LC-IVb-3.11</b> Restate	<b>EN5OL-IVb-2.6.1</b> Use appropriate	<b>EN5V-IVb-20.1</b> <b>EN5V-IVb-</b>	<b>EN5RC-IVb-3.2. 8</b> Distinguish	<b>EN5F-IVb-1.6</b> Read aloud grade level	<b>EN5SS-IVb-1.8</b> Take down	<b>EN5G-IVb-1.8.1</b> Use compound		<b>EN5VC-IVb-3.7</b> Infer target	<b>EN5A-IVb-16</b> Observe politeness at all

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
	sentences heard in one's own words	facial expressions	<b>20.2</b> Identify different meanings of content specific words (denotation and connotation) (Science)	text-types according to features (structural and language) -Enumeration	appropriate text with an accuracy rate of 95 – 100%	relevant notes	sentences to show cause and effect		audience	times  <b>EN5A-IVb-17</b> Show tactfulness when communicating with others
<b>3</b>	<b>EN5LC-IVc-3.11</b> Restate sentences heard in one's own words	<b>EN5OL-IVc-2.6.2</b> Use appropriate body movements/ Gestures	<b>EN5V-IVc-20.1</b> <b>EN5V-IVc-20.2</b> Identify different meanings of content specific words (denotation and connotation) (Health)	<b>EN5RC-IVc-3.2. 9</b> Distinguish text-types according to features (structural and language) -Time-order (sequence, recounts, process)	<b>EN5F-IVc-1.6</b> Read aloud grade level appropriate text with an accuracy rate of 95 – 100%	<b>EN5SS-IVc-1.9</b> Assess credibility of the sources of information	<b>EN5G-IVc-1.8.2</b> Use compound sentences to show problem-solution relationship of ideas	<b>EN5WC-IVc-1.1.6.1</b> Plan a two to three-paragraph composition using an outline/other graphic organizers	<b>EN5VC-IVc-3.8</b> Infer purposes of the visual media	<b>EN5A-IVc-16</b> Observe politeness at all times  <b>EN5A-IVc-17</b> Show tactfulness when communicating with others
<b>4</b>	<b>EN5LC-IVd-3.11</b> Restate sentences heard in one's own words	<b>EN5OL-IVd-2.6.2</b> Use appropriate body movements/ Gestures	<b>EN5V-IVd-20.1</b> <b>EN5V-IVd-20.2</b> Identify different meanings of content specific words (denotation and connotation) (Health)	<b>EN5RC-IVd-3.2. 9</b> Distinguish text-types according to features (structural and language) -Time-order (sequence, recounts, process)	<b>EN5F-IVd-1.13</b> Read grade level text with 128 words correct per minute	<b>EN5SS-IVd-1.9</b> Assess credibility of sources of information	<b>EN5G-IVd-1.8.2</b> Use compound sentences to show problem-solution relationship of ideas	<b>EN5WC-IVd-2.2.8</b> Compose a three-paragraph descriptive essay on self-selected topic	<b>EN5VC-IVd-1.7.1</b> Analyze how visual and multimedia elements contribute to the meaning of a text	<b>EN5A-IVd-16</b> Observe politeness at all times  <b>EN5A-IVd-17</b> Show tactfulness when communicating with others
<b>5</b>	<b>EN5LC-IVe-3.11</b> Restate sentences heard in one's own words	<b>EN5OL-IVe-4</b> Use verbal and non-verbal cues in a TV broadcast	<b>EN5V-IVe-20.1</b> <b>EN5V-IVe-20.2</b> Identify different	<b>EN5RC-IVe-2.15.2</b> Use appropriate graphic organizers in texts read	<b>EN5F-IVe-1.13</b> Read grade level text with 128 words correct per	<b>EN5SS-IVe-5</b> List primary and secondary sources of information	<b>EN5G-IVe-1.9.1</b> Use complex sentences to show cause and	<b>EN5WC-IVe-1.8</b> Revise writing for clarity - correct spelling	<b>EN5VC-IVe-1.7.1</b> Analyze how visual and multimedia elements	<b>EN5A-IVe-16</b> Observe politeness at all times  <b>EN5A-IVe-17</b>



### K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
			meanings of content specific words (denotation and connotation) (TLE)		minute		effect		contribute to the meaning of a text	Show tactfulness when communicating with others
6	<b>EN5LC-IVf-3.13</b> Summarize information from various text types	<b>EN5OL-IVf-4</b> Use verbal and non-verbal cues in a TV broadcast	<b>EN5V-IVf-20.1</b> <b>EN5V-IVf-20.2</b> Identify different meanings of content specific words (denotation and connotation) (TLE)	<b>EN5RC-IVf-5.5</b> Respond appropriately to messages of different authentic texts	<b>EN5F-IVf-1.13</b> Read grade level text with 128 words correct per minute	<b>EN5SS-IVf-5</b> List primary and secondary sources of information	<b>EN5G-IVf-1.9.1</b> Use complex sentences to show cause and effect	<b>EN5WC-IIIIf-2.2.8</b> Compose a three-paragraph descriptive essay on self-selected topic	<b>EN5VC-IVf-7</b> Determine images/ideas that are explicitly used to influence viewers <b>EN5VC- IVf-7.1</b> Stereotypes, <b>EN5VC- IVf -7.2</b> Point of view <b>EN5VC- IVf -7.3</b> Propagandas	<b>EN5A-IVf-16</b> Observe politeness at all times  <b>EN5A-IVf-17</b> Show tactfulness when communicating with others
7	<b>EN5LC-IVg-3.13</b> Summarize information from various text types	<b>EN5OL-IVg-4</b> Use verbal and non-verbal cues in a TV broadcast	<b>EN5V-IVg-20.1</b> <b>EN5V-IVg-20.2</b> Identify different meanings of unfamiliar words (denotation and connotation) (Mathematics)	<b>EN5RC-IVg-2.12</b> Make generalizations	<b>EN5F-IVg-2.9</b> Self-correct when reading	<b>EN5SS-IVg-2.3</b> Conduct short research projects on a self-selected topic	<b>EN5G-IVg-1.9.2</b> Use complex sentences to show problem-solution relationship of ideas	<b>EN5WC-IIIg-1.8.1/1.8.3</b> Revise writing for clarity - appropriate punctuation marks -transition/ signal words	<b>EN5VC-IVg-7</b> Determine images/ideas that are explicitly used to influence viewers <b>EN5VC- IVg-7.1</b> Stereotypes, <b>EN5VC- IVg -7.2</b> Point of view <b>EN5VC- IVg -7.3</b> Propagandas	<b>EN5A-IVg-16</b> Observe politeness at all times  <b>EN5A-IVg-17</b> Show tactfulness when communicating with others
8	<b>EN5LC-IVh-3.13</b>	<b>EN5OL-IVh-4</b> Use verbal and	<b>EN5V-IVh-20.1</b>		<b>EN5F-IVh-1.6</b> <b>EN5F-IVh-1.3</b>	<b>EN5SS-IVh-2.3</b>	<b>EN5G-IVh-1.9.2</b>	<b>EN5WC-IIIh-2.2.8</b>	<b>EN5VC- IVh -2.4</b>	<b>EN5A-IVh-16</b> Observe

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
	Summarize information from various text types	non-verbal cues in a TV broadcast	<b>EN5V-IVh-20.2</b> Identify different meanings of unfamiliar words (denotation and connotation) (Mathematics)		<b>EN5F-IVh-1.7</b> <b>EN5F-IVh-1.14</b> Observe accuracy, appropriate rate, proper expressions and correct pronunciation in dramatic readings and presentations	Conduct short research projects on a self-selected topic	Use complex sentences to show problem-solution relationship of ideas	Compose a three-paragraph descriptive essay on self-selected topic	Make connections between information viewed and personal experiences	politeness at all times  <b>EN5A-IVh-17</b> Show tactfulness when communicating with others
<b>9</b>	<b>EN5LC-IVi-3.13</b> Summarize information from various text types	<b>EN5OL-IVi-4</b> Use verbal and non-verbal cues in a TV broadcast			<b>EN5F-IVi-1.6</b> <b>EN5F-IVi-1.3</b> <b>EN5F-IVi-1.7</b> <b>EN5F-IVi-1.14</b> Observe accuracy, appropriate rate, proper expressions and correct pronunciation in dramatic readings and presentations	<b>EN5SS-IVi-2.3</b> Conduct short research projects on a self-selected topic			<b>EN5VC-IVi-2.4</b> Make connections between information viewed and personal experiences	<b>EN5A-IVi-16</b> Observe politeness at all times  <b>EN5A-IVi-17</b> Show tactfulness when communicating with others
<b>10</b>	<b>EN5LC-IVj-3.13</b> Summarize information from various text types	<b>EN5OL-IVj-4</b> Use verbal and non-verbal cues in a TV broadcast			<b>EN5F-IVj-1.6</b> <b>EN5F-IVj-1.3</b> <b>EN5F-IVj-1.7</b> <b>EN5F-IVj-1.14</b> Observe accuracy, appropriate rate, proper expressions and correct	<b>EN5SS-IVj-2.3</b> Conduct short research projects on a self-selected topic			<b>EN5VC-IVj-2.4</b> Make connections between information viewed and personal experiences	<b>EN5A-IVj-16</b> Observe politeness at all times  <b>EN5A-IVj-17</b> Show tactfulness when communicating with others

### K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
					pronunciation in dramatic readings and presentations					

### Grade 5 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
<b>LC - Listening Comprehension</b>		
<b>1Q</b>		
Note significant details	<b>EN5LC-Ia-2.1</b>	<ol style="list-style-type: none"> <li>MISOSA ENG5 – Noting Details.</li> <li>*English for You and Me (Language) 6. 2008. pp 3, 8, 14, 21, 37, 38, 44, 50, 54, 60, 64, 69, 77, 84, 91, 94, 100, 106, 112, 120, 127, 133, 139, 156, 162.</li> </ol>
Identify the elements of literary texts	<b>EN5LC-Ib-2.17.1 EN5LC-Ic-2.17.2 EN5LC-Id-2.17.3</b>	<ol style="list-style-type: none"> <li>*Fun in English 4. 1999. pp 20, 21, 22, 23.</li> <li>*English for You and Me (Language) 6. 2008. pp 100.</li> </ol>
Analyze sound devices (onomatopoeia, alliteration, assonance)	<b>EN5LC-Ie- 2.11.1/2.11.2/2.11.3</b>	*English for All Times 6. 1999. pp 105, 144-146.
Infer the speaker's tone, mood and purpose	<b>EN5LC-If- 2.8.1/2.8.2/2.8.3</b>	<ol style="list-style-type: none"> <li>*Fun in English 4. 1999. pp 166, 167.</li> <li>*English for All Times 5. 1999. pp 142, 184.</li> </ol>
Distinguish reality from fantasy	<b>EN5LC-Ig-2.3 EN5LC-Ih-2.3</b>	<ol style="list-style-type: none"> <li>*Fun in English 4. 1999. pp 185, 187.</li> <li>*English for All Times 5. 1999. pp 171, 200.</li> <li>*English for All Times 6. 1999. pp 72.</li> </ol>
<b>2Q</b>		
Identify informational text-types	<b>EN5LC-IIb-3.19 EN5LC-IIc-3.19</b>	*English for All Times 5. 1999. pp 44.
Distinguish fact from opinion	<b>EN5LC-IIId-2.10 EN5LC-IIe-2.10</b>	<ol style="list-style-type: none"> <li>*Fun in English 4. 1999. pp 209.</li> <li>*English for All Times 5. 1999. pp 218-219.</li> <li>*English for You and Me (Reading) 6. 2008. pp 31.</li> </ol>
<b>3Q</b>		
Distinguish fact from opinion	<b>EN5LC-IIIa-2.10</b>	<ol style="list-style-type: none"> <li>*English for All Times 5. 1999. pp 48-49, 75, 103-104.</li> <li>*English for You and Me (Reading) 6. 2008. pp 31.</li> </ol>
Provide evidence to support understanding	<b>EN5LC-IIIa-2.15 EN5LC-IIIb-2.15 EN5LC-IIIc-2.15</b>	*English for All Times 5. 1999. pp 7, 18, 31, 44, 65, 75, 82, 91-92, 103-104, 131-132, 141-142, 163, 173, 200, 211, 223.
Infer the speaker's tone, mood and purpose	<b>EN5LC-IIId- 2.8.1/2.8.2/2.8.3</b>	<ol style="list-style-type: none"> <li>*Fun in English 4. 1999. pp 166, 167.</li> <li>*English for All Times 5. 1999. pp 18, 184.</li> </ol>

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<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
	<b>EN5LC-IIIe-2.8.1/2.8.2/2.8.3</b> <b>EN5LC-III f-2.8.1/2.8.2/2.8.3</b>	
Identify point-of-view	<b>EN5LC-IIIg-3.17</b> <b>EN5LC-IIIh-3.17</b> <b>EN5LC-IIIi-3.17</b> <b>EN5LC-IIIj-3.17</b>	*English for All Times 5. 1999. pp 18, 184.
<b>4Q</b>		
Restate sentences heard in one's own words	<b>EN5LC-IVa-3.11</b> <b>EN5LC-IVb-3.11</b> <b>EN5LC-IVc-3.11</b> <b>EN5LC-IVd-3.11</b> <b>EN5LC-IVe-3.11</b>	*English for You and Me (Language) 6. 2008. pp 74, 158.
<b>OL - Oral Language</b>		
<b>2Q</b>		
Provide accurate instructions	<b>EN5OL-IIa-1.13.1</b>	1. *English for All Times 5. 1999. pp 175-177. 2. *English for You and Me 6 (Language). 2008. pp 26.
Give precise information on a given topic	<b>EN5OL-IIb-1.26</b>	*English for All Times 5. 1999. pp 3, 16, 18, 42, 50, 63, 72, 80, 88, 98, 117, 128, 138, 150, 160, 171, 180, 194, 206, 220.
Ask questions to check understanding of information presented	<b>EN5OL-IIc-1.3.1</b>	*English for You and Me 6 (Language). 2008. pp 3, 8, 14, 21, 37, 38, 40, 50, 54, 60, 64, 69, 77, 84, 91, 94, 100, 106, 112, 120, 127, 133, 139, 156, 162.
Provide evidence to support opinion/fact	<b>EN5OL-II f-3.5.1</b>	*English for All Times 5. 1999. pp 75, 103-104.
<b>V - Vocabulary Development</b>		
<b>1Q</b>		
Infer the meaning of unfamiliar words (compound) based on given context clues (synonyms, antonyms, word parts) and other strategies	<b>EN5V-Ia-12 and 13</b> <b>EN5V-Ib-12 and 13</b>	1. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 2. BEAM-DLP5 Module 3 – Decoding Words with Prefixes. 3. BEAM-DLP5 Module 4 – Decoding Words with Suffixes. 4. BEAM-DLP5 Module 8 – Using Synonyms. 5. BEAM-DLP5 Module 9 – Using Antonyms. 6. *Fun in English 4. 1999. pp 56, 63, 69, 85, 96-97, 124. 7. *English for You and Me 4 (Reading). 2011. pp 38-42. 3. *English for All Times 5. 1999. pp 18, 37-39, 45, 53, 57-61, 68, 104-105, 120, 153-155, 173, 184, 200, 211. 8. *English for All Times 6. 1999. pp 35, 45, 46, 47, 51, 79, 117. 9. *English for You and Me 6 (Reading). 2008. pp 10, 12.
Infer the meaning of unfamiliar words (affixes) based on given context clues (synonyms, antonyms, word parts) and other strategies	<b>EN5V-Ic-12 and 13</b> <b>EN5V-Id-12 and 13</b>	*English for You and Me 4 (Reading). 2011. pp 32-36.
Clarify meaning of words using dictionaries, thesaurus, and/or online resources	<b>EN5V-Ii-8.1/8.2/8.3</b> <b>EN5V-Ij-8.1/8.2/8.3</b>	1. BEAM-DLP4 Module 6 – Using the Dictionary. 2. BEAM-DLP5 Module 5 – Using the Dictionary (Guide Words; Multiple Meaning; Choosing the

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<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
		Correct Word). 3. *Fun in English 4. 1999. pp 160-161, 204-205. 4. *English for You and Me 4 (Reading). 2011. pp 7-10. 5. *English for All Times 5. 1999. pp 53. 6. *English for All Times 6. 1999. pp 73, 74, 106, 107.
<b>2Q</b>		
Identify different meanings of content specific words (denotation and connotation) (Health)	<b>EN5V-IIg-20.1.3</b> <b>EN5V-IIg-20.2.3</b> --- <b>EN5V-IIh-20.1.3</b> <b>EN5V-IIh-20.2.3</b>	1. *English for You and Me 4 (Reading). 2011. pp 16-21.
<b>3Q</b>		
Infer the meaning of unfamiliar words (compound, affixed) based on	<b>EN5V-IIIa-20.3</b> <b>EN5V-IIIb-20.3</b> <b>EN5V-IIIc-20.3</b> <b>EN5V-IIId-20.3</b>	1. *Fun in English 4. 1999. pp 56, 63, 69, 85, 96-97, 124. 2. *English for All Times 6. 1999. pp 45-47, 184. 3. *English for All Times 5. 1999. pp 18, 37-39, 45, 53, 57-61, 68, 104-105, 120, 153-155, 173, 184, 200, 211. 4. *English for You and Me 6 (Language). 2008. pp 59. 5. *English for You and Me 6 (Reading). 2008. pp 10, 12.
given context clues (Synonyms/Antonyms word parts) and	<b>EN5V-IIIa-20.4</b> <b>EN5V-IIIb-20.4</b> <b>EN5V-IIIc-20.4</b> <b>EN5V-IIId-20.4</b>	1. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 2. BEAM-DLP5 Module 8 – Using Synonyms. 3. BEAM-DLP5 Module 9 – Using Antonyms. 4. *English for All Times 6. 1999. pp 35, 51, 79, 117. 5. *Fun in English 4. 1999. pp 96-97, 124.
given context clues (Synonyms/Antonyms word parts) and	<b>EN5V-IIIe-20.4</b> <b>EN5V-IIIf-20.4</b>	1. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 2. BEAM-DLP5 Module 8 – Using Synonyms. 3. BEAM-DLP5 Module 9 – Using Antonyms.
<b>RC - Reading Comprehension</b>		
<b>1Q</b>		
Infer the theme of literary text	<b>EN5RC-Ib-2.9.1</b>	1. MISOSA ENG6 - Making Inferences. 2. *English for You and Me 4 (Reading). 2011. pp 31-32, 37-38.
Summarize narrative texts based on elements -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, middle and ending)	<b>EN5RC-Ic-2.23</b> <b>EN5RC-Id-2.23</b>	1. *Fun in English 4. 1999. pp 23. 2. *English for All Times 6. 1999. pp 51-55. 3. *English for You and Me 6 (Reading). 2008. pp 94.
Analyze a 2-stanza poem in terms of its elements (rhymes, sound devices, imagery and figurative language)	<b>EN5RC-Ie-6</b>	1. *English for You and Me 4 (Reading). 2011. pp 2-6, 67-68, 73-75. 2. *English for You and Me 6 (Reading). 2008. pp 94.
Analyze figures of speech (simile, metaphor, personification, hyperbole) in a given text	<b>EN5RC-If-2.3</b> <b>EN5RC-Ig-2.3</b> <b>EN5RC-Ih-2.3</b>	*English for All Times 6. 1999. pp 210.
<b>2Q</b>		

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Identify main idea, key sentences and supporting details of a given paragraph	<b>EN5RC-IIa-2.21</b> <b>EN5RC-IIb-2.21</b>	<ol style="list-style-type: none"> <li>*Fun in English 4. 1999. pp 34, 35, 36, 41, 47, 50.</li> <li>*English for You and Me 4 (Reading). 2011. pp 46-51, 54-58.</li> <li>*English for You and Me 6 (Reading). 2008. pp 103.</li> </ol>
Distinguish text-types according to purpose -To classify or describe	<b>EN5RC-IIc-3.2.1</b> <b>EN5RC-IIId-3.2.1</b>	<ol style="list-style-type: none"> <li>*English for You and Me 4 (Language). 2011. pp 147-148.</li> <li>*English for You and Me 6 (Language). 2008. pp 4-5.</li> </ol>
-To recall a series of events/information	<b>EN5RC-IIe-3.2.2</b>	*English for You and Me 4 (Language). 2011. pp 45-46, 111-112.
-To explain	<b>EN5RC-IIIf-3.2.3</b>	*English for You and Me 4 (Reading). 2011. pp 23-26.
Make an outline from a selection read	<b>EN5RC-IIh-2.15.1</b> <b>EN5RC-IIi-2.15.1</b>	*English for You and Me 4 (Reading). 2011. pp 96-97, 100. <ol style="list-style-type: none"> <li>*English for All Times 6. 1999. pp 204-205.</li> </ol>
<b>3Q</b>		
Distinguish text-types according to features (structural and language) -Problem and solution	<b>EN5RC-IIIb-3.2.5</b> <b>EN5RC-IIIc-3.2.5</b> <b>EN5RC-IIId-3.2.4</b>	*English for You and Me 4 (Reading). 2011. pp 14-16, 64-65, 70-71, 77-80, 98-99, 119-123, 136-137, 140, 160.
-Cause and effect	<b>EN5RC-IIIe-3.2.6</b> <b>EN5RC-IIIf-3.2.6</b>	<ol style="list-style-type: none"> <li>*Fun in English 4. 1999. pp 97-101, 124-125.</li> <li>*English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 138-139.</li> <li>*English for All Times 6. 1999. pp 60.</li> </ol>
-Comparison and Contrast	<b>EN5RC-IIIg-3.2.7</b> <b>EN5RC-IIIf-3.2.7</b>	*English for You and Me 4 (Language). 2011. pp 155-164.
<b>4Q</b>		
Distinguish text-types according to features (structural and language) -Enumeration	<b>EN5RC-IVa-3.2.8</b> <b>EN5RC-IVb-3.2.8</b>	*English for You and Me 4 (Language). 2011. pp 13, 18-19.
-Time-order (sequence, recounts, process)	<b>EN5RC-IVc-3.2.9</b> <b>EN5RC-IVd-3.2.9</b>	<ol style="list-style-type: none"> <li>*Fun in English 4. 1999. pp 70, 71-72.</li> <li>*English for You and Me 4 (Language). 2011. pp 13, 18-19, 20-21.</li> <li>*English for All Times 6. 1999. pp 236-237.</li> </ol>
Use appropriate graphic organizers in texts read	<b>EN5RC-IVe-2.15.2</b>	*English for You and Me 4 (Language). 2011. pp 43, 48, 78, 80, 85, 92, 94, 99-102, 143, 163, 176-177, 180-181.
<b>F - Oral Reading Fluency</b>		
<b>SS - Study Strategy</b>		
<b>2Q</b>		
Use card catalog to locate resources	<b>EN5SS-IIb-1.5.3</b>	<ol style="list-style-type: none"> <li>MISOSA English 6 – Using the Card Catalogue.</li> <li>*English for All Times 6. 1999. pp 85-87.</li> </ol>
-Dictionaries	<b>EN5SS-IIId-1.4</b>	<ol style="list-style-type: none"> <li>BEAM-DLP4 Module 6 – Using the Dictionary.</li> <li>*English for All Times 6. 1999. pp 73-74, 106-107.</li> </ol>
Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	<b>EN5SS-IIh-1.8</b>	MISOSA English 6 – Organizing Ideas.
<b>G - Grammar</b>		
<b>1Q</b>		
Compose clear and coherent sentences using appropriate	<b>EN5G-Ia-3.3</b>	*English for You and Me 4 (Language). 2011. pp 120-125, 130-138.

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<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
grammatical structures: -Aspects of Verbs	<b>EN5G-Ib-3.3</b>	
<b>2Q</b>		
-kinds of adjectives	<b>EN5G-IIe-5.3</b>	*English for You and Me 4 (Language). 2011. pp 149-154.
-order of adjectives	<b>EN5G-IIf-5.5</b>	
-degrees of adjectives	<b>EN5G-IIg-5.2</b>	*English for You and Me 4 (Language). 2011. pp 155-164.
-subordinate and coordinate conjunctions	<b>EN5G-IIh-8.3</b>	
<b>3Q</b>		
Compose clear and coherent sentences using appropriate grammatical structures: -Prepositions	<b>EN5G-IIIa-7.3.1</b>	*English for You and Me 4 (Language). 2011. pp 173-178.
-Prepositional phrases	<b>EN5G-IIIa-7.3.2</b>	*English for You and Me 4 (Language). 2011. pp 173-178.
Use a particular kind of sentence for a specific purpose and audience -asking permission	<b>EN5G-IIIa-1.8.1</b>	*English for You and Me 4 (Language). 2011. pp 83-85, 90-95.
-following and giving directions	<b>EN5G-IIIe-1.8.4</b>	1. BEAM-DLP4 Module 10 – Writing Sentences/Paragraphs Giving Simple Directions in Doing Something. 2. *Fun in English 4. 1999. pp 192, 193, 194, 197. 3. *English for You and Me 4 (Language). 2011. pp 12-17. 4. *English for All Times 6. 1999. pp 161-163.
-giving information	<b>EN5G-IIIf-1.8.8</b>	1. *English for You and Me 4 (Language). 2011. pp 90-95.
-making explanation	<b>EN5G-IIIg-1.8.9</b>	1. *English for You and Me 4 (Language). 2011. pp 90-95.
<b>4Q</b>		
Use compound sentences to show -cause and effect	<b>EN5G-IVa-1.8.1</b> <b>EN5G-IVb-1.8.1</b>	1. *Fun in English 4. 1999. pp 97-101, 124-125. 2. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 138-139.
-problem – solution relationship of ideas	<b>EN5G-IVc-1.8.2</b> <b>EN5G-IVd-1.8.2</b>	1. *English for You and Me 4 (Reading). 2011. pp 14-16, 64-65, 70-71, 77-80, 98-99, 119-123, 136-137, 140, 160.
Use complex sentences to show -cause and effect	<b>EN5G-IVe-1.9.1</b> <b>EN5G-IVf-1.9.1</b>	1. *Fun in English 4. 1999. pp 97-101, 124-125. 2. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 138-139.
-problem – solution relationship of ideas	<b>EN5G-IVg-1.9.2</b> <b>EN5G-IVh-1.9.2</b>	1. *English for You and Me 4 (Reading). 2011. pp 14-16, 64-65, 70-71, 77-80, 98-99, 119-123, 136-137, 140, 160.
<b>WC - Writing/Composition</b>		
<b>1Q</b>		
Plan a two to three-paragraph composition using an outline/other graphic organizers	<b>EN5WC-Ia-1.1.6.1</b> <b>EN5WC-Ib-1.1.6.1</b>	1. *English for You and Me 4 (Reading). 2011. pp 118. 2. *English for You and Me 4 (Language). 2011. pp 18-19, 110.
Revise writing for clarity - correct spelling	<b>EN5WC-Ie-1.8.2</b>	1. *English for You and Me 4 (Reading). 2011. pp 6. 2. *English for You and Me 4 (Language). 2011. pp 6, 10.
-punctuation marks	<b>EN5WC-If-1.8.1</b>	1. *English for You and Me 4 (Language). 2011. pp 8-9, 75-79, 81, 89.
<b>2Q</b>		
Plan a two to three-paragraph composition using an	<b>EN5WC-IIa-1.1.6.1</b>	1. *English for All Times 6. 1999. pp 172-179.

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outline/other graphic organizers		
Write paragraphs showing -cause and effect	<b>EN5WC-IIb-2.2.5</b> <b>EN5WC-IIc-2.2.5</b>	<ol style="list-style-type: none"> <li>1. *Fun in English 4. 1999. pp 97-98, 99, 101, 124-125.</li> <li>2. *English for All Times 6. 1999. pp 60.</li> </ol>
Distinguish among forms (kinds and descriptions) Fill-out forms accurately (school forms, deposit and withdrawal slips, etc.)	<b>EN5WC-IIj-3.7</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP5 Module 12.</li> <li>2. *English for All Times 6. 1999. pp 141.</li> </ol>
<b>3Q</b>		
Plan a two to three-paragraph composition using an outline/other graphic organizers	<b>EN5WC-IIIId-1.1.6.1</b>	*English for All Times 6. 1999. pp 172-179.
<b>4Q</b>		
Plan a two to three-paragraph composition using an outline/other graphic organizers	<b>EN5WC-IVc-1.1.6.1</b>	*English for All Times 6. 1999. pp 172-179.



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### GRADE 6

#### FIRST QUARTER

<b>Grade Level Standards</b>	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.
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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
<b>Oral Language</b>	demonstrates understanding of various verbal elements in orally communicating information	orally communicates information, opinions, and ideas effectively to different audiences using a variety of literary activities
	demonstrates understanding of various non-verbal elements in orally communicating information	orally communicates information, opinions, and ideas effectively to different audiences for a variety of purposes
	demonstrates understanding of the oral standards of English in order to participate in various oral communication demands (situation, purpose and audience)	prepares for and participates effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively
<b>Fluency</b>	demonstrates understanding that English language is stress timed to support comprehension	reads with sufficient accuracy and fluency to support comprehension
	demonstrates understanding that a change in stress entails a change of meaning to evaluate the speaker's/ author's purpose and meaning	uses knowledge of stress and intonation of speech to appropriately evaluate the speaker's intention, purpose and meaning
<b>Listening Comprehension</b>	demonstrates understanding of various linguistics nodes to comprehend various texts	analyzes text types to effectively understand information/ message(s)
	demonstrates understanding of text types to listen for different purposes from a variety of texts	uses linguistic cues to effectively construct meaning from a variety of texts for a variety of purposes
	demonstrates understanding of text types in order construct feedback	uses literal information from texts heard to construct an appropriate feedback
<b>Vocabulary</b>	demonstrates understanding that printed words are made up of interconnected letters with separate sounds that are blended together to form coherent pattern of sounds	uses knowledge of phonics (analytic and synthetic) to effectively decode grade-appropriate words
	demonstrates understanding that words are composed of different parts to know that their meaning changes depending in context	uses strategies to decode correctly the meaning of words in isolation and in context
	demonstrates understanding of figurative language, word relationships and nuances in word meanings to develop word consciousness	uses figurative language appropriately in various contexts
<b>Reading Comprehension</b>	demonstrates understanding of various linguistics nodes to comprehend various texts	uses linguistic cues to appropriately construct meaning from a variety of texts for a variety of purposes
	demonstrates understanding of text elements to comprehend various texts	uses knowledge of text types to correctly distinguish literary from informational texts
	demonstrated understanding of writing styles to comprehend the author's	uses diction (choice of words) to accurately analyze author's tone, mood,

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Domain	Content Standard	Performance Standard
	message	and point of view
	demonstrates understanding that reading a wide range of texts provides pleasure and avenue for self-expression and personal development	uses literal information from texts to aptly infer and predict outcomes
<b>Writing and Composition</b>	demonstrates understanding of different formats to write for a variety of audiences and purposes	drafts texts using appropriate text types for a variety of audiences and purposes
		edits texts using appropriate text types for a variety of audiences and purposes
	express ideas effectively in formal and informal compositions to fulfil their own purposes for writing	rewrites/revises texts using appropriate text types for a variety of audiences and purposes
		publishes texts using appropriate text types for a variety of audiences and purposes
<b>Grammar</b>	demonstrates command of the conventions of standard English grammar and usage when writing or speaking	uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written)
		speaks and writes using good command of the conventions of standard English
<b>Attitude</b>	demonstrates understanding of non-verbal communication to communicate with others	applies knowledge of non-verbal skills to respectfully give the speaker undivided attention and acknowledge the message
	demonstrates understanding of verbal and non-verbal elements of communication to respond back	uses paralanguage and non-verbal cues to respond appropriately
		uses a variety of strategies to provide appropriate feedback
<b>Study Strategies/ Research</b>	demonstrates understanding of library skills to research a variety of topics	utilizes discrete techniques (general or specific) and applies appropriately them to all or most fields of study
	demonstrates understanding of the research process to write a variety of texts	uses a variety of research strategies to effectively write a variety of texts for various audiences and purposes
<b>Viewing</b>	demonstrates understanding of the forms and conventions of print, non-print, and digital materials to understand various viewing texts	applies knowledge of the various forms and conventions of print, non-print, and digital materials to appropriately comprehend print, non-print, film and moving texts
	demonstrates understanding of the various forms and conventions of print, non-print, and digital materials	evaluates effectively the message constructed and conveyed in various viewing texts
	demonstrates understanding of the various forms and conventions materials to critically analyze the meaning constructed in print, non-print, and digital materials	applies different views of the real world to effectively interpret (deconstruct) constructed meaning in print, non-print and digital materials
	demonstrates understanding of construction, deconstruction, and reconstruction of print, non-print and digital materials	applies understanding of forms and conventions of viewing texts to appropriately create and recreate meaning/ messages

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
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### K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
<b>1</b>	<b>EN6LC-Ia-2.3.1</b> <b>EN6LC-Ia-2.3.3</b> <b>EN6LC-Ia-2.3.2</b> <b>EN6LC-Ia-2.3.6</b> <b>EN6LC-Ia-2.3.8</b> <b>EN6LC-Ia-2.3.7</b> Analyze sound devices (onomatopoeia, alliteration, assonance, personification, irony and hyperbole) in a text heard	<b>EN6OL-Ia-1.17</b> Relate an experience appropriate to the occasion	<b>EN6V-Ia-12.3.1</b> Infer meaning of idiomatic expressions using -context clues	<b>EN6RC-Ia-2.3.1</b> <b>EN6RC-Ia-2.3.3</b> <b>EN6RC-Ia-2.3.2</b> <b>EN6RC-Ia-2.3.9</b> Analyze sound devices (onomatopoeia, alliteration, assonance, consonance )	<b>EN6F-Ia-2.9</b> Self-correct when reading		<b>EN6G-Ia-2.3.1</b> Compose clear and coherent sentences using appropriate grammatical structures: -Pluralization of regular nouns	<b>EN6WC-Ia-2.2.2</b> Write a 3-line 4-stanza poem	<b>EN6VC-Ia-5.1.1</b> Describe different forms and conventions of film and moving pictures (lights)	<b>EN6A-Ia-16</b> Observe politeness at all times  <b>EN6A-Ia-17</b> Show tactfulness when communicating with others  <b>EN6A-Ia-18</b> Show openness to criticism
<b>2</b>	<b>EN6LC-Ib-2.3.6</b> Analyze sound devices (personification ) in a text heard	<b>EN6OL-Ib-1.17</b> Relate an experience appropriate to the occasion	<b>EN6V-Ib-12.4.2.1</b> Infer meaning of idiomatic expressions using -affixes	<b>EN6RC-Ib-6.1</b> <b>EN6RC-Ib-6.2</b> <b>EN6RC-Ib-6.3</b> <b>EN6RC-Ib-6.4</b> Analyze poem with 4 or more stanzas in terms of its elements (rhymes, sound devices, imagery and figurative language)	<b>EN6F-Ib-1.6</b> Read aloud grade level appropriate text with an accuracy rate of 95 – 100%		<b>EN6G-Ib-2.3.2</b> Compose clear and coherent sentences using appropriate grammatical structures: -Pluralization of irregular nouns	<b>EN6WC-Ib-2.2.2</b> Write a 3-line 4-stanza poem	<b>EN6VC-Ib-5.1.2</b> Describe different forms and conventions of film and moving pictures (blocking)	<b>EN6A-Ib-16</b> Observe politeness at all times  <b>EN6A-Ib-17</b> Show tactfulness when communicating with others  <b>EN6A-Ib-18</b> Show openness to criticism
<b>3</b>	<b>EN6LC-Ic-2.3.8</b> <b>EN6LC-Ic-</b>	<b>EN6OL-Ic-1.17</b> Relate an	<b>EN6V-Ic-12.4.1.1</b> Infer meaning	<b>EN6RC-Ic-6.5</b> <b>EN6RC-Ic-6.6</b> <b>EN6RC-Ic-6.7</b>	<b>EN6F-Ic-1.6</b> Read aloud grade level		<b>EN6G-Ic-3.2</b> Compose clear and coherent		<b>EN6VC-Ic-5.1.3</b> Describe	<b>EN6A-Ic-16</b> Observe politeness at all

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<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
	<b>2.3.7</b> Analyze sound devices (irony and hyperbole) in a text heard	experience appropriate to the occasion	of idiomatic expressions using -roots	Determine tone, mood, and purpose of the author	appropriate text with an accuracy rate of 95 – 100%		sentences using appropriate grammatical structures: -tenses of verbs		different forms and conventions of film and moving pictures (direction)	times  <b>EN6A-Ic-17</b> Show tactfulness when communicating with others  <b>EN6A-Ic-18</b> Show openness to criticism
<b>4</b>	<b>EN6LC-Id-2.11.1</b> <b>EN6LC-Id-2.11.2</b> <b>EN6LC-Id-2.11.3</b> Infer the speaker's tone, mood and purpose	<b>EN6OL-Id-1.17</b> Relate an experience appropriate to the occasion	<b>EN6V-Id-12.3.2</b> <b>EN6V-Id-12.4.1.2</b> <b>EN6V-Id-12.4.2.2</b> Infer meaning of figurative language using -context clues -affixes and roots -other strategies	<b>EN6RC-Id-6.8</b> <b>EN6RC-Id-6.9</b> Analyze figures of speech (simile, metaphor)	<b>EN6F-Id-1.6</b> Read aloud grade level appropriate text with an accuracy rate of 95 – 100%		<b>EN6G-Id-3.3</b> Compose clear and coherent sentences using appropriate grammatical structures: -aspects of verbs		<b>EN6VC-Id-5.1.4</b> Describe different forms and conventions of film and moving pictures (characterization)	<b>EN6A-Id-16</b> Observe politeness at all times  <b>EN6A-Id-17</b> Show tactfulness when communicating with others  <b>EN6A-Id-18</b> Show openness to criticism
<b>5</b>	<b>EN6LC-Ie-2.11.1</b> <b>EN6LC-Ie-2.11.2</b> <b>EN6LC-Ie-2.11.3</b> Infer the speaker's tone, mood and purpose		<b>EN6V-Ie-12.3.2</b> <b>EN6V-Ie-12.4.1.2</b> <b>EN6V-Ie-12.4.2.2</b> Infer meaning of figurative language using -context clues -affixes and roots -other strategies	<b>EN6RC-Ie-6.10</b> <b>EN6RC-Ie-6.11</b> Analyze figures of speech (hyperbole, irony)	<b>EN6F-Ie-1.8.1</b> Read with automaticity grade level frequently occurring content area words		<b>EN6G-Ie-3.6</b> Compose clear and coherent sentences using appropriate grammatical structures: -modals		<b>EN6VC-Ie-5.1.5</b> Describe different forms and conventions of film and moving pictures (acting)	<b>EN6A-Ie-16</b> Observe politeness at all times  <b>EN6A-Ie-17</b> Show tactfulness when communicating with others  <b>EN6A-Ie-18</b> Show openness

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
										to criticism
<b>6</b>	<p><b>EN6LC-If-2.11.1</b> <b>EN6LC-If-2.11.2</b> <b>EN6LC-If-2.11.3</b> Infer the speaker's tone, mood and purpose</p>			<p><b>EN6RC-If-6.12</b> Analyze figures of speech (culture-based euphemism )</p>	<p><b>EN6F-If-1.8.1</b> Read with automaticity grade level frequently occurring content area words</p>		<p><b>EN6G-If-4.4.1</b> <b>EN6G-If-4.4.3</b> <b>EN6G-If-4.4.2</b> Compose clear and coherent sentences using appropriate grammatical structures: -Pronoun-reference agreement (number, case, gender)</p>		<p><b>EN6VC-If-5.1.6</b> Describe different forms and conventions of film and moving pictures (dialog)</p>	<p><b>EN6A-If-16</b> Observe politeness at all times</p> <p><b>EN6A-If-17</b> Show tactfulness when communicating with others</p> <p><b>EN6A-If-18</b> Show openness to criticism</p>
<b>7</b>				<p><b>EN6RC-Ig-2.24.1</b> <b>EN6RC-Ig-2.24.2</b> Evaluate narratives based on how the author developed the elements: -Setting -Characters (Heroes and Villains)</p>	<p><b>EN6F-Ig-1.8.1</b> Read with automaticity grade level frequently occurring content area words</p>		<p><b>EN6G-Ig-4.4.1</b> <b>EN6G-Ig-4.4.3</b> <b>EN6G-Ig-4.4.2</b> Compose clear and coherent sentences using appropriate grammatical structures: -Pronoun-reference agreement (number, case, gender)</p>		<p><b>EN6VC-Ig-5.1.7</b> Describe different forms and conventions of film and moving pictures (setting )</p>	<p><b>EN6A-Ig-16</b> Observe politeness at all times</p> <p><b>EN6A-Ig-17</b> Show tactfulness when communicating with others</p> <p><b>EN6A-Ig-18</b> Show openness to criticism</p>
<b>8</b>				<p><b>EN6RC-Ih-2.24.3</b> Evaluate narratives</p>	<p><b>EN6F-Ih-1.13</b> Read grade level text with 135 words</p>		<p><b>EN6G-Ih-3.9</b> Compose clear and coherent sentences</p>		<p><b>EN6VC-Ih-5.1.8</b> Describe different forms</p>	<p><b>EN6A-Ih-16</b> Observe politeness at all times</p>

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
				based on how the author developed the elements: -Plot (chronological-sequential, en medias res, flashback)	correct per minute		using appropriate grammatical structures: -Subject-verb agreement		and conventions of film and moving pictures (set-up)	<b>EN6A-Ih-17</b> Show tactfulness when communicating with others  <b>EN6A-Ih-18</b> Show openness to criticism
<b>9</b>				<b>EN6RC-Ii-2.24.4</b> <b>EN6RC-Ii-2.24.5</b> Evaluate narratives based on how the author developed the elements: -theme -point of view	<b>EN6F-Ii-1.13</b> Read grade level text with 135 words correct per minute		<b>EN6G-Ii-3.9</b> Compose clear and coherent sentences using appropriate grammatical structures: -Subject-verb agreement		<b>EN6VC-Ii-3.3.1</b> <b>EN6VC-Ii-3.3.2</b> <b>EN6VC-Ii-3.3.3</b> Analyze the characters used in print, non-print, and digital materials (Age and gender, Race and nationality, Attitude and behavior) <b>EN6VC-Ii-3.3.4</b> Analyze the setting used in print, non-print and digital materials (Urban or Rural; Affluent or Poor)	<b>EN6A-Ii-16</b> Observe politeness at all times  <b>EN6A-Ii-17</b> Show tactfulness when communicating with others  <b>EN6A-Ii-18</b> Show openness to criticism
<b>10</b>					<b>EN6F-Ij-1.13</b> Read grade level text with 135 words correct per		<b>EN6G-Ij-3.9</b> Compose clear and coherent sentences using		<b>EN6VC-Ij-3.3.1</b> <b>EN6VC-Ij-3.3.2</b> <b>EN6VC-Ij-</b>	<b>EN6A-Ij-16</b> Observe politeness at all times

### K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
					minute		appropriate grammatical structures: -Subject-verb agreement		<b>3.3.3</b> Analyze the characters used in print, non-print, and digital materials (Age and gender, Race and nationality, Attitude and behavior) <b>EN6VC-Ij-3.3.4</b> Analyze the setting used in print, non-print and digital materials (Urban or Rural; Affluent or Poor)	<b>EN6A-Ij-17</b> Show tactfulness when communicating with others  <b>EN6A-Ij-18</b> Show openness to criticism

### SECOND QUARTER

<b>Grade Level Standards</b>	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.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
<b>1</b>	<b>EN6LC-IIa-3.2</b> Distinguish various types of informational/f actual text	<b>EN6OL-IIa-3.7</b> Employ an appropriate style of speaking, adjusting language, gestures, rate, and volume	<b>EN6V-IIa-12.3.3</b> <b>EN6V-IIa-12.4.1.3</b> <b>EN6V-IIa-12.4.2.3</b> Infer meaning of borrowed words and content specific	<b>EN6RC-IIa-5.5</b> Respond appropriately to the messages of the different authentic texts	<b>EN6F-IIa-2.9</b> Self-correct when reading	<b>EN6SS-IIa-1.3</b> <b>EN6SS-IIa-1.4</b> Gather relevant information from various sources -glossary -indices	<b>EN6G-IIa-5.5</b> <b>EN6G-IIa-5.2</b> Compose clear and coherent sentences using appropriate grammatical structures: -Order and	<b>EN6WC-IIa-3.7</b> Fill-out forms accurately and efficiently (biodata, application forms, etc.)	<b>EN6VC-IIa-3.7</b> Infer the target audience	<b>EN6A-IIa-16</b> Observe politeness at all times  <b>EN6A-IIa-17</b> Show tactfulness when communicating

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
		according to audience and purpose	terms using -context clues -affixes and roots -other strategies (Math)				degrees of regular adjectives			with others  <b>EN6A-IIa-18</b> Show openness to criticism
<b>2</b>	<b>EN6LC-IIb-3.2</b> Distinguish various types of informational/f actual text	<b>EN6OL-IIb-3.7</b> Employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose	<b>EN6V-IIb-12.3.3</b> <b>EN6V-IIb-12.4.1.3</b> <b>EN6V-IIb-12.4.2.3</b> Infer meaning of borrowed words and content specific terms using -context clues -affixes and roots -other strategies (Science)	<b>EN6RC-IIb-5.5</b> Respond appropriately to the messages of the different authentic texts	<b>EN6F-IIb-1.6</b> <b>EN6F-IIb-1.3</b> <b>EN6F-IIb-1.7</b> Read grade level text with accuracy, appropriate rate and proper expression	<b>EN6SS-IIb-1.4</b> <b>EN6SS-IIb-1.4.1</b> Gather relevant information from various sources -Dictionary -Thesaurus	<b>EN6G-IIb-5.5.1</b> <b>EN6G-IIb-5.2.1</b> Compose clear and coherent sentences using appropriate grammatical structures: -Order and degrees of irregular adjectives	<b>EN6WC-IIb-1.1.6.1</b> Plan a composition using an outline/other graphic organizers	<b>EN6VC-IIb-3.7</b> Infer the target audience	<b>EN6A-IIb-16</b> Observe politeness at all times  <b>EN6A-IIb-17</b> Show tactfulness when communicating with others  <b>EN6A-IIb-18</b> Show openness to criticism
<b>3</b>	<b>EN6LC-IIc-3.2</b> Distinguish various types of informational/f actual text	<b>EN6OL-IIc-3.7</b> Employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose	<b>EN6V-IIc-12.3.3</b> <b>EN6V-IIc-12.4.1.3</b> <b>EN6V-IIc-12.4.2.3</b> Infer meaning of borrowed words and content specific terms using -context clues -affixes and roots -other strategies (Health)	<b>EN6RC-IIc-5.5</b> Note significant details of informational texts	<b>EN6F-IIc-1.6</b> <b>EN6F-IIc-1.3</b> <b>EN6F-IIc-1.7</b> Read grade level text with accuracy, appropriate rate and proper expression	<b>EN6SS-IIc-1.4.2</b> <b>EN6SS-IIc-1.4.3</b> Gather relevant information from various sources - -Almanac -Encyclopedia	<b>EN6G-IIc-6.6</b> Compose clear and coherent sentences using appropriate grammatical structures: -Adverbs of intensity	<b>EN6WC-IIc-1.1.6.1</b> Use appropriate graphic organizers for pre-writing tasks	<b>EN6VC-IIc-3.7</b> Infer the target audience	<b>EN6A-IIc-16</b> Observe politeness at all times  <b>EN6A-IIc-17</b> Show tactfulness when communicating with others  <b>EN6A-IIc-18</b> Show openness to criticism



