



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



K to 12 Curriculum Guide

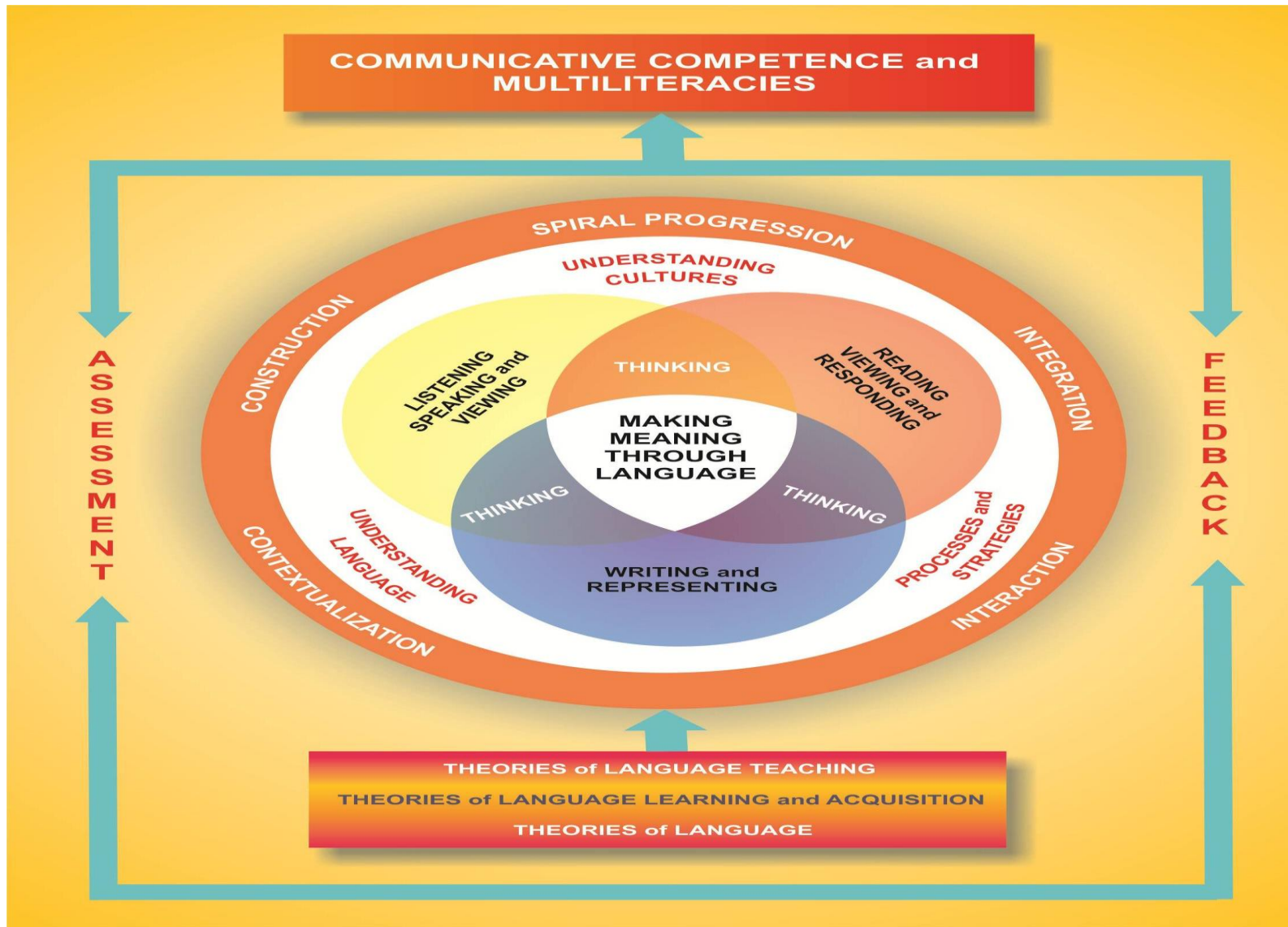
ENGLISH

(Grade 1 to Grade 10)

December 2013

K to 12 BASIC EDUCATION CURRICULUM

THE FRAMEWORK



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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 areas¹.

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 (L₁) strengthens and supports the learning of other languages (L₂). 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)². 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.