**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
<b>4</b>	<b>EN6LC-IIId-2.2</b> Note down relevant information from text heard	<b>EN6OL-IIId-5</b> Share brief impromptu remarks about topics of interest	<b>EN6V-IIId-12.3.3</b> <b>EN6V-IIId-12.4.1.3</b> <b>EN6V-IIId-12.4.2.3</b> Infer meaning of borrowed words and content specific terms using -context clues -affixes and roots -other strategies (Literary terms)	<b>EN6RC-IIId-5.5</b> Note significant details of informational texts	<b>EN6F-IIId-1.6</b> <b>EN6F-IIId-1.3</b> <b>EN6F-IIId-1.7</b> Read grade level text with accuracy, appropriate rate and proper expression	<b>EN6SS-IIId-1.7</b> Gather relevant information from various sources -Online references	<b>EN6G-IIId-6.7</b> Compose clear and coherent sentences using appropriate grammatical structures: -Adverbs of frequency	<b>EN6WC-IIId-2.2.6</b> Write a 4-paragraph composition showing  -comparison and contrast	<b>EN6VC-IIId-3.8</b> Infer purpose of the visual media	<b>EN6A-IIId-16</b> Observe politeness at all times  <b>EN6A-IIId-17</b> Show tactfulness when communicating with others  <b>EN6A-IIId-18</b> Show openness to criticism
<b>5</b>	<b>EN6LC-IIe-2.2</b> Note down relevant information from text heard	<b>EN6OL-IIe-5</b> Share brief impromptu remarks about topics of interest	<b>EN6V-IIe-12.3.3</b> <b>EN6V-IIe-12.4.1.3</b> <b>EN6V-IIe-12.4.2.3</b> Infer meaning of borrowed words and content specific terms using -context clues -affixes and roots -other strategies (ICT terms)		<b>EN6F-IIe-2.9</b> Self-correct when reading	<b>EN6SS-IIe-3</b> Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	<b>EN6G-IIe-6.8</b> Compose clear and coherent sentences using appropriate grammatical structures:  -Adverbs of manner	<b>EN6WC-IIe-1.8.2</b> <b>EN6WC-IIe-1.8.1</b> <b>EN6WC-IIe-1.8.3</b> Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words		<b>EN6A-IIe-16</b> Observe politeness at all times  <b>EN6A-IIe-17</b> Show tactfulness when communicating with others  <b>EN6A-IIe-18</b> Show openness to criticism
<b>6</b>		<b>EN6OL-IIIf-5</b> Share brief impromptu remarks about topics of interest	<b>EN6V-IIIf-12.3.3</b> <b>EN6V-IIIf-12.4.1.3</b> <b>EN6V-IIIf-12.4.2.3</b> Infer meaning of borrowed		<b>EN6F-IIIf-2.9</b> Self-correct when reading	<b>EN6SS-IIIf-4</b> Organize information from secondary sources in preparation for writing, reporting and	<b>EN6G-IIIf-6.5</b> Compose clear and coherent sentences using appropriate grammatical structures:	<b>EN6WC-IIIf-2.2.5</b> Write a 4-paragraph composition showing -cause and effect		<b>EN6A-IIIf-16</b> Observe politeness at all times  <b>EN6A-IIIf-17</b> Show tactfulness

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
			words and content specific terms using -context clues -affixes and roots -other strategies (EPP)			similar academic tasks in collaboration with others	-Adverbs of place and time			when communicating with others  <b>EN6A-IIIf-18</b> Show openness to criticism
<b>7</b>		<b>EN6OL-IIg-5</b> Share brief impromptu remarks about topics of interest			<b>EN6F-IIg-1.6</b> <b>EN6F-IIg-1.3</b> <b>EN6F-IIg-1.7</b> Read grade level text with accuracy, appropriate rate and proper expression		<b>EN6G-IIg-7.3.1</b> <b>EN6G-IIg-7.3.2</b> Compose clear and coherent sentences using appropriate grammatical structures: -Prepositions and prepositional phrases	<b>EN6WC-IIg-1.8.2</b> <b>EN6WC-IIg-1.8.1</b> <b>EN6WC-IIg-1.8.3</b> Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words		<b>EN6A-IIg-16</b> Observe politeness at all times  <b>EN6A-IIg-17</b> Show tactfulness when communicating with others  <b>EN6A-IIg-18</b> Show openness to criticism
<b>8</b>		<b>EN6OL-IIh-6</b> React on the content of the material presented			<b>EN6F-IIh-1.6</b> <b>EN6F-IIh-1.3</b> <b>EN6F-IIh-1.7</b> Read grade level text with accuracy, appropriate rate and proper expression		<b>EN6G-IIh-8.3</b> <b>EN6G-IIh-8.4</b> Compose clear and coherent sentences using appropriate grammatical structures: -Subordinate and coordinate conjunctions	<b>EN6WC-IIh-2.2.9</b> Write a 4-paragraph composition showing -problem and solution		<b>EN6A-IIh-16</b> Observe politeness at all times  <b>EN6A-IIh-17</b> Show tactfulness when communicating with others  <b>EN6A-IIh-18</b> Show openness to criticism
<b>9</b>		<b>EN6OL-IIi-6</b> React on the			<b>EN6F-IIi-1.6</b> <b>EN6F-IIi-1.3</b>		<b>EN6G-IIi-8.3</b> <b>EN6G-IIi-8.4</b>	<b>EN6WC-IIi-1.8.2</b>		<b>EN6A-IIi-16</b> Observe

### K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
		content of the material presented			<b>EN6F-IIi-1.7</b> Read grade level text with accuracy, appropriate rate and proper expression		Compose clear and coherent sentences using appropriate grammatical structures: -Subordinate and coordinate conjunctions	<b>EN6WC-IIi-1.8.1</b> <b>EN6WC-IIi-1.8.3</b> Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/signal words		politeness at all times  <b>EN6A-IIi-17</b> Show tactfulness when communicating with others  <b>EN6A-IIi-18</b> Show openness to criticism
<b>10</b>							<b>EN6G-IIj-8.3</b> <b>EN6G-IIj-8.4</b> Compose clear and coherent sentences using appropriate grammatical structures: -Subordinate and coordinate conjunctions			<b>EN6A-IIj-16</b> Observe politeness at all times  <b>EN6A-IIj-17</b> Show tactfulness when communicating with others  <b>EN6A-IIj-18</b> Show openness to criticism

**K to 12 BASIC EDUCATION CURRICULUM**

**THIRD QUARTER**

<b>Grade Level Standards</b>	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.
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<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
<b>1</b>	<b>EN6LC-IIIa-2.2</b> Note significant details	<b>EN6OL-IIIa-1.27</b> Provide evidence to support opinions	<b>EN6V-IIIa-8.1</b> <b>EN6V-IIIa-8.2</b> Clarify meaning of words using dictionaries, thesaurus  <i>MISOSA Eng6</i> <i>Using a dictionary</i>	<b>EN6RC-IIIa-3.2.8</b> Distinguish text-types according to purpose and language features -Enumeration	<b>EN6F-IIIa-2.9</b> Self-correct when reading	<b>EN6SS-IIIa-4</b> Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	<b>EN6SS-IIIa-1.8.1</b> Use a particular kind of sentence for a specific purpose and audience -asking permission	<b>EN6WC-IIIa-1.1.6.1</b> Plan a composition using an outline/other graphic organizers	<b>EN6VC-IIIa-6.1</b> <b>EN6VC-IIIa-6.2</b> Identify real or make-believe, fact or non-fact images	<b>EN6A-IIIa-16</b> Observe politeness at all times  <b>EN6A-IIIa-17</b> Show tactfulness when communicating with others  <b>EN6A-IIIa-18</b> Show openness to criticism
<b>2</b>	<b>EN6LC-IIIb-3.1.12</b> Detect biases and propaganda devices used by speakers	<b>EN6OL-IIIb-1.28</b> Make a stand based on informed opinion	<b>EN6V-IIIb-8.3</b> Clarify meaning of words using online resources	<b>EN6RC-IIIb-3.2.9</b> Distinguish text-types according to purpose and language features -Time-order (sequence, recounts, process)	<b>EN6F-IIIb-1.6</b> <b>EN6F-IIIb-1.3</b> <b>EN6F-IIIb-1.7</b> Read grade level text with accuracy, appropriate rate and proper expression	<b>EN6SS-IIIb-4</b> Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	<b>EN6SS-IIIb-1.8.2</b> Use a particular kind of sentence for a specific purpose and audience -responding to questions	<b>EN6WC-IIIb-2.2.10</b> Write a 3-paragraph editorial article	<b>EN6VC-IIIb-6.1</b> <b>EN6VC-IIIb-6.2</b> Identify real or make-believe, fact or non-fact images	<b>EN6A-IIIb-16</b> Observe politeness at all times  <b>EN6A-IIIb-17</b> Show tactfulness when communicating with others  <b>EN6A-IIIb-18</b> Show openness to criticism
<b>3</b>	<b>EN6LC-IIIc-3.1.12</b> Detect biases and propaganda devices used by	<b>EN6OL-IIIc-1.28</b> Make a stand based on informed	<b>EN6V-IIIc-12.3.3</b> <b>EN6V-IIIc-12.4.1.3</b> Infer meaning	<b>EN6RC-IIIc-3.2.7</b> Distinguish text-types according to	<b>EN6F-IIIc-1.6</b> <b>EN6F-IIIc-1.3</b> <b>EN6F-IIIc-</b>	<b>EN6SS-IIIc-4</b> Organize information from secondary sources in	<b>EN6SS-IIIc-1.8.3</b> Use a particular kind of sentence for a	<b>EN6WC-IIIc-1.8.2</b> <b>EN6WC-IIIc-1.8.1</b> <b>EN6WC-IIIc-</b>	<b>EN6VC-IIIc-7.1</b> Identify the values suggested in	<b>EN6A-IIIc-16</b> Observe politeness at all times

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
	speakers	opinion	of borrowed words using -context clues -affixes and roots -other strategies	purpose and language features -Comparison and contrast	<b>1.7</b> Read grade level text with accuracy, appropriate rate and proper expression	preparation for writing, reporting and similar academic tasks in collaboration with others	specific purpose and audience -making requests	<b>1.8.3</b> Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words	the visual media	<b>EN6A-IIIc-17</b> Show tactfulness when communicating with others  <b>EN6A-IIIc-18</b> Show openness to criticism
<b>4</b>	<b>EN6LC-IIIId-3.1.13</b> Make a stand	<b>EN6OL-IIIId-3.7</b> Use appropriate strategies to keep a discussion going	<b>EN6V- IIIId - 12.4.1.3</b> Infer meaning of borrowed words using roots	<b>EN6RC-IIIId-2.15.2</b> Use appropriate graphic organizers in texts read	<b>EN6F-IIIId-3.5</b> <b>EN6F-IIIId-3.2</b> <b>EN6F-IIIId-3.6</b> Observe accuracy, appropriate rate and proper expressions in dialogs	<b>EN6SS-IIIId-4</b> Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	<b>EN6SS-IIIId-1.8.4</b> Use a particular kind of sentence for a specific purpose and audience -following and giving directions	<b>EN6WC-IIIId-1.1.6.1</b> Plan a composition using an outline/other graphic organizers	<b>EN6VC-IIIId-7.1</b> Identify the values suggested in the visual media	<b>EN6A-IIIId-16</b> Observe politeness at all times  <b>EN6A-IIIId-17</b> Show tactfulness when communicating with others  <b>EN6A-IIIId-18</b> Show openness to criticism
<b>5</b>	<b>EN6LC-IIIId-3.1.13</b> Make a stand	<b>EN6OL-IIIId-3.7</b> Use appropriate strategies to keep a discussion going	<b>EN6V- IIIId - 12.4.2.3</b> Infer meaning of borrowed words using prefix		<b>EN6F-IIIId-3.5</b> <b>EN6F-IIIId-3.2</b> <b>EN6F-IIIId-3.6</b> Observe accuracy, appropriate rate and proper expressions in dialogs	<b>EN6SS-IIIId-4</b> Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	<b>EN6SS-IIIId-1.8.10</b> Use a particular kind of sentence for a specific purpose and audience -expressing opinions/ Emotions	<b>EN6WC-IIIId-2.2.10</b> Write a 3-paragraph editorial article		<b>EN6A-IIIId-16</b> Observe politeness at all times  <b>EN6A-IIIId-17</b> Show tactfulness when communicating with others  <b>EN6A-IIIId-18</b> Show openness to criticism

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
<b>6</b>		<b>EN6OL-IIIIf-2.7</b> Remind others to stay on topic	<b>EN6V- IIIIf - 12.4.2.3</b> Infer meaning of borrowed words using suffix		<b>EN6F-IIIIf-3.5</b> <b>EN6F-IIIIf-3.2</b> <b>EN6F-IIIIf-3.6</b> Observe accuracy, appropriate rate and proper expressions in dialogs	<b>EN6SS-IIIIf-4</b> Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	<b>EN6SS-IIIIf-1.8.11</b> Use a particular kind of sentence for a specific purpose and audience -asserting	<b>EN6WC-IIIIf-1.8.2</b> <b>EN6WC-IIIIf-1.8.1</b> <b>EN6WC-IIIIf-1.8.3</b> Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words		<b>EN6A-IIIIf-16</b> Observe politeness at all times  <b>EN6A-IIIIf-17</b> Show tactfulness when communicating with others  <b>EN6A-IIIIf-18</b> Show openness to criticism
<b>7</b>		<b>EN6OL-IIIIf-1.19</b> Present a coherent, comprehensive report on differing viewpoints on an issue	<b>EN6V-IIIIf-12.3.3</b> <b>EN6V- IIIIf - 12.4.1.3</b> <b>EN6V- IIIIf - 12.4.2.3</b> Infer meaning of content specific terms using -context clues -affixes and roots -other strategies		<b>EN6F-IIIIf-3.5</b> <b>EN6F-IIIIf-3.2</b> <b>EN6F-IIIIf-3.6</b> Observe accuracy, appropriate rate and proper expressions in dialogs	<b>EN6SS-IIIIf-4</b> Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others				<b>EN6A-IIIIf-16</b> Observe politeness at all times  <b>EN6A-IIIIf-17</b> Show tactfulness when communicating with others  <b>EN6A-IIIIf-18</b> Show openness to criticism
<b>8</b>		<b>EN6OL-IIIIf-1.19</b> Present a coherent, comprehensive report on differing viewpoints on an issue	<b>EN6V-IIIIf-12.3.3</b> <b>EN6V- IIIIf - 12.4.1.3</b> <b>EN6V- IIIIf - 12.4.2.3</b> Infer meaning of content specific terms using -context clues -affixes and		<b>EN6F-IIIIf-3.5</b> <b>EN6F-IIIIf-3.2</b> <b>EN6F-IIIIf-3.6</b> Observe accuracy, appropriate rate and proper expressions in dialogs	<b>EN6SS-IIIIf-4</b> Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others				<b>EN6A-IIIIf-16</b> Observe politeness at all times  <b>EN6A-IIIIf-17</b> Show tactfulness when communicating with others

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
			roots -other strategies							<b>EN6A-IIIh-18</b> Show openness to criticism
<b>9</b>		<b>EN6OL-IIIi-1.19</b> Present a coherent, comprehensive report on differing viewpoints on an issue	<b>EN6V-IIIi-12.3.3</b> <b>EN6V- IIIi -12.4.1.3</b> <b>EN6V- IIIi -12.4.2.3</b> Infer meaning of content specific terms using -context clues -affixes and roots -other strategies		<b>EN6F-IIIi-3.5</b> <b>EN6F-IIIi-3.2</b> <b>EN6F-IIIi-3.6</b> Observe accuracy, appropriate rate and proper expressions in dialogs	<b>EN6SS-IIIi-4</b> Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others				<b>EN6A-IIIi-16</b> Observe politeness at all times  <b>EN6A-IIIi-17</b> Show tactfulness when communicating with others  <b>EN6A-IIIi-18</b> Show openness to criticism
<b>10</b>		<b>EN6OL-IIIj-1.19</b> Present a coherent, comprehensive report on differing viewpoints on an issue	<b>EN6V-IIIj-12.3.3</b> <b>EN6V- IIIj -12.4.1.3</b> <b>EN6V- IIIj -12.4.2.3</b> Infer meaning of content specific terms using -context clues -affixes and roots -other strategies		<b>EN6F-IIIj-3.5</b> <b>EN6F-IIIj-3.2</b> <b>EN6F-IIIj-3.6</b> Observe accuracy, appropriate rate and proper expressions in dialogs	<b>EN6SS-IIIj-4</b> Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others				<b>EN6A-IIIj-16</b> Observe politeness at all times  <b>EN6A-IIIj-17</b> Show tactfulness when communicating with others  <b>EN6A-IIIj-18</b> Show openness to criticism

## K to 12 BASIC EDUCATION CURRICULUM

### FOURTH QUARTER

<b>Grade Level Standards</b>	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.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
<b>1</b>	<b>EN6LC-IVa-3.1.14</b> Restate portions of a text heard to clarify meaning	<b>EN6OL-IVa-3.6</b> Summarize information conveyed through discussion	<b>EN6V-IVa-12.3.3</b> <b>EN6V- IVa - 12.4.1.3</b> <b>EN6V- IVa - 12.4.2.3</b> Infer meaning of borrowed words using -context clues -affixes and roots -other strategies	<b>EN6RC-IVa-3.2.6</b> Distinguish text-types according to purpose and language features -Cause and effect	<b>EN6F-IVa-1.6</b> Read aloud grade level appropriate text with an accuracy rate of 95 – 100%	<b>EN6SS-IVa-1.8</b> Take down relevant notes	<b>EN6SS-IVa-1.8</b> Use various types and kinds of sentences for effective communication of information/ ideas (compound sentences)	<b>EN6WC-IVa-1.1.6.1</b> Plan a composition using an outline/other graphic organizers	<b>EN6VC-IVa-7.1</b> <b>EN6VC-IVa-7.2</b> <b>EN6VC-IVa-7.3</b> Determine images/ideas that are explicitly used to influence viewers (Stereotypes, Point of view, Propagandas)	<b>EN6A-IVa-16</b> Observe politeness at all times  <b>EN6A-IVa-17</b> Show tactfulness when communicating with others  <b>EN6A-IVa-18</b> Show openness to criticism
<b>2</b>	<b>EN6LC-IVb-3.1.14</b> Restate portions of a text heard to clarify meaning	<b>EN6OL-IVb-3.6</b> Summarize information conveyed through discussion	<b>EN6V-IVb-12.3.3</b> <b>EN6V- IVb - 12.4.1.3</b> <b>EN6V- IVb - 12.4.2.3</b> Infer meaning of borrowed words using -context clues -affixes and roots -other strategies	<b>EN6RC-IVb-3.2.6</b> Distinguish text-types according to purpose and language features -Cause and effect	<b>EN6F-IVb-1.6</b> Read aloud grade level appropriate text with an accuracy rate of 95 – 100%	<b>EN6SS-IVb-1.9</b> Assess credibility of sources of information	<b>EN6SS-IVb-1.9</b> Use various types and kinds of sentences for effective communication of information/ ideas (complex sentences)	<b>EN6WC-IVb-2.2.11</b> Compose a three-paragraph persuasive essay on self-selected topic	<b>EN6VC-IVb-7.1</b> <b>EN6VC-IVb-7.2</b> <b>EN6VC-IVb-7.3</b> Determine images/ideas that are explicitly used to influence viewers (Stereotypes, Point of view, Propagandas)	<b>EN6A-IVb-16</b> Observe politeness at all times  <b>EN6A-IVb-17</b> Show tactfulness when communicating with others  <b>EN6A-IVb-18</b> Show openness to criticism
<b>3</b>	<b>EN6LC-IVc-3.1.14</b> Restate portions of a text heard to clarify	<b>EN6OL-IVc-3.6</b> Summarize information conveyed	<b>EN6V- IVc - 12.4.1.3</b> Infer meaning of borrowed words using	<b>EN6RC-IVc-3.2.5</b> Distinguish text-types according to	<b>EN6F-IVc-2.9</b> Self-correct when reading	<b>EN6SS-IVc-5</b> List primary and secondary sources of information	<b>EN6SS-IVc-1.10</b> Use various types and kinds of sentences	<b>EN6WC-IVc-1.8.2</b> <b>EN6WC-IVc-1.8.1</b> <b>EN6WC-IVc-</b>	<b>EN6VC-IVc-7.1</b> <b>EN6VC-IVc-7.2</b> <b>EN6VC-IVc-</b>	<b>EN6A-IVc-16</b> Observe politeness at all times



### K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
	meaning	through discussion	roots	purpose and language features -Problem and solution		Revise writing for correctness/validity of information	for effective communication of information/ideas (compound, complex sentences)	<b>1.8.3</b> Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/signal words	<b>7.3</b> Determine images/ideas that are explicitly used to influence viewers (Stereotypes, Point of view, Propagandas)	<b>EN6A-IVc-17</b> Show tactfulness when communicating with others  <b>EN6A-IVc-18</b> Show openness to criticism
<b>4</b>	<b>EN6LC-IVd-2.23</b> Summarize the information from a text heard	<b>EN6OL-IVd-3.6</b> Summarize information conveyed through discussion	<b>EN6V- IVd - 12.4.2.3</b> Infer meaning of borrowed words using Prefix	<b>EN6RC-IVd-3.2.5</b> Distinguish text-types according to purpose and language features  -Problem and solution	<b>EN6F-IVd-1.13</b> Read grade level text with 145 words correct per minute	<b>EN6SS-IVd-2.3</b> Conduct short research projects on a relevant issue	<b>EN6SS-IVd-1.10</b> Use various types and kinds of sentences for effective communication of information/ideas (compound, complex sentences)	<b>EN6WC-IVd-1.1.6.1</b> Plan a composition using an outline/other graphic organizers	<b>EN6VC-IVd-1.4</b> Make connections between information viewed and personal experiences	<b>EN6A-IVd-16</b> Observe politeness at all times  <b>EN6A-IVd-17</b> Show tactfulness when communicating with others  <b>EN6A-IVd-18</b> Show openness to criticism
<b>5</b>	<b>EN6LC-IVe-2.23</b> Summarize the information from a text heard	<b>EN6OL-IVe-3.6</b> Summarize information conveyed through discussion	<b>EN6V- IVe - 12.4.2.3</b> Infer meaning of borrowed words using Suffix	<b>EN6RC-IVe-2.15.2</b> Use appropriate graphic organizers in texts read	<b>EN6F-IVe-1.13</b> Read grade level text with 145 words correct per minute	<b>EN6SS-IVe-2.3</b> Conduct short research projects on a relevant issue	<b>EN6SS-IVe-1.10</b> Use various types and kinds of sentences for effective communication of information/ideas (compound, complex sentences)	<b>EN6WC-IVe-2.2.11</b> Compose a three-paragraph persuasive essay on self-selected topic	<b>EN6VC-IVe-1.4</b> Make connections between information viewed and personal experiences	<b>EN6A-IVe-16</b> Observe politeness at all times  <b>EN6A-IVe-17</b> Show tactfulness when communicating with others  <b>EN6A-IVe-18</b> Show openness to criticism
<b>6</b>	<b>EN6LC-IVf-2.23</b> Summarize the	<b>EN6OL-IVf-3.6</b> Summarize	<b>EN6V-IVf-12.3.3</b> <b>EN6V- IVf -</b>	<b>EN6RC-IVf-2.15.2</b> Use	<b>EN6F-IVf-3.5</b> <b>EN6F- IVf - 3.2</b>	<b>EN6SS-IVf-2.3</b> Conduct short	<b>EN6SS-IVf-1.10</b> Use various	<b>EN6WC-IVf-1.8.2</b> <b>EN6WC-IVf-</b>	<b>EN6VC-IVf-1.4</b> Make	<b>EN6A-IVf-16</b> Observe politeness at all

### K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
	information from a text heard	information conveyed through discussion	<b>12.4.1.3</b> <b>EN6V- IVf - 12.4.2.3</b> Infer meaning of content-specific terms using -context clues -affixes and roots -other strategies	appropriate graphic organizers in texts read	<b>EN6F- IVf - 3.6</b> <b>EN6F- IVf - 3.11</b> Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication group task	research projects on a relevant issue	types and kinds of sentences for effective communication of information/ ideas (compound, complex sentences)	<b>1.8.1</b> <b>EN6WC-IVf- 1.8.3</b> Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words	connections between information viewed and personal experiences	times  <b>EN6A-IVf-17</b> Show tactfulness when communicating with others  <b>EN6A-IVf-18</b> Show openness to criticism
<b>7</b>		<b>EN6OL-IVg- 3.6</b> Summarize information conveyed through discussion	<b>EN6V-IVg- 12.3.3</b> <b>EN6V- IVg - 12.4.1.3</b> <b>EN6V- IVg - 12.4.2.3</b> Infer meaning of content-specific terms using -context clues -affixes and roots -other strategies	<b>EN6RC-IVg- 2.15.2</b> Use appropriate graphic organizers in texts read	<b>EN6F-IVg-3.5</b> <b>EN6F- IVg - 3.2</b> <b>EN6F- IVg - 3.6</b> <b>EN6F- IVg - 3.11</b> Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication group task	<b>EN6SS-IVg- 2.3</b> Conduct short research projects on a relevant issue	<b>EN6SS-IVg- 1.10</b> Use various types and kinds of sentences for effective communication of information/ ideas (compound, complex sentences)	<b>EN6WC-IVg- 2.2.11</b> Compose a three-paragraph persuasive essay on self-selected topic	<b>EN6VC-IVg- 1.4</b> Make connections between information viewed and personal experiences	<b>EN6A-IVg-16</b> Observe politeness at all times  <b>EN6A-IVg-17</b> Show tactfulness when communicating with others  <b>EN6A-IVg-18</b> Show openness to criticism
<b>8</b>		<b>EN6OL-IVh- 3.6</b> Summarize information conveyed through discussion	<b>EN6V-IVh- 12.3.3</b> <b>EN6V- IVh - 12.4.1.3</b> <b>EN6V- IVh - 12.4.2.3</b> Infer meaning of content-specific terms using -context clues	<b>EN6RC-IVh- 2.15.2</b> Use appropriate graphic organizers in texts read	<b>EN6F-IVh-3.5</b> <b>EN6F- IVh - 3.2</b> <b>EN6F- IVh - 3.6</b> <b>EN6F- IVh - 3.11</b> Observe accuracy, appropriate rate, proper	<b>EN6SS-IVh- 2.3</b> Conduct short research projects on a relevant issue	<b>EN6SS-IVh- 1.10</b> Use various types and kinds of sentences for effective communication of information/ ideas (compound, complex	<b>EN6WC-IVh- 1.8.2</b> <b>EN6WC-IVh- 1.8.1</b> <b>EN6WC-IVh- 1.8.3</b> Revise writing for clarity - correct spelling - appropriate	<b>EN6VC-IVh- 1.4</b> Make connections between information viewed and personal experiences	<b>EN6A-IVh-16</b> Observe politeness at all times  <b>EN6A-IVh-17</b> Show tactfulness when communicating with others

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>LC</b> Listening Comprehension	<b>OL</b> Oral Language	<b>V</b> Vocabulary Development	<b>RC</b> Reading Comprehension	<b>F</b> Oral Reading Fluency	<b>SS</b> Study Strategy Research	<b>G</b> Grammar	<b>WC</b> Writing/ Composition	<b>VC</b> Viewing	<b>A</b> Attitude
			-affixes and roots -other strategies		expressions and correct pronunciation in oral communication group task		sentences)	punctuation marks -transition/ signal words		<b>EN6A-IVh-18</b> Show openness to criticism
<b>9</b>		<b>EN6OL-IVi-3.6</b> Summarize information conveyed through discussion	<b>EN6V-IVi-12.3.3</b> <b>EN6V- IVi - 12.4.1.3</b> <b>EN6V- IVi - 12.4.2.3</b> Infer meaning of content-specific terms using -context clues -affixes and roots -other strategies	<b>EN6RC-IVi-2.15.2</b> Use appropriate graphic organizers in texts read	<b>EN6F-IVi-3.5</b> <b>EN6F- IVi - 3.2</b> <b>EN6F- IVi - 3.6</b> <b>EN6F- IVi - 3.11</b> Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication group task	<b>EN6SS-IVi-2.3</b> Conduct short research projects on a relevant issue	<b>EN6SS-IVi-1.10</b> Use various types and kinds of sentences for effective communication of information/ ideas (compound, complex sentences)	<b>EN6WC-IVi-2.2.11</b> Compose a three-paragraph persuasive essay on self-selected topic	<b>EN6VC-IVi-1.4</b> Make connections between information viewed and personal experiences	<b>EN6A-IVi-16</b> Observe politeness at all times  <b>EN6A-IVi-17</b> Show tactfulness when communicating with others  <b>EN6A-IVi-18</b> Show openness to criticism
<b>10</b>		<b>EN6OL-IVj-3.6</b> Summarize information conveyed through discussion	<b>EN6V-IVj-12.3.3</b> <b>EN6V- IVj - 12.4.1.3</b> <b>EN6V- IVj - 12.4.2.3</b> Infer meaning of content-specific terms using -context clues -affixes and roots -other strategies	<b>EN6RC-IVj-2.15.2</b> Use appropriate graphic organizers in texts read	<b>EN6F-IVj-3.5</b> <b>EN6F- IVj - 3.2</b> <b>EN6F- IVj - 3.6</b> <b>EN6F- IVj - 3.11</b> Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication group task	<b>EN6SS-IVj-2.3</b> Conduct short research projects on a relevant issue	<b>EN6SS-IVj-1.10</b> Use various types and kinds of sentences for effective communication of information/ ideas (compound, complex sentences)	<b>EN6WC-IVj-1.8.2</b> <b>EN6WC-IVj-1.8.1</b> <b>EN6WC-IVj-1.8.3</b> Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words	<b>EN6VC-IVj-1.4</b> Make connections between information viewed and personal experiences	<b>EN6A-IVj-16</b> Observe politeness at all times  <b>EN6A-IVj-17</b> Show tactfulness when communicating with others  <b>EN6A-IVj-18</b> Show openness to criticism

**K to 12 BASIC EDUCATION CURRICULUM**  
**Grade 6 Tagged Materials**

<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
<b>LC - Listening Comprehension</b>		
<b>1Q</b>		
Analyze sound devices (onomatopoeia, alliteration, assonance, personification, irony and hyperbole) in a text heard	<b>EN6LC-Ia-2.3.1</b> <b>EN6LC-Ia-2.3.3</b> <b>EN6LC-Ia-2.3.2</b> <b>EN6LC-Ia-2.3.6</b> <b>EN6LC-Ia-2.3.8</b> <b>EN6LC-Ia-2.3.7</b>	1. *English for All Times 6. 1999. pp 144-146. 2. *English for You and Me 6 (Reading). 2011. pp 51-52. 3. *English Arts I. 2000. pp 40-44, 187.
Analyze sound devices (personification) in a text heard	<b>EN6LC-Ib-2.3.6</b>	1. *English for You and Me 6 (Reading). 2011. pp 51. 2. *English Arts I. 2000. pp 40, 43-44, 186-188.
Analyze sound devices (irony and hyperbole) in a text heard	<b>EN6LC-Ic-2.3.7</b> <b>EN6LC-Ic-2.3.8</b>	1. BEAM-DLP6 Module 13 – Using Figurative Language Simile, Metaphor, Hyperbole. 2. *English for You and Me 6 (Reading). 2011. pp 52. 3. *English Arts I. 2000. pp 44.
Infer the speaker’s tone, mood and purpose	<b>EN6LC-Id-2.11.1</b> <b>EN6LC-Id-2.11.2</b> <b>EN6LC-Id-2.11.3</b> --- <b>EN6LC-Ie-2.11.2</b> <b>EN6LC-Ie-2.11.3</b> --- <b>EN6LC-If-2.11.1</b> <b>EN6LC-If-2.11.2</b> <b>EN6LC-If-2.11.3</b>	1. BEAM-DLP6 Module 12 – Using the Plural Form of Nouns. 2. BEAM-DLP6 Module 51 – Determining the Purpose of the Author. 3. MISOSA English 6 – Determining the Purpose of the Author. 4. *English for All Times 5. 1999. pp 135. 5. *English Expressways 5. 2010. pp 137. 6. *English Arts I. 2000. pp 26, 27, 249.
<b>OL - Oral Language</b>		
<b>V - Vocabulary Development</b>		
<b>1Q</b>		
Infer meaning of idiomatic expressions using -context clues	<b>EN6V-Ia-12.3.1</b>	1. BEAM-DLP6 Module 8 – Decoding Meaning of Unfamiliar Words Using Context. 2. BEAM-DLP6 Module 12 – Common Idioms. 3. *English Arts I. 2000. pp 80, 81, 99, 100, 148, 149.
-affixes	<b>EN6V-Ib-12.4.2.1</b>	1. BEAM-DLP6 Module 5 – Words with Affixes – Prefixes. 2. BEAM-DLP6 Module 6 – Words with Affixes – Suffixes. 3. *English Arts I. 2000. pp. 205-207
Infer meaning of figurative language using -context clues	<b>EN6V-Id-12.3.2 EN6V-Ie-12.3.2</b>	1. BEAM-DLP6 Module 13 – Using Figurative Language. 2. *English Arts I. 2000. pp 80, 81, 99, 100, 148, 149, 205-207.
-affixes and roots	<b>EN6V-Id-12.4.1.2 EN6V-Ie-12.4.1.2</b>	1. BEAM-DLP6 Module 13 – Using Figurative Language. 2. *English Arts I. 2000. pp 80, 81, 99, 100, 148, 149, 205-207.
-other strategies	<b>EN6V-Id-12.4.2.2 EN6V-Ie-12.4.2.2</b>	1. BEAM-DLP6 Module 13 – Using Figurative Language. 2. *English Arts I. 2000. pp 80, 81, 99, 100, 148, 149, 205-207.

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<b>2Q</b>		
Infer meaning of borrowed words and content specific terms using (Math) -context clues	<b>EN6V-IIa-12.3.3</b>	*English Arts I. 2000. pp 46-47, 118-120.
-affixes and roots	<b>EN6V-IIa-12.4.1.3</b>	*English Arts I. 2000. pp 46-47, 118-120.
-other strategies	<b>EN6V-IIa-12.4.2.3</b>	*English Arts I. 2000. pp 46-47, 118-120.
<b>3Q</b>		
Clarify meaning of words using dictionaries, thesaurus	<b>EN6V-IIIa-8.1</b> <b>EN6V-IIIa-8.2</b>	1. MISOSA ENG6 – Using a Dictionary. 2. *English Expressways 5. 2010. pp 45, 46, 113.
Infer meaning of borrowed words using -context clues -affixes and roots -other strategies	<b>EN6V-IIIc-12.3.3</b> <b>EN6V-IIIc-12.4.1.3</b>	1. *English for All Times 6. 1999. pp 28, 29, 94-95. 2. *English for You and Me 6 (Reading). 2011. pp 9-10, 11-12.
-prefix	<b>EN6V-IIIe-12.4.2.3</b>	1. *English for All Times 5. 1999. pp. 78-79. 2. *English Expressways 5. 2010. pp 78-79. 3. *English for All Times 6. 1999. pp 94-95. 4. *English for You and Me 6 (Reading). 2011. pp 9-10.
-suffix	<b>EN6V-III f-12.4.2.3</b>	1. *English for All Times 5. 1999. pp. 110, 166. 2. *English Expressways 5. 2010. pp 109, 110. 3. *English for All Times 6. 1999. pp 28-29. 4. *English for You and Me 6 (Reading). 2011. pp 11-12.
Infer meaning of content specific terms using -context clues	<b>EN6V-IIIg-12.3.3</b> <b>EN6V-IIIh-12.3.3</b> <b>EN6V-IIIi-12.3.3</b> <b>EN6V-IIIj-12.3.3</b>	1. *English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166. 2. *English for All Times 6. 1999. pp 184-185.
-affixes and roots	<b>EN6V-IIIg-12.4.1.3</b> <b>EN6V-IIIh-12.4.1.3</b> <b>EN6V-IIIi-12.4.1.3</b> <b>EN6V-IIIj-12.4.1.3</b>	1. *English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166. 2. *English for All Times 6. 1999. pp 28, 29, 94-95. 3. *English for You and Me 6 (Reading). 2011. pp 9-10, 11-12.
-other strategies	<b>EN6V-IIIg-12.4.2.3</b> <b>EN6V-IIIh-12.4.2.3</b> <b>EN6V-IIIi-12.4.2.3</b> <b>EN6V-IIIj-12.4.2.3</b>	*English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166.
<b>4Q</b>		
-affixes and roots	<b>EN6V-IVa-12.4.1.3</b> <b>EN6V-IVb-12.4.1.3</b>	1. *English for All Times 6. 1999. pp 28, 29, 94-95. 2. *English for You and Me 6 (Reading). 2011. pp 9-10, 11-12.
-prefix	<b>EN6V-IVd-12.4.2.3</b>	1. *English for All Times 5. 1999. pp. 78-79. 2. *English Expressways 5. 2010. pp 78-79. 3. *English for All Times 6. 1999. pp 94-95. 4. *English for You and Me 6 (Reading). 2011. pp 9-10.
-suffix	<b>EN6V-IVe-12.4.2.3</b>	1. *English for All Times 5. 1999. pp. 110, 166.

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		<ol style="list-style-type: none"> <li>2. *English Expressways 5. 2010. pp 109, 110.</li> <li>3. *English for All Times 6. 1999. pp 28-29.</li> <li>4. *English for You and Me 6 (Reading). 2011. pp 11-12.</li> </ol>
Infer meaning of content-specific terms using -context clues	<b>EN6V-IVf-12.3.3 EN6V-IVg-12.3.3 EN6V-IVh-12.3.3 EN6V-IVi-12.3.3 EN6V-IVj-12.3.3</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166.</li> <li>2. *English for All Times 6. 1999. pp 184-185.</li> </ol>
-affixes and roots	<b>EN6V-IVf-12.4.1.3 EN6V-IVg-12.4.1.3 EN6V-IVh-12.4.1.3 EN6V-IVi-12.4.1.3 EN6V-IVj-12.4.1.3</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166.</li> <li>2. *English for All Times 6. 1999. pp 28, 29, 94-95.</li> <li>3. *English for You and Me 6 (Reading). 2011. pp 9-10, 11-12.</li> </ol>
-other strategies	<b>EN6V-IVf-12.4.2.3 EN6V-IVg-12.4.2.3 EN6V-IVh-12.4.2.3 EN6V-IVi-12.4.2.3 EN6V-IVj-12.4.2.3</b>	*English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166.
<b>RC - Reading Comprehension</b>		
<b>1Q</b>		
Analyze sound devices (onomatopoeia, alliteration, assonance, consonance)	<b>EN6RC-Ia-2.3.1 EN6RC-Ia-2.3.3 EN6RC-Ia-2.3.2 EN6RC-Ia-2.3.9</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 6. 1999. pp 103, 145.</li> <li>2. *English for You and Me 6 (Reading). 2011. pp 51-52.</li> <li>3. *English Arts I. 2000. pp 40, 42.</li> </ol>
Analyze poem with 4 or more stanzas in terms of its elements (rhymes, sound devices, imagery and figurative language)	<b>EN6RC-Ib-6.1 EN6RC-Ib-6.2 EN6RC-Ib-6.3 EN6RC-Ib-6.4</b>	*English Arts I. 2000. pp 40-44, 244-247.
Determine tone, mood, and purpose of the author	<b>EN6RC-Ic-6.5 EN6RC-Ic-6.6 EN6RC-Ic-6.7</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP6 Module 12 – Using the Plural Form of Nouns.</li> <li>2. BEAM-DLP6 Module 51 – Determining the Purpose of the Author.</li> <li>3. MISOSA ENG6 – Determining the Purpose of the Author.</li> <li>4. *English for All Times 5. 1999. pp 18, 135.</li> <li>5. *English Expressways 5. 2010. pp 137.</li> <li>6. *English Arts I. 2000. pp 26, 27, 249.</li> </ol>
Analyze figures of speech (simile, metaphor)	<b>EN6RC-Id-6.8 EN6RC-Id-6.9</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP6 Module 2 – Using Figurative Language.</li> <li>2. BEAM-DLP6 Module 13 – Using Figurative Language Simile, Metaphor, Hyperbole.</li> <li>3. MISOSA ENG6 – Using Figures of Speech.</li> <li>4. *English for All Times 5. 1999. pp 190, 191.</li> <li>5. *English for You and Me 6 (Reading). 2011. pp 51.</li> <li>6. *English Arts I. 2000. pp 43, 186, 187.</li> </ol>
Analyze figures of speech (hyperbole, irony)	<b>EN6RC-Ie-6.10</b>	1. BEAM-DLP6 Module 13 – Using Figurative Language Simile, Metaphor, Hyperbole.

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	<b>EN6RC-Ie-6.11</b>	<ol style="list-style-type: none"> <li>2. *English for You and Me 6 (Reading). 2011. pp 52.</li> <li>3. *English Arts I. 2000. pp 44.</li> </ol>
Analyze figures of speech (culture-based euphemism)	<b>EN6RC-If- 6.12</b>	
Evaluate narratives based on how the author developed the elements: -Setting -Characters (Heroes and Villains)	<b>EN6RC-Ig-2.24.1</b> <b>EN6RC-Ig-2.24.2</b>	<ol style="list-style-type: none"> <li>1. BEAM-DLP5 Module 37 – Evaluating and Making Judgments on Oral Texts.</li> <li>2. *English Arts I. 2000. pp 28.</li> </ol>
Evaluate narratives based on how the author developed the elements: -Plot (chronological-sequential, en medias res, flashback)	<b>EN6RC-Ih-2.24.3</b>	<ol style="list-style-type: none"> <li>1. MISOSA ENG6 – Identifying the Plot of a Story.</li> <li>2. *English for You and Me 6 (Reading). 2011. pp 73.</li> <li>3. *English Arts I. 2000. pp 28.</li> </ol>
<b>2Q</b>		
Respond appropriately to the messages of the different authentic texts	<b>EN6RC-IIa-5.5</b> <b>EN6RC-IIb-5.5</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 5. 1999. pp 160-165.</li> <li>2. *English Expressways 5. 2010. pp 160-162, 164, 165.</li> </ol>
<b>3Q</b>		
-Comparison and Contrast	<b>EN6RC-IIIc-3.2.7</b>	*English Arts I. 2000. pp 261, 262.
<b>4Q</b>		
Distinguish text-types according to purpose and language features -Cause and effect	<b>EN6RC-IVa-3.2.6</b> <b>EN6RC-IVb-3.2.6</b>	<ol style="list-style-type: none"> <li>1. *English for You and Me 6 (Reading). 2011. pp 122-123.</li> <li>2. *English Arts I. 2000. pp 30, 219, 220.</li> </ol>
<b>F - Oral Reading Fluency</b>		
<b>SS - Study Strategy Research</b>		
<b>2Q</b>		
Gather relevant information from various sources -Glossary	<b>EN6SS-IIa-1.3</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 5. 1999. pp 12, 13.</li> <li>2. *English Expressways 5. 2010. pp 10.</li> <li>3. *New Horizons in Learning English I. 1999. pp 30-31.</li> </ol>
-Indices	<b>EN6SS-IIa-1.4</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 5. 1999. pp 12, 13.</li> <li>2. *English Expressways 5. 2010. pp 10.</li> <li>3. *New Horizons in Learning English I. 1999. pp 30-31.</li> </ol>
-Dictionary	<b>EN6SS-IIb-1.4</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 5. 1999. pp 20-27, 36, 37, 40, 41, 53, 142, 184.</li> <li>2. *English Expressways 5. 2010. pp 113.</li> <li>3. *English for All Times 6. 1999. pp 73-74, 139, 184.</li> <li>4. *English for You and Me 6 (Reading). 2011. pp 46.</li> <li>5. *English Arts I. 2000. pp 13, 20-25.</li> </ol>
-Thesaurus	<b>EN6SS-IIb-1.4.1</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 5. 1999. pp 20-27, 36, 37, 40, 41, 53, 142, 184.</li> <li>2. *English Expressways 5. 2010. pp 113.</li> <li>3. *English for All Times 6. 1999. pp 73-74, 139, 184.</li> <li>4. *English for You and Me 6 (Reading). 2011. pp 46.</li> <li>5. *English Arts I. 2000. pp 13, 20-25.</li> </ol>
-Almanac	<b>EN6SS-IIc-1.4.2</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 5. 1999. pp. 111-113.</li> </ol>



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-Encyclopedia	<b>EN6SS-IIc-1.4.3</b>	2. *English Expressways 5. 2010. pp 111-112. 3. *English for All Times 6. 1999. pp 84-87. 1. *English for All Times 5. 1999. pp. 111-113. 2. *English Expressways 5. 2010. pp 111-112. 3. *English for All Times 6. 1999. pp 84-87.
<b>G - Grammar</b>		
<b>1Q</b>		
Compose clear and coherent sentences using appropriate grammatical structures: -pluralization of regular nouns	<b>EN6G-Ia-2.3.1</b> <b>EN6G-Ib-2.3.2</b>	1. BEAM-DLP6 Module 12 – Using the Plural Form of Nouns. 2. *English Arts I. 2000. pp 155, 156, 159. 3. *English for You and Me 6 (Language). 2011. pp 46-47.
Compose clear and coherent sentences using appropriate grammatical structures: -pluralization of irregular nouns		1. MISOSA ENG5 Module 5 – Using the Plural Form of Nouns. 2. *English for You and Me 6 (Language). 2011. pp 46-47. 3. *New Horizons in Learning English I. 1999. pp 194-195. 4. *English Arts I. 2000. pp 157, 158.
-tenses of verbs	<b>EN6G-Ic-3.2</b>	1. *English for You and Me 6 (Language). 2011. pp 92. 2. *New Horizons in Learning English I. 1999. pp 15, 92-93, 222. 3. *English Arts I. 2000. pp 104-107.
-modals	<b>EN6G-Ie-3.6</b>	*English Arts I. 2000. pp 261.
-Subject-verb agreement	<b>EN6G-Ih-3.9</b> <b>EN6G-Ii-3.9</b> <b>EN6G-Ij-3.9</b>	*English Arts I. 2000. pp 136-139.
<b>2Q</b>		
Compose clear and coherent sentences using appropriate grammatical structures: -Order and degrees of regular adjectives	<b>EN6G-IIa-5.5</b> <b>EN6G-IIa-5.2</b> --- <b>EN6G-IIb-5.5.1</b> <b>EN6G-IIb-5.2.1</b>	1. BEAM-DLP6 Module 11 – Using Adjectives in Series. 2. *New Horizons in Learning English I. 1999. pp 194-195. 3. *English Arts I. 2000. pp 221-228.
-Adverbs of frequency	<b>EN6G-IIId-6.7</b>	1. BEAM-DLP5 Module 38 – Using Adverbs of Manner and Frequency. 2. MISOSA ENG5 Module 8 – Using Adverbs of Time, Place, Manner and Frequency.
-Adverbs of manner	<b>EN6G-IIe-6.8</b>	1. BEAM-DLP5 Module 38 – Using Adverbs of Manner and Frequency. 2. MISOSA ENG5 Module 8 – Using Adverbs of Time, Place, Manner and Frequency.
-Adverbs of place and time	<b>EN6G-IIIf-6.5</b>	1. MISOSA ENG5 Module 8 – Using Adverbs of Time, Place, Manner and Frequency.
-Prepositions and prepositional phrases	<b>EN6G-IIg-7.3.1</b> <b>EN6G-IIg-7.3.2</b>	1. BEAM-DLP5 Module 40 – Using Prepositions and Prepositional Phrase. 2. BEAM-DLP6 Module 57 – Using Prepositions and Prepositional Phrase. 3. MISOSA 5 Module 6 – Using Prepositions and Prepositional Phrase. 4. *English for You and Me 6 (Language). 2011. pp 152-153. 4. *New Horizons in Learning English I. 1999. pp 165. 5. *English Arts I. 2000. pp 251-252.
-Subordinate and coordinate conjunctions	<b>EN6G-IIh-8.3</b> <b>EN6G-IIh-8.4</b>	1. *New Horizons in Learning English I. 1999. pp 245-246.