¹ 1998. English Curriculum Framework. Australia

² 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 meaning³. 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 language⁴. 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 activities⁵. 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 principles⁶.

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 language⁷.

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

⁴ Anderson and Anderson. 2003. Text Types in English 1. Malaysia: MacMillan

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

⁶ 2011.Guiding Principles for English Language Arts and Literacy Programs in Massachusetts

⁷ 2004. Second Language Studies. Standard Course of Study and Grade Level Competencies. Public Schools of Carolina. State Board of Education. Department of Instruction.

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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.⁸

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.

⁸ Canale, M. and M. Swain. 1980. Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*
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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.

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

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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.

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).

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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.

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 | | | | | | |
| 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. 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.

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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.

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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"> • Demonstrate grammatical awareness by being able to read, speak and write correctly • Communicate effectively, in oral and written forms, using the correct grammatical structure of English |
| Vocabulary | Acquire, study, and use English vocabulary words appropriately in relevant contexts |
| Reading Comprehension and Study Strategies | |
| 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 |
| 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 |

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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.

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GRADE 1

(3rd Quarter Oracy) Quarterly and Weekly Articulation

| | |
|------------------------------------|--|
| Core Learning Area Standard | 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. |
| Key Stage Standard | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. |
| Grade Level Standards | 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 |
| 1-5 | <p>EN1OL-IIIa-j- 1.1 Listen to short stories/poems and</p> <ol style="list-style-type: none"> 1. note important details pertaining to <ol style="list-style-type: none"> a. character b. setting c. events 2. Give the correct sequence of three events 3. Infer the character feelings and traits 4. Identify cause and/or effect of events 5. Identify the speaker in the story or poem | <p>EN1OL-IIIa-e-1.5 Use/Respond appropriately to polite expressions</p> <ul style="list-style-type: none"> • EN1OL-IIIa-1.5.1 greetings • EN1OL-IIIb-1.5.2 leave takings • EN1OL-IIIc-1.5.3 expressing gratitude and apology • EN1OL-IIId-1.5.4 asking permission • EN1OL-IIIE-1.5.5 offering help | <p>EN1PA-IIIa-e-2.2 Recognize rhyming words in nursery rhymes, poems, songs heard</p> <p>EN1PA-IIIa-b- 3.1 Give the number of syllables of given words.</p> | <p>EN1G-IIIa-e-1 Sentences</p> <ul style="list-style-type: none"> • EN1G-IIIa-1.1 Recognize sentences and non-sentences • EN1G-IIIb-1.4 Recognize simple sentences • EN1G-IIIc-1.3; EN1G-IIId-1.3; EN1G-IIIE-1.3 Recognize telling and asking sentences | <p>EN1V-IIIa-e-5 Use words that are related to self, family, school, community, and concepts such as the names for colors, shapes, and numbers</p> |
| 6-10 | <ol style="list-style-type: none"> 6. Predict possible ending of a story read 7. Relate story events to one's experience 8. Discuss, illustrate, dramatize specific events 9. Identify the problem and solution 10. Retell a story listened to | <p>EN1OL-IIIa-b – 1.17 Talk about oneself and one's family</p> <p>EN1OL-IIIb-c 1.3.3 Talk about one's personal experiences pertaining to the family, one's pets, and personal experiences</p> | | | |

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| WEEK | Learning Competencies | | | | |
|------|-------------------------------|--|------------------------------|--------------|-----------------------------|
| | LC Listening Comprehension | OL Oral Language | PA Phonological Awareness | G Grammar | V Vocabulary Development |
| | | <p>EN10L-IIIc – 1.17.1 Relate one’s activities/responsibilities at home</p> <p>EN10L-IVd- 1.3.4 Talk about topics of interest (likes and dislikes)</p> <p>EN10L-IIIa-e – 1.5 Use common expressions and polite greetings</p> <p>EN10L-IIIa-j-1.3.1 Talk about stories heard when and where it took place</p> <ul style="list-style-type: none"> • the characters and • some important details of the story <p>EN10L-IIIa-j-1.2.9 Participate in some sharing activities</p> <ul style="list-style-type: none"> • News sharing • Show and tell • “I Spy” games • Recite rhymes, poem | | | |