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	--- <b>EN6G-IIIi-8.3</b> <b>EN6G-IIIi-8.4</b> --- <b>EN6G-IIj-8.3</b> <b>EN6G-IIj-8.4</b>	
<b>3Q</b>		
-following and giving directions	<b>EN6G-IIIId-1.8.4</b>	1. BEAM-DLP6 Module 10 – Following Series of Directions. 2. BEAM-DLP6 Module 15 – Writing Specific Directions on Given Situations.
<b>4Q</b>		
Use various types and kinds of sentences for effective communication of information/ideas (compound sentences)	<b>EN6G-IVa-1.8</b>	1. BEAM-DLP5 Module 23 – Using Variety of Sentences According To Structure. 2. BEAM-DLP6 Module 32 – Using Compound Sentences. 3. MISOSA ENG6 – Using Compound Sentences. 4. *English for You and Me 6 (Language). 2011. pp 61-63. 5. *English Arts I. 2000. pp 33, 34.
Use various types and kinds of sentences for effective communication of information/ideas (complex sentences)	<b>EN6G-IVb-1.9</b>	1. BEAM-DLP6 Module 33 – Using Complex Sentences. 2. *English for You and Me 6 (Language). 2011. pp 65-67. 3. *New Horizons in Learning English I. 1999. pp 271-272. 4. *English Arts I. 2000. pp 35, 36.
Use various types and kinds of sentences for effective communication of information/ideas (compound, complex sentences)	<b>EN6G-IVc-1.10</b> <b>EN6G-IVd-1.10</b> <b>EN6G-IVe-1.10</b> <b>EN6G-IVf-1.10</b> <b>EN6G-IVg-1.10</b> <b>EN6G-IVh-1.10</b> <b>EN6G-IVi-1.10</b> <b>EN6G-IVj-1.10</b>	1. *English for You and Me 6 (Language). 2011. pp 61-69. 2. *New Horizons in Learning English I. 1999. pp 271-272.
<b>WC - Writing/Composition</b>		
<b>1Q</b>		
Write a 3-line 4-stanza poem	<b>EN6WC-Ia-2.2.2</b> <b>EN6WC-Ib-2.2.2</b>	*English for All Times 6 (Reading). 1999. pp 104.
<b>2Q</b>		
Fill-out forms accurately and efficiently (bio data, application forms, etc.)	<b>EN6WC-IIa-3.7</b>	1. BEAM-DLP5 Module 12 – Filling out Forms Correctly. 2. *English Expressways 5. 2010. pp 13-15. 3. *English for All Times 6. 1999. pp 141.
Plan a composition using an outline/other graphic organizers	<b>EN6WC-IIb-1.1.6.1</b>	*English for You and Me 6 (Reading). 2011. pp 66-67.
Write a 4-paragraph composition showing -comparison and contrast	<b>EN6WC-IIId-2.2.6</b>	1. *New Horizons in Learning English. 1999. pp 201-202. 2. *English Arts I. 2000. pp 261, 262.
Revise writing for clarity -correct spelling	<b>EN6WC-IIe-1.8.2</b> <b>EN6WC-IIg-1.8.2</b>	*New Horizons in Learning English. 1999. pp 42.

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Write a 4-paragraph composition showing -cause and effect	<p align="center"><b>EN6WC-III-1.8.2</b></p> <p align="center"><b>EN6WC-IIIf-2.2.5</b></p>	<ol style="list-style-type: none"> <li>1. *English for All Times 6. 1999. pp 42-44.</li> <li>2. *English for You and Me 6 (Reading). 2011. 122-123.</li> <li>3. *English Arts I. 2000. pp 30, 219, 220.</li> </ol>
<p><b>4Q</b></p>		
Plan a composition using an outline/other graphic organizers	<p align="center"><b>EN6WC-IVa-1.1.6.1</b></p> <p align="center"><b>EN6WC-IVd-1.1.6.1</b></p>	<p align="center">*English for You and Me 6 (Reading). 2011. pp 66-67.</p>
<p><b>VC – Viewing</b></p>		
<p><b>1Q</b></p>		
Analyze the characters used in print, non-print, and digital materials (age and gender, race and nationality, attitude and behaviour)	<p align="center"><b>EN6VC-Ii-3.3.1</b></p> <p align="center"><b>EN6VC-Ii-3.3.2</b></p> <p align="center"><b>EN6VC-Ii-3.3.3</b></p> <p align="center">---</p> <p align="center"><b>EN6VC-Ij-3.3.1</b></p> <p align="center"><b>EN6VC-Ij-3.3.2</b></p> <p align="center"><b>EN6VC-Ij-3.3.3</b></p>	<p align="center">*English for All Times 6. 1999. pp 7-8, 18, 35, 126, 192-193.</p>
Analyze the setting used in print, non-print and digital materials (Urban or Rural; Affluent or Poor)	<p align="center"><b>EN6VC-Ii-3.3.4</b></p> <p align="center"><b>EN6VC-Ij-3.3.4</b></p>	<p align="center">*English for All Times 6. 1999. pp 15-17.</p>
<p><b>A - Attitude</b></p>		
<p><b>1Q</b></p>		
Observe politeness at all times	<p align="center"><b>EN6A-Ia-16</b></p> <p align="center"><b>EN6A-Ib-16</b></p> <p align="center"><b>EN6A-Ic-16</b></p> <p align="center"><b>EN6A-Id-16</b></p> <p align="center"><b>EN6A-Ie-16</b></p> <p align="center"><b>EN6A-If-16</b></p> <p align="center"><b>EN6A-Ig-16</b></p> <p align="center"><b>EN6A-Ih-16</b></p> <p align="center"><b>EN6A-Ii-16</b></p> <p align="center"><b>EN6A-Ij-16</b></p>	<ol style="list-style-type: none"> <li>1. BEAM-DLP6 Module 11 – Using Courteous Expressions.</li> <li>2. MISOSA ENG6 – Using Courteous Expressions.</li> </ol>

## K to 12 BASIC EDUCATION CURRICULUM

### GRADE 7

#### FIRST QUARTER

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of: pre-colonial Philippine literature as a means of connecting to the past; various reading styles; ways of determining word meaning; the sounds of English and the prosodic features of speech; and correct subject-verb agreement.
<b>PERFORMANCE STANDARD</b>	The learner transfers learning by: showing appreciation for the literature of the past; comprehending texts using appropriate reading styles; participating in conversations using appropriate context-dependent expressions; producing English sounds correctly and using the prosodic features of speech effectively in various situations; and observing correct subject-verb agreement.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
<b>1</b>	<p><b>EN7RC-I-a-7:</b> Use the appropriate reading style (scanning, skimming, speed reading, intensive reading etc.) for one's purpose</p> <p><b>EN7SS-I-a-1.5.2:</b> <b>Scan</b> for specific information</p>	<p><b>EN7LC-I-a-5:</b> Recognize prosodic features: volume, projection, pitch, stress, intonation, juncture, and speech rate that serve as carriers of meaning</p> <p><b>EN7LC-I-a-5.1:</b> Listen for important points signalled by <u>volume</u>, projection, pitch, stress, intonation, juncture, and rate of speech</p> <p><b>EN7LC-I-a-5.2:</b> Note the changes in <u>volume</u>, projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning</p>	<p><b>EN7VC-I-a-8:</b> Use structural analysis to determine the meaning of unfamiliar words or expressions from the material viewed</p>	<p><b>EN7V-I-a-22:</b> Distinguish between slang and colloquial expressions in conversations</p> <p><b>EN7V-I-a-22.1:</b> Distinguish features of colloquial language (fillers, contractions, etc.) and slang</p>	<p><b>EN7LT-I-a-1:</b> Discover literature as a means of connecting to a significant past</p> <p><b>EN7LT-I-a-2:</b> Describe the different literary genres during the pre-colonial period</p> <p><b>EN7LT-I-a-2.1:</b> Identify the distinguishing features of proverbs, myths, and legends</p>	<p><b>EN7WC-I-a-4:</b> Distinguish between oral and written language use</p> <p><b>EN7WC-I-a-4.1:</b> Recognize the common purposes for writing</p>	<p><b>EN7F-I-a-3.11:</b> Observe the correct production of vowel and consonant sounds, diphthongs, blends, glides, etc.</p> <p><b>EN7F-I-a-3.11.1:</b> Read words phrases, clauses, sentences and paragraphs using the correct production of vowel and consonant sounds, diphthongs, blends and glides</p>	<p><b>EN7G-I-a-11:</b> Observe correct subject-verb agreement</p>

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>RC</b> Reading Comprehension	<b>LC</b> Listening Comprehension	<b>VC</b> Viewing Comprehension	<b>V</b> Vocabulary Development	<b>LT</b> Literature	<b>WC</b> Writing and Composition	<b>F</b> Oral Language and Fluency	<b>G</b> Grammar Awareness
<b>2</b>	<b>EN7SS-I-b-1.5.1:</b> <b>Skim</b> for major ideas using headings as guide	<b>EN7LC-I-b-5.1:</b> Listen for important points signalled by volume, <u>projection</u> , pitch, stress, intonation, juncture, and rate of speech <b>EN7LC-I-b-5.2:</b> Note the changes in volume, <u>projection</u> , pitch, stress, intonation, juncture, and rate of speech that affect meaning	<b>EN7VC-I-b-8:</b> Use structural analysis to determine the meaning of unfamiliar words or expressions from the material viewed	<b>EN7V-I-b-22.1:</b> Distinguish features of colloquial language (fillers, contractions, etc.) and slang	<b>EN7LT-I-b-1:</b> Discover literature as a means of connecting to a significant past <b>EN7LT-I-b-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection	<b>EN7WC-I-b-4.2:</b> Differentiate literary writing from academic writing	<b>EN7OL-I-b1.14:</b> Use appropriate prosodic features of speech like pitch, stress, juncture, intonation, volume and projection and rate/speed of speech in differing oral communication situations <b>EN7OL-I-b-1.14.2:</b> Observe the correct pitch levels (high, medium, low) when reading lines of poetry, sample sentences and paragraphs	<b>EN7G-I-b-11:</b> Observe correct subject-verb agreement
<b>3</b>	<b>EN7RC-I-c-7.1:</b> <b>Read intensively</b> to find answers to specific questions	<b>EN7LC-I-c-5.1:</b> Listen for important points signalled by volume, projection, <u>pitch</u> , stress, intonation, juncture, and rate of speech <b>EN7LC-I-c-5.2:</b> Note the changes in volume, projection, <u>pitch</u> , stress, intonation, juncture, and rate of speech that affect meaning	<b>EN7VC-I-c-3.1.3:</b> Give the meaning of given signs and symbols (road signs, prohibited signs, etc.)	<b>EN7V-I-c-10.2:</b> Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations	<b>EN7LT-I-c-1:</b> Discover literature as a means of connecting to a significant past <b>EN7LT-I-c-2.2.1:</b> Express appreciation for sensory images used	<b>EN7WC-I-c-4.2:</b> Differentiate literary writing from academic writing	<b>EN7OL-I-c-1.14.2:</b> Observe the correct pitch levels (high, medium, low) when reading lines of poetry, sample sentences and paragraphs	<b>EN7G-I-c-11:</b> Observe correct subject-verb agreement
<b>4</b>	<b>EN7RC-I-d-7.1:</b> <b>Read intensively</b> to find answers to specific questions	<b>EN7LC-I-d-5.1:</b> Listen for important points signalled by volume, projection, pitch, <u>stress</u> , intonation, juncture, and rate of speech	<b>EN7VC-I-d-6:</b> Identify the genre of a material viewed (such as movie clip, trailer, news flash, internet-based program, documentary, video,	<b>EN7V-I-d-10.2:</b> Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations	<b>EN7LT-I-d-1:</b> Discover literature as a means of connecting to a significant past. <b>EN7LT-I-d-2.2.2:</b> Explain the literary devices used	<b>EN7WC-I-d-4.3:</b> Identify basic features and kinds of paragraph	<b>EN7OL-I-d-1.14.3:</b> Use the correct stress (primary, secondary, tertiary and weak) when reading passages	<b>EN7G-I-d-11:</b> Observe correct subject-verb agreement

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>RC</b> Reading Comprehension	<b>LC</b> Listening Comprehension	<b>VC</b> Viewing Comprehension	<b>V</b> Vocabulary Development	<b>LT</b> Literature	<b>WC</b> Writing and Composition	<b>F</b> Oral Language and Fluency	<b>G</b> Grammar Awareness
		<b>EN7LC-I-d-5.2:</b> Note the changes in volume, projection, pitch, <u>stress</u> , intonation, juncture, and rate of speech that affect meaning	etc.)					
<b>5</b>	<b>EN7RC-I-e-2.15:</b> Use non-linear visuals as comprehensive aids in content texts <b>EN7SS-I-e-1.2:</b> Transcode orally and in writing the information presented in <u>diagrams, charts, table, graphs, etc.</u>	<b>EN7LC-I-e-5.1:</b> Listen for important points signalled by volume, projection, pitch, stress, <u>intonation</u> , juncture, and rate of speech  <b>EN7LC-I-e-5.2:</b> Note the changes in volume, projection, pitch, stress, <u>intonation</u> , juncture, and rate of speech that affect meaning	<b>EN7VC-I-e-6:</b> Identify the genre of a material viewed (such as movie clip, trailer, news flash, internet-based program, documentary, video, etc.)	<b>EN7V-I-e-22.2:</b> Select an appropriate colloquial or idiomatic word or expression as a substitute for another word or expression	<b>EN7LT-I-e-1:</b> Discover literature as a means of connecting to a significant past <b>EN7LT-I-e-2.2.2:</b> Explain the literary devices used	<b>EN7WC-I-e-4.3:</b> Identify basic features and kinds of paragraph <b>EN7WC-I-e-2.8.1:</b> Recognize the parts of a simple paragraph	<b>EN7OL-I-e-1.14.3:</b> Use the correct stress (primary, secondary, tertiary and weak) when reading passages	<b>EN7G-I-e-11:</b> Observe correct subject-verb agreement
<b>6</b>	<b>EN7SS-I-f-1.2:</b> Transcode orally and in writing the information presented in <u>diagrams, charts, table, graphs, etc.</u>	<b>EN7LC-I-f-5.1:</b> Listen for important points signaled by volume, projection, pitch, stress, intonation, <u>juncture</u> , and rate of speech  <b>EN7LC-I-f-5.2:</b> Note the changes in volume, projection, pitch, stress, intonation, <u>juncture</u> , and rate of speech that affect meaning	<b>EN7VC-I-f-9:</b> Organize information from a material viewed	<b>EN7V-I-f-22.2:</b> Select an appropriate colloquial or idiomatic word or expression as a substitute for another word or expression	<b>EN7LT-I-f-1:</b> Discover literature as a means of connecting to a significant past <b>EN7LT-I-f-2.2.3:</b> Determine the tone, mood, technique, and purpose of the author	<b>EN7WC-I-f-2.8.1:</b> Recognize the parts of a simple paragraph	<b>EN7OL-I-f-1.14.4:</b> Use the rising intonation pattern with Yes-No and tag questions; the rising-falling intonation with information-seeking questions, option questions and with statements	<b>EN7G-I-f-11:</b> Observe correct subject-verb agreement
<b>7</b>	<b>EN7SS-I-g-1.2:</b> Give the meaning of given signs and symbols (road signs, prohibited	<b>EN7LC-I-g-5.1:</b> Listen for important points signaled by volume, projection, pitch, stress,	<b>EN7VC-I-g-9:</b> Organize information from a material viewed	<b>EN7V-I-g-22.3:</b> Explain the predominance of colloquial and idiomatic	<b>EN7LT-I-g-1:</b> Discover literature as a means of connecting to a significant past	<b>EN7WC-I-g-4.4:</b> Sequence steps in writing a simple paragraph	<b>EN7OL-I-g-1.14.4:</b> Use the rising intonation pattern with Yes-No and tag questions;	<b>EN7G-I-g-11:</b> Observe correct subject-verb agreement

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<b>Week</b>	<b>RC</b> Reading Comprehension	<b>LC</b> Listening Comprehension	<b>VC</b> Viewing Comprehension	<b>V</b> Vocabulary Development	<b>LT</b> Literature	<b>WC</b> Writing and Composition	<b>F</b> Oral Language and Fluency	<b>G</b> Grammar Awareness
	signs, etc.)	intonation, juncture, and <u>rate of speech</u>  <b>EN7LC-I-g-5.2:</b> Note the changes in volume, projection, pitch, stress, intonation, juncture, and <u>rate of speech</u> that affect meaning		expressions in oral communication	<b>EN7LT-I-g-2.3:</b> Draw similarities and differences of the featured selections in relation to the theme		the rising-falling intonation with information- seeking questions, option questions and with statements	
<b>8</b>	<b>EN7SS-I-h-1.2:</b> Give the meaning of given signs and symbols (road signs, prohibited signs, etc.)	<b>EN7LC-I-h-5.1:</b> Listen for important points signaled by <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u>  <b>EN7LC-I-h-5.2:</b> Note the changes in <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u> that affect meaning	<b>EN7VC-I-h-10:</b> Determine the truthfulness and accuracy of the material viewed	<b>EN7V-I-h-22.3:</b> Explain the predominance of colloquial and idiomatic expressions in oral communication	<b>EN7LT-I-h-1:</b> Discover literature as a means of connecting to a significant past  <b>EN7LT-I-h-2.3:</b> Draw similarities and differences of the featured selections in relation to the theme	<b>EN7WC-I-h-2.2:</b> Retell a chosen myth or legend in a series of simple paragraphs	<b>EN7OL-I-h-1.14.5:</b> Observe and use correct juncture/phrasing and rate of speech when reading sample passages (prose or poetry)	<b>EN7G-I-h-11:</b> Observe correct subject-verb agreement
<b>9</b>	<b>EN7RC-I-i-14:</b> Follow directions using a map	<b>EN7LC-I-i-5.1:</b> Listen for important points signaled by <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u>  <b>EN7LC-I-i-5.2:</b> Note the changes in <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u> that affect meaning	<b>EN7VC-I-i-10:</b> Determine the truthfulness and accuracy of the material viewed	<b>EN7V-I-i-22.3:</b> Explain the predominance of colloquial and idiomatic expressions in oral communication	<b>EN7LT-I-i-1:</b> Discover literature as a means of connecting to a significant past  <b>EN7LT-I-i-3:</b> Explain how a selection may be influenced by culture, history, environment, or other factors	<b>EN7WC-I-i-2.2:</b> Retell a chosen myth or legend in a series of simple paragraphs	<b>EN7OL-I-i-1.14.5:</b> Observe and use correct juncture/phrasing and rate of speech when reading sample passages (prose or poetry)	<b>EN7G-I-i-11:</b> Observe correct subject-verb agreement
<b>10</b>	<b>Culminating Task</b>							

**K to 12 BASIC EDUCATION CURRICULUM**

**SECOND QUARTER**

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of: Philippine literature during the Period of Apprenticeship as a means of examining conflicts; various purposeful listening and viewing strategies; difference between literal and figurative language; ways to extract and condense information based on library sources; verbal and non-verbal cues in oral communication; and types of phrases, clauses, and sentences.
<b>PERFORMANCE STANDARD</b>	The learner transfers learning by: resolving conflicts presented in literary selections; using tools and mechanisms in locating library resources; extracting information and noting details from texts to write a précis, summary, or paraphrase; distinguishing between and using literal and figurative language and verbal and non-verbal cues; use phrases, clauses, and sentences meaningfully and appropriately.

<b>Week</b>	<b>RC</b> Reading Comprehension	<b>LC</b> Listening Comprehension	<b>VC</b> Viewing Comprehension	<b>V</b> Vocabulary Development	<b>LT</b> Literature	<b>WC</b> Writing and Composition	<b>F</b> Oral Language and Fluency	<b>G</b> Grammar Awareness
<b>1</b>	<b>EN7SS-II-a-1:</b> Use appropriate mechanisms/tools in the library for locating resources <b>EN7SS-II-a-1.5.3:</b> Use the <u>card catalog</u> , the online public access catalog, or electronic search engine to locate specific resources	<b>EN7LC-II-a-6:</b> Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to <b>EN7LC-II-a-6.1:</b> Extract information from the text listened to	<b>EN7VC-II-a-1/2:</b> <u>Note details, sequence, and relationships of ideas and events</u>	<b>EN7V-II-a-10.1:</b> Discriminate between literal and figurative language <b>EN7V-II-a-10.1.1:</b> Classify sample texts into literal or figurative	<b>EN7LT-II-a-4:</b> Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways <b>EN7LT-II-a-4.1:</b> Identify the distinguishing features of literature during the Period of Apprenticeship	<b>EN7WC-II-a-5:</b> Extract information from a text using a <u>summary</u> , <u>precis</u> , and paraphrase	<b>EN7OL-II-a-4:</b> Use verbal and non verbal cues in conversations, dialogs, and interviews <b>EN7OL-II-a-4.1:</b> Use appropriate verbal and non-verbal cues when developing, maintaining and ending conversations and dialogs	<b>EN7G-II-a-1:</b> Use phrases, clauses, and sentences appropriately and meaningfully
<b>2</b>	<b>EN7SS-II-b-1.5.3:</b> Use the card catalog, <u>the online public access catalog</u> , or electronic search engine to locate specific resources	<b>EN7LC-II-b-3.3:</b> Recognize main/key ideas	<b>EN7VC-II-b-1/2:</b> <u>Note details, sequence, and relationships of ideas and events</u>	<b>EN7V-II-b-10.1.1:</b> Classify sample texts into literal or figurative	<b>EN7LT-II-b-4:</b> Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways <b>EN7LT-II-b-4.2:</b> Identify the	<b>EN7WC-II-b-5:</b> Extract information from a text using a <u>summary</u> , <u>precis</u> , and paraphrase	<b>EN7OL-II-b-4.1:</b> Use appropriate verbal and non-verbal cues when developing, maintaining and ending conversations and dialogs	<b>EN7G-II-b-1:</b> Use phrases, clauses, and sentences appropriately and meaningfully

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					distinguishing features of poems and short stories			
<b>3</b>	<b>EN7SS-II-c-1.5.3:</b> Use the card catalog, the online public access catalog, or <u>electronic search engine</u> to locate specific resources	<b>EN7LC-II-c-2.1/3.1:</b> Note specific details/elements of the text listened to	<b>EN7VC-II-c-11:</b> <u>Narrate events chronologically/</u> <u>Arrange ideas</u> logically based on a material viewed	<b>EN7V-II-c-10.1.2:</b> Identify figures of speech that show comparison ( <u>simile</u> metaphor, personification)	<b>EN7LT-II-c-4:</b> Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways <b>EN7LT-II-c-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection	<b>EN7WC-II-c-5:</b> Extract information from a text using a summary, precis, and <u>paraphrase</u>	<b>EN7OL-II-c-2.7:</b> Employ correct turn-taking, turn-giving and topic control strategies in conversations and dialogs	<b>EN7G-II-c-1:</b> Use phrases, clauses, and sentences appropriately and meaningfully
<b>4</b>	<b>EN7SS-II-d-1.3/1.4:</b> Get information from the <u>different parts of a book</u> and from general references in the library	<b>EN7LC-II-d-2.1/3.1:</b> Note specific details/elements of the text listened to	<b>EN7VC-II-d-11:</b> Narrate events chronologically/ <u>Arrange ideas</u> logically based on a material viewed	<b>EN7V-II-d-10.1.2:</b> Identify figures of speech that show comparison (simile <u>metaphor</u> , personification)	<b>EN7LT-II-d-4:</b> Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways <b>EN7LT-II-d-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN7LT-II-d-2.2.1:</b> Express appreciation for sensory images used	<b>EN7WC-II-d-5.1:</b> Identify key ideas	<b>EN7OL-II-d-2.7:</b> Employ correct turn-taking, turn-giving and topic control strategies in conversations and dialogs	<b>EN7G-II-d-1:</b> Use phrases, clauses, and sentences appropriately and meaningfully
<b>5</b>	<b>EN7SS-II-e-1.3/1.4:</b> Get information from the different parts	<b>EN7LC-II-e-4:</b> Recognize signals/cues to determine the order of ideas/	<b>EN7VC-II-e-11:</b> Narrate events chronologically/ <u>Arrange ideas</u>	<b>EN7V-II-e-10.1.2:</b> Identify figures of speech that show	<b>EN7LT-II-e-4:</b> Discover the conflicts presented in literary selections	<b>EN7WC-II-e-5.1:</b> Identify key ideas	<b>EN7OL-II-e-3.7:</b> Use appropriate techniques and strategies when	<b>EN7G-II-e-1:</b> Use phrases, clauses, and sentences appropriately and



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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	of a book and <u>from general references in the library</u>	events	<u>logically</u> based on a material viewed	comparison (simile metaphor, <u>personification</u> )	and the need to resolve those conflicts in non-violent ways <b>EN7LT-II-0-2.2.2:</b> Explain the literary devices used		asking questions and eliciting answers	meaningfully
6	<b>EN7SS-II-f-1.3/1.4:</b> Get information from the different parts of a book and from <u>general references in the library</u>	<b>EN7LC-II-f-2.13:</b> Determine the tone and mood of the speaker or characters in the narrative listened to	<b>EN7VC-II-f-1.3:</b> Predict the gist of the material viewed based on the title, pictures, and excerpts of the material viewed	<b>EN7V-II-f-10.1.3:</b> Identify figures of speech that show contrast ( <u>irony</u> , oxymoron, paradox)	<b>EN7LT-II-f-4:</b> Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways <b>EN7LT-II-f-2.2.3:</b> Determine tone, mood, technique, and purpose of the author	<b>EN7WC-II-f-5.2:</b> Identify supporting details	<b>EN7OL-II-f-3.7:</b> Use appropriate techniques and strategies when asking questions and eliciting answers	<b>EN7G-II-f-1:</b> Use phrases, clauses, and sentences appropriately and meaningfully
7	<b>EN7SS-II-g-2.1:</b> Gather current information from newspapers and other print and non-print media	<b>EN7LC-II-g-2.8.3:</b> Infer the purpose of the text listened to	<b>EN7VC-II-g-1.3:</b> Predict the gist of the material viewed based on the title, pictures, and excerpts of the material viewed	<b>EN7V-II-g-10.1.3:</b> Identify figures of speech that show contrast ( <u>irony</u> , <u>oxymoron</u> , paradox)	<b>EN7LT-II-g-4:</b> Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways <b>EN7LT-II-g-2.3:</b> Draw similarities and differences of the featured selections in relation to the theme	<b>EN7WC-II-g-5.2:</b> Identify supporting details	<b>EN7OL-II-g-2.6.2:</b> Observe and use the appropriate gestures (hand-body) that accompany oral language	<b>EN7G-II-g-1:</b> Use phrases, clauses, and sentences appropriately and meaningfully
8	<b>EN7SS-II-h-2.1:</b> Gather current information from newspapers and other print and non-print media	<b>EN7LC-II-h-2.5:</b> Make predictions about the contents of the texts listened to	<b>EN7VC-II-h-12:</b> Raise questions about a material viewed	<b>EN7V-II-h-10.1.3:</b> Identify figures of speech that show contrast ( <u>irony</u> , oxymoron, <u>paradox</u> )	<b>EN7LT-II-h-4:</b> Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-	<b>EN7WC-II-h-5.3:</b> Simplify ideas	<b>EN7OL-II-h-1.14:</b> Use the correct pitch, juncture, stress, volume and projection and rate/speed of speech in	<b>EN7G-II-h-1:</b> Use phrases, clauses, and sentences appropriately and meaningfully

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>RC</b> Reading Comprehension	<b>LC</b> Listening Comprehension	<b>VC</b> Viewing Comprehension	<b>V</b> Vocabulary Development	<b>LT</b> Literature	<b>WC</b> Writing and Composition	<b>F</b> Oral Language and Fluency	<b>G</b> Grammar Awareness
					violent ways <b>EN7LT-II-h-3:</b> Explain how a selection may be influenced by culture, history, environment, or other factors		conversations and dialogs	
<b>9</b>	<b>EN7SS-II-i-2.1:</b> Gather current information from newspapers and other print and non-print media	<b>EN7LC-II-i-6.2:</b> Infer thoughts and feelings expressed in the text listened to	<b>EN7VC-II-i-12:</b> Raise questions about a material viewed	<b>EN7V-II-h-10.1.3:</b> Identify figures of speech that show contrast ( <u>irony</u> , <u>oxymoron</u> , <u>paradox</u> )	<b>EN7LT-II-i-4:</b> Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways <b>EN7LT-II-0-3:</b> Explain how a selection may be influenced by culture, history, environment, or other factors	<b>EN7WC-II-i-5.3:</b> Simplify ideas	<b>EN7OL-II-i-1.14:</b> Use the correct pitch, juncture, stress, volume and projection and rate/speed of speech in conversations and dialogs	<b>EN7G-II-i-1:</b> Use phrases, clauses, and sentences appropriately and meaningfully
<b>10</b>	<b>Culminating Task</b>							

## K to 12 BASIC EDUCATION CURRICULUM

### THIRD QUARTER

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of: Philippine literature in the Period of Emergence as a tool to assert one's identity; strategies in listening to and viewing of informative and short narrative texts; word relationships and associations; informative speech forms; and use of direct/reported speech, passive/ active voice, simple past and past perfect tenses, and sentence connectors.
<b>PERFORMANCE STANDARD</b>	The learner transfers learning by: showing ways of asserting one's identity; comprehending informative and short narrative texts using schema and appropriate listening and viewing strategies; expressing ideas, opinions, and feelings through various formats; and enriching written and spoken communication using direct/reported speech, active/passive voice, simple past and past perfect tenses and connectors correctly and appropriately.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	<b>EN7RC-III-a-8:</b> Use one's schema to better understand a text <b>EN7RC-III-a-8.1:</b> Use one's schema as basis for conjectures made about a text	<b>EN7LC-III-a-7:</b> Use different listening strategies based on purpose, topic and levels of difficulty of simple informative and short narrative texts <b>EN7LC-III-a-2.1/3.1:</b> Note specific details of the text listened to	<b>EN7VC-III-a-13:</b> Determine the key message conveyed in the material viewed	<b>EN7V-III-a-13.11:</b> Categorize words or expressions according to shades of meaning <b>EN7V-III-a-13.11.1:</b> Identify collocations used in a selection	<b>EN7LT-III-a-5:</b> Discover literature as a tool to assert one's unique identity and to better understand other people <b>EN7LT-III-a-5.1:</b> Identify the distinguishing features of literature during the Period of Emergence	<b>EN7WC-III-a-2.2:</b> Compose simple narrative texts <b>EN7WC-III-a-2.2.12:</b> Identify features of narrative writing	<b>EN7OL-III-a-1.3:</b> Express ideas, opinions, feelings and emotions during interviews, group/panel discussions, forums/fora, debates, etc. <b>EN7OL-III-a-5:</b> Use the appropriate prosodic features of speech during interviews, discussions and forums	<b>EN7G-III-a-1:</b> Link sentences using logical connectors that signal chronological and logical sequence and summation
2	<b>EN7RC-III-b-8.1:</b> Use one's schema as basis for conjectures made about a text	<b>EN7LC-III-b-3.3/3.3.1:</b> Recognize main points and supporting ideas in the text listened to	<b>EN7VC-III-b-13:</b> Determine the key message conveyed in the material viewed	<b>EN7V-III-b-13.11.1:</b> Identify collocations used in a selection	<b>EN7LT-III-b-5:</b> Discover literature as a tool to assert one's unique identity and to better understand other people  <b>EN7LT-III-b-5.2:</b> Identify the	<b>EN7WC-III-b-2.1:</b> Compose personal and factual recounts	<b>EN7OL-III-b-3:</b> Employ the appropriate oral language and stance in an <u>interview</u> , a panel discussion, in a forum and in a debate	<b>EN7G-III-b-1:</b> Link sentences using logical connectors that signal chronological and logical sequence and summation

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					distinguishing features of revolutionary songs, poems, short stories, drama, and novels			
<b>3</b>	<b>EN7RC-III-c-8.2:</b> Use the universe of the text to activate one's schema	<b>EN7LC-III-c-6.2:</b> Infer thoughts and feelings expressed in the text listened to	<b>EN7VC-III-c-13:</b> Determine the key message conveyed in the material viewed	<b>EN7V-III-c-13.11.1:</b> Identify collocations used in a selection	<b>EN7LT-III-c-5:</b> Discover literature as a tool to assert one's unique identity and to better understand other people <b>EN7LT-III-c-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection	<b>EN7WC-III-c-2.8.5:</b> Compose a series of journal entries	<b>EN7OL-III-c-3:</b> Employ the appropriate oral language and stance in an interview, a <u>panel discussion</u> , in a forum and in a debate	<b>EN7G-III-c-2:</b> Use the passive and active voice meaningfully in varied contexts
<b>4</b>	<b>EN7RC-III-d-8.2:</b> Use the universe of the text to activate one's schema	<b>EN7LC-III-d-3.18:</b> Determine the order of ideas as signaled by cues	<b>EN7VC-III-d-13:</b> Determine the key message conveyed in the material viewed	<b>EN7V-III-d-13.8:</b> Determine words or expressions with genus-species (hyponymous) relations in a selection	<b>EN7LT-III-d-5:</b> Discover literature as a tool to assert one's unique identity and to better understand other people  <b>EN7LT-III-d-2.2.2:</b> Explain literary devices used	<b>EN7WC-III-d-2.2.13:</b> Compose an anecdote based on a significant personal experience.	<b>EN7OL-III-d-3:</b> Employ the appropriate oral language and stance in an interview, a panel discussion, in a <u>forum</u> and in a debate	<b>EN7G-III-d-2:</b> Use the passive and active voice meaningfully in varied contexts
<b>5</b>	<b>EN7RC-III-e-2.8:</b> Make predictions about the text	<b>EN7LC-III-e-3.6:</b> Follow steps in a process	<b>EN7VC-III-e-14:</b> Make a stand on the material viewed	<b>EN7V-III-e-13.8:</b> Determine words or expressions with genus-species (hyponymous) relations in a selection	<b>EN7LT-III-e-5:</b> Discover literature as a tool to assert one's unique identity and to better understand other people <b>EN7LT-III-e-2.2.2:</b> Explain literary devices used	<b>EN7WC-III-e-2.2.13:</b> Compose an anecdote based on a significant personal experience	<b>EN7OL-III-e-3:</b> Employ the appropriate oral language and stance in an interview, a panel discussion, in a forum and in a <u>debate</u>	<b>EN7G-III-e-3:</b> Use direct and reported speech appropriately in varied contexts

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>RC</b> Reading Comprehension	<b>LC</b> Listening Comprehension	<b>VC</b> Viewing Comprehension	<b>V</b> Vocabulary Development	<b>LT</b> Literature	<b>WC</b> Writing and Composition	<b>F</b> Oral Language and Fluency	<b>G</b> Grammar Awareness
<b>6</b>	<b>EN7RC-III-f-2.8:</b> Make predictions about the text	<b>EN7LC-III-f-2.7:</b> Sequence a series of events mentioned in the listened to	<b>EN7VC-III-f-14:</b> Make a stand on the material viewed	<b>EN7V-III-f-13.8:</b> Determine words or expressions with genus-species (hyponymous) relations in a selection	<b>EN7LT-III-f-5:</b> Discover literature as a tool to assert one's unique identity and to better understand other people <b>EN7LT-III-f-2.2.3:</b> Determine tone, mood, technique, and purpose of the author	<b>EN7WC-III-f-2.2.14:</b> Compose a travelogue	<b>EN7OL-III-f-3.4.1:</b> Express ideas and opinions based on text listened to	<b>EN7G-III-f-3:</b> Use direct and reported speech appropriately in varied contexts
<b>7</b>	<b>EN7RC-III-g-9:</b> Identify the author's intentions for writing <b>EN7RC-III-g-2.13:</b> Distinguish fact from opinion, fantasy from reality in the text	<b>EN7LC-III-g-7.1:</b> Identify the persons speaking and addressed, and the stand of the speaker based on explicit statements made	<b>EN7VC-III-g-14:</b> Make a stand on the material viewed	<b>EN7V-III-g-13.11.2:</b> Identify words or expressions with part-whole (partitive) relations	<b>EN7LT-III-g-5:</b> Discover literature as a tool to assert one's unique identity and to better understand other people <b>EN7LT-III-g-2.3:</b> Draw similarities and differences of the featured selections in relation to the theme	<b>EN7WC-III-g-2.2.14:</b> Compose a travelogue	<b>EN7OL-III-g-3.4.1:</b> Express ideas and opinions based on text listened to	<b>EN7G-III-g-3:</b> Use direct and reported speech appropriately in varied contexts
<b>8</b>	<b>EN7RC-III-h-2.13:</b> Distinguish fact from opinion, fantasy from reality in the text	<b>EN7LC-III-h-7.1:</b> Identify the persons speaking and addressed, and the stand of the speaker based on explicit statements made	<b>EN7VC-III-h-14:</b> Make a stand on the material viewed	<b>EN7V-III-h-13.11.2:</b> Identify words or expressions with part-whole (partitive) relations	<b>EN7LT-III-h-5:</b> Discover literature as a tool to assert one's unique identity and to better understand other people <b>EN7LT-III-h-3:</b> Explain how a selection may be influenced by culture, history, environment, and other factors	<b>EN7WC-III-h-2.2.15:</b> Compose a personal letter to a friend, relative, and other people	<b>EN7OL-III-h-1.3.1:</b> Raise sensible, challenging thought provoking questions in public forums/panel discussions, etc.	<b>EN7G-III-h-3:</b> Use the past and past perfect tenses correctly in varied contexts
<b>9</b>	<b>EN7RC-III-i-2.1.7:</b> React to	<b>EN7LC-III-i-2.5:</b> Formulate	<b>EN7VC-III-i-14:</b> Make a stand on the	<b>EN7V-III-i-13.11.2:</b> Identify	<b>EN7LT-III-i-5:</b> Discover literature	<b>EN7WC-III-i-2.2.15:</b> Compose a	<b>EN7OL-III-i-1.3.1:</b> Raise	<b>EN7G-III-i-3:</b> Use the past and past

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	assertions made by the author in the text	predictions about the contents of the text	material viewed	words or expressions with part-whole (partitive) relations	as a tool to assert one's unique identity and to better understand other people <b>EN7LT-III-i-3:</b> Explain how a selection may be influenced by culture, history, environment, and other factors	personal letter to a friend, relative, and other people	sensible, challenging thought provoking questions in public forums/panel discussions, etc.	perfect tenses correctly in varied contexts
<b>10</b>	<b>Culminating Task</b>							

#### FOURTH QUARTER

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of: contemporary Philippine literature as a means of responding to the demands of the global village; various extended text types; lexical and contextual cues; appropriate and polite oral language, stance, and behavior; and use of imperatives, prepositions, verbs, and <i>wh</i> -questions.
<b>PERFORMANCE STANDARD</b>	The learner transfers learning by: explaining the need to be cooperative and responsible in today's global village; using appropriate strategies to comprehend extended text types; using lexical and contextual clues to understand unfamiliar words and expressions; using imperatives, prepositions, and appropriate and polite oral language, stance and behavior in various information-sharing formats.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
<b>1</b>	<b>EN7RC-IV-a-3.2:</b> Classify text types (narrative, expository, explanation, recount, persuasive)	<b>EN7LC-IV-a-8:</b> Process information mentioned in the text listened to <b>EN7LC-IV-a-8.1:</b> Determine the intentions of speakers by	<b>EN7VC-IV-a-6.1:</b> Differentiate reality from fantasy based on a material viewed	<b>EN7RC-IV-a-12.3:</b> Use lexical and contextual cues in understanding unfamiliar words and expressions	<b>EN7LT-IV-a-6:</b> Discover through Philippine literature the need to work cooperatively and responsibly in today's global village	<b>EN7WC-IV-a-2.2:</b> Compose simple informative texts <b>EN7WC-IV-a-2.8.4:</b> Identify features of personal essays	<b>EN7OL-IV-a 3:</b> Observe and use the appropriate oral language, stance and behavior when giving information, instructions, making explanations, and	<b>EN7G-IV-a-4:</b> Use imperatives and prepositions when giving instructions

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
		focusing on their unique verbal and non-verbal cues			<b>EN7LT-IV-a-6.1:</b> Identify the distinguishing features of selected literary genres during the Contemporary Period		narrating events in factual and personal recounts <b>EN7OL-IV-a-1.26:</b> Give clear precise and concise information, explanations and instructions in varied oral communication situations	
2	<b>EN7RC-IV-b-10:</b> Use appropriate reading strategies for various text types <b>EN7RC-IV-b-10.1:</b> Give and follow instructions and directions	<b>EN7LC-IV-b-8:</b> Process information mentioned in the text listened to <b>EN7LC-IV-b-8.1:</b> Determine the intentions of speakers by focusing on their unique verbal and non-verbal cues	<b>EN7VC-IV-b-6.1:</b> Differentiate reality from fantasy based on a material viewed	<b>EN7RC-IV-b-12.3:</b> Use lexical and contextual cues in understanding unfamiliar words and expressions	<b>EN7LT-IV-b-6:</b> Discover through Philippine literature the need to work cooperatively and responsibly in today's global village. <b>EN7LT-IV-b-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection	<b>EN7WC-IV-b.2.8.6:</b> Distinguish between and among a capsule biography, biographical sketch, and feature article	<b>EN7OL-IV-b-1.26:</b> Give clear precise and concise information, explanations and instructions in varied oral communication situations	<b>EN7G-IV-b-4:</b> Use imperatives and prepositions when giving instructions
3	<b>EN7RC-IV-c-2.12:</b> Make generalizations from different text types	<b>EN7LC-IV-c-2.5:</b> Predict the outcomes of a verbal exchange listened to and their possible effects on the speakers	<b>EN7VC-IV-c-15:</b> Compare content of materials viewed to other sources of information (print and radio)	<b>EN7V-IV-c-23:</b> Analyze relationships presented in analogies <b>EN7V-IV-c-23.1:</b> Supply other words or expressions that complete an analogy	<b>EN7LT-IV-c-6:</b> Discover through Philippine literature the need to work cooperatively and responsibly in today's global village <b>EN7LT-IV-c-2.2.1:</b> Express appreciation for sensory images used	<b>EN7WC-IV-c-1.3:</b> Organize information about a chosen subject using a graphic organizer	<b>EN7OL-IV-c-1.7:</b> Orally narrate events in factual and personal recounts using appropriate verbal and non-verbal cues	<b>EN7G-IV-c-5:</b> Use verbs when giving information and making explanations
4	<b>EN7RC-IV-d-10.2:</b> Distinguish	<b>EN7LC-IV-d-2.7:</b> Sequence a series	<b>EN7VC-IV-d-15:</b> Compare content of	<b>EN7V-IV-d-23:</b> Analyze	<b>EN7LT-IV-d-6:</b> Discover through	<b>EN7WC-IV-d-1.1.6:</b> Organize	<b>EN7OL-IV-d-1.7:</b> Orally narrate	<b>EN7G-IV-d-5:</b> Use verbs when giving

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	between general and specific statements	of events mentioned in the text listened to	materials viewed to other sources of information (print and radio)	relationships presented in analogies <b>EN7V-IV-d-23.1:</b> Supply other words or expressions that complete an analogy	Philippine literature the need to work cooperatively and responsibly in today's global village. <b>EN7LT-IV-d-2.2.2:</b> Explain the literary devices used	information about a chosen subject using a one step topic outline	events in factual and personal recounts using appropriate verbal and non-verbal cues	information and making explanations
5	<b>EN7RC-IV-e-2.10:</b> Sequence/reorganize ideas or information	<b>EN7LC-IV-e-2.7:</b> Sequence a series of events mentioned in the text listened to	<b>EN7VC-IV-e-15:</b> Compare content of materials viewed to other sources of information (print and radio)	<b>EN7V-IV-e-9:</b> Give the various meanings of identified homonymous or polysemous words or expressions	<b>EN7LT-IV-e-6:</b> Discover through Philippine literature the need to work cooperatively and responsibly in today's global village <b>EN7LT-IV-e-2.2.3:</b> Determine tone, mood, technique, and purpose of the author	<b>EN7WC-IV-e-2.8.6.1:</b> Compose a capsule biography of a person interviewed	<b>EN7OL-IV-e-3.10:</b> Use correct and appropriate multi-media resources when orally giving information, instructions, making explanations and narrating events in personal or factual recounts	<b>EN7G-IV-e-5:</b> Use verbs when giving information and making explanations
6	<b>EN7RC-IV-f-10.3:</b> Sequence steps in a process	<b>EN7LC-IV-f-2.8:</b> Make simple inferences about thoughts and feelings expressed in the text listened to	<b>EN7VC-IV-f-16:</b> Express one's beliefs/convictions based on a material viewed	<b>EN7V-IV-f-9:</b> Give the various meanings of identified homonymous or polysemous words or expressions	<b>EN7LT-IV-f-6:</b> Discover through Philippine literature the need to work cooperatively and responsibly in today's global village	<b>EN7WC-IV-f-2.8.6.1:</b> Compose a capsule biography of a person interviewed	<b>EN7OL-IV-f-3.10:</b> Use correct and appropriate multi-media resources when orally giving information, instructions, making explanations and narrating events in personal or factual recounts	<b>EN7GS-IV-f-6:</b> Formulate meaningful expressions <b>EN7G-IV-f-6.2:</b> Formulate <i>who, what, when, where, why, and how</i> questions
7	<b>EN7RC-IV-g-10.4:</b> Cite evidence to support a general statement  <b>EN7RC-IV-g-3.1.13:</b> Make a	<b>EN7LC-IV-g-8.2:</b> Determine the worth of ideas mentioned in the text listened to	<b>EN7VC-IV-g-16:</b> Express one's beliefs/convictions based on a material viewed	<b>EN7V-IV-g-3.11:</b> Identify words or expressions used in a selection that show varying shades of meaning (gradients)	<b>EN7LT-IV-g-6:</b> Discover through Philippine literature the need to work cooperatively and responsibly in today's global village	<b>EN7WC-IV-g-2.8.6.2:</b> Compose a biographical sketch based on a personal interview and background research	<b>EN7OL-IV-g-3.10:</b> Use correct and appropriate multi-media resources when orally giving information, instructions, making explanations and	<b>EN7G-IV-g-6.2:</b> Formulate <i>who, what, when, where, why, and how</i> questions



**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>RC</b> Reading Comprehension	<b>LC</b> Listening Comprehension	<b>VC</b> Viewing Comprehension	<b>V</b> Vocabulary Development	<b>LT</b> Literature	<b>WC</b> Writing and Composition	<b>F</b> Oral Language and Fluency	<b>G</b> Grammar Awareness
	stand				<b>EN7LT-IV-g-2.3:</b> Draw similarities and differences of the featured selections in relation to the theme		narrating events in personal or factual recounts	
<b>8</b>	<b>EN7RC-IV-h-2.15.1:</b> Organize information read into an outline	<b>EN7LC-IV-h-8.3:</b> Express appreciation for entertaining texts (anecdotes, jokes, fables, myths, tales) by recognizing the punch lines	<b>EN7VC-IV-h-16:</b> Express one's beliefs/convictions based on a material viewed	<b>EN7V-IV-h-23.2:</b> Create or expand word clines	<b>EN7LT-IV-h-6:</b> Discover through Philippine literature the need to work cooperatively and responsibly in today's global village <b>EN7LT-IV-h-3:</b> Explain how a selection may be influenced by culture, history, environment, or other factors	<b>EN7WC-IV-h-2.8.6.2:</b> Compose a biographical sketch based on a personal interview and background research	<b>EN7OL-IV-h-5:</b> Use correct and appropriate prosodic features of speech when giving information, instructions, making explanations and narrating events in personal and factual recounts	<b>EN7G-IV-h-6.1:</b> Formulate short replies
<b>9</b>	<b>EN7RC-IV-i-10.5:</b> Narrate events	<b>EN7LC-IV-i-8.3:</b> Express appreciation for entertaining texts (anecdotes, jokes, fables, myths, tales) by recognizing the punch lines	<b>EN7VC-IV-i-16:</b> Express one's beliefs/convictions based on a material viewed	<b>EN7V-IV-i-23.2:</b> Create or expand word clines	<b>EN7LT-IV-i-6:</b> Discover through Philippine literature the need to work cooperatively and responsibly in today's global village  <b>EN7LT-IV-o-7:</b> Explain the contributions of national artists for literature in elevating Philippine Literature in English in the global village	<b>EN7WC-IV-i-2.8.6.2:</b> Compose a biographical sketch based on a personal interview and background research	<b>EN7OL-IV-i-5:</b> Use correct and appropriate prosodic features of speech when giving information, instructions, making explanations and narrating events in personal and factual recounts	<b>EN7G-IV-i-6.1:</b> Formulate short replies
<b>10</b>	<b>Culminating Task</b>							

**K to 12 BASIC EDUCATION CURRICULUM**  
**Grade 7 Tagged Materials**

<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
<b>RC - Reading Comprehension</b>		
<b>1Q</b>		
Use the appropriate reading style (scanning, skimming, speed reading, intensive reading, etc.) for one's purpose	<b>EN7RC-I-a-7</b>	1. BEAM ENG7 Module 3 – Using Gambits. 2. *English Arts I. 2000. pp 11, 12, 31. 3. *English Expressways II. 2007. pp 56, 72, 165-166, 118, 216-217.
<b>Scan</b> for specific information	<b>EN7RC-I-a-1.5.2</b>	1. BEAM ENG7 Module 3 – Using Gambits. 2. BEAM ENG7 Module 15 – Gathering Information. 3. *English Arts I. 2000. pp 11, 12. 4. *English Expressways II. 2007. pp 72, 118, 165-166, 216.
<b>Skim</b> for major ideas using headings as guide	<b>EN7 RC -I-b-1.5.1</b>	1. BEAM ENG7 Module 3 – Using Gambits. 2. *English Arts I. 2000. pp 31. 3. *English Expressways II. 2007. pp 56, 216.
<b>Read intensively</b> to find answers to specific questions	<b>EN7RC-I-c-7.1</b> <b>EN7RC-I-d-7.1</b>	1. BEAM ENG7 Module 1 – Asking and Answering Questions. 2. *English Expressways II. 2007. pp 216-217.
Use non-linear visuals as comprehensive aids in content texts	<b>EN7RC-I-e-2.15</b>	1. *English Expressways II. 2007. pp 150-151, 227-229, 247.
Transcode orally and in writing the information presented in <u>diagrams, charts, table, graphs, etc.</u>	<b>EN7RC -I-e-1.2</b>	1. BEAM ENG 7 Module 10 - Information in Non-textual Format. 2. *English Arts I. 2000. pp 175, 176, 177, 179. 3. *New Horizons in Learning English I. 1999. pp 55-56. 4. *English Expressways II. 2007. pp 102-103, 128, 134-135, 242, 262-263.
Transcode orally and in writing the information presented in diagrams, charts, <u>table, graphs, etc.</u>	<b>EN7RC -I-f-1.2</b>	1. BEAM ENG 7 Module 10 - Information in Non-textual Format. 2. *English for All Times 6. 1999. pp 185-187. 3. *English for You and Me 6 (Reading). 2011. pp 161, 186. 4. *English Arts I. 2000. pp 171, 172, 173, 174, 178.
Give the meaning of given signs and symbols (road signs, prohibited signs, etc.)	<b>EN7RC -I-g-1.2</b> <b>EN7RC -I-h-1.2</b>	1. BEAM ENG 7 Module 4 – Expressing Instructions and Directions. 2. *English for All Times 6. 1999. pp 161-162. 3. *English Arts I. 2000. pp 150, 151.
Follow directions using a map	<b>EN7RC-I-i-14:</b>	1. BEAM ENG 7 Module 4 – Expressing Instructions and Directions. 1. *English Arts I.2000. pp 190, 191, 192.
<b>2Q</b>		
Use appropriate mechanisms/tools in the library for locating resources	<b>EN7RC-II-a-1</b>	1. BEAM ENG7 Module 2 – Using Locational Skills in Gathering Information. 2. BEAM ENG7 Module 15 – Gathering Information.
Use the <u>card catalog</u> , the online public access catalog, or electronic search engine to locate specific resources	<b>EN7RC-II-a-1.5.3</b>	1. BEAM ENG7 Module 2 – Using Locational Skills in Gathering Information. 2. BEAM ENG7 Module 15 – Gathering Information. 3. *English for All Times 6. 1999. pp 85-87. 4. *English for You and Me 6 (Reading). 2011. pp 198-199. 5. *English Arts I. 2000. pp 13.