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(4TH Quarter Oracy) Quarterly and Weekly Articulation

| | |
|------------------------------------|--|
| Core Learning Area Standard | 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. |
| Key Stage Standard | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. |
| Grade Level Standards | 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 |
| 1-5 | <p>EN10L-IIIa-j- 1.1 Listen to short stories/poems and</p> <ol style="list-style-type: none"> 1. note important details pertaining to <ol style="list-style-type: none"> a. character b. setting c. events 2. Give the correct sequence of three events 3. Infer the character feelings and traits 4. Identify cause and/or effect of events 5. Identify the speaker in the story or poem 6. Predict possible ending of a story read 7. Relate story events to one’s experience 8. Discuss, illustrate, dramatize specific events 9. Identify the problem and solution 10. Retell a story listened to | <p>EN10L-IVa-j-1.3 Talk about pictures presented using appropriate local terminologies with ease and confidence</p> <p>EN10L-IVa-j-1.3.1 Talk about stories heard when and where it took place</p> <ul style="list-style-type: none"> • the characters and • some important details of the story <p>EN10L-IVa-j-1.2.9 Participate in some sharing activities</p> <ul style="list-style-type: none"> • News sharing • Show and tell • “I Spy” games • Recite rhymes, poem | <p>EN1PA-IVa-b-2.3 Distinguish rhyming words from non-rhyming words</p> <p>EN1PA-IVc-e-2.4 Supply rhyming words in response to spoken words</p> | <p>EN1G-IVa-e-3 Verbs EN1G-IVa-e-3.4 Recognize common action words in stories listened to</p> | <p>EN1V-IVa-e-3 Sort and Classify familiar words into basic categories (colors, shapes, foods, etc)</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>Listen to narrative and informational text or poem and</p> <p>EN1LC-IVa-j-2.1 1. Note important details</p> <p>EN1LC- IVa-j-3.12 2. Give one’s reaction to an event or issues</p> | | | | |
| 6-10 | <p>EN1LC- IVa-j-2.8 3. Infer important details</p> <p>EN1LC- IVa-j-2.7 4. Sequence events when appropriate</p> <p>EN1LC- IVa-j-1.13.2.1 5. Listen and respond through discussions, illustrations, songs, dramatization and art</p> | <p>EN1OL-IVf-1.17.2 Ask simple questions</p> <p>EN1LC-IVg-h-3.6 Follow one-to-two step directions</p> <p>EN1OL-IVi-j-1.17.1 Give one-to-two step directions</p> | | <p>EN1G-IVf-j-5 Adjectives Recognize describing words for people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)</p> | <p>EN1V-IVf-j-12.1 Give the meaning of words using clues (TPR, pictures, body movements, etc.)</p> |

K to 12 BASIC EDUCATION CURRICULUM

GRADE 2

(1st Quarter to 2nd Quarter – Oracy) Quarterly and Weekly Articulation

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

1st 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 | <p>EN2OL-If-j-1.3 Talk about oneself and one's family</p> <p>EN2OL-If-1.3.1; EN2OL-Ig-1.3.1 Talk about one's name and other personal information</p> <p>EN2OL-Ih-j-1.3.2 Talk about one's environment (e.g. persons, animals, places, things, events, etc.)</p> | <p>EN2OL-Ia-j-1.1 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</p> | <p>EN2PA-Ia-c-1.1 Classify/Categorize sounds heard (animals, mechanical, objects, musical instruments, environment, speech)</p> <p>EN2PA-Id-e-1.2 Discriminate sounds from a background of other sounds</p> | <p>EN2BPK-Ia-3 Recognize environmental print</p> <p>EN2BPK-Ib-c-4 Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation</p> <p>EN2BPK-Id-e-5 Recognize proper eye movement skills (transfer skills)</p> <ul style="list-style-type: none"> • left to right • top to bottom • return sweep | | <p>EN2G-Ia-e-1 Sentences</p> <ul style="list-style-type: none"> • EN2G-Ia-1.1 Recognize sentences and non-sentences • EN2G-Ib-c-1.4 Recognize simple sentences • EN2G-Id-e-1.3 Recognize different kinds of sentences (declarative, interrogative) | <p>EN2V-Ia-5 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>EN2V-Ib-c-01 Differentiate English words from other languages spoken at home and in school</p> <p>EN2VD-Id-e-1 Identify the English equivalent of</p> | <p>EN2G-Ia-e-7.4 Perform dialogues, drama, mock interview, TV talk show etc.</p> | <p>EN2OL-Ia-e-1.2 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 |
| | | 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 EN2LC-Ib-3.16 Follow a set of verbal two-step directions with picture cues EN1LC-Ic-1.1 Activate prior knowledge based on new knowledge formed EN2LC-Id-e-1.2 | | | | | words in the Mother Tongue or in Filipino | | |

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 |
| | | Relate information and events in a selection to life experiences and vice versa | | | | | | | |
| 6-10 | <p>EN2OL-Ia-e-1.5 Use appropriate expressions in common situations (polite expressions, greetings, seeking directions, apologizing, asking help, query and clarification)</p> | <p>EN2OL-If-1.1 Listen to a variety of media including books, audiotapes videos and other age-appropriate publications</p> <p>EN2LC-Ig-3.16 Follow a set of verbal two-step directions with picture cues</p> <p>EN2LC-Ih-1.1 Activate prior knowledge based on new knowledge formed</p> <p>EN2LC-Ii-j-1.2 Relate information and events in a selection to life experiences and vice versa</p> | <p>EN2PA-If-1.2.1 Recognize same/different sounds</p> <p>EN2PA-Ig-2.3 Distinguish rhyming words from non-rhyming words</p> <p>EN2PA-Ih-2.4 Supply words that rhyme with given words</p> <p>EN2PA-Ii-j-2.4 Supply rhyming words in response to spoken words</p> | <p>EN2BPK-If-3 Recognize environmental print</p> <p>EN2BPK-Ig-h-4 Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation</p> <p>EN2BPK-Ii-j-5 Recognize proper eye movement skills (transfer skills)</p> <ul style="list-style-type: none"> • left to right • top to bottom • return sweep | <p>EN2AK-If-g-1 Read the alphabets of English</p> <p>EN2AK-Ih-j-2 Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa</p> | <p>EN2G-If-g-2 Nouns</p> <p>EN2G-If-g-2.1 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>EN2G-Ih-2.4 Recognize nouns in simple sentences</p> <p>EN2G-Ii-9.2 Recognize the use of a/an + noun</p> | <p>EN2V-If-5 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>EN2V-Ig-h-01 Differentiate English words from other languages spoken at home and in school</p> <p>EN2V-Ii-j-1 Identify the English equivalent of words in the Mother Tongue or in Filipino</p> | <p>EN2G-If-j-7.4 Perform dialogues, drama, mock interview, TV talk show etc.</p> | <p>EN2OL-If-j-1.2 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

2nd 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 | <p>EN10L-IIa-e-1.3 Talk about oneself and one's family</p> <ul style="list-style-type: none"> • EN10L-IIa-b-1.3.3 Talk about one's activities/responsibilities at home and in school and community • EN10L-IIc-d-1.3.4 Talk about topics of interest (likes and dislikes) | <p>EN2LC-IIa-b-2.2 Identify and discuss the elements of a story (theme, setting, characters, and events)</p> <p>EN2OL-IIa-j-1.1 Listen to a variety of media including books, audiotapes, videos and other age-appropriate publications and</p> <ol style="list-style-type: none"> a. Note important details pertaining to <ol style="list-style-type: none"> 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 | | <p>EN2BPK-IIa-3 Recognize environmental print</p> <p>EN2BPK-IIb-c-4 Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation</p> <p>EN2BPK-II-d-e-5 Recognize proper eye movement skills (transfer skills)</p> <ul style="list-style-type: none"> • left to right • top to bottom • return sweep | <p>EN2AK-IIc-e-2 Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa</p> <p>Identify the name and sound of each consonant</p> <p>EN2AK-IIa-e-3 Give the beginning letter of the name of each picture</p> | | <p>EN1G-IIa-e-3 Verbs</p> <p>EN1G-IIa-e-3.4 Recognize common action words in retelling, conversation, etc.</p> | <p>EN1V-IIa-3 Sort and classify familiar words into basic categories (colors, shapes, foods, etc.)</p> <p>EN1V-IIb-c-12.1 Determine the meaning of words using clues (Total Physical Response through realia, pictures, body movements, context clues etc.)</p> <p>EN1V-II-d-e-6 Derive meaning from repetitive language structures</p> | <p>EN2G-IIa-e-7.4 Perform dialogues, drama, mock interview, TV talk show etc.</p> | <p>EN2OL-IIa-e-1.2 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 |
| | | 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 EN1LC-IIc-2.1 Ask and answer simple questions (who, what, where, when, why, and how) about text listened to EN1LC-IIe-2.5 Validate ideas made after listening to a story | | | | | | | |