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<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
Get information from the <u>different parts of a book</u> and from general references in the library	<b>EN7RC-II-d-1.3/1.4</b>	<ol style="list-style-type: none"> <li>2. BEAM ENG7 Module 2 – Using Locational Skills in Gathering Information.</li> <li>3. BEAM ENG7 Module 15 – Gathering Information.</li> <li>4. *English Arts I. 2000. pp 249, 250.</li> <li>6. *English Expressways II. 2007. pp 57.</li> </ol>
Get information from the <u>different parts of a book</u> and from <u>general references in the library</u>	<b>EN7RC-II-e-1.3/1.4</b> <b>EN7RC-II-f-1.3/1.4</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG7 Module 2 – Using Locational Skills in Gathering Information.</li> <li>2. BEAM ENG7 Module 15 – Gathering Information.</li> <li>3. BEAM ENG8 Module 4 – Using Library Resources.</li> <li>4. *English for All Times 6. 1999. pp 84-85.</li> <li>5. *English for You and Me 6 (Reading). 2011. pp 200-202.</li> </ol>
Gather current information from newspapers and other print and non-print media	<b>EN7RC-II-g-2.1</b> <b>EN7RC-II-h-2.1</b> <b>EN7RC-II-i-2.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG7 Module 15 – Gathering Information.</li> <li>2. BEAM ENG8 Module 4 – Using Library Resources.</li> <li>3. *English Arts I. 2000. pp 259, 260.</li> <li>4. *English Expressways II. 2007. pp 74-77.</li> </ol>
<b>3Q</b>		
Use one’s schema to better understand a text	<b>EN7RC-III-a-8</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG 7 Module 11 – Outlining Information Word and Phrase Outline.</li> </ol>
Use one’s schema as basis for conjectures made about a text	<b>EN7RC-III-a-8.1</b> <b>EN7RC-III-b-8.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG 7 Module 11 – Outlining Information Word and Phrase Outline.</li> </ol>
Use the universe of the text to activate one’s schema	<b>EN7RC-III-c-8.2</b> <b>EN7RC-III-d-8.2</b>	<ol style="list-style-type: none"> <li>2. BEAM ENG 7 Module 11 – Outlining Information Word and Phrase Outline.</li> </ol>
Make predictions about the text	<b>EN7RC-III-e-2.8</b> <b>EN7RC-III-f-2.8</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG7 – Identifying Functions of Utterances.</li> <li>2. *English for All Times 6. 1999. pp 113.</li> <li>3. *English Expressways II. 2007. pp 61, 140, 240-241, 252-253.</li> </ol>
Identify the author’s intentions for writing	<b>EN7RC-III-g-9</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 6. 1999. pp 130.</li> <li>2. *English Expressways II. 2007. pp 114-117, 200-201, 260-261.</li> </ol>
Distinguish fact from opinion, fantasy from reality in the text	<b>EN7RC-III-g-2.13</b> <b>EN7RC-III-h-2.13</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG 7 - Appreciation of Various Literary Types.</li> <li>2. BEAM ENG 7 - Distinguishing Fact From Opinion/Reality from Fantasy.</li> <li>3. *English for You and Me 6 (Reading). 2011. pp 31-32.</li> <li>4. *English Expressways II. 2007. pp 77, 174, 176, 208, 276-277.</li> </ol>
React to assertions made by the author in the text	<b>EN7RC-III-i-2.1.7</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG 7 – Assertions and Observations.</li> <li>2. *English Expressways II. 2007. pp 59-60, 68-71, 114-117.</li> </ol>
<b>4Q</b>		
Classify text types (narrative, expository, explanation, recount, persuasive)	<b>EN7RC-IV-a-3.2</b>	<ol style="list-style-type: none"> <li>1. *English Expressways II. 2007. pp 83-89, 130-133, 159.</li> </ol>
Use appropriate reading strategies for various text types	<b>EN7RC-IV-b-10</b>	<ol style="list-style-type: none"> <li>1. *English Expressways II. 2007. pp 120-121, 202, 243-244.</li> </ol>
Give and follow instructions and directions	<b>EN7RC-IV-b-10.1</b>	<ol style="list-style-type: none"> <li>1. *English Arts I. 2000. pp 47, 48.</li> </ol>
Make generalizations from different text types	<b>EN7RC-IV-c-2.12</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG 7 – Using Appropriate Rhetorical Function.</li> <li>2. *English Expressways II. 2007. pp 68-71, 190-195.</li> </ol>
Distinguish between general and specific statements	<b>EN7RC-IV-d-10.2</b>	<ol style="list-style-type: none"> <li>1. *English Expressways II. 2007. pp 203, 240-241, 254-255.</li> </ol>
Sequence/reorganize ideas or information	<b>EN7RC-IV-e-2.10</b> <b>EN7RC-IV-i-10.5</b>	<ol style="list-style-type: none"> <li>1. *English Arts I. 2000. pp 47, 101, 102.</li> </ol>
Make a stand	<b>EN7RC-IV-g-3.1.13</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG 7 Module 1 – Home, Family &amp; You, The Teenager.</li> </ol>

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		<ol style="list-style-type: none"> <li>2. BEAM ENG 7 Module 1 – Life's Values.</li> <li>3. *English Arts I. 2000. pp 237, 238.</li> </ol>
Organize information read into an outline	<b>EN7RC-IV-h-2.15.1</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 6. 1999. pp 172-179.</li> <li>2. *English Arts I. 2000. pp 197, 198.</li> <li>3. *English Expressways II. 2007. pp 91-95, 238-239.</li> </ol>
<b>LC - Listening Comprehension</b>		
<b>1Q</b>		
Recognize prosodic features: volume, projection, pitch, stress, intonation, juncture, and speech rate that serve as carriers of meaning	<b>EN7LC-I-a-5</b>	<ol style="list-style-type: none"> <li>1. *English for You and Me 6 (Language). 2011. pp 2-3.</li> <li>2. *English Expressways II. 2007. pp 12, 44, 64-65, 184-186, 211.</li> </ol>
Listen for important points signalled by <u>volume</u> , projection, pitch, stress, intonation, juncture, and rate of speech	<b>EN7LC-I-a-5.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG 7 – Sharing Appreciation in Correct English.</li> </ol>
Note the changes in <u>volume</u> , projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning	<b>EN7LC-I-a-5.2</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG 7 – Sharing Appreciation in Correct English.</li> </ol>
Listen for important points signalled by volume, projection, <u>pitch</u> , stress, intonation, juncture, and rate of speech	<b>EN7LC-I-c-5.1</b>	<ol style="list-style-type: none"> <li>1. *English Arts I. 2000. pp 10.</li> </ol>
Note the changes in volume, projection, <u>pitch</u> , stress, intonation, juncture, and rate of speech that affect meaning	<b>EN7LC-I-c-5.2</b>	<ol style="list-style-type: none"> <li>1. *English Arts I. 2000. pp 10.</li> </ol>
Listen for important points signalled by volume, projection, pitch, <u>stress</u> , intonation, juncture, and rate of speech	<b>EN7LC-I-d-5.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG 7 - Appreciation of Various Literary Types.</li> <li>2. BEAM ENG 7 – Using Appropriate Rhetorical Function.</li> <li>3. *English for You and Me 6 (Reading). 2011. pp 2-3.</li> <li>4. *English Arts I. 2000. pp 10, 11.</li> </ol>
Note the changes in volume, projection, pitch, <u>stress</u> , intonation, juncture, and rate of speech that affect meaning	<b>EN7LC-I-d-5.2</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG 7 - Appreciation of Various Literary Types.</li> <li>2. BEAM ENG 7 – Using Appropriate Rhetorical Function.</li> <li>3. *English for You and Me 6 (Reading). 2011. pp 2-3.</li> <li>4. *English Arts I. 2000. pp 10, 11.</li> </ol>
Listen for important points signalled by volume, projection, pitch, stress, <u>intonation</u> , juncture, and rate of speech	<b>EN7LC-I-e-5.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG 7 - Appreciation of Various Literary Types.</li> <li>2. BEAM ENG 7 – Using Appropriate Rhetorical Function.</li> <li>3. *English for You and Me 6 (Reading). 2011. pp 2-3.</li> <li>4. *English Arts I. 2000. pp. 10, 11, 238, 239.</li> </ol>
Note the changes in volume, projection, pitch, stress, <u>intonation</u> , juncture, and rate of speech that affect meaning	<b>EN7LC-I-e-5.2</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG 7 - Appreciation of Various Literary Types.</li> <li>2. BEAM ENG 7 – Using Appropriate Rhetorical Function.</li> <li>3. *English for You and Me 6 (Reading). 2011. pp 2-3.</li> <li>4. *English Arts I. 2000. pp 11, 31, 32.</li> </ol>
Listen for important points signaled by volume, projection, <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and rate of speech	<b>EN7LC-I-f-5.1</b>	<ol style="list-style-type: none"> <li>1. *English for You and Me 6 (Reading). 2011. pp 2-3</li> </ol>
Note the changes in volume, projection, pitch, stress,	<b>EN7LC-I-f-5.2</b>	<ol style="list-style-type: none"> <li>1. *English for You and Me 6 (Reading). 2011. pp 2-3</li> </ol>

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intonation, <u> juncture</u> , and rate of speech that affect meaning		
Listen for important points signaled by volume, projection, pitch, stress, intonation, juncture, and <u> rate of speech</u>	<b>EN7LC-I-g-5.1</b>	1. BEAM ENG 7 – Sharing Appreciation in Correct English.
Note the changes in volume, projection, pitch, stress, intonation, juncture, and <u> rate of speech</u> that affect meaning	<b>EN7LC-I-g-5.2</b>	1. BEAM ENG 7 – Sharing Appreciation in Correct English.
Listen for important points signaled by <u> volume, projection, pitch, stress, intonation, juncture, and rate of speech</u>	<b>EN7LC-I-h-5.1</b> <b>EN7LC-I-i-5.1</b>	1. BEAM ENG 7 – Sharing Appreciation in Correct English. 2. *English Expressways II. 2007. pp 12, 28-30, 44, 64-65, 184-185.
Note the changes in <u> volume, projection, pitch, stress, intonation, juncture, and rate of speech</u> that affect meaning	<b>EN7LC-I-h-5.2</b> <b>EN7LC-I-i-5.2</b>	1. BEAM ENG 7 – Sharing Appreciation in Correct English.
<b>2Q</b>		
Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to	<b>EN7LC-II-a-6</b>	1. *English Expressways II. 2007. pp 42-43, 173-174, 198, 280-281.
Extract information from the text listened to	<b>EN7LC-II-a-6.1</b>	1. *English Expressways II. 2007. pp 78-79, 109, 140-141, 198.
Recognize main/key ideas	<b>EN7LC-II-b-3.3</b>	1. *English for You and Me 6 (Reading). 2011. pp 103-104. 2. *English Expressways II. 2007. pp 98.
Note specific details/elements of the text listened to	<b>EN7LC-II-c-2.1/3.1</b> <b>EN7LC-II-d-2.1/3.1</b>	1. *English for You and Me 6 (Reading). 2011. pp 84-86. 2. *English Expressways II. 2007. pp 78-79.
Recognize signals/ cues to determine the order of ideas/ events	<b>EN7LC-II-e-4</b>	1. *English for You and Me 6 (Reading). 2011. pp 73. 2. *English Expressways II. 2007. pp 98.
Determine the tone and mood of the speaker or characters in the narrative listened to	<b>EN7LC-II-f-2.13</b>	1. *English Expressways II. 2007. pp 12, 27-28, 63-64, 98, 140.
Infer the purpose of the text listened to	<b>EN7LC-II-g-2.8.3</b>	1. *English Expressways II. 2007. pp 78-79, 109, 173-174, 210-211, 258, 270.
Make predictions about the contents of the texts listened to	<b>EN7LC-II-h-2.5</b>	1. BEAM ENG 7 Module 1 – Life's Values. 2. *English for All Times 6. 1999. pp 113. 3. *English Expressways II. 2007. pp 99, 140-141.
Infer thoughts and feelings expressed in the text listened to	<b>EN7LC-II-i-6.2</b>	1. *English Expressways II. 2007. pp 12, 98, 140.
<b>3Q</b>		
Infer thoughts and feelings expressed in the text listened to	<b>EN7LC-III-c-6.2</b>	1. *English Expressways II. 2007. pp 12, 98, 140.
Determine the order of ideas as signalled by cues	<b>EN7LC-III-d-3.18</b>	1. *English for You and Me 6 (Reading). 2011. pp 73. 2. *English Expressways II. 2007. pp 98.
Sequence a series of events mentioned in the text listened to	<b>EN7LC-III-f-2.7</b>	1. *English Arts I.2000.pp.101,102
Identify the persons speaking and addressed, and the	<b>EN7LC-III-g-7.1</b>	1. *English Expressways II. 2007. pp 270.

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stand of the speaker based on explicit statements made	<b>EN7LC-III-h-7.1</b>	
Formulate predictions about the contents of the text	<b>EN7LC-III-i-2.5</b>	<ol style="list-style-type: none"> <li>*English for All Times 6. 1999. pp 113.</li> <li>*English Expressways II. 2007. pp 99, 140-141.</li> </ol>
<b>4Q</b>		
Process information mentioned in the text listened to	<b>EN7LC-IV-a-8</b> <b>EN7LC-IV-b-8</b>	<ol style="list-style-type: none"> <li>*English Expressways II. 2007. pp 78-79, 109-110, 173-174.</li> </ol>
Determine the intentions of speakers by focusing on their unique verbal and non-verbal cues	<b>EN7LC-IV-a-8.1</b> <b>EN7LC-IV-b-8.1</b>	<ol style="list-style-type: none"> <li>*English Expressways II. 2007. pp 27-28, 98, 109, 210-211, 258-259, 270.</li> </ol>
Predict the outcomes of a verbal exchange listened to and their possible effects on the speakers	<b>EN7LC-IV-c-2.5</b>	<ol style="list-style-type: none"> <li>*English Expressways II. 2007. pp 99, 140-141.</li> </ol>
Make simple inferences about thoughts and feelings expressed in the text listened to	<b>EN7LC-IV-f-2.8</b>	<ol style="list-style-type: none"> <li>*English for All Times 6. 1999. pp 61-63.</li> <li>*English Expressways II. 2007. pp 12, 98, 140.</li> </ol>
Determine the worth of ideas mentioned in the text listened to	<b>EN7LC-IV-g-8.2</b>	<ol style="list-style-type: none"> <li>*English Expressways II. 2007. pp 78-79, 109-110.</li> </ol>
Express appreciation for entertaining texts (anecdotes, jokes, fables, myths, tales) by recognizing the punch lines	<b>EN7LC-IV-h-8.3</b> <b>EN7LC-IV-i-8.3</b>	<ol style="list-style-type: none"> <li>BEAM ENG7 Module 3 – Using Gambits.</li> <li>BEAM ENG 7 - Appreciation of Various Literary Types.</li> <li>*English Arts I. 2000. pp 45, 46, 259.</li> </ol>
<b>VC - Viewing Comprehension</b>		
<b>1Q</b>		
Use structural analysis to determine the meaning of unfamiliar words or expressions from the material viewed	<b>EN7VC-I-a-8</b> <b>EN7VC-I-b-8</b>	<ol style="list-style-type: none"> <li>*English Arts I. 2000. pp 116, 117, 131, 132.</li> </ol>
Give the meaning of given signs and symbols (road signs, prohibited signs, etc.)	<b>EN7VC-I-c-3.1.3</b>	<ol style="list-style-type: none"> <li>*English for All Times 6. 1999. pp 161-162.</li> <li>*English Arts I. 2000. pp 150, 151.</li> </ol>
<b>2Q</b>		
Note details, sequence, and relationships of ideas and events	<b>EN7VC-II-a-1/2</b>	<ol style="list-style-type: none"> <li>*English for You and Me 6 (Reading). 2011. pp 66.</li> <li>*English Arts I. 2000. pp 101.</li> </ol>
Narrate events chronologically/ Arrange ideas logically based on a material viewed	<b>EN7VC-II-c-11</b>	<ol style="list-style-type: none"> <li>*English for You and Me 6 (Reading). 2011. pp 73-74.</li> </ol>
Narrate events chronologically/ Arrange ideas logically based on a material viewed	<b>EN7VC-II-d-11</b> <b>EN7VC-II-e-11</b>	<ol style="list-style-type: none"> <li>*English for You and Me 6 (Reading). 2011. pp 73-74.</li> </ol>
<b>3Q</b>		
Determine the key message conveyed in the material viewed	<b>EN7VC-III-a-13</b> <b>EN7VC-III-b-13</b> <b>EN7VC-III-c-13</b> <b>EN7VC-III-d-13</b>	<ol style="list-style-type: none"> <li>*English Expressways II. 2007. pp 78-79, 109-110.</li> </ol>
Make a stand on the material viewed	<b>EN7VC-III-e-14</b> <b>EN7VC-III-f-14</b> <b>EN7VC-III-g-14</b> <b>EN7VC-III-h-14</b>	<ol style="list-style-type: none"> <li>BEAM ENG 7 Module 1 – Home, Family &amp; You, The Teener.</li> <li>BEAM ENG 7 Module 1 – Life's Values.</li> <li>*English Arts I. 2000. pp 237, 238.</li> </ol>

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	<b>EN7VC-III-i-14</b>	
<b>4Q</b>		
Differentiate reality from fantasy based on a material viewed	<b>EN7VC-IV-a-6.1</b> <b>EN7VC-IV-b-6.1</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG 7 - Appreciation of Various Literary Types.</li> <li>2. BEAM ENG 7 - Distinguishing Fact From Opinion/Reality from Fantasy.</li> <li>3. *English for You and Me 6 (Reading). 2011. pp 31-32.</li> <li>4. *English Expressways II. 2007. pp 77, 174, 176, 208, 276-277.</li> </ol>
<b>V - Vocabulary Development</b>		
<b>1Q</b>		
Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations	<b>EN7V-I-c-10.2</b> <b>EN7V-I-d-10.2</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 6. 1999. pp 228-229.</li> <li>2. *English Arts I. 2000. pp 148, 149.</li> <li>3. *English Expressways II. 2007. pp 293.</li> </ol>
Select an appropriate colloquial or idiomatic word or expression as a substitute for another word or expression	<b>EN7V-I-e-22.2</b> <b>EN7V-I-f-22.2</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 6. 1999. pp 228-229.</li> <li>2. *English Arts I. 2000. pp 148, 149.</li> </ol>
<b>2Q</b>		
Discriminate between literal and figurative language	<b>EN7V-II-a-10.1</b>	<ol style="list-style-type: none"> <li>1. *English Expressways II. 2007. pp 153, 191-195.</li> </ol>
Classify sample texts into literal or figurative	<b>EN7V-II-a-10.1.1</b> <b>EN7V-II-b-10.1.1</b>	<ol style="list-style-type: none"> <li>1. *English Expressways II. 2007. pp 153, 191-195.</li> </ol>
Identify figures of speech that show comparison ( <u>simile</u> , <u>metaphor</u> , <u>personification</u> )	<b>EN7V-II-c-10.1.2</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 6. 1999. pp 144.</li> <li>2. *English for You and Me 6 (Reading). 2011. pp 51-52.</li> <li>3. *English Arts I. 2000. 43, 245.</li> <li>4. *English Expressways II. 2007. pp 273.</li> </ol>
Identify figures of speech that show comparison ( <u>simile</u> , <u>metaphor</u> , <u>personification</u> )	<b>EN7V-II-d-10.1.2</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 6. 1999. pp 145.</li> <li>2. *English for You and Me 6 (Reading). 2011. pp 51-52.</li> <li>3. *English Arts I. 2000. 43, 245.</li> </ol>
Identify figures of speech that show comparison ( <u>simile</u> , <u>metaphor</u> , <u>personification</u> )	<b>EN7V-II-e-10.1.2</b>	<ol style="list-style-type: none"> <li>5. *English for All Times 6. 1999. pp 144.</li> <li>6. *English for You and Me 6 (Reading). 2011. pp 51-52.</li> <li>1. *English Arts I. 2000. 43, 245.</li> </ol>
Identify figures of speech that show contrast ( <u>irony</u> , <u>oxymoron</u> , <u>paradox</u> )	<b>EN7V-II-f-10.1.3</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 6. 1999. pp 145.</li> </ol>
Identify figures of speech that show contrast ( <u>irony</u> , <u>oxymoron</u> , <u>paradox</u> )	<b>EN7V-II-i-10.1.3</b>	<ol style="list-style-type: none"> <li>1. *English for All Times 6. 1999. pp 145.</li> </ol>
<b>3Q</b>		
Categorize words or expressions according to shades of meaning	<b>EN7V-III-a-13.11</b>	<ol style="list-style-type: none"> <li>1. *English Expressways II. 2007. pp 179-180.</li> </ol>
Identify collocations used in a selection	<b>EN7V-III-a-13.11.1</b> <b>EN7V-III-b-13.11.1</b> <b>EN7V-III-c-13.11.1</b>	<ol style="list-style-type: none"> <li>1. *English Arts I. 2000. pp 258, 259.</li> </ol>
Determine words or expressions with genus-species (hyponymous) relations in a selection	<b>EN7V-III-d-13.8</b> <b>EN7V-III-e-13.8</b>	<ol style="list-style-type: none"> <li>1. *English Expressways II. 2007. pp 180.</li> </ol>



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	<b>EN7V-III-f-13.8</b>	
<b>4Q</b>		
Use lexical and contextual cues in understanding unfamiliar words and expressions	<b>EN7V-IV-a-12.3</b> <b>EN7V-IV-b-12.3</b>	1. *English Arts I. 2000. pp 80, 99, 100, 101, 148.
Create or expand word clines	<b>EN7V-IV-h-23.2</b> <b>EN7V-IV-i-23.2</b>	1. *English Arts I. 2000. pp 189.
<b>LT – Literary</b>		
<b>1Q</b>		
Describe the different literary genres during the pre-colonial period	<b>EN7LT-I-a-2</b>	1. *English Arts I. 2000. pp 2, 3, 5, 6.
Identify the distinguishing features of proverbs, myths, and legends	<b>EN7LT-I-a-2.1</b>	1. *English Arts I. 2000. pp 90, 91, 92.
Express appreciation for sensory images used	<b>EN7LT-I-c-2.2.1</b>	1. BEAM ENG7 Module 3 – Using Gambits. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function.
Explain the literary devices used	<b>EN7LT-I-d-2.2.2</b> <b>EN7LT-I-e-2.2.2</b>	2. BEAM ENG 7 - Appreciation of Various Literary Types. 3. BEAM ENG 7 – Using Appropriate Rhetorical Function.
Determine the tone, mood, technique, and purpose of the author	<b>EN7LT-I-f-2.2.3</b>	1. *English Arts I. 2000. pp 218.
<b>2Q</b>		
Identify the distinguishing features of poems and short stories	<b>EN7LT-II-0-4.2</b>	1. *English Arts I. 2000. pp 90, 91, 92.
Express appreciation for sensory images used	<b>EN7LT-II-d-2.2.1</b>	1. BEAM ENG7 Module 3 – Using Gambits. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function.
Explain the literary devices used	<b>EN7LT-II-0-2.2.2</b>	4. BEAM ENG 7 - Appreciation of Various Literary Types. 5. BEAM ENG 7 – Using Appropriate Rhetorical Function.
Determine tone, mood, technique, and purpose of the author	<b>EN7LT-II-f-2.2.3</b>	1. *English Arts I. 2000. pp 218.
<b>3Q</b>		
Explain literary devices used	<b>EN7LT-III-d-2.2.2</b> <b>EN7LT-III-e-2.2.2</b>	1. BEAM ENG 7 - Appreciation of Various Literary Types. 1. BEAM ENG 7 – Using Appropriate Rhetorical Function.
Determine tone, mood, technique, and purpose of the author	<b>EN7LT-III-f-2.2.3</b>	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 218.
<b>4Q</b>		
Express appreciation for sensory images used	<b>EN7LT-IV-c-2.2.1</b>	1. BEAM ENG7 Module 3 – Using Gambits. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function.
Explain the literary devices used	<b>EN7LT-IV-d-2.2.2</b>	1. BEAM ENG 7 - Appreciation of Various Literary Types.
Determine tone, mood, technique, and purpose of the author	<b>EN7LT-IV-e-2.2.3</b>	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 218.



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<b>WC – Writing and Composition</b>		
<b>1Q</b>		
Distinguish between oral and written language use	<b>EN7WC-I-a-4</b>	
Recognize the common purposes for writing	<b>EN7WC-I-a-4.1</b>	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 11, 100, 200-201, 260-261.
Differentiate literary writing from academic writing	<b>EN7WC-I-b-4.2</b> <b>EN7WC-I-c-4.2</b>	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 111-113.
Retell a chosen myth or legend in a series of simple paragraphs	<b>EN7WC-I-h-2.2</b> <b>EN7WC-I-i-2.2</b>	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 111-113.
<b>2Q</b>		
Identify key ideas	<b>EN7WC-II-d-5.1</b> <b>EN7WC-II-e-5.1</b>	1. *English Arts I. 2000. pp 218.English for You and Me 6 (Reading). 2011. pp 103. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 82, 91.
Identify supporting details	<b>EN7WC-II-f-5.2</b> <b>EN7WC-II-g-5.2</b>	1. *English Arts I. 2000. pp 218.English for You and Me 6 (Reading). 2011. pp 103. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 82, 91, 200-201.
Simplify ideas	<b>EN7WC-II-h-5.3</b> <b>EN7WC-II-i-5.3</b>	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 82.
<b>3Q</b>		
Compose simple narrative texts	<b>EN7WC-III-a-2.2</b>	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 36, 37. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 111-113, 175.
Identify features of narrative writing	<b>EN7WC-III-a-2.2.12</b>	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 203.
Compose personal and factual recounts	<b>EN7WC-III-b-2.1</b>	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 100, 175.
Compose a series of journal entries	<b>EN7WC-III-c-2.8.5</b>	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 20, 21.
Compose an anecdote based on a significant personal experience	<b>EN7WC-III-d-2.2.13</b> <b>EN7WC-III-e-2.2.13</b>	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 109. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 175.
Compose a travelogue	<b>EN7WC-III-f-2.2.14</b> <b>EN7WC-III-g-2.2.14</b>	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 30-31.
Compose a personal letter to a friend, relative, and other people	<b>EN7WC-III-h-2.2.15</b> <b>EN7WC-III-i-2.2.15</b>	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 124, 125, 140, 141. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 100.
<b>4Q</b>		
Compose simple informative texts	<b>EN7WC-IV-a-2.2</b>	1. *English Arts I. 2000. pp 218.English for You and Me 6 (Reading). 2011. pp 147-148. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 81-82, 158.
Identify features of personal essays	<b>EN7WC-IV-a-2.8.4</b>	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 68-70.
Distinguish between and among a capsule biography, biographical sketch, and feature article	<b>EN7WC-IV-b. 2.8.6</b>	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 14-18, 150-152, 242.
Organize information about a chosen subject using a graphic organizer	<b>EN7WC-IV-c-1.3</b>	1. *English Arts I. 2000. pp 218.English for You and Me 6 (Reading). 2011. pp 67.
Organize information about a chosen subject using a one step topic outline	<b>EN7WC-IV-d-1.1.6</b>	1. *English Arts I. 2000. pp 218.English for All Times 6. 1999. pp 172-179. 2. *English Arts I. 2000. pp 218.English for You and Me 6 (Reading). 2011. pp 85, 86. 3. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 94-95, 283-289.
*English Arts I. 2000. pp 218.Compose a biographical	<b>EN7WC-IV-g-2.8.6.2</b>	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 142-143.

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sketch based on a personal interview and background research	<b>EN7WC-IV-h-2.8.6.2</b> <b>EN7WC-IV-i-2.8.6.2</b>	
<b>F – Oral Language and Fluency</b>		
<b>1Q</b>		
Observe the correct production of vowel and consonant sounds	<b>EN7F-I-a-3.11</b>	<ol style="list-style-type: none"> <li>1. New Horizons in Learning English I. 1999. pp 4-6, 25-26, 56-58, 82-83, 131-132, 157-158, 186-187, 208, 210, 235-238, 261-263.</li> <li>2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 79-80.</li> </ol>
Read words phrases	<b>EN7F-I-a-3.11.1</b>	<ol style="list-style-type: none"> <li>1. *English Arts I. 2000. pp 218.New Horizons in Learning English I. 1999. pp 7, 27, 58-59, 83, 131-133, 157-158, 187-188, 210-211, 237-238, 263.</li> <li>2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 155, 196-197, 245.</li> </ol>
Use appropriate prosodic features of speech like pitch, stress, juncture, intonation, volume and projection and rate/speed of speech in differing oral communication situations	<b>EN7F-I-b1.14</b>	<ol style="list-style-type: none"> <li>1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 10, 11.</li> <li>2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 26-30, 44-45, 64-65, 184-186, 211, 269.</li> </ol>
Observe the correct pitch levels (high, medium, low) when reading lines of poetry, sample sentences and paragraphs	<b>EN7F-I-b-1.14.2</b>	<ol style="list-style-type: none"> <li>1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp. 10.</li> </ol>
Use the correct stress (primary, secondary, tertiary and weak) when reading passages	<b>EN7F-I-d-1.14.3</b> <b>EN7F-I-e-1.14.3</b>	<ol style="list-style-type: none"> <li>1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp. 10, 11.</li> <li>2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 28-30, 44-45, 185, 269.</li> </ol>
Use the rising intonation pattern with Yes-No and tag questions; the rising-falling intonation with information-seeking questions, option questions and with statements	<b>EN7F-I-f-1.14.4</b> <b>EN7F-I-g-1.14.4</b>	<ol style="list-style-type: none"> <li>1. *English Arts I. 2000. pp 218.New Horizons in Learning English I. 1999. pp 105-108.</li> <li>2. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 10, 11, 31, 32.</li> <li>3. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 25-27.</li> </ol>
<b>2Q</b>		
Use verbal and non verbal cues in conversations	<b>EN7F-II-a-4</b>	<ol style="list-style-type: none"> <li>1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 142-143.</li> </ol>
Use the correct pitch, juncture, stress, volume and projection and rate/speed of speech in conversations and dialogs	<b>EN7F-II-h-1.14</b> <b>EN7F-II-i-1.14</b>	<ol style="list-style-type: none"> <li>1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 26-30, 44-45, 64-65, 184-186, 211, 269.</li> </ol>
<b>3Q</b>		
Express ideas, opinions, feelings and emotions during interviews, group/panel discussions, forums/fora, debates, etc.	<b>EN7F-III-a-1.3</b>	<ol style="list-style-type: none"> <li>1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 174-176, 208-209, 276-277.</li> </ol>
Employ the appropriate oral language and stance in an interview, a panel discussion, in a forum and in a debate	<b>EN7F-III-b-3</b>	<ol style="list-style-type: none"> <li>1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 151, 152.</li> </ol>
Express ideas and opinions based on text listened to	<b>EN7F-III-f-3.4.1</b> <b>EN7F-III-g-3.4.1</b>	<ol style="list-style-type: none"> <li>1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 174-175, 208-209, 276-277.</li> </ol>
<b>G - Grammar Awareness</b>		
<b>1Q</b>		
Observe correct subject-verb agreement	<b>EN7G-I-a-11</b> <b>EN7G-I-b-11</b> <b>EN7G-I-c-11</b> <b>EN7G-I-d-11</b>	<ol style="list-style-type: none"> <li>1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 136, 137, 138, 139.</li> <li>2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 106-107.</li> </ol>

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	<b>EN7G-I-e-11</b> <b>EN7G-I-f-11</b> <b>EN7G-I-g-11</b> <b>EN7G-I-h-11</b> <b>EN7G-I-i-11</b>	
<b>2Q</b>		
Use phrases, clauses, and sentences appropriately and meaningfully	<b>EN7G-II-a-1</b> <b>EN7G-II-b-1</b> <b>EN7G-II-c-1</b> <b>EN7G-II-d-1</b> <b>EN7G-II-e-1</b> <b>EN7G-II-f-1</b> <b>EN7G-II-g-1</b> <b>EN7G-II-h-1</b> <b>EN7G-II-i-1</b>	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 153-156, 171-173, 182-185, 196-197, 208-209, 245.
<b>3Q</b>		
Link sentences using logical connectors that signal chronological and logical sequence and summation	<b>EN7G-III-a-1</b> <b>EN7G-III-b-1</b>	1. *English Arts I. 2000. pp 218.English for You and Me 6 (Reading). 2011. pp 73.
Use the passive and active voice meaningfully in varied contexts	<b>EN7G-III-c-2</b> <b>EN7G-III-d-2</b>	1. *English Arts I. 2000. pp 218.English for You and Me 6 (Reading). 2011. pp 103. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 77-78.
Use direct and reported speech appropriately in varied contexts	<b>EN7G-III-e-3</b> <b>EN7G-III-f-3</b> <b>EN7G-III-g-3</b>	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 110-111.
Use the past and past perfect tenses correctly in varied contexts	<b>EN7G-III-h-3</b> <b>EN7G-III-i-3</b>	1. *English Arts I. 2000. pp 218.New Horizons in Learning English I. 1999. pp 91-97, 217-226. 2. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 121, 122, 123, 124. 3. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 39-42.
<b>4Q</b>		
Use imperatives and prepositions when giving instructions	<b>EN7G-IV-a-4</b> <b>EN7G-IV-b-4</b>	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 251.
Use verbs when giving information and making explanations	<b>EN7G-IV-c-5</b> <b>EN7G-IV-d-5</b> <b>EN7G-IV-e-5</b>	1. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 39-42, 61-63, 76-78.
Formulate <i>who, what, when, where, why, and how</i> questions	<b>EN7G-IV-f-6.2</b> <b>EN7G-IV-g-6.2</b>	1. *English Arts I. 2000. pp 218.English Arts I. 2000. pp 61. 2. *English Arts I. 2000. pp 218.English Expressways II. 2007. pp 25-28.

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### GRADE 8

#### FIRST QUARTER

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	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.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of: African literature as a means of exploring forces that human beings contend with; various reading styles vis – à-vis purposes of reading; prosodic features that serve as carriers of meaning; ways by which information may be organized, related, and delivered orally; and parallel structures and cohesive devices in presenting information.
<b>PERFORMANCE STANDARD</b>	The learner transfers learning by composing and delivering an informative speech based on a specific topic of interest keeping in mind the proper and effective use of parallel structures and cohesive devices and appropriate prosodic features, stance, and behavior.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	<b>EN8RC-Ia-7.2:</b> Scan for logical connectors to determine the text type	<b>EN8LC-Ia-5.1:</b> Listen for important points signaled by <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u>	<b>EN8VC-Ia-8:</b> Use <u>context clues from the material viewed</u> to determine the meaning of unfamiliar words or expressions	<b>EN8V-Ia-10.2:</b> Determine the meaning of <u>idiomatic expressions</u> by noting context clues and collocations	<b>EN8LT-Ia-8:</b> Describe the notable literary genres contributed by African writers <b>EN8LT-Ia-8.1:</b> Identify the distinguishing features of notable African <u>chants, poems, folktales, and short stories</u>	<b>EN8WC-Ia-1.1:</b> Generate ideas and their relationships <b>EN8WC-Ia-1.1.6.1:</b> Present ideas using a variety of graphic organizers	<b>EN8OL-Ia-3.11:</b> Use the correct sounds of English	<b>EN8G-Ia-7:</b> Use parallel structures <b>EN8G-Ia-8:</b> Use appropriate cohesive devices in composing an informative speech
2	<b>EN8RC-Ib-7.2:</b> Scan for logical connectors to determine the text type	<b>EN8LC-Ib-5.1:</b> Listen for important points signaled by <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u>	<b>EN8VC-Ib-8:</b> Use context clues from the material viewed to <u>determine the meaning of unfamiliar words</u> or expressions	<b>EN8V-Ib-10.2:</b> Determine the meaning of idiomatic expressions by <u>noting context clues</u> and collocations	<b>EN8LT-Ib-8:</b> Describe the notable literary genres contributed by African writers <b>EN8LT-Ib-8.1:</b> Identify the distinguishing features of	<b>EN8WC-Ib-1.1:</b> Generate ideas and their relationships <b>EN8WC-Ib-1.1.6:</b> Organize ideas in <u>one-step word, phrase, and sentence outline forms</u>	<b>EN8OL-Ib-3.11:</b> Use the correct sounds of English	<b>EN8G-Ib-7:</b> Use parallel structures. <b>EN8G-Ib-8:</b> Use appropriate cohesive devices in composing an informative speech

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<b>Week</b>	<b>RC</b> Reading Comprehension	<b>LC</b> Listening Comprehension	<b>VC</b> Viewing Comprehension	<b>V</b> Vocabulary Development	<b>LT</b> Literature	<b>WC</b> Writing and Composition	<b>F</b> Oral Language and Fluency	<b>G</b> Grammar Awareness
					notable African chants, poems, folktales, and short stories			
<b>3</b>	<b>EN8SS-Ic-1.5.1:</b> Skim to determine key ideas	<b>EN8LC-Ic-5.1:</b> Listen for important points signaled by volume, projection, pitch, stress, intonation, juncture, and rate of speech	<b>EN8VC-Ic-8:</b> Use context clues from the material viewed to <u>determine the meaning of unfamiliar words or expressions</u>	<b>EN8V-Ic-10.2:</b> Determine the meaning of idiomatic expressions by <u>noting</u> context clues and <u>collocations</u>	<b>EN8LT-Ic-8:</b> Describe the notable literary genres contributed by African writers <b>EN8LT-Ic-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-Ic-2.2.1:</b> Express appreciation for <u>sensory images</u> used <b>EN8LT-Ic-2.2.2:</b> Explain the literary devices used.	<b>EN8WC-Ic-1.1:</b> Generate ideas and their relationships <b>EN8WC-Ic-1.1.6:</b> Organize ideas in one-step word, phrase, and sentence outline <u>forms</u>	<b>EN8OL-Ic-3.11:</b> Use the correct sounds of English	<b>EN8G-Ic-7:</b> Use parallel structures <b>EN8G-Ic-8:</b> Use appropriate cohesive devices in composing an informative speech
<b>4</b>	<b>EN8SS-Id-1.5.1:</b> Skim to determine key ideas	<b>EN8LC-Id-5.1:</b> Listen for important points signaled by volume, projection, pitch, stress, intonation, juncture, and <u>rate of speech</u>	<b>EN8VC-Id-9:</b> Organize information from a material viewed	<b>EN8V-Id-10.2:</b> Determine the meaning of idiomatic expressions by <u>noting</u> context clues and <u>collocations</u>	<b>EN8LT-Id-8:</b> Describe the notable literary genres contributed by African writers <b>EN8LT-Id-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-Id-</b>	<b>EN8WC-Id-1.1:</b> Generate ideas and their relationships <b>EN8WC-Id-1.1.6:</b> Organize ideas in one-step word, phrase, and <u>sentence outline forms</u>	<b>EN8F-Id-3:</b> Deliver a self-composed informative speech	<b>EN8G-Id-7:</b> Use parallel structures. <b>EN8G-Id-8:</b> Use appropriate cohesive devices in composing an informative speech

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					<b>2.2.3:</b> Determine <u>tone, mood, technique, and purpose</u> of the author			
<b>5</b>	<b>EN8RC-Ie-7:</b> Use the appropriate reading style (scanning, <u>skimming</u> , <u>speed reading</u> , intensive reading etc.) for one's purpose	<b>EN8LC-Ie-9:</b> Determine how volume, projection, pitch, stress, intonation, juncture, and speech rate serve as carriers of meaning	<b>EN8VC-Ie-9:</b> Organize information from a material viewed	<b>EN8V-Ie-4:</b> Use appropriate strategies in unlocking the meaning of unfamiliar words and idiomatic expressions	<b>EN8LT-Ie-8:</b> Describe the notable literary genres contributed by African writers <b>EN8LT-Ie-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-Ie-2.2.3:</b> Determine <u>tone, mood, technique, and purpose of the author</u>	<b>EN8WC-Ie-6:</b> Organize notes taken from an expository text <b>EN8WC-Ie-6.1:</b> Arrange notes using a variety of graphic organizers	<b>EN8OL-Ie-5:</b> Use appropriate prosodic features of speech when delivering lines	<b>EN8G-Ie-7:</b> Use parallel structures. <b>EN8G-Ie-8:</b> Use appropriate cohesive devices in composing an informative speech
<b>6</b>	<b>EN8RC-If-7:</b> Use the appropriate reading style (scanning, <u>skimming</u> , <u>speed reading</u> , intensive reading etc.) for one's purpose	<b>EN8LC-If-5.2:</b> Note the changes in volume, projection, <u>pitch, stress</u> , intonation, juncture, and rate of speech that affect meaning	<b>EN8VC-If-9:</b> Organize information from a material viewed	<b>EN8V-If-6:</b> Determine the <u>meaning of words</u> and expressions <u>that reflect the local culture</u> by noting context clues	<b>EN8LT-If-7:</b> Appreciate literature as a means of understanding the human being and the forces he/she needs to contend with	<b>EN8WC-If-6:</b> Organize notes taken from an expository text <b>EN8WC-If-6.1:</b> Arrange notes using a variety of graphic organizers	<b>EN8OL-If-5:</b> Use appropriate prosodic features of speech when delivering lines	<b>EN8G-If-7:</b> Use parallel structures <b>EN8G-If-8:</b> Use appropriate cohesive devices in composing an informative speech
<b>7</b>	<b>EN8RC-Ig-7.1:</b> Read intensively to determine the author's purpose	<b>EN8LC-Ig-5.2:</b> Note the changes in <u>volume, projection</u> , pitch, stress, intonation, juncture, and rate of speech that affect meaning	<b>EN8VC-Ig-15:</b> Compare and contrast the presentation of the same topic in different viewing genres	<b>EN8V-Ig-6:</b> Determine the <u>meaning of words</u> and expressions <u>that reflect the local culture</u> by noting context clues	<b>EN8LT-Ig-8:</b> Describe the notable literary genres contributed by African writers <b>EN8LT-Ig-2.3:</b> Draw similarities	<b>EN8WC-Ig-6:</b> Organize notes taken from an expository text <b>EN8WC-Ig-6.2:</b> Arrange notes in <u>one-step word, phrase, and</u>	<b>EN8F-Ig-3:</b> Deliver a self-composed informative speech <b>EN8OL-Ig-3.8:</b> Use the correct stance and behavior	<b>EN8G-Ig-7:</b> Use parallel structures <b>EN8G-Ig-8:</b> Use appropriate cohesive devices in composing an informative speech

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					and differences of the featured selections in relation to the theme	sentence outline <u>forms</u>		
<b>8</b>	<b>EN8RC-Ih-7.1:</b> Read intensively to determine the author's purpose	<b>EN8LC-Ih-5.2:</b> Note the changes in volume, projection, pitch, stress, <u>intonation</u> , juncture, and rate of speech that affect meaning	<b>EN8VC-Ih-15:</b> Compare and contrast the presentation of the same topic in different viewing genres	<b>EN8V-Ih-6:</b> Determine the <u>meaning of</u> words and <u>expressions that reflect the local culture</u> by noting context clues	<b>EN8LT-Ih-3:</b> Explain how a selection may be influenced by <u>culture, history, environment, or other factors</u>	<b>EN8WC-Ih-6:</b> Organize notes taken from an expository text <b>EN8WC-Ih-6.2:</b> Arrange notes in one-step word, <u>phrase</u> , and sentence outline <u>forms</u>	<b>EN8OL-Ih-3.12:</b> Highlight important points in an informative talk using appropriate presentation aids	<b>EN8G-Ih-7:</b> Use parallel structures <b>EN8G-Ih-8:</b> Use appropriate cohesive devices in composing an informative speech
<b>9</b>	<b>EN8RC-Ii-7:</b> Use the appropriate reading style (scanning, skimming, speed reading, intensive reading <u>etc.</u> ) for one's purpose	<b>EN8LC-Ii-5.2:</b> Note the changes in volume, projection, pitch, stress, intonation, <u>juncture</u> , and <u>rate of speech</u> that affect meaning	<b>EN8VC-Ii-15:</b> Compare and contrast the presentation of the same topic in different viewing genres	<b>EN8V-Ii-6:</b> Determine the <u>meaning of</u> words and <u>expressions that reflect the local culture</u> by noting context clues	<b>EN8LT-Ii-3:</b> Explain how a selection may be influenced by <u>culture, history, environment, or other factors</u>	<b>EN8WC-Ii-6:</b> Organize notes taken from an expository text <b>EN8WC-Ii-6.2:</b> Arrange notes in one-step word, phrase, and <u>sentence outline forms</u>	<b>EN8F-Ii-3:</b> Deliver a self-composed informative speech	<b>EN8G-Ii-7:</b> Use parallel structures <b>EN8G-Ii-8:</b> Use appropriate cohesive devices in composing an informative speech
<b>10</b>	<b>Culminating Task</b>							