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 |
| 6-10 | <p>EN2OL-IIIf-1.17.2 Ask simple questions</p> <p>EN2LC-IIIf-g-3.6 Follow one-to-two step directions</p> <p>EN2OL-IIIf-h-1.17.1 Give one-to-two step directions</p> <p>EN2OL-IIIf-j-1.6 Recite memorized verses, short poems, and rhymes</p> | <p>EN2LC-IIIf-g-2.2 Identify and discuss the elements of a story (theme, setting, characters, and events)</p> <p>EN2LC-IIIf-h-2.1 Ask and answer simple questions (who, what, where, when, why, and how) about text listened to</p> <p>EN2LC-IIIf-j-2.5 Validate ideas made after listening to a story</p> | <p>EN2PA-IIIf-2.3 Distinguish rhyming words from non-rhyming words</p> <p>EN2PA-IIIf-h-2.4 Supply words that rhyme with given words</p> <p>EN2PA-IIIf-j-2.4 Supply rhyming words in response to spoken words</p> | <p>EN2BPK-IIIf-3 Recognize environmental print</p> <p>EN2BPK-IIIf-h-4 Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation</p> <p>EN2BPK-IIIf-j-5 Recognize proper eye movement skills (transfer skills)</p> <ul style="list-style-type: none"> • left to right • top to bottom • return sweep | <p>EN2AK-IIIf-j-2 Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa</p> | <p>EN2G-IIIf-j-5 Adjectives</p> <p>EN2G-IIIf-j-5.1 Recognize descriptions of people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)</p> | <p>EN2V-IIIf-g-3 Sort and classify familiar words into basic categories (colors, shapes, foods, etc.)</p> <p>EN2V-IIIf-h-12.1 Determine the meaning of words using clues (Total Physical Response through realia, pictures, body movements, context clues etc.)</p> <p>EN2V-IIIf-j-6 Derive meaning from repetitive language structures</p> | <p>EN2G-IIIf-j-7.4 Perform dialogues, drama, mock interview, TV talk show etc.</p> | <p>EN2OL-IIIf-j-1.2 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

3rd Quarter to 4th Quarter – Beginning Reading and Writing) Quarterly and Weekly Articulation

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

3rd 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 | <p>EN2LC-IIIa-b-3.3 Talk about texts identifying major points and key themes</p> <p>EN2OL-IIIc-d-1.2 Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English</p> | <p>EN2LC-IIIa-2.4 Use an understanding of characters, incidents and settings to make predictions</p> <p>EN2OL-IIIa-j-1.1 Listen to a variety of media including books, audiotapes videos and other age-appropriate publications and</p> | <p><i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i></p> | <p>EN2WC-IIIa-c-1 Participate in generating ideas through prewriting activities Show understanding of a story listened to through the following writing activities: EN2WC-IIIb-1.9 a. Writing a phrase or sentence about an illustration</p> | <p>EN2PA-IIIc-e-6.2 Produce speech sounds (sounds and letter names)</p> | <p>EN2BPK-IIIa-1 Discuss the illustrations on the cover and predict what the story may be about</p> <p>EN2BPK-IIIa-b-4 Identify the common terms in English relating to part of book (e.g. cover, title page, etc.)</p> <p>EN2BPK-IIIb-2 Identify title, author and book illustration</p> | <p>EN2AK-IIIa-1.1 Give the beginning sound of each consonant (m, s, f, t, h)</p> <p>EN2AK-IIIb-1.2 Give the beginning sound of each consonant (c, r, n, b, g, p)</p> <p>EN2AK-IIIc-1.2 Give the beginning sound of each consonant (d, j, w, v, z, y)</p> | | | | | <p>EN2G-IIIa-c-1 Sentences</p> <p>EN2G-IIIa-1.1 Distinguish sentences from non-sentences</p> <p>EN2G-IIIb-1.3 Use different kinds of sentences: declarative (telling) and interrogative (asking)</p> <p>EN2G-IIIc-1.6 Recognize punctuation marks (period,</p> | <p>EN2V-IIIa-b-13.1 Give the meaning of words used in stories presented through real objects, illustrations, demonstration and context clues</p> <p>EN2V-IIIc-13.1 Recognize that some words mean the same (synonyms)</p> | <p>EN2A-IIIa-e-1 ; Participate/engage in a read-along of texts (e.g. poetry, repetitive text)</p> | <p>EN2SS-IIIa-d-1.1 Follow instructions orally given</p> |