## K to 12 BASIC EDUCATION CURRICULUM

### SECOND QUARTER

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	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.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of: East Asian literature as an art form inspired and influenced by nature; relationship of visual, sensory, and verbal signals in both literary and expository texts; strategies in listening to long descriptive and narrative texts; value of literal and figurative language; and appropriate grammatical signals or expressions suitable to patterns of idea development.
<b>PERFORMANCE STANDARD</b>	The learner transfers learning by composing and delivering a brief and creative entertainment speech featuring a variety of effective paragraphs, appropriate grammatical signals or expressions in topic development, and appropriate prosodic features, stance, and behavior.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	<p><b>EN8RC-IIa-2.22:</b> Evaluate the personal significance of a literary text</p> <p><b>EN8RC-IIa-2.18:</b> <u>Relate content or theme to previous experiences and background knowledge</u></p>	<p><b>EN8LC-IIa-7:</b> Employ appropriate listening skills and strategies suited to long descriptive and narrative texts</p> <p><b>EN8LC-IIa-7.2:</b> Employ projective listening strategies with longer stories</p>	<p><b>EN8VC-IIa-1.3:</b> Predict the gist of the material viewed based on the <u>title</u>, pictures, and excerpts</p> <p><b>EN8VC-IIa-17:</b> Discern <u>positive</u> and negative messages conveyed in a material viewed</p>	<p><b>EN8V-IIa-24.1:</b> Distinguish between and among <u>verbal</u>, situational, and dramatic types of irony and give examples of each</p>	<p><b>EN8LT-IIa-9.1:</b> Describe the notable literary genres contributed by East Asian writers</p> <p><b>EN8LT-IIa-9.2:</b> Identify the distinguishing features of notable East Asian <u>poems</u>, folktales, and short stories</p>	<p><b>EN8WC-IIa-2.8:</b> Compose effective paragraphs</p> <p><b>EN8WC-IIa-2.8.7:</b> Limit a topic</p>	<p><b>EN8OL-IIa-5:</b> Use the appropriate prosodic features of speech when delivering an entertainment speech</p>	<p><b>EN8G-IIa-9:</b> Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> <li>• <u>general to particular</u></li> <li>• claim and counterclaim</li> <li>• problem-solution</li> <li>• cause-effect</li> <li>• and others</li> </ul>
2	<p><b>EN8RC-IIb-2.22:</b> Evaluate the personal significance of a literary text</p> <p><b>EN8RC-IIb-2.18:</b> <u>Relate content or theme to previous experiences and background knowledge</u></p>	<p><b>EN8LC-IIb-7:</b> Employ appropriate listening skills and strategies suited to long descriptive and narrative texts</p> <p><b>EN8LC-IIb-6.2:</b> Infer dominant thoughts and feelings expressed in the text listened to</p>	<p><b>EN8VC-IIb-1.3:</b> Predict the gist of the material viewed based on the <u>title</u>, pictures, and excerpts</p> <p><b>EN8VC-IIb-17:</b> Discern positive and <u>negative</u> messages conveyed in a material</p>	<p><b>EN8V-IIb-24.1:</b> Distinguish between and among verbal, <u>situational</u>, and dramatic types of irony and give examples of each</p>	<p><b>EN8LT-IIb-9.1:</b> Describe the notable literary genres contributed by East Asian writers</p> <p><b>EN8LT-IIb-9.2:</b> Identify the distinguishing features of</p>	<p><b>EN8WC-IIb-2.8:</b> Compose effective paragraphs</p> <p><b>EN8WC-IIb-2.8.8:</b> Use a variety of techniques to introduce a topic</p>	<p><b>EN8OL-IIb-5:</b> Use the appropriate prosodic features of speech when delivering an entertainment speech</p>	<p><b>EN8G-IIb-9:</b> Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> <li>• <u>general to particular</u></li> <li>• claim and</li> </ul>



### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
			viewed		notable East Asian poems, <u>folktales</u> , and <u>short stories</u>			counterclaim <ul style="list-style-type: none"> <li>• problem-solution</li> <li>• cause-effect</li> <li>• and others</li> </ul>
3	<b>EN8RC-IIc-2.22:</b> Evaluate the personal significance of a literary text <b>EN8RC-IIc-2.1.7:</b> React to assertions made by the author in the text	<b>EN8LC-IIc-7:</b> Employ appropriate listening skills and strategies suited to long descriptive and <u>narrative</u> texts <b>EN8LC-IIc-2.13:</b> Determine the tone and mood of the speaker or characters in the narrative listened to	<b>EN8VC-IIc-1.3:</b> Predict the gist of the material viewed based on the title, pictures, and <u>excerpts</u> <b>EN8VC-IIc-17:</b> Discern <u>positive</u> and negative messages conveyed in a material viewed	<b>EN7V-IIc-24.1:</b> Distinguish between and among verbal, <u>situational</u> , and dramatic types of irony and give examples of each	<b>EN8LT-IIc-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-IIc-2.2.1:</b> Express appreciation for sensory images used	<b>EN8WC-IIc-2.8:</b> Compose effective paragraphs <b>EN8WC-IIc-2.2.1:</b> Develop related support sentences	<b>EN8OL-IIc-3.11:</b> Produce the sounds of English correctly and effectively when delivering an entertainment speech	<b>EN8G-IIc-9:</b> Use appropriate grammatical signals or expressions suitable to each pattern of idea development: <ul style="list-style-type: none"> <li>• general to particular</li> <li>• <u>claim and counterclaim</u></li> <li>• problem-solution</li> <li>• cause-effect</li> <li>• and others</li> </ul>
4	<b>EN8RC-IIId-2.22:</b> Evaluate the personal significance of a literary text	<b>EN8LC-IIId-7:</b> Employ appropriate listening skills and strategies suited to long descriptive and <u>narrative</u> texts <b>EN8LC-IIId-2.13:</b> Determine the tone and mood of the speaker or characters in the narrative listened to	<b>EN8VC-IIId-1.3:</b> Predict the gist of the material viewed based on the <u>title</u> , pictures, and excerpts <b>EN8VC-IIId-17:</b> Discern positive and <u>negative</u> messages conveyed in a material viewed	<b>EN8V-IIId-24.1:</b> Distinguish between and among verbal, <u>situational</u> , and <u>dramatic</u> types of irony and give examples of each	<b>EN8LT-IIId-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-IIId-2.2.2:</b> Explain the literary devices used	<b>EN8WC-IIId-2.8:</b> Compose effective paragraphs <b>EN8WC-IIId-2.8.9:</b> Use a variety of techniques to formulate a conclusion	<b>EN8OL-IIId-3.11:</b> Produce the sounds of English correctly and effectively when delivering an entertainment speech	<b>EN8G-IIId-9:</b> Use appropriate grammatical signals or expressions suitable to each pattern of idea development: <ul style="list-style-type: none"> <li>• general to particular</li> <li>• <u>claim and counterclaim</u></li> <li>• problem-solution</li> <li>• cause-effect</li> <li>• and others</li> </ul>
5	<b>EN8SS-IIe-1.2:</b> Explain visual-verbal relationships illustrated in <u>tables</u> , <u>graphs</u> , and	<b>EN8LC-IIe-7:</b> Employ appropriate listening skills and strategies suited to	<b>EN8VC-IIe-1.3:</b> Predict the gist of the material viewed based on the title,	<b>EN8V-IIe-24:</b> Discriminate between literal	<b>EN8LT-IIe-0-9:</b> Appreciate literature as an art form inspired	<b>EN8WC-IIe-2.2:</b> Develop paragraphs that illustrate each text	<b>EN8OL-IIe-2.6:</b> Use appropriate non-verbal cues when delivering	<b>EN8G-IIe-9:</b> Use appropriate grammatical signals or expressions

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	information maps found in expository texts <b>EN8RC-IIe-11:</b> Transcode information from linear to non-linear texts and vice-versa	long descriptive and narrative texts <b>EN8LC-IIe-2.17.3:</b> Infer the theme of the text listened to	<u>pictures</u> , and excerpts <b>EN8VC-IIe-17:</b> Discern <u>positive</u> and negative messages conveyed in a material viewed	and figurative language	and influenced by nature	type ( <u>narrative in literature</u> , expository, explanatory, factual and personal recount, persuasive)	lines in an entertainment speech	suitable to each pattern of idea development: <ul style="list-style-type: none"> <li>• general to particular</li> <li>• claim and counterclaim</li> <li>• <u>problem-solution</u></li> <li>• cause-effect</li> <li>• and others</li> </ul>
6	<b>EN8SS-IIif-1.2:</b> Explain visual-verbal relationships illustrated in tables, <u>graphs</u> , and information maps found in expository texts <b>EN8RC-IIif-11:</b> Transcode information from linear to non-linear texts and vice-versa	<b>EN8LC-IIif-7:</b> Employ appropriate listening skills and strategies suited to long <u>descriptive</u> and narrative texts <b>EN8LC-IIif-2.5:</b> Formulate predictions about the contents of the listening text.	<b>EN8VC-IIif-1.3:</b> Predict the gist of the material viewed based on the title, pictures, and <u>excerpts</u> <b>EN8VC-IIif-17:</b> Discern positive and <u>negative</u> messages conveyed in a material viewed	<b>EN8V-IIif-10.1.4:</b> Identify figures of speech that show emphasis ( <u>hyperbole</u> and <u>litotes</u> )	<b>EN8LT-IIif-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-IIif-2.2.3:</b> Determine <u>tone</u> , <u>mood</u> , technique, and purpose of the author	<b>EN8WC-IIif-2.2:</b> Develop paragraphs that illustrate each text type (narrative in literature, <u>expository</u> , explanatory, factual and personal recount, persuasive)	<b>EN8OL-IIif-2.6:</b> Use appropriate non-verbal cues when delivering lines in an entertainment speech	<b>EN8G-IIif-9:</b> Use appropriate grammatical signals or expressions suitable to each pattern of idea development: <ul style="list-style-type: none"> <li>• general to particular</li> <li>• claim and counterclaim</li> <li>• <u>problem-solution</u></li> <li>• cause-effect</li> <li>• and others</li> </ul>
7	<b>EN8SS-IIg-1.2:</b> Explain visual-verbal relationships illustrated in tables, graphs, and <u>information maps</u> found in expository texts <b>EN8RC-IIg-11:</b> Transcode information from linear to non-linear texts and vice-versa	<b>EN8LC-IIg-7:</b> Employ appropriate listening skills and strategies suited to long <u>descriptive</u> and narrative texts <b>EN8LC-IIg-3.12:</b> Listen to paraphrase information/ideas	<b>EN8VC-IIg-1.3:</b> Predict the gist of the material viewed based on the <u>title</u> , pictures, and excerpts <b>EN8VC-IIg-17:</b> Discern <u>positive</u> and <u>negative</u> messages conveyed in a material viewed	<b>EN8V-IIg-10.1.4:</b> Identify figures of speech that show emphasis ( <u>hyperbole</u> and <u>litotes</u> )	<b>EN8LT-IIg-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-IIg-2.2.3:</b> Determine tone, mood, <u>technique</u> , and <u>purpose of the author</u>	<b>EN8WC-IIg-2.2:</b> Develop paragraphs that illustrate each text type (narrative in literature, <u>expository</u> , explanatory, factual and personal recount, persuasive)	<b>EN8OL-IIg-3:</b> Deliver a self-composed entertainment speech using all the needed speech conventions <b>EN8OL-IIh-3.13:</b> Maintain the interest of the audience by delivering punch lines effectively	<b>EN8G-IIg-9:</b> Use appropriate grammatical signals or expressions suitable to each pattern of idea development: <ul style="list-style-type: none"> <li>• general to particular</li> <li>• claim and counterclaim</li> <li>• <u>problem-solution</u></li> <li>• <u>cause-effect</u></li> <li>• and others</li> </ul>

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>RC</b> Reading Comprehension	<b>LC</b> Listening Comprehension	<b>VC</b> Viewing Comprehension	<b>V</b> Vocabulary Development	<b>LT</b> Literature	<b>WC</b> Writing and Composition	<b>F</b> Oral Language and Fluency	<b>G</b> Grammar Awareness
<b>8</b>	<p><b>EN8SS-IIh-1.2:</b> Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts</p> <p><b>EN8RC-IIh-2.15:</b> Organize information in tables, graphs, and maps</p>	<p><b>EN8LC-IIh-7:</b> Employ appropriate listening skills and strategies suited to long <u>descriptive</u> and narrative texts</p> <p><b>EN8LC-IIh-7.2:</b> Employ projective listening strategies with longer stories</p>	<p><b>EN8VC-IIh-1.3:</b> Predict the gist of the material viewed based on the title, pictures, and excerpts</p> <p><b>EN8VC-IIh-17:</b> Discern <u>positive</u> and <u>negative</u> messages conveyed in a material viewed</p>	<p><b>EN8V-IIh-7-10.1.4:</b> Identify figures of speech that show emphasis (<u>hyperbole</u> and <u>litotes</u>)</p>	<p><b>EN8LT-IIh-2.3:</b> Draw similarities and differences of the featured selections in relation to the theme</p>	<p><b>EN8WC-IIh-2.2:</b> Develop paragraphs that illustrate each text type (narrative in literature, expository, <u>factual</u> and <u>personal</u> <u>recount</u>, persuasive)</p>	<p><b>EN8OL-IIh-3:</b> Deliver a self-composed entertainment speech using all the needed speech conventions</p>	<p><b>EN8G-IIh-9:</b> Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> <li>• general to particular</li> <li>• claim and counterclaim</li> <li>• problem-solution</li> <li>• <u>cause-effect</u></li> <li>• and others</li> </ul>
<b>9</b>	<p><b>EN8SS-III-1.2:</b> Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts</p> <p><b>EN8RC-III-2.15:</b> Organize information in tables, graphs, and maps</p>	<p><b>EN8LC-III-7:</b> Employ appropriate listening skills and strategies suited to long <u>descriptive</u> and <u>narrative texts</u></p> <p><b>EN8LC-III-7.2:</b> Employ projective listening strategies with longer stories</p>	<p><b>EN8VC-III-1.3:</b> Predict the gist of the material viewed based on the title, pictures, and <u>excerpts</u></p> <p><b>EN8VC-III-17:</b> Discern <u>positive</u> and <u>negative</u> messages conveyed in a material viewed</p>	<p><b>EN8V-III-24:</b> Discriminate between literal and figurative language</p>	<p><b>EN8LT-III-3:</b> Explain how a selection may be influenced by culture, history, environment, or other factors</p>	<p><b>EN8WC-III-2.2:</b> Develop paragraphs that illustrate each text type (narrative in literature, expository, <u>factual</u> and <u>personal</u> <u>recount</u>, <u>persuasive</u>)</p>	<p><b>EN8OL-III-3:</b> Deliver a self-composed entertainment speech using all the needed speech conventions</p>	<p><b>EN8G-III-9:</b> Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> <li>• general to particular</li> <li>• claim and counterclaim</li> <li>• problem-solution</li> <li>• <u>cause-effect</u></li> <li>• and <u>others</u></li> </ul>
<b>10</b>	<b>Culminating Task</b>							

## K to 12 BASIC EDUCATION CURRICULUM

### THIRD QUARTER

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture and those other countries.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of: Southeast Asian literature as mirror to a shared heritage ; coping strategies in processing textual information; strategies in examining features of a listening and viewing material; structural analysis of words and propaganda techniques; and grammatical signals for opinion- making, persuasion, and emphasis.
<b>PERFORMANCE STANDARD</b>	The learner transfers learning by composing and delivering a persuasive speech based on an informative essay featuring use of properly acknowledged information sources, grammatical signals for opinion-making , persuasion, and emphasis, and appropriate prosodic features, stance,and behavior.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
<b>1</b>	<b>EN8RC-IIIa-12.1:</b> Recognize propaganda techniques used in a given text	<b>EN8LC-IIIa-7.3:</b> Determine the target audience of a listening text and the objective/s of the speaker	<b>EN8VC-IIIa-3.4/4.4/5.4:</b> Determine the target audience of a material viewed	<b>EN8V-IIIa-15.3:</b> Explain the meaning of a word through structural analysis ( <u>prefixes</u> , roots, suffixes)	<b>EN8LT-IIIa-11:</b> Identify the notable literary genres contributed by Southeast Asian writers  <b>EN8LT-IIIa-11.1:</b> Identify the distinguishing features of notable <u>poems</u> , <u>short stories</u> , dramas, and novels contributed by Southeast Asian writers	<b>EN8SS-IIIa-1.10:</b> Organize information about a chosen subject using a graphic organizer	<b>EN8OL-IIIa-3.11:</b> Use the correct sounds of English during speech delivery	<b>EN8RC-IIIa-10:</b> Share ideas using opinion-marking signals <b>EN8G-IIIa-3.6:</b> Use modals appropriately
<b>2</b>	<b>EN8RC-IIIb-12.1:</b> Recognize propaganda techniques used in a given text	<b>EN8LC-IIIb-8.2:</b> Judge the relevance and worth of ideas presented in the text listened to	<b>EN8VC-IIIb-3.4/4.4/5.4:</b> Determine the target audience of a material viewed	<b>EN8V-IIIb-15.3:</b> Explain the meaning of a word through structural analysis ( <u>prefixes</u> , <u>roots</u> ,	<b>EN8LT-IIIb-11:</b> Identify the notable literary genres contributed by Southeast Asian	<b>EN8WC-IIIb-1.1.6:</b> Transcode information from a graphic organizer to a topic or sentence outline	<b>EN8OL-IIIb-5:</b> Observe the use of correct <u>stress</u> , <u>pitch</u> , and juncture when delivering a persuasive speech	<b>EN8RC-IIIb-10:</b> Share ideas using opinion-marking signals <b>EN8G-IIIb-3.6:</b> Use modals appropriately

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
				suffixes)	writers <b>EN8LT-IIIb-11.1:</b> Identify the distinguishing features of notable poems, short stories, <u>dramas</u> , and <u>novels</u> contributed by Southeast Asian writers			
<b>3</b>	<b>EN8RC-IIIc-2.13:</b> Differentiate facts from opinions	<b>EN8LC-IIIc-7:</b> Employ different listening strategies suited to the topic, purpose, and level of difficulty of the listening text	<b>EN8VC-IIIc-18:</b> Determine the <u>issue</u> and <u>stand</u> presented in the material viewed	<b>EN8V-IIIc-15.3:</b> Explain the meaning of a word through structural analysis (prefixes, roots, <u>suffixes</u> )	<b>EN8LT-IIIc-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-IIIc-2.2.1:</b> Express appreciation for sensory images used	<b>EN8WC-IIIc-1.1.6:</b> Expand the content of an outline using notes from primary and secondary sources	<b>EN8OL-IIIc-5:</b> Observe the use of correct stress, <u>pitch</u> , and <u> juncture</u> when delivering a persuasive speech	<b>EN8RC-IIIc-10:</b> Share ideas using opinion-marking signals <b>EN8G-IIIc-11:</b> Use appropriate documentation <b>EN8G-IIIc-3.6:</b> Use modals appropriately
<b>4</b>	<b>EN8RC-IIIId-12:</b> Utilize coping reading strategies to process information in a text	<b>EN8LC-IIIId-8.2:</b> Judge the relevance and worth of ideas presented in the text listened to	<b>EN8VC-IIIId-18:</b> Determine the issue and <u>stand</u> presented in the material viewed	<b>EN8V-IIIId-25:</b> Use appropriate strategies for unlocking unfamiliar words	<b>EN8LT-IIIId-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-IIIId-2.2.4:</b> Explain figurative language used	<b>EN8WC-IIIId-2.2.16:</b> Compose an informative essay	<b>EN8OL-IIIId-5:</b> Observe the use of correct <u>stress</u> , <u>pitch</u> , and <u> juncture</u> when delivering a persuasive speech	<b>EN8G-IIIId-11:</b> Use appropriate documentation <b>EN8G-IIIId-3.6:</b> Use modals appropriately
<b>5</b>	<b>EN8RC-IIIe-2.1.7:</b> React to what is asserted or expressed in a text	<b>EN8LC-IIIe-7.1:</b> Determine the stand of the speaker on a given issue presented in the text listened to	<b>EN8VC-IIIe-18:</b> Determine the issue and stand presented in the material viewed	<b>EN8V-IIIe-12.3:</b> Arrive at meanings through context clues	<b>EN8LT-IIIe-10:</b> Appreciate literature as a mirror to a shared heritage	<b>EN8SS-IIIe-1.6:</b> Show respect for intellectual property rights by acknowledging	<b>EN8OL-IIIe-1.14:</b> Use appropriate persuasive devices	<b>EN8G-IIIe-3.6:</b> Use modals appropriately <b>EN8G-IIIe-12:</b> Use emphasis markers for persuasive purposes

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					of people with diverse backgrounds	citations made in an informative essay <b>EN8SS-IIIe-1.6.3:</b> Acknowledge sources by creating a bibliography		
6	<b>EN8RC-IIIIf-2.1.7.1:</b> Evaluate the details that support assertions in a text	<b>EN8LC-IIIIf-2.10:</b> Distinguish facts from opinion cited in the text listened to	<b>EN8VC-IIIIf-19:</b> Judge the <u>relevance</u> and <u>worth of ideas</u> presented in the material viewed	<b>EN8V-IIIIf-12.3:</b> Arrive at meanings through context clues	<b>EN8LT-IIIIf-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-IIIIf-2.2.5:</b> Determine <u>key ideas, tone,</u> and <u>purposes</u> of the author	<b>EN8SS-IIIIf-1.6:</b> Show respect for intellectual property rights by acknowledging citations made in an informative essay. <b>EN8SS-IIIIf-1.6.3:</b> Acknowledge sources by creating a bibliography.	<b>EN8OL-IIIIf-3:</b> Deliver a self-composed persuasive speech	<b>EN8G-IIIIf-3.6:</b> Use modals appropriately <b>EN8G-IIIIf-12:</b> Use emphasis markers for persuasive purposes
7	<b>EN8RC-IIIg-3.1.12:</b> Examine biases (for or against) made by the author	<b>EN8LC-IIIg-7:</b> Employ different listening strategies suited to the topic, purpose, and level of difficulty of the listening text	<b>EN8VC-IIIg-19:</b> Judge the <u>relevance</u> and <u>worth of ideas</u> presented in the material viewed	<b>EN8V-IIIg-26:</b> Analyze intention of words or expressions used in propaganda techniques	<b>EN8LT-IIIg-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-IIIg-2.2.5:</b> Determine <u>key ideas, tone,</u> and <u>purposes</u> of the author	<b>EN8SS-IIIg-1.6:</b> Show respect for intellectual property rights by acknowledging citations made in an informative essay <b>EN8SS-IIIg-1.6.4:</b> Use conventions in citing sources	<b>EN8OL-IIIg-1.14:</b> Use appropriate persuasive devices	<b>EN8RC-IIIg-10:</b> Share ideas using opinion-marking signals <b>EN8G-IIIg-3.6:</b> Use modals appropriately. <b>EN8G-IIIg-12:</b> Use emphasis markers for persuasive purposes
8	<b>EN8RC-IIIh-3.1.12:</b> Examine biases (for or against) made by the author	<b>EN8LC-IIIh-7.4:</b> Determine various <u>social</u> , <u>moral</u> , and <u>economic</u> issues discussed in the text listened to	<b>EN8VC-IIIh-19:</b> Judge the <u>relevance</u> and <u>worth of ideas</u> presented in the material viewed	<b>EN8V-IIIh-26:</b> Analyze intention of words or expressions used in propaganda techniques	<b>EN8LT-IIIh-2.3:</b> Identify similarities and differences of the featured selections	<b>EN8SS-IIIh-1.6:</b> Show respect for intellectual property rights by acknowledging citations made in an informative essay	<b>EN8OL-IIIh-3:</b> Deliver a self-composed persuasive speech	<b>EN8RC-IIIh-10:</b> Share ideas using opinion-marking signals <b>EN8G-IIIh-3.6:</b> Use modals appropriately <b>EN8G-IIIh-12:</b> Use emphasis markers for

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
						<b>EN8SS-IIIh-1.6.5:</b> Use in-text citation		persuasive purposes
9	<b>EN8RC-IIIi-12:</b> Utilize coping reading strategies to process information in a text	<b>EN8LC-IIIi-7.4:</b> Determine various social, <u>moral</u> , and <u>economic</u> issues discussed in the text listened to	<b>EN8VC-IIIi-19:</b> Judge the relevance and worth of ideas presented in the material viewed	<b>EN8V-IIIi-25:</b> Use appropriate strategies for unlocking unfamiliar words	<b>EN8LT-IIIi-3:</b> Explain how a selection is influenced by culture, history, environment	<b>EN8WC-IIIi-2.2.16:</b> Compose an informative essay	<b>EN8OL-IIIi-4.1:</b> Use appropriate verbal and non-verbal cues when delivering a persuasive speech	<b>EN8RC-IIIi-10:</b> Share ideas using opinion-marking signals <b>EN8G-IIIi-11:</b> Use appropriate documentation <b>EN8G-IIIi-3.6:</b> Use modals appropriately <b>EN8G-IIIi-12:</b> Use emphasis markers for persuasive purposes
10	<b>Culminating Task</b>							

#### FOURTH QUARTER

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of: South and West Asian literature as an expression of philosophical and religious beliefs; information flow in various text types; reality, fantasy, and opinion in listening and viewing materials; word decoding strategies; and use of information sources, active/passive constructions, direct/reported speech, perfect tenses, and logical connectors in journalistic writing.
<b>PERFORMANCE STANDARD</b>	The learner transfers learning by composing a variety of journalistic texts, the contents of which may be used in composing and delivering a memorized oral speech featuring use of properly acknowledged information sources, grammatical signals for opinion-making, persuasion, and emphasis, and appropriate prosodic features, stance, and behavior.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	<b>EN8RC-IVa-2.21.1:</b> Identify positions of a topic sentence	<b>EN8LC-IVa-2.5:</b> Predict what is to follow after a segment of a text	<b>EN8VC-IVa-20:</b> Analyze the elements that make up reality and	<b>EN8V-IVa-15:</b> Use various strategies in decoding the	<b>EN8LT-IVa-13:</b> Identify notable literary genres contributed by	<b>EN8WC-IVa-3.4.1:</b> Identify features of journalistic writing	<b>EN8OL-IVa-3.11:</b> Use the correct production of the sounds of English	<b>EN8G-IVa-15:</b> Use appropriate modifiers <b>EN8G-IVa-16:</b> Use appropriate logical

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
		listened to	fantasy based on a material viewed	meaning of words	South and West Asian writers <b>EN8LT-IVa-13.1:</b> Identify the distinguishing features found in <u>religious texts</u> , epics, myths, drama, and short stories contributed by South and West Asian writers		when delivering a <u>manuscript</u> or memorized speech in an oration, in a declamation or in a dramatic monologue	connectors for emphasis
2	<b>EN8RC-IVb-2.21.2:</b> Identify details that support the topic sentence	<b>EN8LC-IVb-6.2:</b> Infer thoughts and feelings expressed in a text listened to	<b>EN8VC-IVb-12:</b> Raise questions about a particular aspect of a material viewed	<b>EN8V-IVb-15:</b> Use various strategies in decoding the meaning of words	<b>EN8LT-IVb-13:</b> Identify notable literary genres contributed by South and West Asian writers <b>EN8LT-IVb-13.1:</b> Identify the distinguishing features found in religious texts, <u>epics</u> , myths, drama, and short stories contributed by South and West Asian writers	<b>EN8WC-IVb-3.4.2:</b> Distinguish among types of journalistic writing ( <u>news report</u> , <u>opinion article</u> , feature article, and sports news article)	<b>EN8OL-IVb-3.11:</b> Use the correct production of the sounds of English when delivering a manuscript or memorized speech in an <u>oration</u> , in a declamation or in a dramatic monologue	<b>EN8G-IVb-13:</b> Use active and passive constructions in journalistic contexts. <b>EN8G-IVb-3:</b> Use past and past perfect tenses in journalistic writing
3	<b>EN8RC-IVc-13.1:</b> Note explicit and implicit signals (like cohesive devices) used by the writer	<b>EN8LC-IVc-3.2:</b> Raise questions about the text listened to	<b>EN8VC-IVc-15:</b> Compare and contrast one's beliefs/convictions with those presented in a material viewed	<b>EN8V-IVc-15:</b> Use various strategies in decoding the meaning of words	<b>EN8LT-IVc-13:</b> Identify notable literary genres contributed by South and West Asian writers <b>EN8LT-IVc-13.1:</b> Identify the distinguishing features found in religious texts, epics, <u>myths</u> ,	<b>EN8WC-IVc-3.4.2:</b> Distinguish among types of journalistic writing (news report, opinion article, <u>feature article</u> , and <u>sports news article</u> )	<b>EN8OL-IVc-3.11:</b> Use the correct production of the sounds of English when delivering a manuscript or memorized speech in an oration, in a <u>declamation</u> or in a dramatic monologue	<b>EN8G-IVc-14:</b> Use direct and reported speech in journalistic writing <b>EN8G-IVc-15:</b> Use appropriate modifiers



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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					drama, and short stories contributed by South and West Asian writers			
4	<b>EN8RC-IVd-14.1:</b> Interpret and follow instructions, directions, notices, rules and regulations	<b>EN8LC-IVd-8.2:</b> Judge the relevance and worth of ideas presented in the text listened to	<b>EN8VC-IVd-20:</b> Analyze the elements that make up reality and fantasy based on a material viewed	<b>EN8V-IVd-15:</b> Use various strategies in decoding the meaning of words	<b>EN8LT-IVd-13:</b> Identify notable literary genres contributed by South and West Asian writers <b>EN8LT-IVd-13.1:</b> Identify the distinguishing features found in religious texts, epics, myths, <u>drama</u> , and <u>short stories</u> contributed by South and West Asian writers	<b>EN8WC-IVd-3.4.2:</b> Distinguish among types of journalistic writing (news report, opinion article, feature article, and sports news article)	<b>EN8OL-IVd-3.11:</b> Use the correct production of the sounds of English when delivering a manuscript or memorized speech in an oration, in a declamation or in a <u>dramatic monologue</u>	<b>EN8G-IVd-14:</b> Use direct and reported speech in journalistic writing <b>EN8G-IVd-3:</b> Use past and past perfect tenses in journalistic writing
5	<b>EN8RC-IVe-13:</b> Use text type knowledge (narrative in literature, explanation, factual and personal recount, persuasive, expository) to process information in a text	<b>EN8LC-IVe-3.14:</b> Summarize information from the text listened to.	<b>EN8VC-IVe-12:</b> Raise questions about a particular aspect of a material viewed	<b>EN8V-IVe-15:</b> Use various strategies in decoding the meaning of words	<b>EN8LT-IVe-12:</b> Appreciate literature as an expression of philosophical and religious ideals	<b>EN8WC-IVe-3.4:</b> Compose journalistic texts	<b>EN8OL-IVe-5:</b> Use the appropriate prosodic features of speech like <u>pitch</u> , <u>stress</u> , <u>juncture</u> , <u>volume</u> , and projection, intonation and speech rate	<b>EN8G-IVe-14:</b> Use direct and reported speech in journalistic writing <b>EN8G-IVe-3:</b> Use past and past perfect tenses in journalistic writing <b>EN8G-IVe-15:</b> Use appropriate modifiers
6	<b>EN8RC-IVf-10.2:</b> Distinguish between general and specific statements	<b>EN8LC-IVf-10:</b> Process speech delivered by making inferences from what has been listened to	<b>EN8VC-IVf-15:</b> Compare and contrast one's beliefs/convictions with those presented in a material viewed	<b>EN8V-IVf-15:</b> Use various strategies in decoding the meaning of words	<b>EN8LT-IVf-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-IVf-2.2.1:</b> Express	<b>EN8WC-IVf-7:</b> Use primary and secondary sources to develop a topic for journalistic writing	<b>EN8OL-IVf-5:</b> Use the appropriate prosodic features of speech like pitch, stress, juncture, volume, and <u>projection</u> , <u>intonation</u> and <u>speech rate</u>	<b>EN8G-IVf-13:</b> Use active and passive constructions in journalistic contexts <b>EN8G-IVf-16:</b> Use appropriate logical connectors for emphasis

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					appreciation for sensory images used <b>EN8LT-IVf-2.2.4:</b> Explain figurative language used			
<b>7</b>	<b>EN8RC-IVg-15.1:</b> Evaluate the accuracy of a given information	<b>EN8LC-IVg-8.2:</b> Judge the relevance and worth of ideas presented in the text listened to	<b>EN8VC-IVg-20:</b> Analyze the elements that make up reality and fantasy based on a material viewed	<b>EN8V-IVg-15:</b> Use various strategies in decoding the meaning of words	<b>EN8LT-IVg-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-IVg-2.2.5:</b> Determine key ideas, tone, and purposes of the author	<b>EN8WC-IVg-1.6:</b> Show respect for intellectual property rights by acknowledging sources of information in journalistic writing	<b>EN8OL-IVg-1.5:</b> Deliver a <u>manuscript</u> /memorized oral speech with ease and fluency before an audience	<b>EN8G-IVg-14:</b> Use direct and reported speech in journalistic writing <b>EN8G-IVg-15:</b> Use appropriate modifiers <b>EN8G-IVg-16:</b> Use appropriate logical connectors for emphasis
<b>8</b>	<b>EN8RC-IVh-2.12:</b> Draw conclusions from a set of details	<b>EN8LC-IVh-10:</b> Process speech delivered by making inferences from what has been listened to	<b>EN8VC-IVh-12:</b> Raise questions about a particular aspect of a material viewed	<b>EN8V-IVh-15:</b> Use various strategies in decoding the meaning of words	<b>EN8LT-IVh-2.3:</b> Identify similarities and differences of the featured selections <b>EN8LT-IVh-3:</b> Explain how a selection is influenced by culture, history, environment	<b>EN8SS-IVh-1.6.4:</b> Use writing conventions to indicate acknowledgement of sources	<b>EN8OL-IVh-3.7:</b> Use effective non-verbal communication strategies: gestures and body movements and eye contact, etc.	<b>EN8G-IVh-13:</b> Use active and passive constructions in journalistic contexts <b>EN8G-IVh-14:</b> Use direct and reported speech in journalistic writing
<b>9</b>	<b>EN8RC-IVi-15:</b> Synthesize essential information found in a given text	<b>EN8LC-IVi-3.14:</b> Summarize information from the text listened to	<b>EN8VC-IVi-15:</b> Compare and contrast one's beliefs/convictions with those presented in a material viewed	<b>EN8V-IVi-15:</b> Use various strategies in decoding the meaning of words	<b>EN8LT-IVi-12:</b> Appreciate literature as an expression of philosophical and religious ideals	<b>EN8WC-IVi-3.4:</b> Compose journalistic texts	<b>EN8OL-IVi-1.5:</b> Deliver a <u>manuscript</u> / <u>memorized oral speech</u> with ease and fluency before an audience	<b>EN8G-IVi-13:</b> Use active and passive constructions in journalistic contexts <b>EN8G-IVi-14:</b> Use direct and reported speech in journalistic writing

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
								<b>EN8G-IVi-3:</b> Use past and past perfect tenses in journalistic writing <b>EN8G-IVi-15:</b> Use appropriate modifiers <b>EN8G-IVi-16:</b> Use appropriate logical connectors for emphasis
<b>10</b>	<b>Culminating Task</b>							

### Grade 8 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
<b>RC - Reading Comprehension</b>		
<b>1Q</b>		
Scan for logical connectors to determine the text type	<b>EN8RC-Ia-7.2</b> <b>EN8RC-Ib-7.2</b>	1. *English Arts I. 2000. pp 11, 12. 2. *English Expressways II. 2007. pp 72, 118, 165-166, 216. 3. *English Expressways III. 2007. pp 238-239.
Skim to determine key ideas	<b>EN8RC-Ic-1.5.1</b> <b>EN8RC-Id-1.5.1</b>	1. *English Arts I. 2000. pp 31. 2. *New Horizons in Learning English I. 1999. pp 29-34. 3. *English Expressways II. 2007. pp 56, 216. 4. *English Expressways III. 2007. pp 44-45, 113.
Use the appropriate reading style (scanning, skimming, <u>speed reading</u> , intensive reading etc.) for one's purpose	<b>EN8RC-Ie-7</b> <b>EN8RC-If-7</b>	1. *English Expressways II. 2007. pp 56, 72, 118, 165-166, 216-217.
Read intensively to determine the author's purpose	<b>EN8RC-Ig-7.1</b> <b>EN8RC-Ih-7.1</b>	1. *English Expressways II. 2007. pp 216-217. 2. *English Expressways III. 2007. pp 9-11, 206-207.
Use the appropriate reading style (scanning, skimming, <u>speed reading</u> , intensive reading etc.) for one's purpose	<b>EN8RC-Ii-7</b>	1. BEAM ENG 8 Module 1 – Noting Cultural Differences. 1. *English Expressways III. 2007. pp 286-287.
<b>2Q</b>		
Relate <u>content or theme</u> to previous experiences and background knowledge	<b>EN8RC-IIa-2.18</b>	1. BEAM ENG8 Module 6 – Making Outlines. 2. *English Expressways III. 2007. pp 250.
Relate <u>content or theme</u> to previous experiences and background knowledge	<b>EN8RC-IIb-2.18</b>	1. BEAM ENG8 Module 6 – Making Outlines. 2. *English Expressways III. 2007. pp 250.
Explain visual-verbal relationships illustrated in <u>tables</u> , graphs, and information maps found in expository texts	<b>EN8RC-IIe-1.2</b>	1. BEAM ENG8 Module 5 – Organizing in Non-Linear Text. 2. *English Arts I. 2000. pp 174, 175, 178.

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<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
Transcode information from linear to non-linear texts and vice-versa	<b>EN8RC-IIe-11</b> <b>EN8RC-IIIf-11</b> <b>EN8RC-IIg-11</b>	3. *English Expressways II. 2007. pp 102-103, 128, 134-135, 242, 262-263. 1. BEAM ENG8 Module 5 – Organizing in Non-Linear Text. 2. *English Expressways III. 2007. pp 76-78.
Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts	<b>EN8RC-IIIf-1.2</b>	1. BEAM ENG8 Module 5 – Organizing in Non-Linear Text. 2. *English Arts I. 2000. pp 171-173.
Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts	<b>EN8RC-IIg-1.2</b>	1. BEAM ENG8 Module 7 – Using Information Maps in Note Taking. 2. *English Arts I. 2000. pp 182, 183.
Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts	<b>EN8RC-IIh-1.2</b> <b>EN8RC-IIi-1.2</b>	1. BEAM ENG8 Module 7 – Using Information Maps in Note Taking.
Organize information in tables, graphs, and maps	<b>EN8RC-IIh-2.15</b> <b>EN8RC-IIi-2.15</b>	1. BEAM ENG8 Module 5 – Organizing in Non-Linear Text. 2. BEAM ENG8 Module 7 – Using Information Maps in Note Taking. 3. *English Arts I. 2000. pp 171-179, 182, 183. 4. *New Horizons in Learning English I. 1999. pp 13, 191-192, 215-216, 269-270. 5. *English Expressways II. 2007. pp 102-103, 128, 134-135, 242, 262-263. 6. *English Expressways III. 2007. pp 77.
<b>3Q</b>		
Recognize propaganda techniques used in a given text	<b>EN8RC-IIIa-12.1</b> <b>EN8RC-IIIb-12.1</b>	1. *English Expressways II. 2007. pp 45-46. 2. *English Arts III. 2000. pp 156-158.
Differentiate facts from opinions	<b>EN8RC-IIIc-2.13</b>	1. BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes. 2. BEAM ENG8 – Social Issues Affecting the Community. 3. *English Expressways II. 2007. pp 76-77, 174-176, 208-209, 276-277.
Utilize coping reading strategies to process information in a text	<b>EN8RC-IIIId-12</b> <b>EN8RC-IIII-12</b>	1. *English Expressways II. 2007. pp 120-121, 202, 243-244.
React to what is asserted or expressed in a text	<b>EN8RC-IIIe-2.1.7</b>	1. *English Expressways II. 2007. pp 59-60, 68-71, 114-117. 2. *English Expressways III. 2007. pp 116-117.
Examine biases (for or against) made by the author	<b>EN8RC-IIIg-3.1.12</b> <b>EN8RC-IIIIh-3.1.12</b>	
<b>4Q</b>		
Identify positions of a topic sentence	<b>EN8RC-IVa-2.21.1</b>	1. *English Expressways II. 2007. pp 82, 91.
Identify details that support the topic sentence	<b>EN8RC-IVb-2.21.2</b>	1. *English Expressways II. 2007. pp 82, 91, 200-201.
Note explicit and implicit signals (like cohesive devices) used by the writer	<b>EN8RC-IVc-13.1</b>	1. BEAM ENG8 – Social Issues Affecting the Community. 2. *English Expressways II. 2007. pp 153-154, 195. 3. *English Expressways III. 2007. pp 92-94.
Interpret and follow instructions, directions, notices, rules and regulations	<b>EN8RC-IVd-14.1</b>	1. *English Arts I. 2000. pp 47, 48, 61, 82, 83, 101, 132.
Use text type knowledge (narrative in literature, instructions, explanation, factual and personal recount, persuasive, expository) to process information in a text	<b>EN8RC-IVe-13</b>	1. *English Expressways II. 2007. pp 83-89, 130-133, 159.
Distinguish between general and specific statements	<b>EN8RC-IVf-10.2</b>	1. *English Expressways II. 2007. pp 68-71, 190-195.

## K to 12 BASIC EDUCATION CURRICULUM

<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
Draw conclusions from a set of details	<b>EN8RC-IVh-2.12</b>	1. *English Expressways II. 2007. pp 140, 240-241, 252-253.
<b>LC- Listening Comprehension</b>		
<b>1Q</b>		
Listen for important points signaled by <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u>	<b>EN8LC-Ia-5.1</b>	1. *English Expressways II. 2007. pp 12, 44, 64-65, 184-186, 211. 2. *English Expressways III. 2007. pp 38.
Listen for important points signaled by <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u>	<b>EN8LC-Ib-5.1</b>	1. BEAM ENG 8 Module 1 – Noting Cultural Differences. 2. *English Arts I. 2000. pp 10, 11. 3. *English Expressways II. 2007. pp 12, 44, 64-65, 184-186, 211. 4. *English Expressways III. 2007. pp 106-107, 120-121.
Listen for important points signaled by <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u>	<b>EN8LC-Ic-5.1</b>	1. BEAM ENG 8 Module 1 – Noting Cultural Differences. 2. *English Arts I. 2000. pp 31, 32, 238, 239. 3. *New Horizons in Learning English I. 1999. pp 105-108. 4. *English Expressways II. 2007. pp 12, 44, 64-65, 184-186, 211. 5. *English Expressways III. 2007. pp 105-107, 120-121.
Listen for important points signaled by <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u>	<b>EN8LC-Id-5.1</b>	2. BEAM ENG 8 Module 1 – Noting Cultural Differences. 3. *English Expressways II. 2007. pp 12, 44, 64-65, 184-186, 211.
Determine how <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>speech rate</u> serve as carriers of meaning	<b>EN8LC-Ie-9</b>	1. *English Arts I. 2000. pp 10, 11. 2. *English Expressways III. 2007. pp 38, 105-107, 120-121.
Note the changes in <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u> that affect meaning	<b>EN8LC-If-5.2</b>	1. BEAM ENG 8 Module 1 – Noting Cultural Differences. 2. *English Arts I. 2000. pp 10, 11. 3. *English Expressways II. 2007. pp 12, 28-30, 44, 64-65, 184-185.
Note the changes in <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u> that affect meaning	<b>EN8LC-Ig-5.2</b>	1. *English Expressways III. 2007. pp 38.
Note the changes in <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u> that affect meaning	<b>EN8LC-Ih-5.2</b>	1. BEAM ENG 8 Module 1 – Noting Cultural Differences. 2. *English Arts I. 2000. pp. 31, 32, 238, 239. 3. *New Horizons in Learning English I. 1999. pp 105-108. 4. *English Expressways III. 2007. pp 105-107.
Note the changes in <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u> that affect meaning	<b>EN8LC-Ii-5.2</b>	1. BEAM ENG 8 Module 1 – Noting Cultural Differences. 2. *English Expressways II. 2007. pp 12, 44, 64-65, 184-186, 211.
<b>2Q</b>		
Employ appropriate listening skills and strategies suited to long descriptive and <u>narrative</u> texts	<b>EN8LC-IIa-7</b> <b>EN8LC-IIb-7</b> <b>EN8LC-IIc-7</b> <b>EN8LC-IIId-7</b> <b>EN8LC-IIe-7</b>	1. *English Expressways II. 2007. pp 42-43, 173-174, 198, 280-281.
Employ projective listening strategies with longer stories	<b>EN8LC-IIa-7.2</b> <b>EN8LC-IIh-7.2</b> <b>EN8LC-IIi-7.2</b>	1. *English Expressways II. 2007. pp 42-43, 173-174, 198, 280-281.

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Infer dominant thoughts and feelings expressed in the text listened to	<b>EN8LC-IIb-6.2</b>	1. *English Expressways II. 2007. pp 78-79, 109, 173-174, 210-211, 258, 270.
Determine the tone and mood of the speaker or characters in the narrative listened to	<b>EN8LC-IIc-2.13</b> <b>EN8LC-IIId-2.13</b>	1. *English Arts I. 2000. pp 218, 236. 2. *English Expressways II. 2007. pp 12, 27-28, 63-64, 98, 140.
Infer the theme of the text listened to	<b>EN8LC-IIe-2.17.3</b>	1. *English Expressways II. 2007. pp 12, 98, 140.
Formulate predictions about the contents of the listening text	<b>EN8LC-IIIf-2.5</b>	1. BEAM ENG8 Module 6 – Making Outlines. 2. *English Expressways II. 2007. pp 99, 140-141.
Listen to paraphrase information/ideas	<b>EN8LC-IIg-3.12</b>	1. *English Expressways II. 2007. pp 78-79, 109, 140-141, 198. 2. *English Arts III. 2000. pp 94, 113-114.
Employ appropriate listening skills and strategies suited to long descriptive and narrative texts	<b>EN8LC-IIi-7</b>	1. *English Arts I. 2000. pp 218, 236. 2. *English Expressways II. 2007. pp 12, 27-28, 63-64, 98, 140.
<b>3Q</b>		
Determine the target audience of a listening text and the objective/s of the speaker	<b>EN8LC-IIIa-7.3</b>	1. *English Expressways II. 2007. pp 27-28, 98, 109, 210-211, 258-259, 270.
Judge the relevance and worth of ideas presented in the text listened to	<b>EN8LC-IIIb-8.2</b> <b>EN8LC-IIIId-8.2</b>	1. *English Arts III. 2000. pp 104, 156, 255-256. 2. *English Expressways II. 2007. pp 78-79, 109-110. 3. *English Expressways III. 2007. pp 31-33, 128-131, 288-289.
Determine the stand of the speaker on a given issue presented in the text listened to	<b>EN8LC-IIIe-7.1</b>	1. *English Arts I. 2000. pp 237, 238. 2. *English Expressways II. 2007. pp 270. 3. *English Expressways III. 2007. pp 36-37.
Distinguish facts from opinion cited in the text listened to	<b>EN8LC-IIIf-2.10</b>	1. *English Expressways II. 2007. pp 76-77, 174-176, 208-209, 276-277.
<b>4Q</b>		
Predict what is to follow after a segment of a text listened to	<b>EN8LC-IVa-2.5</b>	1. *English Expressways II. 2007. pp 99, 140-141.
Infer thoughts and feelings expressed in a text listened to	<b>EN8LC-IVb-6.2</b>	
Judge the relevance and worth of ideas presented in the text listened to	<b>EN8LC-IVd-8.2</b> <b>EN8LC-IVg-8.2</b>	1. *English Arts III. 2000. pp 104, 156, 255-256. 2. *English Expressways III. 2007. pp 128-131, 288-289.
Summarize information from the text listened to.	<b>EN8LC-IVe-3.14</b> <b>EN8LC-IVi-3.14</b>	1. *English Expressways II. 2007. pp 78-79, 109-110, 173-174.
Process speech delivered by making inferences from what has been listened to	<b>EN8LC-IVf-10</b> <b>EN8LC-IVh-10</b>	1. *English Expressways II. 2007. pp 12, 98, 140. 2. *English Expressways III. 2007. pp 288-289, 327-329.
<b>VC- Viewing Comprehension</b>		
<b>1Q</b>		
Use <u>context clues from the material viewed</u> to determine the meaning of unfamiliar words or expressions	<b>EN8VC-Ia-8</b>	1. BEAM ENG8 Module 2 – Establishing Links Among People.
Use context clues from the material viewed to <u>determine the meaning of unfamiliar words</u> or expressions	<b>EN8VC-Ib-8</b>	1. BEAM ENG8 Module 2 – Establishing Links Among People.
Use context clues from the material viewed to <u>determine the meaning of unfamiliar words or expressions</u>	<b>EN8VC-Ic-8</b>	1. BEAM ENG8 Module 2 – Establishing Links Among People.
<b>2Q</b>		

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Predict the gist of the material viewed based on the <u>title</u> , pictures, and excerpts	<b>EN8VC-IIa-1.3</b> <b>EN8VC-IIId-1.3</b> <b>EN8VC-IIg-1.3</b>	1. *English Expressways III. 2007. pp 271-272.
Determine the issue and <u>stand</u> presented in the material viewed	<b>EN8VC-IIIId-18</b>	1. BEAM ENG 8 Module 3 - Appreciating Asian Traditions and Values.
<b>4Q</b>		
Analyze the elements that make up reality and fantasy based on a material viewed	<b>EN8VC-IVa-20</b> <b>EN8VC-IVd-20</b> <b>EN8VC-IVg-20</b>	
<b>V- Vocabulary Development</b>		
<b>1Q</b>		
Determine the meaning of <u>idiomatic expressions</u> by noting context clues and collocations	<b>EN8V-Ia-10.2</b>	1. BEAM ENG8 Module 15 – Getting Meaning of Idioms. 2. *English Arts I. 2000. pp 148, 149. 3. *English Expressways II. 2007. pp 153, 179-180, 191-195, 273. 4. *English Arts III. 2000. pp 11-12, 235-236. 5. *English Expressways III. 2007. pp 144, 157, 251.
Determine the meaning of idiomatic expressions <u>by noting context clues</u> and collocations	<b>EN8V-Ib-10.2</b>	1. *English Arts I. 2000. pp 80, 81, 99, 100, 101. 2. *English Arts III. 2000. pp 11-12. 3. *English Expressways III. 2007. pp 45-47, 172, 350.
Determine the meaning of idiomatic expressions <u>by noting context clues</u> and collocations	<b>EN8V-Ic-10.2</b> <b>EN8V-Id-10.2</b>	1. *English Arts I. 2000. pp 258, 259. 2. *English Expressways III. 2007. pp 207, 305.
Use appropriate strategies in unlocking the meaning of unfamiliar words and idiomatic expressions	<b>EN8V-Ie-4</b>	1. *New Horizons in Learning English I. 1999. pp 59-63, 109, 228-230. 2. *English Expressways II. 2007. pp 179-180. 3. *English Arts III. 2000. pp 11-12, 30-31, 45, 63-64, 73, 88, 113, 171. 4. *English Expressways III. 2007. pp 157, 287.
<b>2Q</b>		
Discriminate between literal and figurative language	<b>EN8V-IIe-24</b> <b>EN8V-IIi-24</b>	1. *English Expressways II. 2007. pp 153, 166, 191-195.
Identify figures of speech that show emphasis ( <u>hyperbole</u> and <u>litotes</u> )	<b>EN8V-IIIf-10.1.4</b>	1. *English Arts I. 2000. pp 44, 45. 2. *English Arts III. 2000. pp 54, 103-104.
Identify figures of speech that show emphasis ( <u>hyperbole</u> and <u>litotes</u> )	<b>EN8V-IIh-10.1.4</b>	1. *English Arts I. 2000. pp 44, 45.
<b>3Q</b>		
Explain the meaning of a word through structural analysis ( <u>prefixes</u> , roots, suffixes)	<b>EN8V-IIIa-15.3</b>	1. *English Arts I. 2000. pp. 116, 117, 131, 132, 205, 247, 248. 2. *English Expressways II. 2007. pp 5, 22-23, 58. 3. *English Arts III. 2000. pp 113. 4. *English Expressways III. 2007. pp 29-30, 114-115.
Explain the meaning of a word through structural analysis (prefixes, <u>roots</u> , suffixes)	<b>EN8V-IIIb-15.3</b>	1. *English Arts I. 2000. pp. 116, 117, 131, 132, 205, 247, 248. 2. *English Arts III. 2000. pp 113. 3. *English Expressways III. 2007. pp 114-115.



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Explain the meaning of a word through structural analysis (prefixes, roots, <u>suffixes</u> )	<b>EN8V-IIIc-15.3</b>	<ol style="list-style-type: none"> <li>*English Arts I. 2000. pp. 116, 117, 131, 132, 205, 247, 248.</li> <li>*English Expressways III. 2007. pp 30, 114-115.</li> </ol>
Use appropriate strategies for unlocking unfamiliar words	<b>EN8V-IIIId-25</b> <b>EN8V-IIIi-25</b>	<ol style="list-style-type: none"> <li>*English Arts I. 2000. pp. 80, 81, 99, 100, 101, 116, 117, 131, 132, 148, 149.</li> <li>*New Horizons in Learning English I. 1999. pp 59-63, 109, 228-230, 238-239.</li> <li>*English Expressways II. 2007. pp 179-180.</li> <li>*English Arts III. 2000. pp 11-12, 30-31, 45, 63-64, 73, 88, 113, 171.</li> <li>*English Expressways III. 2007. pp 287.</li> </ol>
Arrive at meanings through context clues	<b>EN8V-IIIe-12.3</b> <b>EN8V-IIIf-12.3</b>	<ol style="list-style-type: none"> <li>*English Arts I. 2000. pp. 80, 81, 99, 100, 101, 148, 149.</li> <li>*New Horizons in Learning English I. 1999. pp 109, 228-230.</li> <li>*English Expressways II. 2007. pp 153, 191-195.</li> <li>*English Arts III. 2000. pp 10-11, 45, 63-64, 73, 88, 171.</li> <li>*English Expressways III. 2007. pp 45-47, 172, 350.</li> </ol>
Analyze intention of words or expressions used in propaganda techniques	<b>EN8V-IIIg-26</b> <b>EN8V-IIIh-26</b>	<ol style="list-style-type: none"> <li>*English Expressways II. 2007. pp 45-46.</li> </ol>
Use appropriate strategies for unlocking unfamiliar words	<b>EN8V-IIIi-25</b>	<ol style="list-style-type: none"> <li>*English Expressways III. 2007. pp 157, 287.</li> </ol>
<b>4Q</b>		
Use various strategies in decoding the meaning of words	<b>EN8V-IVa-15</b> <b>EN8V-IVb-15</b> <b>EN8V-IVc-15</b> <b>EN8V-IVd-15</b> <b>EN8V-IVe-15</b> <b>EN8V-IVf-15</b> <b>EN8V-IVg-15</b> <b>EN8V-IVh-15</b> <b>EN8V-IVi-15</b>	<ol style="list-style-type: none"> <li>*New Horizons in Learning English I. 1999. pp 59-63, 109, 228, 230, 238-239.</li> <li>*English Expressways II. 2007. pp 179-180.</li> <li>*English Arts III. 2000. pp 11-12, 30-31, 45, 63-64, 73, 88, 113, 171.</li> </ol>
<b>LT- Literature</b>		
<b>1Q</b>		
Express appreciation for <u>sensory images</u> used	<b>EN8LT-Ic-2.2.1</b>	<ol style="list-style-type: none"> <li>*English Arts I. 2000. pp 246, 247.</li> <li>*English Expressways III. 2007. pp 180-181, 281-285.</li> </ol>
Explain the literary devices used.	<b>EN8LT-Ic-2.2.2</b>	
Determine <u>tone</u> , <u>mood</u> , <u>technique</u> , and purpose of the author	<b>EN8LT-Id-2.2.3</b>	<ol style="list-style-type: none"> <li>BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes.</li> <li>*English Arts I. 2000. pp 218, 236.</li> </ol>
Determine <u>tone</u> , <u>mood</u> , <u>technique</u> , and <u>purpose of the author</u>	<b>EN8LT-Ie-2.2.3</b>	<ol style="list-style-type: none"> <li>BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes.</li> <li>*English Arts I. 2000. pp 7, 8, 9, 218.</li> <li>*English Expressways III. 2007. pp 9-11, 206-207.</li> </ol>
Explain how a selection may be influenced by <u>culture</u> , <u>history</u> , <u>environment</u> , or other factors	<b>EN8LT-Ih-3</b>	<ol style="list-style-type: none"> <li>*English Expressways III. 2007. pp 179.</li> </ol>
<b>2Q</b>		
Express appreciation for sensory images used	<b>EN8LT-IIc-2.2.1</b>	<ol style="list-style-type: none"> <li>*English Arts I. 2000. pp. 246, 247.</li> </ol>



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Determine <u>tone, mood</u> , technique, and purpose of the author	<b>EN8LT-IIIf-2.2.3</b>	2. *English Expressways III. 2007. pp 180-181, 281-285. 1. BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes. 2. *English Arts I. 2000. pp 218, 236.
Determine <u>tone, mood, technique, and purpose of the author</u>	<b>EN8LT-IIg-2.2.3</b>	1. BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes. 2. *English Arts I. 2000. pp 7, 8, 9, 218. 3. *English Expressways III. 2007. pp 9-11, 206-207.
Explain how a selection may be influenced by culture, history, environment, or other factors	<b>EN8LT-IIIi-3</b>	1. *English Expressways III. 2007. pp 179.
<b>3Q</b>		
Identify the distinguishing features of notable <u>poems, short stories, dramas, and novels</u> contributed by Southeast Asian writers	<b>EN8LT-IIIa-11.1</b>	1. *New Horizons in Learning English I. 1999. pp 177-183, 189-191, 205-205.
Express appreciation for sensory images used	<b>EN8LT-IIIc-2.2.1</b>	1. *English Arts I. 2000. pp 246, 247.
Explain figurative language used	<b>EN8LT-IIIId-2.2.4</b>	1. *English Expressways III. 2007. pp 248-249.
Determine <u>key ideas, tone</u> , and purposes of the author	<b>EN8LT-IIIIf-2.2.5</b>	1. BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes.
Determine key ideas, tone, and <u>purposes</u> of the author	<b>EN8LT-IIIg-2.2.5</b>	1. BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes. 2. *English Arts I. 2000. pp 7, 8, 9, 218. 3. *English Expressways III. 2007. pp 9-11, 206-207.
<b>4Q</b>		
Express appreciation for sensory images used	<b>EN8LT-IVf-2.2.1</b>	1. *English Arts I. 2000. pp 246, 247.
Explain figurative language used	<b>EN8LT-IVf-2.2.4</b>	1. *English Arts I. 2000. pp 43-45, 187, 188, 245, 246.
Determine key ideas, tone, and purposes of the author	<b>EN8LT-IVg-2.2.5</b>	1. BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes. 2. *English Expressways III. 2007. pp 9-11, 206-207.
<b>WC- Writing and Composition</b>		
<b>1Q</b>		
Present ideas using a variety of graphic organizers	<b>EN8WC-Ia-1.1.6.1</b>	1. *New Horizons in Learning English I. 1999. pp 13-14, 162-163, 191-192, 215-216, 269-270. 2. *English Expressways II. 2007. pp 14-18, 150-152, 242.
Organize ideas in <u>one-step word</u> , phrase, and sentence outline <u>forms</u>	<b>EN8WC-Ib-1.1.6</b>	1. *English Expressways II. 2007. pp 94-95, 283-289.
Organize ideas in one-step word, <u>phrase</u> , and sentence outline <u>forms</u>	<b>EN8WC-Ic-1.1.6</b>	1. *New Horizons in Learning English I. 1999. pp 243-244.
Organize ideas in one-step word, phrase, and <u>sentence outline forms</u>	<b>EN8WC-Id-1.1.6</b>	1. *English Arts I. 2000. pp 197-199. 2. *New Horizons in Learning English I. 1999. pp 243-244.
Arrange notes using a variety of graphic organizers	<b>EN8WC-Ie-6.1</b> <b>EN8WC-If-6.1</b>	1. *New Horizons in Learning English I. 1999. pp 13-14, 162-163, 191-192, 215-216, 269-270. 2. *English Expressways II. 2007. pp 14-18, 150-152, 242.

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		3. *English Expressways III. 2007. pp 290-291.
Arrange notes in <u>one-step word</u> , phrase, and sentence outline <u>forms</u>	<b>EN8WC-Ig-6.2</b>	1. *English Expressways II. 2007. pp 44-45, 283-289.
Arrange notes in one-step word, <u>phrase</u> , and sentence outline <u>forms</u>	<b>EN8WC-Ih-6.2</b>	1. *New Horizons in Learning English I. 1999. pp 243-244.
Arrange notes in one-step word, phrase, and <u>sentence</u> outline <u>forms</u>	<b>EN8WC-Ii-6.2</b>	1. *English Arts I. 2000. pp 197-199. 2. *New Horizons in Learning English I. 1999. pp 243-244.
<b>2Q</b>		
Compose effective paragraphs	<b>EN8WC-IIa-2.8</b> <b>EN8WC-IIb-2.8</b> <b>EN8WC-IIc-2.8</b> <b>EN8WC-IId-2.8</b>	1. *English Arts I. 2000. pp. 228-230. 2. *English Expressways II. 2007. pp 81-82, 111-113, 158, 175. 3. *English Arts III. 2000. pp 36-37, 99, 197. 4. *English Expressways III. 2007. pp 17-18, 63-65.
Develop related support sentences	<b>EN8WC-IIc-2.2.1</b>	1. *English Expressways II. 2007. pp 12 82, 91, 200-201.
Use a variety of techniques to formulate a conclusion	<b>EN8WC-IId-2.8.9</b>	1. *English Expressways II. 2007. pp 11.
Develop paragraphs that illustrate each text type ( <u>narrative in literature</u> , expository, explanatory, factual and personal recount, persuasive)	<b>EN8WC-IIe-2.2</b>	1. BEAM ENG8 – Social Issues Affecting the Community. 2. *English Arts I. 2000. pp 52, 231. 3. *English Expressways II. 2007. pp 100, 111-113, 158, 175.
Develop paragraphs that illustrate each text type (narrative in literature, <u>expository</u> , explanatory, factual and personal recount, persuasive)	<b>EN8WC-IIf-2.2</b>	1. *English Expressways II. 2007. pp 100, 111-113, 158, 175.
Develop paragraphs that illustrate each text type (narrative in literature, expository, <u>explanatory</u> , factual and personal recount, persuasive)	<b>EN8WC-IIg-2.2</b>	1. *English Arts I. 2000. pp 253. 2. *English Expressways II. 2007. pp 100, 111-113, 158, 175.
Develop paragraphs that illustrate each text type (narrative in literature, expository, explanatory, <u>factual</u> and personal recount, persuasive)	<b>EN8WC-IIh-2.2</b>	1. *English Expressways II. 2007. pp 100, 111-113, 158, 175.
Develop paragraphs that illustrate each text type (narrative in literature, expository, explanatory, factual and personal recount, <u>persuasive</u> )	<b>EN8WC-IIi-2.2</b>	1. *English Expressways II. 2007. pp 100, 111-113, 158, 175.
<b>3Q</b>		
Organize information about a chosen subject using a graphic organizer	<b>EN8WC-IIIa-1.10</b>	1. *English Expressways II. 2007. pp 94-95, 283-284. 2. *English Expressways III. 2007. pp 290-291.
Transcode information from a graphic organizer to a topic or sentence outline	<b>EN8WC-IIIb-1.1.6</b>	1. *English Expressways II. 2007. pp 14-18, 150-152, 242.
Compose an informative essay	<b>EN8WC-IIIId-2.2.16</b> <b>EN8WC-IIIi-2.2.16</b>	1. *English Arts I. 2000. pp 69. 2. *English Expressways II. 2007. pp 81-82, 158.
Acknowledge sources by creating a bibliography	<b>EN8WC-IIIe-1.6.3</b> <b>EN8WC-IIIf-1.6.3</b>	1. *English Expressways III. 2007. pp 230-231.
<b>4Q</b>		
Distinguish among types of journalistic writing ( <u>news</u>	<b>EN8WC-IVb-3.4.2</b>	1. *English Expressways II. 2007. pp 81-82, 158.

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<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
report, opinion article, feature article, and sports news article)		
Distinguish among types of journalistic writing (news report, opinion article, <u>feature article</u> , and <u>sports news article</u> )	<b>EN8WC-IVc-3.4.2</b>	1. *English Expressways II. 2007. pp 81-82, 158.
Distinguish among types of journalistic writing (news report, opinion article, feature article, and sports news article)	<b>EN8WC-IVd-3.4.2</b>	1. *English Expressways II. 2007. pp 81-82, 158.
<b>F- Oral Language and Fluency</b>		
<b>1Q</b>		
Use the correct sounds of English	<b>EN8F-Ia-3.11</b> <b>EN8F-Ib-3.11</b> <b>EN8F-Ic-3.11</b>	1. *English Expressways II. 2007. pp 25-30, 44-45, 64-65, 79-80, 184-186, 211, 269. 2. *English Arts III. 2000. pp 81-82, 105, 114-115, 133-134.
<b>2Q</b>		
Deliver a self-composed entertainment speech using all the needed speech conventions	<b>EN8F-IIg-3</b> <b>EN8F-IIh-3</b> <b>EN8F-IIi-3</b>	1. *English Arts III. 2000. pp 178-180.
Maintain the interest of the audience by delivering punch lines effectively	<b>EN8F-IIh-3.13</b>	1. BEAM ENG8 Module 6 – Making Outlines.
<b>3Q</b>		
Observe the use of correct <u>stress</u> , <u>pitch</u> , and juncture when delivering a persuasive speech	<b>EN8F-IIIb-5</b>	1. *English Expressways II. 2007. pp 26-30, 44-45, 64-65, 184-186, 211, 269.
Deliver a self-composed persuasive speech	<b>EN8F-IIIf-3</b> <b>EN8F-IIIh-3</b>	1. *English Arts III. 2000. pp 33-34.
<b>G- Grammar Awareness</b>		
<b>1Q</b>		
Use parallel structures	<b>EN8G-Ia-7</b> <b>EN8G-Ib-7</b> <b>EN8G-Ic-7</b> <b>EN8G-Id-7</b> <b>EN8G-Ie-7</b> <b>EN8G-If-7</b> <b>EN8G-Ig-7</b> <b>EN8G-Ih-7</b> <b>EN8G-Ii-7</b>	1. *English Expressways II. 2007. pp 208-210.
Use appropriate cohesive devices in composing an informative speech	<b>EN8G-Ia-8</b> <b>EN8G-Ib-8</b> <b>EN8G-Ic-8</b> <b>EN8G-Id-8</b> <b>EN8G-Ie-8</b>	1. *English Expressways II. 2007. pp 212-213, 271. 2. *English Expressways III. 2007. pp 280.

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	<b>EN8G-If-8</b> <b>EN8G-Ig-8</b> <b>EN8G-Ih-8</b> <b>EN8G-Ii-8</b>	
<b>2Q</b>		
Use appropriate grammatical signals or expressions suitable to each pattern of idea development: <ul style="list-style-type: none"> <li>• general to particular</li> <li>• claim and counterclaim</li> <li>• problem-solution</li> <li>• <u>cause-effect</u></li> <li>• and others</li> </ul>	<b>EN8G-IIg-9</b> <b>EN8G-IIh-9</b>	1. *English Expressways III. 2007. pp 48-57, 173-175, 176-177.
<b>3Q</b>		
Share ideas using opinion-marking signals	<b>EN8G-IIIa-10</b> <b>EN8G-IIIb-10</b> <b>EN8G-IIIc-10</b> <b>EN8G-IIIg-10</b> <b>EN8G-IIIf-10</b> <b>EN8G-IIIi-10</b>	1. *English Expressways II. 2007. pp 208-210.
Use modals appropriately	<b>EN8G-IIIa-3.6</b> <b>EN8G-IIIb-3.6</b> <b>EN8G-IIIc-3.6</b> <b>EN8G-IIId-3.6</b> <b>EN8G-IIIf-3.6</b> <b>EN8G-IIIg-3.6</b> <b>EN8G-IIIh-3.6</b> <b>EN8G-IIIi-3.6</b>	1. *English Arts I. 2000. pp 261. 2. *English Expressways II. 2007. pp 256-258.
<b>4Q</b>		
Use appropriate modifiers	<b>EN8G-IVa-15</b> <b>EN8G-IVc-15</b> <b>EN8G-IVe-15</b> <b>EN8G-IVg-15</b> <b>EN8G-IVi-15</b>	1. *English Arts III. 2000. pp 53-54, 82-83.
Use appropriate logical connectors for emphasis	<b>EN8G-IVa-16</b> <b>EN8G-IVf-16</b> <b>EN8G-IVg-16</b> <b>EN8G-IVi-16</b>	1. *English Expressways II. 2007. pp 64-65.
Use active and passive constructions in journalistic contexts	<b>EN8G-IVb-13</b> <b>EN8G-IVf-13</b> <b>EN8G-IVh-13</b>	1. *English Expressways II. 2007. pp 77-78.

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<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
	<b>EN8G-IVi-13</b>	
Use past and past perfect tenses in journalistic writing	<b>EN8G-IVb-3</b> <b>EN8G-IVd-3</b> <b>EN8G-IVe-3</b> <b>EN8G-IVi-3</b>	<ol style="list-style-type: none"> <li>1. *English Expressways II. 2007. pp 39-42.</li> <li>2. *English Arts III. 2000. pp 66-68.</li> </ol>
Use direct and reported speech in journalistic writing	<b>EN8G-IVc-14</b> <b>EN8G-IVd-14</b> <b>EN8G-IVe-14</b> <b>EN8G-IVg-14</b> <b>EN8G-IVh-14</b> <b>EN8G-IVi-14</b>	<ol style="list-style-type: none"> <li>1. *English Arts III. 2000. pp 97-99.</li> </ol>

## K to 12 BASIC EDUCATION CURRICULUM

### GRADE 9

#### FIRST QUARTER

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	The learner demonstrates communicative competence through his/her understanding of British-American Literature, including Philippine Literature and other text types for a deeper appreciation of Philippine Culture and those of other countries.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of enhancing the self; also how to use processing, assessing, summarizing information, word derivation and formation strategies, appropriate word order, punctuation marks and interjections to enable him/her to participate actively in a speech choir.
<b>PERFORMANCE STANDARD</b>	The learner actively participates in a speech choir through using effective verbal and non-verbal strategies based on the following criteria: Focus, Voice, Delivery, Facial Expressions, Body Movements/ Gestures and Audience Contact.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	<b>EN9RC-Ia-16:</b> Share prior knowledge about a text topic	<b>EN9LC-Ia-8:</b> Process information mentioned in the text listened to <b>EN9LC-Ia-3.6:</b> Perform a task by following instructions	<b>EN9VC-Ia-3.8:</b> Infer thoughts, feelings, and intentions in the material viewed	<b>EN9V-Ia-1:</b> Provide words or expressions appropriate for a given situation	<b>EN9LT-Ia-14:</b> Analyze literature as a means of discovering the self <b>EN9LT-Ia-14.1:</b> Identify the distinguishing features of notable Anglo-American lyric poetry, songs, poems, sermons, and allegories	<b>EN9WC-Ia-8:</b> Distinguish between and among <u>informative</u> , journalistic, and literary writing.	<b>EN9OL-Ia-1.15:</b> Use the appropriate segmentals (sounds of English) and the suprasegmentals or prosodic features of speech when delivering lines of poetry and prose in a <u>speech choir</u> , jazz chants and raps.	<b>EN9G-Ia-17:</b> Use normal and inverted word order in creative writing <b>EN9G-Ia-1.6/1.7:</b> Use appropriate punctuation marks and capitalization to convey meaning <b>EN9G-Ia-18:</b> Use interjections to convey meaning
2	<b>EN9RC-Ib-16:</b> Share prior knowledge about a text topic	<b>EN9LC-Ib-6.2:</b> Infer thoughts, feelings and intentions of the speaker	<b>EN9VC-Ib-3.8:</b> Infer thoughts, feelings, and intentions in the material viewed	<b>EN9V-Ib-1:</b> Provide words or expressions appropriate for a given situation	<b>EN9LT-Ib-14:</b> Analyze literature as a means of discovering the self <b>EN9LT-Ib-14.2:</b> Explain how the elements specific to a selection	<b>EN9WC-Ib-8:</b> Distinguish between and among <u>informative</u> , <u>journalistic</u> , and literary writing	<b>EN9OL-Ib-1.15:</b> Use the appropriate segmentals (sounds of English) and the suprasegmentals or prosodic features of speech when delivering lines of poetry and prose in	<b>EN9G-Ib-17:</b> Use normal and inverted word order in creative writing <b>EN9G-Ib-1.6/1.7:</b> Use appropriate punctuation marks and capitalization to convey meaning

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					build its theme		a speech choir, <u>jazz chants</u> and raps <b>EN9F-Ib-3.1:</b> Produce the correct beat and rhythm in delivering <u>jazz chants</u> and raps	<b>EN9G-Ib-18:</b> Use interjections to convey meaning
<b>3</b>	<b>EN9RC-Ic-13.2:</b> Take note of sequence signals or connectors to determine patterns of idea development given in a text	<b>EN9LC-Ic-3.12:</b> Paraphrase the text listened to	<b>EN9VC-Ic-3.8:</b> Infer thoughts, feelings, and intentions in the material viewed	<b>EN9V-Ic-15:</b> Explain how words are derived from names of persons and places	<b>EN9LT-Ic-14:</b> Analyze literature as a means of enhancing the self <b>EN9LT-Ic-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection	<b>EN9WC-Ic-8:</b> Distinguish between and among informative, journalistic, and <u>literary</u> writing	<b>EN9OL-Ic-1.15:</b> Use the appropriate segmentals (sounds of English) and the suprasegmentals or prosodic features of speech when delivering lines of poetry and prose in a speech choir, jazz chants and <u>raps</u> <b>EN9F-Ic-3.1:</b> Produce the correct beat and rhythm in delivering jazz chants and raps	<b>EN9G-Ic-17:</b> Use normal and inverted word order in creative writing <b>EN9G-Ic-1.6/1.7:</b> Use appropriate punctuation marks and capitalization to convey meaning <b>EN9G-Ic-18:</b> Use interjections to convey meaning.
<b>4</b>	<b>EN9RC-Id-13.2:</b> Scan sequence signals or connectors to determine patterns of idea development	<b>EN9LC-Id-8.4:</b> Agree or disagree with the ideas of the speaker <b>EN9LC-Id-8.5:</b> Accept or reject ideas mentioned	<b>EN9VC-Id-21:</b> Summarize the contents of the material viewed	<b>EN9V-Id-15:</b> Explain how words are derived from names of persons and places	<b>EN9LT-Id-14:</b> Analyze literature as a means of discovering the self <b>EN9LT-Id-2.2.1:</b> Express appreciation for sensory images used	<b>EN9WC-Id-8.1:</b> Examine sample texts representative of each type.	<b>EN9OL-Id-1.14:</b> Use the correct <u>pitch, juncture, stress</u> , intonation, rate of speech, volume and projection when delivering lines of poetry and prose in dramatic and conventional speech choirs	<b>EN9G-Id-17:</b> Use normal and inverted word order in creative writing <b>EN9G-Id-1.6/1.7:</b> Use appropriate punctuation marks and capitalization to convey meaning <b>EN9G-Id-18:</b> Use interjections to convey meaning.
<b>5</b>	<b>EN9SS-Ie-1.5.1:</b> Skim to determine key ideas and author's purpose	<b>EN9LC-Ie-8.6:</b> Make decisions based on what is listened to	<b>EN9VC-Ie-21:</b> Summarize the contents of the material viewed	<b>EN9V-Ie-11:</b> Arrive at meaning of words through word formation (clipping, blending, acronymy,	<b>EN9LT-Ie-14:</b> Analyze literature as a means of discovering the self <b>EN9LT-Ie-2.2.2:</b> Explain	<b>EN9WC-Ie-9:</b> Compose forms of literary writing	<b>EN9OL-Ie-1.14:</b> Use the correct pitch, juncture, stress, <u>intonation, rate of speech, volume and projection</u> when	<b>EN9G-Ie-17:</b> Use normal and inverted word order in creative writing <b>EN9G-Ie-1.6/1.7:</b> Use appropriate punctuation marks

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>RC</b> Reading Comprehension	<b>LC</b> Listening Comprehension	<b>VC</b> Viewing Comprehension	<b>V</b> Vocabulary Development	<b>LT</b> Literature	<b>WC</b> Writing and Composition	<b>F</b> Oral Language and Fluency	<b>G</b> Grammar Awareness
				compounding, folk etymology, etc.)	the literary devices used		delivering lines of poetry and prose in dramatic and conventional speech choirs	and capitalization to convey meaning <b>EN9G-Ie-18:</b> Use interjections to convey meaning
<b>6</b>	<b>EN9SS-If-1.5.1:</b> Skim to determine key ideas and author's purpose.	<b>EN9LC-If-8.2:</b> Judge the relevance and worth of ideas presented	<b>EN9VC-If-19:</b> Assess the relevance and worth of ideas presented in the material viewed	<b>EN9V-If-11:</b> Arrive at meaning of words through word formation (clipping, blending, acronymy, compounding, folk etymology, etc.)	<b>EN9LT-If-14:</b> Analyze literature as a means of discovering the self <b>EN9LT-If-2.2.3:</b> Determine tone, mood, technique, and purpose of the author.	<b>EN9WC-If-9.1:</b> Identify types and features of poetry.	<b>EN9OL-If-2.6.2:</b> Use the appropriate gestures (hand, face, and body)	<b>EN9G-If-17:</b> Use normal and inverted word order in creative writing <b>EN9G-If-1.6/1.7:</b> Use appropriate punctuation marks and capitalization to convey meaning <b>EN9G-If-18:</b> Use interjections to convey meaning
<b>7</b>	<b>EN9RC-Ig-17:</b> Make a connection between the present text and previously read texts	<b>EN9LC-Ig-8.7:</b> Draw generalizations and conclusions from the material listened to	<b>EN9VC-Ig-19:</b> Assess the relevance and worth of ideas presented in the material viewed	<b>EN9V-Ig-12.3:</b> Note types of context clue (restatement, definition, synonyms, antonyms) used for a given word or expression.	<b>EN9LT-Ig-14:</b> Analyze literature as a means of discovering the self <b>EN9LT-Ig-2.2.3:</b> Determine tone, mood, technique, and purpose of the author	<b>EN9WC-Ig-9.1:</b> Identify types and features of poetry.	<b>EN9OL-Ig-2.6.2:</b> Use the appropriate gestures (hand, face, and body)	<b>EN9G-Ig-17:</b> Use normal and inverted word order in creative writing <b>EN9G-Ig-1.6/1.7:</b> Use appropriate punctuation marks and capitalization to convey meaning. <b>EN9G-I-0-18:</b> Use interjections to convey meaning
<b>8</b>	<b>EN9RC-Ih-17:</b> Make a connection between the present text and previously read texts	<b>EN9LC-Ih-8.8:</b> Compare and contrast information listened to	<b>EN9VC-Ih-1.5/2.5:</b> Draw generalizations and conclusions from the material viewed	<b>EN9V-Ih-12.3:</b> Note types of context clue (restatement, definition, synonyms, antonyms) used for a given word or expression	<b>EN9LT-Ih-14:</b> Analyze literature as a means of discovering the self <b>EN9LT-Ih-2.3:</b> Draw similarities and differences of the featured selections in relation to the theme	<b>EN9WC-Ih-3.6:</b> Use literary devices and techniques to craft poetic forms.	<b>EN9F-Ih-3.14:</b> Use the appropriate and effective speech conventions expected of speech choir presentations.	<b>EN9G-Ih-17:</b> Use normal and inverted word order in creative writing <b>EN9G-Ih-1.6/1.7:</b> Use appropriate punctuation marks and capitalization to convey meaning. <b>EN9G-Ih-18:</b> Use interjections to convey meaning



### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
9	<b>EN9RC-II-18:</b> Identify advance organizers, titles, sub-titles, illustrations, etc. given in a text	<b>EN9LC-II-3.14:</b> Summarize information from the text listened to	<b>EN9VC-II-1.5/2.5:</b> Draw generalizations and conclusions from the material viewed	<b>EN9V-II-12.3:</b> Note types of context clue (restatement, definition, synonyms, antonyms) used for a given word or expression	<b>EN9LT-II-14:</b> Analyze literature as a means of discovering the self <b>EN9LT-II-3:</b> Explain how a selection may be influenced by culture, history, environment, or other factors	<b>EN9WC-II-3.6:</b> Use literary devices and techniques to craft poetic forms	<b>EN9F-II-3.14:</b> Use the appropriate and effective speech conventions expected of speech choir presentations	<b>EN9G-II-17:</b> Use normal and inverted word order in creative writing <b>EN9G-II-1.6/1.7:</b> Use appropriate punctuation marks and capitalization to convey meaning <b>EN9G-II-18:</b> Use interjections to convey meaning
10	<b>Culminating Task</b>							

### SECOND QUARTER

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	The learner demonstrates communicative competence through his/her understanding of British-American Literature, including Philippine Literature and other text types for a deeper appreciation of Philippine Culture and those of other countries.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of valuing other people; also how to use processing information strategies, different forms of adverbs and conditionals for him/her to play an active part in a Chamber Theatre presentation.
<b>PERFORMANCE STANDARD</b>	The learner proficiently plays an active part in a Chamber Theatre presentation through employing effective verbal and non- verbal strategies based on the following criteria: Focus, Voice, Delivery, Facial Expressions, Style and Body Movements or Gestures.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	<b>EN9RC-IIa-3.2.7:</b> Compare and contrast similar information presented in different texts.	<b>EN9LC-IIa-11:</b> Shift from one listening strategy to another based on topic, purpose, and level of difficulty of the	<b>EN9VC-IIa-1.4:</b> Establish connections of events and how these lead to the ending of a material.	<b>EN9V-IIa-27:</b> Give the appropriate communicative styles for various situations	<b>EN9LT-IIa-15:</b> Analyze literature as a means of valuing other people and their various circumstances in	<b>EN9WC-IIa-10:</b> Distinguish the features present in poetry and in prose.	<b>EN9OL-IIa-3.7:</b> Employ varied verbal and non-verbal strategies to create impact on the audience	<b>EN9G-IIa-19:</b> Use adverbs in narration.

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
		argumentative or persuasive text.		(intimate, casual, conversational, consultative, frozen).	life. <b>EN9LT-IIa-15.1:</b> Identify the distinguishing features of notable Anglo-American sonnets, dramatic poetry, vignettes, and short stories.		while delivering lines in a Readers Theatre or in a Chamber Theatre.	
2	<b>EN9RC-IIb-19:</b> Get information from various print media like brochures, pamphlets, periodicals, and audio-video recordings.	<b>EN9LC-IIb-11.1:</b> Listen to get important information from argumentative/persuasive texts. <b>EN9LC-IIb-2.8:</b> Make inferences from what was said.	<b>EN9VC-IIb-21:</b> Summarize the information contained in the material viewed.	<b>EN9V-IIb-27:</b> Give the appropriate communicative styles for various situations (intimate, casual, conversational, consultative, frozen).	<b>EN9LT-IIb-15:</b> Analyze literature as a means of valuing other people and their various circumstances in life.  <b>EN9LT-II-0-14.2:</b> Explain how the elements specific to a selection build its theme.	<b>EN9WC-IIb-10:</b> Distinguish the features present in poetry and in prose.	<b>EN9OL-IIb-3.7:</b> Employ varied verbal and non-verbal strategies to create impact on the audience while delivering lines in a Readers Theatre or in a Chamber Theatre.	<b>EN9G-IIb-19:</b> Use adverbs in narration.
3	<b>EN9RC-IIc-19:</b> Get information from various print media like brochures, pamphlets, periodicals, and audio-video recordings.	<b>EN9LC-IIc-3.12/3.14:</b> Listen to paraphrase and summarize information from persuasive texts.	<b>EN9VC-IIc-21:</b> Summarize the information contained in the material viewed.	<b>EN9V-IIc-27:</b> Give the appropriate communicative styles for various situations (intimate, casual, conversational, consultative, frozen).	<b>EN9LT-IIc-15:</b> Analyze literature as a means of valuing other people and their various circumstances in life.  <b>EN9LT-IIc-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection.	<b>EN9WC-IIc-10:</b> Distinguish the features present in poetry and in prose.	<b>EN9F-IIc-3.11.1:</b> Use the correct production of English sounds: vowels sounds, consonant sounds, diphthongs, etc.	<b>EN9G-IIb-19:</b> Use adverbs in narration
4	<b>EN9RC-IIId-19:</b> Get information from various print media like brochures,	<b>EN9LC-IIId-11.2:</b> Anticipate the points that will be made based on the speaker's	<b>EN9VC-IIId-22:</b> Agree or disagree with the ideas presented in the material viewed.	<b>EN9V-IIId-27:</b> Give the appropriate communicative	<b>EN9LT-IIId-15:</b> Analyze literature as a means of valuing other people and	<b>EN9WC-IIId-10:</b> Distinguish the features present in poetry and in	<b>EN9F-IIId-3.11.1:</b> Use the correct production of English sounds:	<b>EN9G-IIId-19:</b> Use adverbs in narration.

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	pamphlets, <u>periodicals</u> , and audio-video recordings.	purpose.		styles a situation (intimate, casual, conversational, <u>consultative</u> , frozen).	their various circumstances in life.  <b>EN9LT-IIe-2.2.1:</b> Express appreciation for sensory images used.	prose.	vowels sounds, consonant sounds, diphthongs, etc.	
5	<b>EN9RC-IIe-19:</b> Get information from various print media like brochures, pamphlets, periodicals, and <u>audio-video recordings</u> .	<b>EN9LC-IIe-12:</b> Make a stand based on the text listened to.	<b>EN9VC-IIe-22:</b> Agree or disagree with the ideas presented in the material viewed.	<b>EN9V-IIe-27:</b> Give the appropriate communicative styles for various situations (intimate, casual, conversational, consultative, frozen).	<b>EN9LT-IIe-15:</b> Analyze literature as a means of valuing other people and their various circumstances in life. <b>EN9LT-IIe-2.2.2:</b> Explain the literary devices used.	<b>EN9WC-IIe-10:</b> Distinguish the features present in poetry and in prose.	<b>EN9OL-IIe-5:</b> Use the appropriate prosodic features of speech when delivering lines in a Readers Theatre or in a Chamber Theatre.	<b>EN9G-IIe-20:</b> Use conditionals in expressing arguments
6	<b>EN9RC-IIif-11.1:</b> Sense the difference between linear and non-linear texts.	<b>EN9LC-IIif-8.7:</b> Draw conclusions based on the text listened to.	<b>EN9VC-IIif-23:</b> Share personal opinion about the ideas presented in the material viewed.	<b>EN9V-IIif-28:</b> Determine the vocabulary or jargons expected of a communicative style.	<b>EN9LT-IIif-15:</b> Analyze literature as a means of valuing other people and their various circumstances in life. <b>EN9LT-IIif-2.2.3:</b> Determine tone, mood, technique, and purpose of the author.	<b>EN9WC-IIif-9:</b> Compose forms of literary writing. <b>EN9WC-IIif-9.2:</b> Identify types and features of short prose.	<b>EN9OL-IIif-5:</b> Use the appropriate prosodic features of speech when delivering lines in a Readers Theatre or in a Chamber Theatre.	<b>EN9G-IIif-20:</b> Use conditionals in expressing arguments.
7	<b>EN9RC-IIig-5:</b> Interpret information found in non-linear texts such as diagrams, maps, charts, etc	<b>EN9LC-IIig-3.13:</b> React and share personal opinion about the ideas listened to.	<b>EN9VC-IIig-23:</b> Share personal opinion about the ideas presented in the material viewed.	<b>EN9V-IIig-28:</b> Determine the vocabulary or jargons expected of a communicative style.	<b>EN9LT-IIig-15:</b> Analyze literature as a means of valuing other people and their various circumstances in life. <b>EN9LT-IIig-2.2.3:</b> Determine tone, mood, technique, and purpose of the author.	<b>EN9WC-IIig-9:</b> Compose forms of literary writing. <b>EN9WC-IIig-9.2:</b> Identify types and features of short prose.	<b>EN9OL-IIig-2.6:</b> Employ effective and appropriate non-verbal communication to convey meaning in a Readers or Chamber Theatre.	<b>EN9G-IIig-20:</b> Use conditionals in expressing arguments.

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>RC</b> Reading Comprehension	<b>LC</b> Listening Comprehension	<b>VC</b> Viewing Comprehension	<b>V</b> Vocabulary Development	<b>LT</b> Literature	<b>WC</b> Writing and Composition	<b>F</b> Oral Language and Fluency	<b>G</b> Grammar Awareness
<b>8</b>	<b>EN9RC-IIh-11.1.1:</b> Match diagrams with their corresponding write-ups.	<b>EN9LC-IIh-12.1:</b> Analyze the content and feeling levels of utterances in persuasive texts.	<b>EN9VC-IIh-19:</b> Judge the relevance and worth of ideas presented in the material viewed.	<b>EN9V-IIh-28:</b> Determine the vocabulary or jargons expected of a communicative style.	<b>EN9LT-IIh-15:</b> Analyze literature as a means of valuing other people and their various circumstances in life. <b>EN9LT-IIh-2.3:</b> Draw similarities and differences of the featured selections in relation to the theme.	<b>EN9WC-IIh-9:</b> Compose forms of literary writing. <b>EN9WC-IIh-9.3:</b> Use literary devices and techniques to craft short prose forms.	<b>EN9OL-IIh-5:</b> Use the appropriate prosodic features of speech when delivering lines in a Readers Theatre or in a Chamber Theatre.	<b>EN9G-IIh-20:</b> Use past conditionals in expressing arguments.
<b>9</b>	<b>EN9RC-IIi-2.15:</b> Organize information in various ways (outlining, graphic, representations, etc.)	<b>EN9LC-IIi-8.2:</b> Judge the relevance and worth of ideas presented.	<b>EN9VC-IIi-19:</b> Judge the relevance and worth of ideas presented in the material viewed.	<b>EN9V-IIi-28:</b> Determine the vocabulary or jargons expected of a communicative style.	<b>EN9LT-IIi-15:</b> Analyze literature as a means of valuing other people and their various circumstances in life. <b>EN9LT-IIi-3:</b> Explain how a selection may be influenced by culture, history, environment, or other factors.	<b>EN9WC-IIi-9:</b> Compose forms of literary writing. <b>EN9WC-IIi-9.3:</b> Use literary devices and techniques to craft short prose forms.	<b>EN9OL-IIi-5:</b> Use the appropriate prosodic features of speech when delivering lines in a Readers Theatre or in a Chamber Theatre.	<b>EN9G-IIi-20:</b> Use conditionals in expressing arguments.
<b>10</b>	<b>Culminating Task</b>							

## K to 12 BASIC EDUCATION CURRICULUM

### THIRD QUARTER

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	The learner demonstrates communicative competence through his/her understanding of British-American Literature, including Philippine Literature and other text types for a deeper appreciation of Philippine Culture and those of other countries.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of connecting to the world; also how to use ways of analysing one-act play and different forms of verbals for him/her to skilfully perform in a one-act play.
<b>PERFORMANCE STANDARD</b>	The learner skilfully performs in one-act play through utilizing effective verbal and non-verbal strategies and ICT resources based on the following criteria: Focus, Voice, Delivery, and Dramatic Conventions.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	<b>EN9RC-IIIa-20:</b> Analyze a one-act play <b>EN9LT-IIIa-20.1:</b> Explain how the elements specific to a one-act play contribute to the development of its theme	<b>EN9LC-IIIa-6:</b> Employ appropriate listening strategies suited to type of text <b>EN9LC-IIIa-6.1:</b> Extract important information from argumentative/persuasive texts	<b>EN9VC-IIIa-1.2/2.2:</b> Interpret the message conveyed in a material viewed	<b>EN9V-IIIa-29:</b> Get familiar with the technical vocabulary for drama and theatre (like stage directions)	<b>EN9LT-IIIa-16:</b> Analyze literature as a means of connecting to the world. <b>EN9LT-IIIa-16.1:</b> Identify the distinguishing features of Anglo-American one-act plays	<b>EN9WC-IIIa-9:</b> Compose forms of literary writing <b>EN9WC-IIIa-9.4:</b> Identify types and features of a play synopsis.	<b>EN9OL-IIIa-3.7:</b> Employ varied verbal and non-verbal strategies while performing in a one-act play <b>EN9F-IIIa-3.11:</b> Produce the English sounds correctly and effectively when delivering lines in a one-act play.	<b>EN9G-IIIa-21:</b> Use verbals.
2	<b>EN9RC-IIIb-20:</b> Analyze a one-act play <b>EN9LT-IIIb-20.1:</b> Explain how the elements specific to a one-act play contribute to the development of its theme	<b>EN9LC-IIIb-6.3:</b> Reflect on the ideas of the speaker	<b>EN9VC-IIIb-1.2/2.2:</b> Interpret the message conveyed in a material viewed	<b>EN9V-IIIb-29:</b> Get familiar with the technical vocabulary for drama and theatre (like stage directions)	<b>EN9LT-IIIb-16:</b> Analyze literature as a means of connecting to the world <b>EN9LT-IIIb-16.1:</b> Identify the distinguishing features of Anglo-American one-act plays	<b>EN9WC-IIIb-9:</b> Compose forms of literary writing <b>EN9WC-IIIb-9.4:</b> Identify types and features of a play synopsis.	<b>EN9F-IIIb-3.11:</b> Produce the English sounds correctly and effectively when delivering lines in a one-act play.	<b>EN9G-IIIb-21:</b> Use verbals.

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
3	<p><b>EN9RC-IIIc-20:</b> Analyze a one-act play.</p> <p><b>EN9LT-IIIc-20.1:</b> Explain how the elements specific to a one-act play contribute to the development of its theme</p>	<p><b>EN9LC-IIIc-6.4:</b> Interpret the information listened to</p>	<p><b>EN9VC-IIIc-1.2/2.2:</b> Interpret the message conveyed in a poster</p>	<p><b>EN9V-IIIc-29:</b> Get familiar with the technical vocabulary for drama and theatre (like stage directions)</p>	<p><b>EN9LT-IIIc-16:</b> Analyze literature as a means of connecting to the world</p> <p><b>EN9LT-IIIc-16.1:</b> Identify the distinguishing features of Anglo-American one-act plays</p>	<p><b>EN9WC-IIIc-9:</b> Compose forms of literary writing</p> <p><b>EN9WC-IIIc-9.4:</b> Identify types and features of a play synopsis.</p>	<p><b>EN9OL-IIIc-5:</b> Use the appropriate prosodic features of speech when delivering lines in a one-act play</p>	<p><b>EN9G-IIIc-21:</b> Use verbals.</p>
4	<p><b>EN9RC-IIIId-20:</b> Analyze a one-act play</p> <p><b>EN9LT-IIIId-2.1.5:</b> Express appreciation for sensory images used</p> <p><b>EN9LT-IIIId-20.2:</b> Explain the literary devices used</p>	<p><b>EN9LC-IIIId-6.5:</b> Recognize faulty logic, unsupported facts, and emotional appeal</p>	<p><b>EN9VC-IIIId-4.3/5.3:</b> Analyze the information contained in the material viewed</p>	<p><b>EN9V-IIIId-29:</b> Get familiar with the technical vocabulary for drama and theatre (like stage directions)</p>	<p><b>EN9LT-IIIId-16:</b> Analyze literature as a means of connecting to the world</p> <p><b>EN9LT-IIIId-2.3:</b> Draw similarities and differences of the featured selections in relation to the theme</p>	<p><b>EN9WC-IIIId-9:</b> Compose forms of literary writing</p> <p><b>EN9WC-IIIId-9.4:</b> Identify types and features of a play synopsis</p>	<p><b>EN9OL-IIIId-5:</b> Use the appropriate prosodic features of speech when delivering lines in a one-act play</p>	<p><b>EN9G-IIIId-21:</b> Use verbals.</p>
5	<p><b>EN9RC-IIIe-20:</b> Analyze a one-act play</p> <p><b>EN9LT-IIIe-2.1.5:</b> Express appreciation for sensory images used</p> <p><b>EN9LT-IIIe-20.2:</b> Explain the literary devices used</p>	<p><b>EN9LC-IIIe-3.13:</b> Provide appropriate and critical feedback/ reaction to a specific context or situation</p>	<p><b>EN9VC-IIIe-4.3/5.3:</b> Analyze the information contained in the material viewed</p>	<p><b>EN9V-IIIe-29:</b> Get familiar with the technical vocabulary for drama and theatre (like stage directions)</p>	<p><b>EN9LT-IIIe-16:</b> Analyze literature as a means of connecting to the world</p> <p><b>EN9LT-IIIe-2.3:</b> Draw similarities and differences of the featured selections in relation to the theme</p>	<p><b>EN9WC-IIIe-9:</b> Compose forms of literary writing</p> <p><b>EN9WC-IIIe-9.5:</b> Use literary devices and techniques to craft a play synopsis</p>	<p><b>EN9OL-IIIe-5:</b> Use the appropriate prosodic features of speech when delivering lines in a one-act play</p>	<p><b>EN9G-IIIe-21:</b> Use verbals.</p>
6	<p><b>EN9RC-IIIIf-20:</b> Analyze a one-act play</p> <p><b>EN9LT-IIIIf-2.1.5:</b></p>	<p><b>EN9LC-IIIIf-3.13:</b> Provide appropriate and critical feedback/ reaction to a specific</p>	<p><b>EN9VC-IIIIf-4.3/5.3:</b> Analyze the information contained in the</p>	<p><b>EN9V-IIIIf-29:</b> Get familiar with the technical vocabulary for</p>	<p><b>EN9LT-IIIIf-16:</b> Analyze literature as a means of connecting to the</p>	<p><b>EN9WC-IIIIf-9:</b> Compose forms of literary writing</p> <p><b>EN9WC-IIIIf-9.5:</b></p>	<p><b>EN9OL-IIIIf-2:</b> Use effective and appropriate non-verbal</p>	<p><b>EN9G-IIIIf-21:</b> Use verbals.</p>

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	Express appreciation for sensory images used <b>EN9LT-IIIIf-20.2:</b> Explain the literary devices used	context or situation	material viewed	drama and theatre (like stage directions)	world <b>EN9LT-IIIIf-2.3:</b> Draw similarities and differences of the featured selections in relation to the theme	Use literary devices and techniques to craft a play synopsis	communication strategies	
<b>7</b>	<b>EN9LT-IIIg-2.11:</b> Determine tone, mood, technique, and purpose of the author	<b>EN9LC-IIIg-2.10:</b> Share personal opinion about the ideas listened to	<b>EN9VC-IIIg-24:</b> Provide critical feedback to the idea presented in the material viewed	<b>EN9V-IIIg-29:</b> Get familiar with the technical vocabulary for drama and theatre (like stage directions)	<b>EN9LT-IIIg-16:</b> Analyze literature as a means of connecting to the world <b>EN9LT-IIIg-3:</b> Explain how a selection may be influenced by culture, history, environment, or other factors	<b>EN9WC-IIIg-9:</b> Compose forms of literary writing <b>EN9WC-IIIg-9.5:</b> Use literary devices and techniques to craft a play synopsis	<b>EN9OL-IIIg-2:</b> Use effective and appropriate non-verbal communication strategies	<b>EN9G-IIIg-21:</b> Use verbals.
<b>8</b>	<b>EN9LT-IIIh-2.11:</b> Determine tone, mood, technique, and purpose of the author	<b>EN9LC-IIIh-12.1:</b> Analyze the content and feeling levels of utterances in persuasive texts	<b>EN9VC-IIIh-24:</b> Provide critical feedback to the idea presented in the material viewed	<b>EN9V-IIIh-29:</b> Get familiar with the technical vocabulary for drama and theatre (like stage directions)	<b>EN9LT-IIIh-16:</b> Analyze literature as a means of connecting to the world <b>EN9LT-IIIh-3:</b> Explain how a selection may be influenced by culture, history, environment, or other factors	<b>EN9WC-IIIh-9:</b> Compose forms of literary writing <b>EN9WC-IIIh-9.5:</b> Use literary devices and techniques to craft a play synopsis	<b>EN9OL-IIIh-3.10:</b> Use appropriate multi-media resources to accompany the oral delivery of lines	<b>EN9G-IIIh-21:</b> Use verbals.
<b>9</b>	<b>EN9LT-IIIi-2.11:</b> Determine tone, mood, technique, and purpose of the author	<b>EN9LC-IIIi-8.2:</b> Judge the relevance and worth of information/ ideas <b>EN9LC-IIIi-8.6:</b> Form decisions based on the ideas mentioned	<b>EN9VC-IIIi-24:</b> Provide critical feedback to the idea presented in the material viewed	<b>EN9V-IIIi-29:</b> Get familiar with the technical vocabulary for drama and theatre (like stage directions)	<b>EN9LT-IIIi-16:</b> Analyze literature as a means of connecting to the world <b>EN9LT-IIIi-3:</b> Explain how a selection may be influenced by	<b>EN9WC-IIIi-9:</b> Compose forms of literary writing <b>EN9WC-IIIi-9.5:</b> Use literary devices and techniques to craft a play synopsis	<b>EN9OL-IIIi-3.10:</b> Use appropriate multi-media resources to accompany the oral delivery of lines	<b>EN9G-IIIi-21:</b> Use verbals.

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					culture, history, environment, or other factors			
<b>10</b>	<b>Culminating Task</b>							

#### FOURTH QUARTER

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	The learner demonstrates communicative competence through his/her understanding of British-American Literature, including Philippine Literature and other text types for a deeper appreciation of Philippine Culture and those of other countries.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of preserving unchanging values in a changing world; also how to use the features of a full-length play, tense consistency, modals, active and passive constructions plus direct and indirect speech to enable him/her competently performs in a full-length play.
<b>PERFORMANCE STANDARD</b>	The learner competently performs in a full-length play through applying effective verbal and non-verbal strategies and ICT resources based on the following criteria: Focus, Voice, Delivery and Dramatic Conventions.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
<b>1</b>	<b>EN9RC-IVa-2.18:</b> Relate text content to particular social issues, concerns, or dispositions in real life	<b>EN9LC-IVa-13:</b> Listen to lay value judgment on critical issues that demand sound analysis and call for prompt actions	<b>EN9VC-IVa-10:</b> Determine the relevance and the truthfulness of the ideas presented in the material viewed	<b>EN9V-IVa-29:</b> Get familiar with the technical vocabulary for drama and theater (like stage directions)	<b>EN9LT-IVa-17:</b> Analyze literature as a means of understanding unchanging values in a changing world <b>EN9LT-IVa-17.1:</b> Explain how the elements specific to full-length	<b>EN9WC-IVa-11:</b> Compose a play review	<b>EN9OL-IVa-3.7:</b> Use varied verbal and non-verbal communication strategies when performing in a full-length play <b>EN9F-IVa-3.11:</b> Produce the sounds of English effectively when delivering lines in a	<b>EN9G-IVa-22:</b> Use active and passive constructions



### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					plays build its theme		full-length play	
2	<b>EN9RC-IVb-2.18:</b> Relate text content to particular social issues, concerns, or dispositions in real life	<b>EN9LC-IVb-13.1:</b> Get the different sides of social, moral, and economic issues affecting the nation	<b>EN9VC-IVb-10:</b> Determine the relevance and the truthfulness of the ideas presented in the material viewed	<b>EN9V-IVb-29:</b> Get familiar with the technical vocabulary for drama and theater (like stage directions)	<b>EN9LT-IVb-17:</b> Analyze literature as a means of understanding unchanging values in a changing world <b>EN9LT-IVb-17.1:</b> Explain how the elements specific to full-length plays build its theme	<b>EN9WC-IVb-11:</b> Compose a play review.	<b>EN9F-IVb-3.11:</b> Produce the sounds of English effectively when delivering lines in a full-length play	<b>EN9G-IVb-22:</b> Use active and passive constructions
3	<b>EN9RC-IVc-2.18:</b> Relate text content to particular social issues, concerns, or dispositions in real life	<b>EN9LC-IVc-13.2:</b> Employ analytical listening to make prediction/projections	<b>EN9VC-IVc-10:</b> Determine the relevance and the truthfulness of the ideas presented in the material viewed	<b>EN9V-IVc-29:</b> Get familiar with the technical vocabulary for drama and theater (like stage directions)	<b>EN9LT-IVc-17:</b> Analyze literature as a means of understanding unchanging values in a changing world <b>EN9LT-IVc-2.2.1:</b> Express appreciation for sensory images used	<b>EN9WC-IVc-11:</b> Compose a play review	<b>EN9OL-IVc-2:</b> Employ effective and appropriate non-verbal communication strategies	<b>EN9G-IVc-23:</b> Express <u>permission</u> , <u>obligation</u> , and <u>prohibition</u> .
4	<b>EN9RC-IVd-2.18:</b> Relate text content to particular social issues, concerns, or dispositions in real life	<b>EN9LC-IVd-7.2:</b> Analyze the stand of the speaker based on the explicit statement made	<b>EN9VC-IVd-1.3/2.3:</b> Formulate predictions based on the material viewed	<b>EN9V-IVd-29:</b> Get familiar with the technical vocabulary for drama and theater (like stage directions)	<b>EN9LT-IVd-17:</b> Analyze literature as a means of understanding unchanging values in a changing world <b>EN9LT-IVd-2.2.2:</b> Explain the literary devices used	<b>EN9WC-IVd-11:</b> Compose a play review.	<b>EN9OL-IVd-2:</b> Employ effective and appropriate non-verbal communication strategies	<b>EN9G-IVd-23:</b> Express <u>permission</u> , <u>obligation</u> , and <u>prohibition</u> .
5	<b>EN9RC-IVe-2.18:</b> Relate text content to particular social	<b>EN9LC-IVe-8.8:</b> Compare and contrast ideas listened to	<b>EN9VC-IVe-1.3/2.3:</b> Formulate	<b>EN9V-IVe-29:</b> Get familiar with the technical	<b>EN9LT-IVe-17:</b> Analyze literature as a means of	<b>EN9WC-IVe-11:</b> Compose a play review	<b>EN9OL-IVe-2:</b> Employ effective and appropriate	<b>EN9G-IVe-23:</b> Express <u>permission</u> , <u>obligation</u> , and

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>RC</b> Reading Comprehension	<b>LC</b> Listening Comprehension	<b>VC</b> Viewing Comprehension	<b>V</b> Vocabulary Development	<b>LT</b> Literature	<b>WC</b> Writing and Composition	<b>F</b> Oral Language and Fluency	<b>G</b> Grammar Awareness
	issues, concerns, or dispositions in real life		predictions based on the material viewed	vocabulary for drama and theater (like stage directions)	understanding unchanging values in a changing world <b>EN9LT-IVe-2.2.2:</b> Explain the literary devices used		non-verbal communication strategies	<u>prohibition</u> writing an evaluation
<b>6</b>	<b>EN9RC-IVf-2.22:</b> Judge the relevance and worth of ideas, soundness of author’s reasoning, and the effectiveness of the presentation	<b>EN9LC-IVf-13.3:</b> Differentiate biases from prejudices	<b>EN9VC-IVf-1.3/2.3:</b> Formulate predictions based on the material viewed	<b>EN9V-IVf-29:</b> Get familiar with the technical vocabulary for drama and theater (like stage directions).	<b>EN9LT-IVf-17:</b> Analyze literature as a means of understanding unchanging values in a changing world  <b>EN9LT-IVf-2.2.3:</b> Determine tone, mood, technique, and purpose of the author	<b>EN9WC-IVf-11:</b> Compose a play review	<b>EN9OL-IVf-1.14:</b> Use the appropriate suprasegmentals: pitch, stress, juncture, intonation, etc.	<b>EN9G-IVf-1:</b> Change direct to indirect speech and vice versa
<b>7</b>	<b>EN9RC-IVg-2.22:</b> Judge the relevance and worth of ideas, soundness of author’s reasoning, and the effectiveness of the presentation	<b>EN9LC-IVg-13.4:</b> Judge the relevance and truthfulness of the ideas listened to	<b>EN9VC-IVg-14:</b> Take a stand on critical issues brought up in the material viewed	<b>EN9V-IVg-29:</b> Get familiar with the technical vocabulary for drama and theater (like stage directions)	<b>EN9LT-IVg-17:</b> Analyze literature as a means of understanding unchanging values in a changing world  <b>EN9LT-IVg-2.2.3:</b> Determine tone, mood, technique, and purpose of the author	<b>EN9WC-IVg-11:</b> Compose a play review	<b>EN9OL-IVg-1.14:</b> Use the appropriate suprasegmentals: pitch, stress, juncture, intonation, etc.	<b>EN9G-IVg-1:</b> Change direct to indirect speech and vice versa
<b>8</b>	<b>EN9RC-IVh-2.22:</b> Judge the relevance and worth of ideas,	<b>EN9LC-IVh-2.15:</b> Judge the validity of the evidence listened	<b>EN9VC-IVh-14:</b> Take a stand on critical issues	<b>EN9V-IVh-29:</b> Get familiar with the technical	<b>EN9LT-IVh-17:</b> Analyze literature as a means of	<b>EN9WC-IVh-11:</b> Compose a play review	<b>EN9OL-IVh-3.10:</b> Use appropriate multi-media	<b>EN9G-IVh-24:</b> Use words to express evaluation

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	soundness of author's reasoning, and the effectiveness of the presentation	to	brought up in the material viewed	vocabulary for drama and theater (like stage directions)	understanding unchanging values in a changing world <b>EN9LT-IVh-2.3:</b> Draw similarities and differences of the featured selections in relation to the theme		resources appropriately, effectively and efficiently	
<b>9</b>	<b>EN9RC-IVi-2.22:</b> Judge the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation	<b>EN9LC-IVi-8.7:</b> Make generalizations	<b>EN9VC-IVi-14:</b> Take a stand on critical issues brought up in the material viewed	<b>EN9V-IVi-29:</b> Get familiar with the technical vocabulary for drama and theater (like stage directions)	<b>EN9LT-IVi-17:</b> Analyze literature as a means of understanding unchanging values in a changing world <b>EN9LT-IVi-3:</b> Explain how a selection may be influenced by culture, history, environment, or other factors	<b>EN9WC-IVi-11:</b> Compose a play review	<b>EN9OL-IVi-3.10:</b> Use appropriate multi-media resources appropriately, effectively and efficiently	<b>EN9G-IVi-25:</b> Observe tense consistency in writing an evaluation
<b>10</b>	<b>Culminating Task</b>							

## K to 12 BASIC EDUCATION CURRICULUM

### Grade 9 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
<b>RC - Reading Comprehension</b>		
<b>1Q</b>		
Share prior knowledge about a text topic	<b>EN9RC-Ia-16</b> <b>EN9RC-Ib-16</b>	*English Expressways II. 2007. pp 190-191.
Take note of sequence signals or connectors to determine patterns of idea development given in a text	<b>EN9RC-Ic-13.2</b>	1. *English Expressways II. 2007. pp 118-119. 2. *English Expressways IV. 2007. pp 121-122.
Scan sequence signals or connectors to determine patterns of idea development	<b>EN9RC-Id-13.2</b>	1. *English Arts III. 2000. pp 79. 2. *English Expressways III. 2007. pp 238, 239. 3. *English Expressways IV. 2007. pp 121-122.
Skim to determine key ideas and author's purpose	<b>EN9RC-Ie-1.5.1</b> <b>EN9RC-If-1.5.1</b>	1. *English Expressways III. 2007. pp 44, 45, 113, 126, 222. 2. *English Expressways IV. 2007. pp 74-75, 104, 294.
Make a connection between the present text and previously read texts	<b>EN9RC-Ig-17</b> <b>EN9RC-Ih-17</b>	1. *English Expressways II. 2007. pp 190-191. 2. *English Expressways III. 2007. pp 208-210, 306.
Identify advance organizers, titles, sub-titles, illustrations, etc. given in a text	<b>EN9RC-Ii-18</b>	*English Expressways II. 2007. pp 93-95.
<b>2Q</b>		
Compare and contrast similar information presented in different texts.	<b>EN9RC-IIa-3.2.7</b>	*English Expressways II. 2007. pp 136-137, 138-139
Get information from various print media like brochures, pamphlets, periodicals, and audio-video recordings.	<b>EN9RC-IIb-19</b>	*English Expressways II. 2007. pp 30.
Get information from various print media like brochures, pamphlets, periodicals, and audio-video recordings.	<b>EN9RC-IIc-19</b>	*English Expressways II. 2007. pp 30.
Get information from various print media like brochures, pamphlets, periodicals, and audio-video recordings.	<b>EN9RC-IIId-19</b>	1. *English Expressways II. 2007. pp 74-75. 2. *English Expressways III. 2007. pp 3-7, 28-29. 3. *English Expressways IV. 2007. pp 34-35.
Get information from various print media like brochures, pamphlets, periodicals, and audio-video recordings.	<b>EN9RC-IIe-19</b>	*English Expressways II. 2007. pp 78-79.
Sense the difference between linear and non-linear texts.	<b>EN9RC-IIf-11.1</b>	1. *English Expressways III. 2007. pp 76-78. 2. *English Expressways IV. 2007. pp 116-117, 142-143, 159-160.
Interpret information found in non-linear texts such as diagrams, maps, charts, etc	<b>EN9RC-IIg-5</b>	1. *English Expressways II. 2007. pp 134-135, 247. 2. *English Arts III. 2000. pp 205-209. 3. *English Expressways III. 2007. pp 77. 4. *English Expressways IV. 2007. pp 172, 194-196.
Match diagrams with their corresponding write-ups.	<b>EN9RC-IIh-11.1.1</b>	1. *English Expressways II. 2007. pp 128-129. 2. *English Expressways III. 2007. pp 183, 184.
Organize information in various ways(outlining, graphic, representations, etc.)	<b>EN9RC-IIi-2.15</b>	1. *English Expressways II. 2007. pp 91-92, 93-95, 238-239. 2. *English Arts III. 2000. pp 205-209. 3. *English Expressways IV. 2007. pp 11-12, 41-42, 43-44, 64-65, 172, 180-181, 222-223.

## K to 12 BASIC EDUCATION CURRICULUM

<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
<b>3Q</b>		
Express appreciation for sensory images used	<b>EN9RC-IIIId-2.1.5</b> <b>EN9RC-IIIE-2.1.5</b> <b>EN9RC-IIIf-2.1.5</b>	1. *English Expressways II. 2007. pp 14-19. 2. *English Expressways III. 2007. pp 180, 181, 281-285. 3. *English Expressways IV. 2007. pp 113-115, 206-207, 220-221.
Explain the literary devices used	<b>EN9RC-IIIId-20.2</b> <b>EN9RC-IIIE-20.2</b> <b>EN9RC-IIIf-20.2</b>	*English Arts III. 2000. pp 153-154.
Determine tone, mood, technique, and purpose of the author	<b>EN9RC-IIIg-2.1.1</b> <b>EN9RC-IIIf-2.1.1</b> <b>EN9RC-IIIf-2.1.1</b>	1. *English Expressways III. 2007. pp 9-11, 96. 2. *English Expressways IV. 2007. pp 66-73, 104, 107, 288-293.
<b>4Q</b>		
Judge the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation	<b>EN9RC-IVf-2.2.2</b> <b>EN9RC-IVg-2.2.2</b> <b>EN9RC-IVh-2.2.2</b> <b>EN9RC-IVi-2.2.2</b>	*English Arts III. 2000. pp 104, 156, 255.
<b>LC- Listening Comprehension</b>		
<b>1Q</b>		
Infer thoughts, feelings and intentions of the speaker	<b>EN9LC-Ib-6.2</b>	*English Expressways II. 2007. pp 210-211.
Paraphrase the text listened to	<b>EN9LC-Ic-3.1.2</b>	*English Arts III. 2000. pp 89-90, 94, 113-114.
Agree or disagree with the ideas of the speaker	<b>EN9LC-Id-8.4</b>	*English Expressways II. 2007. pp 109, 208-209.
Judge the relevance and worth of ideas presented	<b>EN9LC-If-8.2</b>	*English Arts III. 2000. pp 104, 156, 255. *English Expressways III. 2007. pp 128-131, 158-159.
Draw generalizations and conclusions from the material listened to	<b>EN9LC-Ig-8.7</b>	1. *English Expressways II. 2007. pp 136-137. 2. *English Expressways IV. 2007. pp 133-135.
Compare and contrast information listened to	<b>EN9LC-Ih-8.8</b>	*English Expressways II. 2007. pp 136-137, 138-139.
Summarize information from the text listened to	<b>EN9LC-Ii-3.1.4</b>	
<b>2Q</b>		
Shift from one listening strategy to another based on topic, purpose, and level of difficulty of the argumentative or persuasive text.	<b>EN9LC-IIa-11</b>	*English Expressways II. 2007. pp 280-281.
Make inferences from what was said.	<b>EN9LC-IIb-2.8</b>	*English Expressways II. 2007. pp 104-105.
Listen to paraphrase and summarize information from persuasive texts.	<b>EN9LC-IIc-3.1.2/3.1.4</b>	*English Arts III. 2000. pp 89-90, 94, 113-114.
React and share personal opinion about the ideas listened to.	<b>EN9LC-IIg-3.1.3</b>	*English Expressways II. 2007. pp 174-175, 208-209.
Analyze the content and feeling levels of utterances in persuasive texts.	<b>EN9LC-IIh-12.1</b>	*English Expressways II. 2007. pp 281.
Judge the relevance and worth of ideas presented.	<b>EN9LC-IIi-8.2</b>	*English Arts III. 2000. pp 104, 156, 255.
<b>3Q</b>		
Employ appropriate listening strategies suited to type of	<b>EN9LC-IIIf-6</b>	*English Expressways II. 2007. pp 280-281.

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text		
Extract important information from argumentative/persuasive texts	<b>EN9LC-IIIa-6.1</b>	*English Arts III. 2000. pp 33-34.
Reflect on the ideas of the speaker	<b>EN9LC-IIIb-6.3</b>	*English Expressways II. 2007. pp 27-28.
Provide appropriate and critical feedback/ reaction to a specific context or situation	<b>EN9LC-IIIe-3.13</b> <b>EN9LC-III f-3.13</b>	*English Expressways II. 2007. pp 174-175, 208-209.
Share personal opinion about the ideas listened to	<b>EN9LC-IIIg-2.10</b>	1. *English Expressways II. 2007. pp 174-175, 208-209. 2. *English Arts III. 2000. pp 256.
Analyze the content and feeling levels of utterances in persuasive texts	<b>EN9LC-IIIh-12.1</b>	*English Expressways II. 2007. pp 281.
Judge the relevance and worth of information/ ideas	<b>EN9LC-IIIi-8.2</b>	1. *English Arts III. 2000. pp 104, 156, 255. 2. *English Expressways III. 2007. pp 128-131, 158-159.
<b>4Q</b>		
Analyze the stand of the speaker based on the explicit statement made	<b>EN9LC-IVd-7.2</b>	*English Expressways II. 2007. pp 109, 258, 270.
<b>VC- Viewing Comprehension</b>		
<b>1Q</b>		
Infer thoughts, feelings, and intentions in the material viewed	<b>EN9VC-Ia-3.8</b> <b>EN9VC-Ib-3.8</b> <b>EN9VC-Ic-3.8</b>	*English Expressways III. 2007. pp 288-289, 327-329.
Assess the relevance and worth of ideas presented in the material viewed.	<b>EN9VC-If-19</b> <b>EN9VC-Ig-19</b>	1. *English Arts III. 2000. pp 104, 156, 255. 2. *English Expressways III. 2007. pp 128-131.
Draw generalizations and conclusions from the material viewed	<b>EN9VC-Ih-1.5/2.5</b> <b>EN9VC-Ii-1.5/2.5</b>	
<b>2Q</b>		
Share personal opinion about the ideas presented in the material viewed.	<b>EN9VC-II f-23</b> <b>EN9VC-IIg-23</b>	*English Arts III. 2000. pp 256.
Judge the relevance and worth of ideas presented in the material viewed.	<b>EN9VC-IIh-19</b> <b>EN9VC-IIi-19</b>	1. *English Arts III. 2000. pp 104, 156, 255. 2. *English Expressways III. 2007. pp 128-131.
<b>3Q</b>		
Interpret the message conveyed in a material viewed	<b>EN9VC-IIIa-1.2/2.2</b> <b>EN9VC-IIIb-1.2/2.2</b> <b>EN9VC-IIIc-1.2/2.2</b>	*English Arts III. 2000. pp 46.
Interpret the message conveyed in a poster Analyze the information contained in the material viewed	<b>EN9VC-III d-4.3/5.3</b> <b>EN9VC-IIIe-4.3/5.3</b> <b>EN9VC-III f-4.3/5.3</b>	*English Arts III. 2000. pp 46.
<b>V- Vocabulary Development</b>		
<b>1Q</b>		
Note types of context clue (restatement, definition, synonyms, antonyms) used for a given word or	<b>EN9V-Ig-12.3</b> <b>EN9V-Ih-12.3</b>	*English Expressways II. 2007. pp 92, 114, 153, 203.

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expression.	<b>EN9V-Ii-12.3</b>	
<b>3Q</b>		
Get familiar with the technical vocabulary for drama and theatre (like stage directions)	<b>EN9V-IIIa-29</b> <b>EN9V-IIIb-29</b> <b>EN9V-IIIc-29</b> <b>EN9V-IIId-29</b> <b>EN9V-IIIE-29</b> <b>EN9V-IIIf-29</b> <b>EN9V-IIIG-29</b> <b>EN9V-IIIH-29</b> <b>EN9V-IIII-29</b>	<ol style="list-style-type: none"> <li>*English Arts III. 2000. pp 234-235.</li> <li>*English Expressways III. 2007. pp 340-347.</li> </ol>
<b>4Q</b>		
Get familiar with the technical vocabulary for drama and theater (like stage directions)	<b>EN9V-IVa-29</b> <b>EN9V-IVb-29</b> <b>EN9V-IVc-29</b> <b>EN9V-IVd-29</b> <b>EN9V-IVe-29</b> <b>EN9V-IVf-29</b> <b>EN9V-IVg-29</b> <b>EN9V-IVh-29</b> <b>EN9V-IVi-29</b>	<ol style="list-style-type: none"> <li>*English Arts III. 2000. pp 234-235.</li> <li>*English Expressways III. 2007. pp 340-347.</li> </ol>
<b>LT- Literature</b>		
<b>1Q</b>		
Analyze literature as a means of discovering the self	<b>EN9LT-Ia-14</b> <b>EN9LT-Ib-14</b> <b>EN9LT-Id-14</b> <b>EN9LT-Ie-14</b> <b>EN9LT-If-14</b> <b>EN9LT-Ig-14</b> <b>EN9LT-Ih-14</b> <b>EN9LT-Ii-14</b>	*English Arts III. 2000. pp 75.
Express appreciation for sensory images used	<b>EN9LT-Id-2.2.1</b>	<ol style="list-style-type: none"> <li>*English Expressways III. 2007. pp 180-181, 281-285.</li> <li>*English Expressways IV. 2007. pp 113-115, 206-207, 220-221.</li> </ol>
Explain the literary devices used	<b>EN9LT-Ie-2.2.2</b>	*English Arts III. 2000. pp 153-154, 203-204.
Determine tone, mood, technique, and purpose of the author.	<b>EN9LT-If-2.2.3</b> <b>EN9LT-Ig-2.2.3</b>	<ol style="list-style-type: none"> <li>*English Expressways III. 2007. pp 9-11, 96.</li> <li>*English Expressways IV. 2007. pp 66-73, 104-107, 288-293.</li> </ol>
<b>2Q</b>		
Analyze literature as a means of valuing other people and their various circumstances in life.	<b>EN9LT-IIa-15</b> <b>EN9LT-IIb-15</b> <b>EN9LT-IIc-15</b> <b>EN9LT-IIId-15</b>	*English Arts III. 2000. pp 75.

## K to 12 BASIC EDUCATION CURRICULUM

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	<b>EN9LT-IIe-15</b> <b>EN9LT-IIIf-15</b> <b>EN9LT-IIg-15</b> <b>EN9LT-IIh-15</b> <b>EN9LT-IIi-15</b>	
Identify the distinguishing features of notable Anglo-American sonnets, dramatic poetry, vignettes, and short stories.	<b>EN9LT-IIa-15.1</b>	*English Arts III. 2000. pp 123.
Express appreciation for sensory images used.	<b>EN9LT-IIId-2.2.1</b>	1. *English Expressways III. 2007. pp 180-181, 281-285. 2. *English Expressways IV. 2007. pp 113-115, 206-207, 220-221.
Explain the literary devices used	<b>EN9LT-IIe-2.2.2</b>	*English Arts III. 2000. pp 153-154, 201, 203-204.
Determine tone, mood, technique, and purpose of the author.	<b>EN9LT-IIIf-2.2.3</b> <b>EN9LT-IIg-2.2.3</b>	*English Expressways III. 2007. pp 9-11, 96.
<b>3Q</b>		
Analyze literature as a means of connecting to the world.	<b>EN9LT-IIIa-16</b> <b>EN9LT-IIIb-16</b> <b>EN9LT-IIIc-16</b> <b>EN9LT-IIId-16</b> <b>EN9LT-IIIE-16</b> <b>EN9LT-IIIf-16</b> <b>EN9LT-IIIg-16</b> <b>EN9LT-IIih-16</b> <b>EN9LT-IIii-16</b>	*English Arts III. 2000. pp 75.
<b>4Q</b>		
Analyze literature as a means of understanding unchanging values in a changing world	<b>EN9LT-IVa-17</b> <b>EN9LT-IVb-17</b> <b>EN9LT-IVc-17</b> <b>EN9LT-IVd-17</b> <b>EN9LT-IVe-17</b> <b>EN9LT-IVf-17</b> <b>EN9LT-IVg-17</b> <b>EN9LT-IVh-17 EN9LT-IVi-17</b>	*English Arts III. 2000. pp 75.
Determine tone, mood, technique, and purpose of the author	<b>EN9LT-IVf-2.2.3</b> <b>EN9LT-IVg-2.2.3</b>	*English Expressways III. 2007. pp 9-11, 96.
<b>WC- Writing and Composition</b>		
<b>1Q</b>		
Distinguish between and among <u>informative</u> , journalistic, and literary writing	<b>EN9WC-Ia-8</b>	*English Expressways IV. 2007. pp 6.
Distinguish between and among <u>informative</u> , <u>journalistic</u> , and literary writing	<b>EN9WC-Ib-8</b>	*English Expressways IV. 2007. pp 57-59.



## K to 12 BASIC EDUCATION CURRICULUM

<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
Use literary devices and techniques to craft poetic forms.	<b>EN9WC-Ih-3.6</b> <b>EN9WC-Ii-3.6</b>	*English Arts III. 2000. pp 153, 201, 203.
<b>2Q</b>		
Compose forms of literary writing.	<b>EN9WC-IIIf-9</b> <b>EN9WC-IIg-9</b> <b>EN9WC-IIh-9</b> <b>EN9WC-IIi-9</b>	*English Arts III. 2000. pp 19, 53, 107, 260.
<b>3Q</b>		
Compose forms of literary writing	<b>EN9WC-IIIa-9</b> <b>EN9WC-IIIb-9</b> <b>EN9WC-IIIc-9</b> <b>EN9WC-IIId-9</b> <b>EN9WC-IIIE-9</b> <b>EN9WC-IIIf-9</b> <b>EN9WC-IIIg-9</b> <b>EN9WC-IIIH-9</b> <b>EN9WC-IIIi-9</b>	*English Arts III. 2000. pp 19, 53, 107, 260.
<b>4Q</b>		
Compose a play review	<b>EN9WC-IVa-11</b> <b>EN9WC-IVb-11</b> <b>EN9WC-IVc-11</b> <b>EN9WC-IVd-11</b> <b>EN9WC-IVe-11</b> <b>EN9WC-IVf-11</b> <b>EN9WC-IVg-11</b> <b>EN9WC-IVh-11</b> <b>EN9WC-IVi-11</b>	*English Arts III. 2000. pp 234.
<b>F- Oral Language and Fluency</b>		
<b>1Q</b>		
Use the appropriate segmental (sounds of English) and the supra segmental or prosodic features of speech when delivering lines of poetry and prose in a <u>speech choir</u> , jazz chants and raps	<b>EN9F-Ia-1.15</b>	*English Arts III. 2000. pp 190-191.
Use the correct <u>pitch, juncture, stress</u> , intonation, rate of speech, volume and projection when delivering lines of poetry and prose in dramatic and conventional speech choirs	<b>EN9F-Id-1.14</b>	*English Expressways II. 2007. pp 28-30, 64-65, 184-186.
Use the correct pitch, juncture, stress, <u>intonation, rate of speech, volume and projection</u> when delivering lines of poetry and prose in dramatic and conventional speech choirs	<b>EN9F-Ie-1.14</b>	*English Expressways II. 2007. pp 44-45, 64-65, 184-186.

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Use the appropriate and effective speech conventions expected of speech choir presentations.	<b>EN9F-Ih-3.14</b> <b>EN9F-Ii-3.14</b>	*English Arts III. 2000. pp 190-191.
<b>2Q</b>		
Employ varied verbal and non-verbal strategies to create impact on the audience while delivering lines in a Readers Theatre or in a Chamber Theatre.	<b>EN9F-IIa-3.7</b> <b>EN9F-IIb-3.7</b>	*English Arts III. 2000. pp 158-159.
Use the correct production of English sounds: vowels sounds, consonant sounds, diphthongs, etc.	<b>EN9F-IIc-3.11.1</b> <b>EN9F-IId-3.11.1</b>	1. *English Expressways II. 2007. pp 79-81. 2. *English Arts III. 2000. pp 81-82, 95-96, 105, 114-115, 133-134.
<b>3Q</b>		
Employ varied verbal and non-verbal strategies while performing in a one-act play	<b>EN9F-IIIa-3.7</b>	
Produce the English sounds correctly and effectively when delivering lines in a one-act play.	<b>EN9F-IIIa-3.11</b> <b>EN9F-IIIb-3.11</b>	*English Arts III. 2000. pp 227-233, 269-277.
Use the appropriate prosodic features of speech when delivering lines in a one-act play	<b>EN9F-IIIc-5</b> <b>EN9F-IIId-5</b> <b>EN9F-IIIE-5</b>	*English Arts III. 2000. pp 227-233, 269-277.
Use effective and appropriate non-verbal communication strategies	<b>EN9F-IIIf-2</b> <b>EN9F-IIIg-2</b>	1. *English Arts III. 2000. pp 209. 2. *English Expressways III. 2007. pp 294-296.
<b>4Q</b>		
Employ effective and appropriate non-verbal communication strategies	<b>EN9F-IVc-2</b> <b>EN9F-IVd-2</b> <b>EN9F-IVe-2</b>	*English Expressways III. 2007. pp 294-296.
<b>G- Grammar Awareness</b>		
<b>2Q</b>		
Use adverbs in narration.	<b>EN9G-IIa-19</b> <b>EN9G-IIb-19</b> <b>EN9G-IIc-19</b>	*English Expressways II. 2007. pp 196-197.
Use past conditionals in expressing arguments.	<b>EN9G-IIh-20</b> <b>EN9G-IIi-20</b>	*English Expressways III. 2007. pp 242-244.
<b>4Q</b>		
Change direct to indirect speech and vice versa	<b>EN9G-IVf-1</b> <b>EN9G-IVg-1</b>	*English Arts III. 2000. pp 96-99.

**K to 12 BASIC EDUCATION CURRICULUM  
GRADE 10**

**FIRST QUARTER**

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other text types for a deeper appreciation of World Literature, including Philippine Literature.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of how world literature and other text types serve as ways of expressing and resolving personal conflicts, also how to use strategies in linking textual information, repairing, enhancing communication public speaking, emphasis markers in persuasive texts, different forms of modals, reflexive and intensive pronouns.
<b>PERFORMANCE STANDARD</b>	The learner composes a short but powerful persuasive text using a variety of persuasive techniques and devices.

<b>Week</b>	<b>RC</b> Reading Comprehension	<b>LC</b> Listening Comprehension	<b>VC</b> Viewing Comprehension	<b>V</b> Vocabulary Development	<b>LT</b> Literature	<b>WC</b> Writing and Composition	<b>F</b> Oral Language and Fluency	<b>G</b> Grammar Awareness
<b>1</b>	<b>EN10RC-Ia-2.15.2:</b> Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	<b>EN10LC-Ia-11.1:</b> Get information that can be used in everyday life from news reports, speeches, informative talks, panel discussions, etc.	<b>EN10VC-Ia-1.4/2.4:</b> Determine how connected events contribute to the totality of a material viewed	<b>EN10V-Ia-13.9:</b> Differentiate formal from informal definitions of words	<b>EN10LT-Ia-14.2:</b> Explain how the elements specific to a selection build its theme	<b>EN10WC-Ia-12.1:</b> Identify features of persuasive texts	<b>EN10OL-Ia-3.14:</b> Identify the factors of public speaking	<b>EN10G-Ia-27:</b> Use reflexive and intensive pronouns
<b>2</b>	<b>EN10RC-Ib-2.15.2:</b> Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	<b>EN10LC-Ib-4:</b> Determine the implicit and explicit signals, verbal, as well as non-verbal, used by the speaker to highlight significant points	<b>EN10VC-Ib-1.4/2.4:</b> Determine how connected events contribute to the totality of a material viewed	<b>EN10V-Ib-13.9:</b> Differentiate formal from informal definitions of words	<b>EN10LT-Ib-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN10LT-Ib-2.2.1:</b> Express appreciation for sensory images used	<b>EN10WC-Ib-12.1:</b> Identify features of persuasive texts	<b>EN10OL-Ib-3.15:</b> Describe and interpret the ethics of public speaking	<b>EN10G-Ib-27:</b> Use reflexive and intensive pronouns
<b>3</b>	<b>EN10RC-Ic-2.15.2:</b> Determine the effect	<b>EN10LC-Ic-4:</b> Determine the	<b>EN10VC-Ic-1.4/2.4:</b> Determine	<b>EN10V-Ic-13.9:</b> Differentiate	<b>EN10LT-Ic-2.2:</b> Explain how the	<b>EN10WC-Ic-12.2:</b> Formulate a	<b>EN10OL-Ic-3.16:</b> Describe the	<b>EN10G-Ic-26:</b> Using words and

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	implicit and explicit signals, verbal, as well as non-verbal, used by the speaker to highlight significant points	how connected events contribute to the totality of a material viewed	formal from informal definitions of words	elements specific to a genre contribute to the theme of a particular literary selection  <b>EN10LT-Ic-2.2.2:</b> Explain the literary devices used	statement of opinion or assertion	techniques in effective public speaking	expressions that emphasize a point
4	<b>EN10RC-Id-2.15.2:</b> Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	<b>EN10LC-Id-4.1:</b> Single out direct and indirect signals used by a speaker	<b>EN10VC-Id-25:</b> Express insights based on the ideas presented in the material viewed	<b>EN10V-Id-13.9:</b> Differentiate formal from informal definitions of words	<b>EN10LT-Id-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN10LT-Id-2.2.2:</b> Explain the literary devices used	<b>EN10WC-Id-12.2:</b> Formulate a statement of opinion or assertion	<b>EN10OL-Id-3.16.1:</b> Employ the techniques in public speaking in a sample public speaking situation	<b>EN10G-Id-26:</b> Using words and expressions that emphasize a point
5	<b>EN10RC-Ie-2.15.2:</b> Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	<b>EN10LC-Ie-14.1:</b> Point out the effectiveness of the devices used by the speaker to attract and hold the attention of the listener	<b>EN10VC-Ie-25:</b> Express insights based on the ideas presented in the material viewed	<b>EN10V-Ie-13.9:</b> Differentiate formal from informal definitions of words	<b>EN10LT-Ie-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN10LT-Ie-2.2.3:</b> Determine tone, mood, technique, and purpose of the author	<b>EN10WC-Ie-12.2:</b> Formulate a statement of opinion or assertion <b>EN10WC-Ie-12.3:</b> Compose a persuasive text of three paragraphs expressing one's stand on an issue	<b>EN10OL-Ie-3.16.1:</b> Employ the techniques in public speaking in a sample public speaking situation	<b>EN10G-Ie-26:</b> Using words and expressions that emphasize a point
6	<b>EN10RC-If-21:</b> Compare new insights with previous learnings	<b>EN10LC-If-14.2:</b> Determine the roles of discourse markers (e.g. conjunctions, gambits, adverbs) in	<b>EN10VC-If-25:</b> Express insights based on the ideas presented in the material viewed	<b>EN10V-If-13.9:</b> Differentiate formal from informal definitions of	<b>EN10LT-If-2.2:</b> Explain how the elements specific to a genre contribute to the	<b>EN10WC-If-12.3:</b> Compose a persuasive text of three paragraphs expressing one's	<b>EN10OL-If-3.16.1:</b> Employ the techniques in public speaking in a sample public	<b>EN10G-If-3.6:</b> Use modals

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
		signaling the functions of statements made		words	theme of a particular literary selection. <b>EN10LT-If-2.2.3:</b> Determine tone, mood, technique, and purpose of the author	stand on an issue	speaking situation	
<b>7</b>	<b>EN10RC-Ig-21:</b> Compare new insights with previous learnings	<b>EN10LC-Ig-8.7:</b> Make generalizations	<b>EN10VC-Ig-1.5/2.5:</b> Draw generalizations and conclusions based on the materials viewed	<b>EN10V-Ig-13.9:</b> Differentiate formal from informal definitions of words	<b>EN10LT-Ig-3:</b> Explain how a selection may be influenced by culture, history, environment, or other factors	<b>EN10WC-Ig-12.3:</b> Compose a persuasive text of three paragraphs expressing one's stand on an issue	<b>EN10OL-Ig-3.16.1:</b> Employ the techniques in public speaking in a sample public speaking situation	<b>EN10G-Ig-3.6:</b> Use modals
<b>8</b>	<b>EN10RC-Ih-21:</b> Compare new insights with previous learnings	<b>EN10LC-Ih-14.3:</b> Show appreciation for songs, poems, and other listening texts	<b>EN10VC-Ih-1.5/2.5:</b> Draw generalizations and conclusions based on the materials viewed	<b>EN10V-Ih-13.9:</b> Differentiate formal from informal definitions of words	<b>EN10LT-Ih-2.3:</b> Draw similarities and differences of the featured selections in relation to the theme	<b>EN10WC-Ih-12.3:</b> Compose a persuasive text of three paragraphs expressing one's stand on an issue	<b>EN10OL-Ih-3.16.1:</b> Employ the techniques in public speaking in a sample public speaking situation	<b>EN10G-Ih-3.6:</b> Use modals
<b>9</b>	<b>EN10RC-Ii-21:</b> Compare new insights with previous learnings	<b>EN10LC-Ii-14:</b> Examine how spoken communication may be repaired or enhanced	<b>EN10VC-Ii-1.5/2.5:</b> Draw generalizations and conclusions based on the materials viewed	<b>EN10V-Ii-13.9:</b> Differentiate formal from informal definitions of words	<b>EN10LT-Ii-18:</b> Evaluate literature as a way of expressing and resolving one's personal conflicts	<b>EN10WC-Ii-12:</b> Compose short persuasive texts using a variety of persuasive techniques and devices	<b>EN10OL-Ii-3.16.1:</b> Employ the techniques in public speaking in a sample public speaking situation	<b>EN10G-Ii-3.6:</b> Use modals
<b>10</b>	<b>Culminating Activity</b>							

## K to 12 BASIC EDUCATION CURRICULUM

### SECOND QUARTER

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other text types for a deeper appreciation of World Literature, including Philippine Literature.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of how world literatures and other text types serve as vehicles of expressing and resolving conflicts among individuals or groups; also how to use strategies in critical reading, listening, and viewing, and affirmation and negation markers to deliver impromptu and extemporaneous speeches.
<b>PERFORMANCE STANDARD</b>	The learner proficiently delivers an argumentative speech emphasizing how to resolve conflicts among individuals or groups.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	<b>EN10RC-IIa-11:</b> Transcode information from linear to non-linear texts and vice-versa	<b>EN10LC-IIa-11:</b> Switch from one listening strategy to another to extract meaning from the listening text	<b>EN10VC-IIa-3.8:</b> Assess the effectiveness of the ideas presented in the material viewed taking into account its purpose	<b>EN10V-IIa-13.9:</b> Give technical and operational definitions	<b>EN10LT-IIa-14.2:</b> Explain how the elements specific to a selection build its theme	<b>EN10WC-IIa-13.1:</b> Identify parts and features of argumentative essays	<b>EN10OL-IIa5:</b> Employ appropriate pitch, stress, juncture, intonation, etc.	<b>EN10G-IIa-29:</b> Observe correct grammar in making definitions
2	<b>EN10RC-IIb-11.2:</b> Explain illustrations from linear to non-linear texts and vice versa	<b>EN10LC-IIb-15.1:</b> Assess the effectiveness of a material listened to taking into account the speaker's purpose	<b>EN10VC-IIb-3.8:</b> Assess the effectiveness of the ideas presented in the material viewed taking into account its purpose	<b>EN10V-IIb-13.9:</b> Give technical and operational definitions	<b>EN10LT-IIb-14.2:</b> Explain how the elements specific to a selection build its theme	<b>EN10WC-IIb-13.2:</b> Formulate claims of fact, policy, and value	<b>EN10OL-IIb-5:</b> Employ appropriate pitch, stress, juncture, intonation, etc.	<b>EN10G-IIb-29:</b> Observe correct grammar in making definitions
3	<b>EN10RC-IIc-5.4:</b> Present information using tables, graphs, and maps	<b>EN10LC-IIc-15.2:</b> Assess whether the speaker's purpose is achieved or not	<b>EN10VC-IIc-3.8:</b> Assess the effectiveness of the ideas presented in the material viewed taking into account its purpose	<b>EN10V-IIc-13.9:</b> Give technical and operational definitions	<b>EN10LT-IIc-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN10LT-IIc-2.2.1:</b> Express appreciation for	<b>EN10WC-IIc-13.3:</b> Use patterns and techniques of developing an argumentative claim	<b>EN10OL-IIc-3.11:</b> Use the correct sound of English when delivering impromptu and extemporaneous speech	<b>EN10G-IIc-29:</b> Observe correct grammar in making definitions

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					sensory images used			
4	<b>EN10SS-IIId-1.5.2:</b> Scan for needed information	<b>EN10LC-IIId-3.15:</b> Evaluate listening texts in terms of accuracy, validity, adequacy, and relevance	<b>EN10VC-IIId-26:</b> Detect bias and prejudice in the material viewed	<b>EN10V-IIId-13.9:</b> Give technical and operational definitions	<b>EN10LT-IIId-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN10LT-IIId-2.2.2:</b> Explain the literary devices used	<b>EN10SS-IIId-1.6.3:</b> Acknowledge citations by preparing a bibliography	<b>EN10OL-IIId-3.11:</b> Use the correct sound of English when delivering impromptu and extemporaneous speech	<b>EN10G-IIId-29:</b> Observe correct grammar in making definitions
5	<b>EN10RC-IIe-7.3:</b> Read closely to get the author’s purpose	<b>EN10LC-IIe-13.2:</b> Employ analytical listening in problem solving	<b>EN10VC-IIe-26:</b> Detect bias and prejudice in the material viewed	<b>EN10V-IIe-13.9:</b> Give technical and operational definitions	<b>EN10LT-IIe-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN10LT-IIe-2.2.3:</b> Determine tone, mood, technique, and purpose of the author	<b>EN10SS-IIe-1.6.4:</b> Use writing conventions to indicate acknowledgement of resources	<b>EN10OL-IIe-3.8:</b> Observe the correct stance and proper stage behavior as deemed necessary <b>EN10OL-IIe-2.6.2:</b> Establish eye contact	<b>EN10G-IIe-28:</b> Use words and expressions that affirm or negate
6	<b>EN10RC-IIIf-13.1:</b> Read closely to get explicitly and implicitly stated information	<b>EN10LC-IIIf-13.2:</b> Employ analytical listening in problem solving	<b>EN10VC-IIIf-26:</b> Detect bias and prejudice in the material viewed	<b>EN10V-IIIf-13.9:</b> Give technical and operational definitions	<b>EN10LT-IIIf-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN10LT-IIIf-2.2.3:</b> Determine tone, mood, technique, and purpose of the author	<b>EN10SS-IIIf-1.6.6:</b> Use quotation marks or hanging indentations for direct quotes	<b>EN10OL-IIIf-3.8:</b> Observe the correct stance and proper stage behavior as deemed necessary <b>EN10OL-IIIf-2.6.2:</b> Establish eye contact	<b>EN10G-IIIf-28:</b> Use words and expressions that affirm or negate

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>RC</b> Reading Comprehension	<b>LC</b> Listening Comprehension	<b>VC</b> Viewing Comprehension	<b>V</b> Vocabulary Development	<b>LT</b> Literature	<b>WC</b> Writing and Composition	<b>F</b> Oral Language and Fluency	<b>G</b> Grammar Awareness
<b>7</b>	<b>EN10RC-IIg-13.1:</b> Read closely to get explicitly and implicitly stated information	<b>EN10LC-IIg-13.3:</b> Detect biases and prejudices	<b>EN10VC-IIg-27:</b> Use previous experiences as scaffold to the message conveyed by a material viewed	<b>EN10V-IIg-13.9:</b> Give technical and operational definitions	<b>EN10LT-IIg-2.3:</b> Draw similarities and differences of the featured selections in relation to the theme	<b>EN10SS-IIg-1.6.5:</b> Use in-text citations	<b>EN10F-IIg-3.7:</b> Demonstrate confidence and ease of delivery	<b>EN10G-IIg-28:</b> Use words and expressions that affirm or negate
<b>8</b>	<b>EN10RC-IIh-2.22:</b> Evaluate text content, elements, features, and properties using a set of criteria	<b>EN010LC-IIh-15.3:</b> Determine unsupported generalizations and exaggerations	<b>EN10VC-IIh-27:</b> Use previous experiences as scaffold to the message conveyed by a material viewed	<b>EN10V-IIh-13.9:</b> Give technical and operational definitions	<b>EN10LT-IIh-3:</b> Explain how a selection may be influenced by culture, history, environment, or other factors	<b>EN10WC-IIh-13:</b> Compose an argumentative essay	<b>EN10F-IIh-3.7:</b> Demonstrate confidence and ease of delivery	<b>EN10G-II-h-28:</b> Use words and expressions that affirm or negate
<b>9</b>	<b>EN10RC-IIi-2.22:</b> Evaluate text content, elements, features, and properties using a set of criteria.	<b>EN010LC-IIi-15.3:</b> Determine unsupported generalizations and exaggerations	<b>EN10VC-IIi-27:</b> Use previous experiences as scaffold to the message conveyed by a material viewed	<b>EN10V-IIi-13.9:</b> Give technical and operational definitions	<b>EN10LT-IIi-19:</b> Evaluate literature as a vehicle of expressing and resolving conflicts between and among individuals or groups	<b>EN10WC-IIi-13:</b> Compose an argumentative essay	<b>EN10F-IIi-1.15:</b> Make and deliver impromptu and extemporaneous speeches with ease and confidence	<b>EN10G-IIi-28:</b> Use words and expressions that affirm or negate
<b>10</b>	<b>Culminating Activity</b>							



## K to 12 BASIC EDUCATION CURRICULUM

### THIRD QUARTER

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other text types for a deeper appreciation of World Literature, including Philippine Literature.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of how world literature and other text types serve as sources of wisdom in expressing and resolving conflicts among individuals, groups and nature; also how to use evaluative reading, listening and viewing strategies, special speeches for occasion, pronouns and structures of modification.
<b>PERFORMANCE STANDARD</b>	The learner skilfully delivers a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
<b>1</b>	<b>EN10RC-IIIa-22.1:</b> Overall artistic value of the structure and elements of the selection (structuralist/formalist)	<b>EN10LC-IIIa-16:</b> Listen to simplify, reorganize, synthesize, and evaluate information to expand, review, or update knowledge	<b>EN10VC-IIIa-12:</b> Raise questions to clarify issues covered in the material viewed	<b>EN10V-IIIa-13.9:</b> Give expanded definitions of words	<b>EN10LT-IIIa-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN10LT-IIIa-2.2.1:</b> Express appreciation for sensory images used	<b>EN10WC-IIIa-14.1.1:</b> Expand ideas using principles of cohesion and coherence	<b>EN10OL-IIIa-3.8:</b> Use the correct stage stance and behavior when giving a roast and a toast and when paying tribute to someone in a eulogy	<b>EN10G-IIIa-31:</b> Use pronouns effectively
<b>2</b>	<b>EN10RC-IIIb-22.2:</b> Treatment of underlying or overarching issue concerning human experience (moralist)	<b>EN10LC-IIIb-16.1:</b> Distinguish the important points from less important ones in a text listened to	<b>EN10VC-IIIb-23:</b> Share viewpoints based on the ideas presented in the materials viewed	<b>EN10V-IIIb-13.9:</b> Give expanded definitions of words	<b>EN10LT-IIIb-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN10LT-IIIb-2.2.2:</b> Explain the literary	<b>EN10WC-IIIb-14.1.2:</b> Use a variety of informative, persuasive, and argumentative writing techniques	<b>EN10OL-IIIb-3.8:</b> Use the correct stage stance and behavior when giving a roast and a toast and when paying tribute to someone in a eulogy	<b>EN10G-IIIb-31:</b> Use pronouns effectively

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					devices used			
<b>3</b>	<b>EN10RC-IIIc-22.3:</b> Power struggles of characters (Marxist)	<b>EN10LC-IIIc-3.14:</b> Summarize important points discussed in the text listened to	<b>EN10VC-IIIc-10:</b> Evaluate the information contained in the material viewed in terms of accuracy and effectiveness	<b>EN10V-IIIc-13.9:</b> Give expanded definitions of words	<b>EN10LT-IIIc-2.2.3:</b> Determine tone, mood, technique, and purpose of the author	<b>EN10SS-IIIc-1.6:</b> Show respect for intellectual property rights by acknowledging citations made in the critique <b>EN10SS-IIIc-1.6.4:</b> Use writing conventions to acknowledge sources	<b>EN10OL-IIIc-5:</b> Employ the appropriate prosodic features of speech	<b>EN10G-IIIc-31:</b> Use pronouns effectively
<b>4</b>	<b>EN10RC-IIIId-22.4:</b> Gender relationships of characters (feminist)	<b>EN10LC-IIIId-3.2:</b> Raise questions and seek clarifications on issues discussed in the text listened to. <b>EN10LC-IIIId-3.18:</b> Get different viewpoints on various local or global issues	<b>EN10VC-IIIId-28:</b> Disclose the personal significance of a material viewed	<b>EN10V-IIIId-13.9:</b> Give expanded definitions of words	<b>EN10LT-IIIId-14.2:</b> Explain how the elements specific to a selection build its theme	<b>EN10SS-IIIId-1.6:</b> Show respect for intellectual property rights by acknowledging citations made in the critique <b>EN10SS-IIIId-1.6.6:</b> Use quotation marks or hanging indentations for direct quotes	<b>EN10OL-IIIId-1.4:</b> Use polite expressions when giving a roast	<b>EN10G-IIIId-31:</b> Use pronouns effectively
<b>5</b>	<b>EN10RC-IIIe-22.5:</b> Relevance of the selection to the historical context during which it was produced (historical)	<b>EN10LC-IIIe-2.9:</b> React intelligently and creatively to the text listened to	<b>EN10VC-IIIe-12:</b> Raise questions to clarify issues covered in the material viewed	<b>EN10V-IIIe-13.9:</b> Give expanded definitions of words	<b>EN10LT-IIIe-3:</b> Explain how a selection may be influenced by culture, history, environment, or other factors	<b>EN10SS-IIIe-1.6:</b> Show respect for intellectual property rights by acknowledging citations made in the critique <b>EN10SS-IIIe-1.6.5:</b> Use in-text citations	<b>EN10OL-IIIe-3.9:</b> Use the correct and appropriate language when giving a toast or a tribute to someone and when delivering welcome and closing remarks	<b>EN10G-IIIe-30:</b> Use structures of modification
<b>6</b>	<b>EN10RC-IIIIf-2.18:</b> Personal significance of the selection to the reader (reader-response)	<b>EN10LC-IIIIf-3.13:</b> React to the falsity or soundness of an argument	<b>EN10VC-IIIIf-23:</b> Share viewpoints based on the ideas presented in the materials viewed	<b>EN10V-IIIIf-13.9:</b> Give expanded definitions of words	<b>EN10LT-IIIIf-3:</b> Explain how a selection may be influenced by culture, history,	<b>EN10SS-IIIIf-1.6.3:</b> Acknowledge sources by preparing a	<b>EN10OL-IIIIf-3.9:</b> Use the correct and appropriate language when giving a toast or a	<b>EN10G-IIIIf-30:</b> Use structures of modification

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					environment, or other factors	bibliography	tribute to someone and when delivering welcome and closing remarks	
7	<b>EN10RC-IIIg-2.18:</b> Personal significance of the selection to the reader (reader-response)	<b>EN10LC-IIIg-14.3:</b> Show appreciation for songs, poems, plays, etc.	<b>EN10VC-IIIg-10:</b> Evaluate the information contained in the material viewed in terms of accuracy and effectiveness	<b>EN10V-IIIg-13.9:</b> Give expanded definitions of words	<b>EN10LT-IIIg-20:</b> Evaluate literature as a source of wisdom in expressing and resolving conflicts between individuals or groups and nature	<b>EN10WC-IIIg-14:</b> Compose an independent critique of a chosen selection	<b>EN10OL-IIIg-1.10:</b> Deliver special speeches like toast and roast speeches, tributes, welcome and closing remarks, speeches to introduce guest speakers/resource persons etc. effectively in varied speech situations	<b>EN10G-IIIg-30:</b> Use structures of modification
8	<b>EN10RC-IIIh-23.1:</b> Identifying textual details that affirm or refute a claim	<b>EN10LC-IIIh-6.5:</b> Describe the emotional appeal of a listening text	<b>EN10VC-IIIh-28:</b> Disclose the personal significance of a material viewed	<b>EN10V-IIIh-13.9:</b> Give expanded definitions of words	<b>EN10LT-IIIh-2.3:</b> Draw similarities and differences of the featured selections in relation to the theme	<b>EN10WC-IIIh-14:</b> Compose an independent critique of a chosen selection	<b>EN10OL-IIIh-3.11:</b> Produce the sounds of English correctly and effectively	<b>EN10G-IIIh-30:</b> Use structures of modification
9	<b>EN10RC-IIIi-3.1.12:</b> Examining biases	<b>EN10LC-IIIi-2.9:</b> React intelligently and creatively to the text listened to	<b>EN10VC-IIIi-28:</b> Disclose the personal significance of a material viewed	<b>EN10V-IIIi-13.9:</b> Give expanded definitions of words	<b>EN10LT-IIIi-20:</b> Evaluate literature as a source of wisdom in expressing and resolving conflicts between individuals or groups and nature	<b>EN10WC-IIIi-14:</b> Compose an independent critique of a chosen selection	<b>EN10OL-IIIi-1.10:</b> Deliver special speeches like toast and roast speeches, tributes, welcome and closing remarks, speeches to introduce guest speakers/resource persons etc. effectively in varied speech situations	<b>EN10G-IIIi-30:</b> Use structures of modification
10	<b>Culminating Activity</b>							

## K to 12 BASIC EDUCATION CURRICULUM

### FOURTH QUARTER

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of how world literature and other text types serve as instruments to resolve social conflicts, also how to use the language of research, campaigns and advocacies.
<b>PERFORMANCE STANDARD</b>	The learner competently presents a research report on a relevant socio-cultural issue.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
<b>1</b>	<b>EN10SS-IVa-1.5:</b> Use locational skills to gather information from primary and secondary sources of information	<b>EN10LC-IVa-16:</b> Listen to simplify, reorganize, synthesize and evaluate information to expand, review, or update knowledge	<b>EN10VC-IVa-15:</b> Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility and effectiveness	<b>EN10V-IVa-30:</b> Get familiar with technical terms used in research	<b>EN10LT-IVa-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN10LT-IVa-2.2.1:</b> Express appreciation for sensory images used	<b>EN10WC-IVa-14.1.1:</b> Expand ideas using principles of cohesion and coherence	<b>EN10OL-IVa-3.9:</b> Use appropriate language when delivering campaign speeches.	<b>EN10G-IVa-32:</b> Observe the language of research, campaigns, and advocacies
<b>2</b>	<b>EN10SS-IVb-1.7:</b> Get vital information from various websites on the internet	<b>EN10LC-IVb-3.18:</b> Get different viewpoints on various local or global issues <b>EN10LC-IVb-16.1:</b> Distinguish the important points from less important ones in any listening text	<b>EN10VC-IVb-15:</b> Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility and effectiveness	<b>EN10V-IVb-30:</b> Get familiar with technical terms used in research	<b>EN10LT-IVb-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN10LT-IV-b-2.2.2:</b> Explain the literary	<b>EN10WC-IVb-14.1.2:</b> Use a variety of informative, persuasive, and argumentative writing techniques	<b>EN10OL-IVb-3.8.1:</b> Show courtesy and politeness when delivering campaign speeches	<b>EN10G-IVb-32:</b> Observe the language of research, campaigns, and advocacies

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<b>Week</b>	<b>RC</b> Reading Comprehension	<b>LC</b> Listening Comprehension	<b>VC</b> Viewing Comprehension	<b>V</b> Vocabulary Development	<b>LT</b> Literature	<b>WC</b> Writing and Composition	<b>F</b> Oral Language and Fluency	<b>G</b> Grammar Awareness
					devices used			
<b>3</b>	<b>EN10SS-IVc-1.8:</b> Synthesize essential information about a chosen issue	<b>EN10LC-IVc-3.18:</b> Get different viewpoints on various local or global issues <b>EN10LC-IVc-16.1:</b> Distinguish the important points from less important ones in any listening text	<b>EN10VC-IVc-29:</b> Appraise the unity of plot, setting and characterization in a material viewed to achieve the writer’s purpose	<b>EN10V-IVc-30:</b> Get familiar with technical terms used in research	<b>EN10LT-IVc-2.2.3:</b> Determine tone, mood, technique, and purpose of the author	<b>EN10SS-IVc-1.6.3:</b> Acknowledge sources by preparing a bibliography	<b>EN10OL-IVc-3.8:</b> Demonstrate the appropriate stage stance and behavior when persuading others in a campaign speech	<b>EN10G-IVc-32:</b> Observe the language of research, campaigns, and advocacies
<b>4</b>	<b>EN10RC-IVd-2.13:</b> Distinguish facts from beliefs	<b>EN10LC-IVd-3.14:</b> Summarize important points discussed in the text listened to	<b>EN10VC-IVd-29:</b> Appraise the unity of plot, setting and characterization in a material viewed to achieve the writer’s purpose	<b>EN10V-IVd-30:</b> Get familiar with technical terms used in research	<b>EN10-LT-IVd-2.3:</b> Draw similarities and differences of the featured selections in relation to the theme	<b>EN10SS-IVd-1.6.4:</b> Use writing conventions to acknowledge sources	<b>EN10OL-IVd-3.11:</b> Produce the sounds of English correctly and effectively	<b>EN10G-IVd-32:</b> Observe the language of research, campaigns, and advocacies
<b>5</b>	<b>EN10RC-IVe-15.1:</b> Evaluate the accuracy of given information	<b>EN10LC-IVe-2.9:</b> React intelligently and creatively to the text listened to	<b>EN10VC-IVe-30:</b> Assess one’s viewing behavior	<b>EN10V-IVe-30:</b> Get familiar with technical terms used in research	<b>EN10LT-IVe-21:</b> Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies	<b>EN10SS-IVe-2.3:</b> Compose a research report on a relevant social issue	<b>EN10OL-IVe-5:</b> Use the correct prosodic features of speech	<b>EN10G-IVe-32:</b> Observe the language of research, campaigns, and advocacies
<b>6</b>	<b>EN10RC-IVf-2.12:</b> Draw conclusions from the set of details	<b>EN10LC-IVf-3.2:</b> Raise questions and seek clarifications on issues discussed in the text listened to	<b>EN10VC-IVf-6.1:</b> Evaluate how the elements that make up reality and fantasy affect viewing habit	<b>EN10V-IVf-30:</b> Get familiar with technical terms used in research	<b>EN10LT-IVf-14.2:</b> Explain how the elements specific to a selection build its theme	<b>EN10WC-IVf-14.1.1:</b> Expand ideas using principles of cohesion and coherence  <b>EN10WC-IVf-14.1.2:</b> Use a variety of informative, persuasive, and argumentative writing techniques	<b>EN10OL-IVf-5:</b> Use the correct prosodic features of speech	<b>EN10G-IVf-32:</b> Observe the language of research, campaigns, and advocacies

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
7	<b>EN10RC-IVg-2.12:</b> Draw conclusions from the set of details	<b>EN10LC-IVg-16.2:</b> React to the falsity or soundness of an argument	<b>EN10VC-IVg-15:</b> Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility and effectiveness	<b>EN10V-IVg-30:</b> Get familiar with technical terms used in research	<b>EN10LT-IVg-3:</b> Explain how a selection may be influenced by culture, history, environment, or other factors	<b>EN10SS-IVg-1.6.3:</b> Acknowledge sources by preparing a bibliography <b>EN10SS-IVg-1.6.4:</b> Use writing conventions to acknowledge sources	<b>EN10OL-IVg-3.10:</b> Use appropriate multimedia resources that accompany language	<b>EN10G-IVg-32:</b> Observe the language of research, campaigns, and advocacies
8	<b>EN10SS-IVh-1.8.1:</b> Point out relationships among statements	<b>EN10LC-IVh-14.3:</b> Show appreciation for songs, poems, plays, etc. <b>EN10LC-IVh-6.5:</b> Describe the emotional appeal of a listening text	<b>EN10VC-IVh-29:</b> Appraise the unity of plot, setting and characterization in a material viewed to achieve the writer's purpose	<b>EN10V-IVh-30:</b> Get familiar with technical terms used in research	<b>EN10-LT-IVh-2.3:</b> Draw similarities and differences of the featured selections in relation to the theme	<b>EN10SS-IVh-2.3:</b> Compose a research report on a relevant social issue	<b>EN10F-IVh-1.16:</b> Deliver self-composed Campaign Speeches on Advocacies, Social Issues and Concerns	<b>EN10G-IVh-32:</b> Observe the language of research, campaigns, and advocacies
9	<b>EN10RC-IVi-10.2:</b> Distinguish between general and specific statements	<b>EN10LC-IVi-3.14:</b> Summarize important points discussed in the text listened to	<b>EN10VC-IVi-6.1:</b> Evaluate how the elements that make up reality and fantasy affect viewing habit <b>EN10VC-IVi-30:</b> Assess one's viewing behavior	<b>EN10V-IVi-30:</b> Get familiar with technical terms used in research	<b>EN10LT-IVi-21:</b> Evaluate literature as an instrument to express and resolve conflicts within, between, and among societies	<b>EN10SS-IVi-2.3:</b> Compose a research report on a relevant social issue	<b>EN10F-IVi-1.16:</b> Deliver self-composed Campaign Speeches on Advocacies, Social Issues and Concerns	<b>EN10G-IVi-32:</b> Observe the language of research, campaigns, and advocacies
10	<b>Culminating Activity</b>							

**K to 12 BASIC EDUCATION CURRICULUM**  
**Grade 10 Tagged Materials**

<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
<b>RC - Reading Comprehension</b>		
<b>1Q</b>		
Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	<b>EN10RC-Ia-2.15.2</b> <b>EN10RC-Ib-2.15.2</b> <b>EN10RC-Ic-2.15.2</b> <b>EN10RC-Id-2.15.2</b> <b>EN10RC-Ie-2.15.2</b>	*English Expressways IV. 2007. pp 116-117, 142-143, 159, 160.
Compare new insights with previous learnings	<b>EN10RC-If-21</b> <b>EN10RC-Ig-21</b> <b>EN10RC-Ih-21</b> <b>EN10RC-Ii-21</b>	*English Expressways III. 2007. pp 306.
<b>2Q</b>		
Transcode information from linear to non-linear texts and vice-versa	<b>EN10RC-IIa-11</b>	1. *English Expressways III. 2007. pp 76, 77, 78. 2. *English Expressways IV. 2007. pp 116-117, 142-143, 159-160.
Explain illustrations from linear to non-linear texts and vice versa	<b>EN10RC-IIb-11.2</b>	1. *English Expressways III. 2007. pp 76, 77, 78. 2. *English Expressways IV. 2007. pp 116-117, 142-143, 159-160.
Present information using tables, graphs, and maps	<b>EN10RC-IIc-5.4</b>	1. *English Arts III. 2000. pp 205-210, 236-237. 2. *English Expressways IV. 2007. pp 11-12, 27, 165-166, 172.
Scan for needed information	<b>EN10RC-IIId-1.5.2</b>	1. *English Arts III. 2000. pp 48-49. 2. *English Expressways III. 2007. pp 92-94, 156, 157. 3. *English Expressways IV. 2007. pp 89, 128-129.
Read closely to get the author's purpose	<b>EN10RC-IIe-7.3</b>	1. *English Expressways III. 2007. pp 9, 10, 11. 2. *English Expressways IV. 2007. pp 161.
Read closely to get explicitly and implicitly stated information	<b>EN10RC-IIIf-13.1</b> <b>EN10RC-IIg-13.1</b>	1. *English Expressways III. 2007. pp 145, 146. 2. *English Expressways IV. 2007. pp 102-103, 295-297.
<b>3Q</b>		
Treatment of underlying or overarching issue concerning human experience (moralist)	<b>EN10RC-IIIf-22.2</b>	*English Expressways IV. 2007. pp 304-305, 319-320.
<b>4Q</b>		
Use locational skills to gather information from primary and secondary sources of information	<b>EN10RC-IVa-1.5</b>	*English Expressways IV. 2007. pp 5-6, 21-23.
Get vital information from various websites on the internet	<b>EN10RC-IVb-1.7</b>	*English Expressways IV. 2007. pp 276-277.
Draw conclusions from the set of details	<b>EN10RC-IVf-2.12</b> <b>EN10RC-IVg-2.12</b>	*English Expressways IV. 2007. pp 133-135.
<b>LC- Listening Comprehension</b>		
<b>1Q</b>		
Get information that can be used in everyday life from news reports, speeches, informative talks, panel	<b>EN10LC-Ia-11.1</b>	1. *English Arts III. 2000. pp 33-34, 178-180, 187-188, 190, 191. 2. *English Expressways IV. 2007. pp 34-35, 63, 81, 136.

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discussions, etc.		
Determine the implicit and explicit signals, verbal, as well as non-verbal, used by the speaker to highlight significant points	<b>EN10LC-Ib-4</b> <b>EN10LC-Ic-4</b>	<ol style="list-style-type: none"> <li>*English Expressways III. 2007. pp 36, 37.</li> <li>*English Expressways IV. 2007. pp 102-103.</li> </ol>
Determine the roles of discourse markers (e.g. conjunctions, gambits, adverbs) in signaling the functions of statements made	<b>EN10LC-If-14.2</b>	*English Expressways IV. 2007. pp 133-135, 230-232.
Show appreciation for songs, poems, and other listening texts	<b>EN10LC-Ih-14.3</b>	<ol style="list-style-type: none"> <li>*English Arts III. 2000. pp 131-132.</li> <li>*English Expressways III. 2007. pp 110, 111.</li> </ol>
<b>2Q</b>		
Assess the effectiveness of a material listened to taking into account the speaker's purpose	<b>EN10LC-IIb-15.1</b>	*English Expressways IV. 2007. pp 179.
Assess whether the speaker's purpose is achieved or not	<b>EN10LC-IIc-15.2</b>	*English Expressways IV. 2007. pp 284-285.
<b>3Q</b>		
Show appreciation for songs, poems, plays, etc.	<b>EN10LC-IIIg-14.3</b>	<ol style="list-style-type: none"> <li>*English Arts III. 2000. pp 131-132.</li> <li>*English Expressways III. 2007. pp 110, 111, 340-347.</li> </ol>
Describe the emotional appeal of a listening text	<b>EN10LC-IIIf-6.5</b>	
<b>4Q</b>		
Show appreciation for songs, poems, plays, etc.	<b>EN10LC-IVh-14.3</b>	<ol style="list-style-type: none"> <li>*English Arts III. 2000. pp 131-132.</li> <li>*English Expressways III. 2007. pp 110, 111, 340-347.</li> </ol>
<b>VC- Viewing Comprehension</b>		
<b>V- Vocabulary Development</b>		
<b>1Q</b>		
Differentiate formal from informal definitions of words	<b>EN10V-Ia-13.9</b> <b>EN10V-Ib-13.9</b> <b>EN10V-Ic-13.9</b> <b>EN10V-Id-13.9</b> <b>EN10V-Ie-13.9</b> <b>EN10V-If-13.9</b> <b>EN10V-Ig-13.9</b> <b>EN10V-Ih-13.9</b> <b>EN10V-Ii-13.9</b>	*English Expressways IV. 2007. pp 35-36, 56, 196, 209, 224, 244, 259, 277.
<b>LT- Literature</b>		
<b>1Q</b>		
Express appreciation for sensory images used	<b>EN10LT-Ib-2.2.1</b>	<ol style="list-style-type: none"> <li>*English Expressways III. 2007. pp 180, 181, 281-285.</li> <li>*English Expressways IV. 2007. pp 113-115,</li> </ol>
Determine tone, mood, technique, and purpose of the author	<b>EN10LT-Ie-2.2.3</b> <b>EN10LT-If-2.2.3</b>	<ol style="list-style-type: none"> <li>*English Expressways III. 2007. pp 9, 10, 11.</li> <li>*English Expressways IV. 2007. pp 66-73, 104-107, 288-293</li> </ol>
<b>2Q</b>		
Express appreciation for sensory images used	<b>EN10LT-IIc-2.2.1</b>	1. *English Expressways III. 2007. pp 180, 181, 281-285.



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<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
		2. *English Expressways IV. 2007. pp 113-115, 206-207, 220-221.
Determine tone, mood, technique, and purpose of the author	<b>EN10LT-IIe-2.2.3</b> <b>EN10LT-IIIf-2.2.3</b>	1. *English Expressways III. 2007. pp 9, 10, 11. 2. *English Expressways IV. 2007. pp 66-73, 104-107, 288-293.
<b>3Q</b>		
Express appreciation for sensory images used	<b>EN10LT-IIIa-2.2.1</b>	1. *English Expressways III. 2007. pp 180, 181, 281-285. 2. *English Expressways IV. 2007. pp 113-115, 206-207, 220-221.
Determine tone, mood, technique, and purpose of the author	<b>EN10LT-IIIc-2.2.3</b>	1. *English Expressways III. 2007. pp 9, 10, 11. 2. *English Expressways IV. 2007. pp 66-73, 104-107, 288-293.
<b>4Q</b>		
Determine tone, mood, technique, and purpose of the author	<b>EN10LT-IVc-2.2.3</b>	1. *English Expressways III. 2007. pp 9, 10, 11. 2. *English Expressways IV. 2007. pp 66-73, 104-107, 288-293.
<b>WC- Writing and Composition</b>		
<b>1Q</b>		
Formulate a statement of opinion or assertion	<b>EN10WC-Ic-12.2</b> <b>EN10WC-Id-12.2</b> <b>EN10WC-Ie-12.2</b>	1. *English Expressways III. 2007. pp 121, 122, 292, 293. 2. *English Expressways IV. 2007. pp 78-80, 147-149.
<b>2Q</b>		
Acknowledge citations by preparing a bibliography	<b>EN10WC-IIId-1.6.3</b>	*English Expressways III. 2007. pp 230, 231.
<b>3Q</b>		
Expand ideas using principles of cohesion and coherence	<b>EN10WC-IIIa-14.1.1</b>	*English Expressways III. 2007. pp 17, 18.
Acknowledge sources by preparing a bibliography	<b>EN10WC-IIIIf-1.6.3</b>	*English Expressways III. 2007. pp 230, 231.
<b>4Q</b>		
Expand ideas using principles of cohesion and coherence	<b>EN10WC-IVa-14.1.1</b> <b>EN10WC-IVf-14.1.1</b>	*English Expressways III. 2007. pp 17, 18.
Acknowledge sources by preparing a bibliography	<b>EN10WC-IVc-1.6.3</b> <b>EN10WC-IVg-1.6.3</b>	*English Expressways III. 2007. pp 230, 231.
<b>F- Oral Language and Fluency</b>		
<b>1Q</b>		
Identify the factors of public speaking	<b>EN10F-Ia-3.14</b>	*English Arts III. 2000. pp 158-159.
<b>2Q</b>		
Employ appropriate pitch, stress, juncture, intonation, etc	<b>EN10F-IIa5</b> <b>EN10F-IIb-5</b>	*English Expressways III. 2007. pp 106, 107, 120, 121.
<b>G- Grammar Awareness</b>		
<b>1Q</b>		
Use modals	<b>EN10G-If-3.6</b> <b>EN10G-Ig-3.6</b> <b>EN10G-Ih-3.6</b> <b>EN10G-Ii-3.6</b>	*English Expressways IV. 2007. pp 298-300.

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

#### A

**account** - reason given for a particular action or even

**acquainted** - having personal knowledge as a result of study, experience, etc.; informed

**act** - a division or unit of a drama

**adverb of manner** - describes how an action or activity is performed

**adverbs of frequency** - indicate "how often" an action is done

**adverbs of place** - words that indicate location

**adverbs of time** - words that indicate when

**affix** - a word element that can be attached to a base or root to form a new word

**aggressive communication**- a style in which individuals express their feelings and opinions and advocate for their needs in a way that violates the rights of others; thus, aggressive communicators are verbally and/or physically abusive; aggressive communication is born of low self-esteem (*often caused by past physical and/or emotional abuse*), unhealed emotional wounds, and feelings of powerlessness.

**analytical listening**- making a decision by looking at all the factors involved, and examines the elemental parts of something related to the study of small parts of a whole. Analytical listening is all about feeling and meaning. Sound gives us meaning and perspective in our lives. For example, someone talking to you can say hello. On the surface it seems friendly, but the way they say hello to you can convey a lot of different meanings. If they say it in a very short and abrupt way, it may be apparent that they are angry at you, not happy to see you; these gestures come across in a more subtle way with music. It is important to understand that the emotional intention of a musical performance is reflected in the sound. Everything in a music production must reflect this intention in order for the feeling of the song to be properly conveyed to the listener.

**antagonist** - a person or a situation that opposes the protagonist's goals or desires

**apostrophe** - a punctuation mark (') used to indicate either possession or the omission of letters or numbers

**archetype** - idealized model of a person or concept from which similar instances are copied or emulated expressions

**argumentative texts** - are essays aimed to persuade the readers to agree to the writer's points of view; writers do so, not just by presenting information, but by showing the pros and cons of an issue

**articulation** - the clear and precise pronunciation of words

**aside** - a comment by a character that the audience hears but other characters on stage do not

**assertive communication** - a style in which individuals clearly state their opinions and feelings, and firmly advocate for their rights and needs without violating the rights of others. Assertive communication is born of high self-esteem. These individuals value themselves, their time, and their emotional, spiritual, and physical needs and are strong advocates for themselves while being very respectful of the rights of others.

## K to 12 BASIC EDUCATION CURRICULUM

### B

**bias** – a mental preference, leaning, or inclination, especially one that inhibits impartial judgement. Bias is an inclination of temperament or outlook to present or hold a partial perspective and a refusal to even consider the possible merits of alternative points.

**blocking** - is a theatre term that refers to the precise movement and positioning of actors on a stage in order to facilitate the performance of a play, ballet, film, etc.

**blurb** - a brief advertisement or announcement, especially a laudatory one; *She wrote a good blurb for her friend's novel*; verb (used with object); with pictures

**brainstorming** - a group or individual creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas

**bullying** - any deliberate action that inflicts physical  
or psychological harm

### C

**capsule biography**- a brief summary to condense or summarize an account of a person's life written, composed, and produced by another; a biography in which all the important elements of the person's life are included

**cast of characters** - a list of people who play a part in the story

**character** - refers to a person, creature, or entity with specific and distinguishing attributes portrayed by the actor in a play

**character sketch** - a portrait of a person drawn in words; its purpose is to create a vivid impression of the person

**characterization** - the process of creating a believable character by exploring the character's physical, social, and psychological aspects of the role

**characters** – people involved in the story

**climax**- the point of greatest dramatic tension in a theatrical work; the highest or most intense point in the development or resolution

**comedy** - a theatrical work that is intentionally humorous

**conceptualize** - to form (an idea, picture, etc.) of something in your mind

**conclusion**- the last main division of a discourse usually containing a summary of points and a statement of opinion or decisions

**conflict** - opposition of persons or forces giving rise to dramatic action; the element that occurs in every drama; it does not have to be quarrels and argument; more often it is much more calm situations; it could be the inability to help, double loyalty or a dying man enjoying life

**conflicts man needs to contend with** - conflict is the struggle between the opposing forces on which the action in a work of literature depends

**conquer** - to take control of (a country, city, etc.) through the use of force; to defeat (someone or something) through the use of force; to gain control of

**context-appropriate** - due consideration given to the background, surroundings, landscape of some central objects; this also covers appropriacy of materials and instruction to the target situation

**conscience alley**- technique for exploring any kind of dilemma faced by a character

**communication style** - the manner of saying things as influenced by culture and personality

**craft** - a job or activity that requires special skill

**crisis** - decisive point in the plot of a play on which the outcome of the remaining action depends

## K to 12 BASIC EDUCATION CURRICULUM

### D

**depict** - to represent or characterize in words; describe

**dialogue** - the words the character say to each other; the words each character says are written next to his or her name

**discard** - to throw (something) away because it is useless or unwanted; to remove

**discourse** - denotes written and spoken communications

**disposition** - the usual attitude or mood of a person or animal; a tendency to act or think in a particular way

**drama** - refers to acting, and to the set up of the play which includes the theater, the hall, the accessories, the green room, costumes, music and the like

**drama atmosphere and mood** - created by the set, the lighting, the furnishings, the music or sound effects, the opening dialogue, the facial expressions and gestures of the actors, and the growing tension of the plot

**dramatic convention** - a device that a playwright uses to present a dramatic performance on stage that the audience accepts as realistic

**dramatic irony** - where the audience or reader is aware of something important, of which the characters in the story are *not* aware

**dramatic poetry** - poetic forms that articulates emotions or feelings

**dynamic** - always active or changing

### E

**external conflict** - a conflict between a character and an outside force

**element** - a part of something, one that is essential or characteristic

**exposition** - detailed information revealing the facts of a plot

**exterior monologue** - an act of speaking one's thoughts aloud when by oneself or regardless of any hearers

### F

**figurative language** - use of words that go beyond its literal meaning; examples of figurative language or devices are simile, metaphor and hyperbole among others

**foil** - a character who is meant to represent characteristics, values, ideas, etc. which are directly and diametrically opposed to those of another character, usually the protagonist

**fourth wall** - the imaginary invisible wall at the front of the stage through which the audience sees the action

### G

**generalization** - a general statement, a statement about a group of people or things that is based on only a few people or things in that group; the act or process of forming opinions that are based on a small amount of information; a statement drawn from particular facts that is generally true about a broad category of things.

**genre** - the main types of literary form

### H

**habitat for humanity** - a non-profit organization with worldwide affiliates building and repairing houses all over the world using volunteer labor and donations; its partner families purchase these houses through no-profit, no-interest mortgage loans or innovative financing methods

**hyperbole** - exaggerated statements or claims not meant to be taken literally

### I

**improvisation** - spontaneous invention and development of drama from within a role

**infidelity** - marital disloyalty; adultery; is the subjective feeling that one's partner has violated a set of rules or relationship norms

## K to 12 BASIC EDUCATION CURRICULUM

**infographic** - visual representation of data or knowledge

**interior monologue** - this is where the actor speaks as if to himself

### J

**juncture** - an important point in a process or activity; joint, connection; the manner of transition or mode of

**justify** - to provide a good reason for the actions of

### K

#### **kinds of listening and reading strategies**

1. noting details
2. getting specific information
3. determining the speaker's purpose
4. understanding the message
5. relating/ finding connection with knowledge/experience and the subject heard
6. activating prior / background knowledge about the subject
7. connecting new information to old information
8. predicting information/ anticipating what will come next
9. making projections for the future
10. learning new vocabulary
11. using visual clues (facial expression, gestures the setting, the interaction) to understand the ideas heard
12. checking the accuracy of your predictions
13. deciding on the truthfulness or falsity of the ideas heard
14. asking for clarification or repetition from the speaker or ask
15. asking additional questions
16. evaluating information
17. paraphrasing what one heard
18. responding to what one heard through creative writing, drawing, drama, etc.
19. distinguishing facts from opinions
20. determining supported vs. unsupported ideas
21. drawing conclusions
22. inferring thoughts, feelings, purpose of the speaker
23. discussing the process and strategies to be used in listening
24. making / constructing meaning
25. setting expectations
26. interpreting what is heard
27. summarizing information
28. distinguishing fact from opinion

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29. distinguishing fantasy from reality
30. interpreting tone, mood and purpose of the speaker
31. making decision
32. planning and deciding what effective strategy to use
33. monitoring one's comprehension
34. evaluating the effectiveness of one's listening strategies

### L

**literary device** - refers to any specific, deliberate constructions of language which an author uses to convey meaning

### M

**man vs. man** - a character struggles with another character like the protagonist versus the antagonist

**man vs. fate** - fight for choice; fight against destiny

**man vs. nature** - a character struggles with a force of nature (*natural disaster, desolation, animal etc.*); usually, the character is struggling to survive

**man vs. society** - in this conflict, a character or group of characters fight against the society in which they live. A character might fight against social traditions or rules.

**man vs. supernatural** - conflict with ghosts, spirits, aliens etc.

**man vs. technology** - fight against computers, machines, utensils etc.

**magnificence** - n. greatness or lavishness of surroundings; splendour; grand or imposing beauty

**materialism** - preoccupation with or emphasis on material objects, comforts, and considerations, with a disinterest in or rejection of spiritual, intellectual, or cultural values

**metaphor** - a figure of speech that makes an implicit, implied or hidden comparison between two things or objects

**monologue** - long speech by a character on stage with other characters listening

**mood** - the feeling the reader gets when reading

### N

**narrative** – is a special kind of story that is valued very highly in English-speaking cultures. Narratives are structured to be entertaining and to teach cultural values. In narratives, normal events are disrupted and language is used to build up suspense around the disruption so it reaches a crisis point. The way the characters in the story confront and resolve the crisis teaches the audience about ways of behaving which are valued in the culture.

**narration** - a technique whereby one or more performers speak directly to the audience to tell a story

**narrative paragraph** - a group of sentences that tells readers what happened at a particular place and time

### O

**octet** - first eight lines of a sonnet

**one-act play** - a play that takes place, from beginning to end, in a single act; it can range from one minute to one hour long

**one-act radio play** - a one-act play scripted for radio presentation

### P

**passive aggressive communication** - a style in which individuals appear passive on the surface but are really acting out anger in a subtle, indirect, or behind-the-scenes way

**passive communication** - a style in which individuals have developed a pattern of avoiding expressing their opinions or feelings, protecting their rights, and identifying and meeting their needs. Passive communication is usually born of low self-esteem.

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**propaganda strategies** – a systematic propagation of information reflecting the views and interests of those advocating such doctrine/ or cause

**projective listening**- made from current information, or when one assumes that someone has the same emotions or feelings that he/or she does

**pantomime** - the telling of a story without words

**participle** - is a verbal that functions as an adjective

**passion** – a strong feeling of enthusiasm or excitement for something or about doing something

**play** - the art of producing drama works; a literary piece consisting of dialogues between various characters, epilogue, monologue, prologue and an end; it refers to composition; the stage representation of an action or a story

**play bill** - a poster announcing a theatrical performance

**plot** - the ordered structure of a play as the action progresses through the story; the series of events that comprise the whole story that is told in a novel, play, movie, or T.V. show

**plot structure** - also called the dramatic structure of a story, novel or script includes the events that make up the idea of the writing; these are often laid out as a series of beginning, middle and end details and include five basic elements as well as a conflict

**pork barrel** - the appropriation of government spending for localized projects secured solely or primarily to bring money to a representative's district

**portrait poem** - a lyrical means for the depiction of the writer's self-perception, or feelings for another

**prefix** – a word part placed before the root of a word

**prologue** - introduces the action of a play; it is usually at the beginning and literally means "first words"

**prominent** - important and well-known; easily noticed or seen; sticking out in a way that is easily seen or noticed

**props** – the objects used onstage in the play

**protagonist** – the central or main figure of a story

**punctuation** – the use of standard marks and signs in writing and printing to separate words into sentences, clauses, and phrases in order to clarify meaning

## R

**recount** - a story genre which is used to tell what happened. When we tell recounts we reveal the significance of the people and events in the story by sharing our personal feelings about them.

**readers theatre** – a style of theatre in which the actors do or do not memorize their lines; actors use vocal expression to help the audience understand the story rather than visual storytelling such as sets, costumes, and intricate blocking

**rectify** - to set right; remedy; to purify; to correct

**re-enactment** - the acting out or repetition of a past event or situation

**renewed** - to make new or as if new again

**requiem** - a Christian religious ceremony for a dead person; a mass for the dead

**resolution** - the part of the story's plot line in which the problem of the story is resolve

**rhyme** - one of two or more words or phrases that end in the same sounds

**rising action** - the part of a plot consisting of complications and discoveries that create conflict

**rite** - an established, ceremonious, usually religious act

**root word** – the form of a word after all affixes are removed

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### S

- scene** - a division of an act, in which a certain portion of the play unfolds, usually separated by *location* (in the bedroom, at the dinner table), or *time* (e.g. in the morning, then the following evening); a section of the play that happens in one time and place
- scenery** – the background art or structures onstage to help show the settings
- script** - the written words for the play; this is what everyone reads in order to perform a play; a written version of a play or movie - *If you're auditioning for a movie, you'll get the script to practice a scene or two.*
- serger**- usually an overlock sewing machine will cut the edges of the cloth as they are fed through
- sestet** - final six lines of a sonnet
- setting** - the place and time where the events of the drama take place; in a play it dominates the audience in a play it dominates the audience's experience of the drama; it quite literally forms the backdrop for the action
- simile** - a figure of speech in which two essentially unlike things are compared, often in a phrase introduced by like or as
- skit** – a short, usually comic dramatic performance or work
- slideshow** - a presentation supplemented by or based on a display of projected images or photographic slides
- soliloquy** - a long speech by a character who is alone on stage with no other characters listening
- sonnet** - a poetic form comprised of 14 lines which are divided into two parts: octet and sestet
- spectacle**- the visual elements of a performance including scenery, lights, costumes, and movement of actors
- stage** – the platform on which the actors perform
- stage directions** – instructions (*in italics*); they describe the setting and tell about the action
- static** - showing little or no change, action, or progress
- stock character** - relies heavily on cultural types or stereotypes for its personality and manner of speech
- style** - the distinctive and unique manner in which a writer arranges words to achieve particular effects
- suspense** - in situations which rouse our concern for the welfare of the characters can be created in many ways in a play; it can be accomplished through a series of crises and a major crisis or climax, foreshadowing, surprise or use of the unexpected, withholding information, disguise, and the intervention of chance or fate

### T

- target audience** -a group or assembly of spectators or listeners; those attending a stage or film production or viewing a television program; in writing, this could mean a target group in relation to a particular literary genre
- technical terms for drama and theater** - these are terms necessary to understand the whole structure, organization and production of a drama play; some of these are the *elements* (characters, dialogue, etc.) and *stage directions*. Stage directions give information to the reader and to the performers, mostly about where and how actors should move and speak, the scenery or decorations on stage, and the props to be used by the actors.
- technical vocabulary** - words or phrases that are used primarily in a specific line of work or profession. These words or phrases are not easily recognized by people outside the profession they are used in.
- text** - printed words, including dialogue and the stage directions for a script
- theater** – a collaborative art form including the composition, enactment, and interpretation of dramatic presentations for an audience; the structure within which theatrical performances are given; usually includes an orchestra or seating area, and a stage
- theme** - the basic idea of a play; the idea, point of view, or perception that binds together a work of art



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**tone** - is the writer's attitude toward the subject he or she is writing about

**tragedy** - a play in which the main character(s) suffers a major downfall; a play that demonstrates a character's fall from grace, power, position, or moral standing through their own actions

### U

**universe of text** – the realm in which something (words in a written work) exists or takes place.

### V

**video** - is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language.

**video materials** – usually provide guidance for teachers; the most sophisticated part of these are usually part of multimedia package that, in addition to the videos themselves, includes viewing guides, student textbooks, teacher manuals and audiocassettes; in contexts geared to students' interest and are accompanied by students workbooks featuring a variety of viewing activities; teachers need to lead students to an appreciation of video as a valuable tool for language learning and help them to develop viewing skills which they can apply to their video and television viewing experience outside the classroom.

**vignette** - a short literary sketch chiefly descriptive and characterized usually by delicacy, wit and subtlety; a short, well written sketch or descriptive scene; it does not have a plot which would make it a story, but it does reveal something about the elements in it; it may reveal character, or mood or tone; it may have a theme or idea of its own that it wants to convey; it is the description of the scene or character that is important

**verbal** - a verb form that functions in a sentence as a noun or a modifier rather than as a verb

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### CODE BOOK LEGEND

Sample: **EN4G-If-2.5**

LEGEND		SAMPLE	
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	English	<b>EN4</b>
	Grade Level	Grade 4	
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Grammar	<b>G</b>
			-
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	First Quarter	<b>I</b>
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week six	<b>f</b>
			-
<b>Arabic Number</b>	Competency	Compose clear and coherent sentences using appropriate grammatical structures	<b>2.5</b>

DOMAIN/ COMPONENT	CODE
Alphabet Knowledge	AK
Book and Print Knowledge	BPK
Fluency	F
Grammar	G
Listening Comprehension	LC
Oral Language	OL
Phonics and Word Recognition	PWR
Phonological Awareness	PA
Reading Comprehension	RC
Spelling	S
Study Strategies	SS
Viewing Comprehension	VC
Vocabulary Development	V
Writing and Composition	WC

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