K to 12 BASIC EDUCATION CURRICULUM

Learning Competencies

| 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 | |
| | | 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 | | EN2WC-IIIc-1.10 b. Completing a Lost and Found Poster EN2WC-IIIc-1.11 c. Filling in blanks in a letter EN2WC-IIIc-1.12 d. Drawing and writing some words on a birthday card EN2WC-IIIc-1.13 e. Writing some words about a character | | and tell what they do | EN2AK-IIIa-c-1.2 Name the pictures that begin its name with a particular consonant EN2AK-IIIa-c-4 Give the beginning consonant sound of the name of each picture | | | | question mark) | EN2V-IIIc-d-13.2 Recognize that some words have opposite meaning (antonyms) | | | |
| 4-6 | EN2OL-IIIe-f-1.1 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 | EN2RC-IIIId-e-2.10 Note details in sentences and stories (controlled words, short e, a.. .) that they read | | EN2PA-IIIIf-h-6.3 Produce the sounds of English letters using the letter sounds of Mother Tongue as reference | | EN2PW-IIIId-d-3 Read words with short e sound in CVC pattern (e.g. pen, men, . . .) EN2PW-IIIId-f-9 | EN2F-IIIa-b-2.11 Read aloud phrases, sentences and stories consisting of short e words with appropriate speed, accuracy | EN2S-IIIId-j-3 Spell words with short e sound in CVC pattern EN2S-IIIId-j-4 Spell words with short e and a | EN2G-IIIId-f-2 Nouns Give naming words for persons, places, things EN2G-IIIId-2.4 Use | EN2V-IIIId-j-20 Give the meaning of short e words | | | | |

K to 12 BASIC EDUCATION CURRICULUM

Learning Competencies

| WEEK | Learning Competencies | | | | | | | | | | | | | | |
|------|------------------------|--|--|-------------------------------|-------------------------------------|---------------------------------------|-----------------------------|---|-----------------------|----------------------|---|------------------------------------|---------------|-------------------------|--|
| | OL Oral Language | LC Listening Comprehension | RC Reading Comprehension | WC Writing/ Composition | PA Phono logical Awareness | BPK Book and Print Knowledge | AK Alphabet Knowledge | PWR Phonics and Word Recognitio n | F Fluency | S Spelling | G Grammar | V Vocabulary Develop ment | A Attitude | SS Study Strategy | |
| | | experience h. Discuss, illustrate, dramatize specific events i. Identify the problem and solution j. Retell a story listened to EN2LC-IIIb-c-2.5 Use an understanding of incidents, characters and settings to validate predictions EN2LC-IIIId-e-2.4 Use personal experiences to make predictions about text viewed and listened to EN2LC-IIIIf-g-3.15 | EN2RC-IIIId-e-2.4 Identify the basic sequence of events and make relevant predictions about stories EN2RC-IIIIf-h-2.17 Answer questions to clarify understanding before, during and after reading | | | | | Read some the sight words EN2PW-IIIId-f-7.1 Match the picture with its and sight word EN2PW-IIIId-f-10 Read short phrases consisting of short e words and Some sight words EN2PW-IIIg-h-11 Read short phrases and sentences consisting of short e words and the sight words. EN2PW-IIIi-j-12 Read a short story consisting of short e words and sight words | and proper expression | sound in CVC pattern | common nouns in simple sentences EN2G-IIIIf-9.2 Use the use of a/an + noun | | | | |

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 | |
| | | Recognize the difference between "made-up" and "real" in texts listened to | | | | | | | | | | | | | |
| 7-10 | EN2OL-IIIg-1.16; Create and participate in oral dramatic activities EN2OL-IIIh-j-1.6 Dramatize familiar stories, rhymes and poems | EN2LC-IIIh-3.1 Identify important details in expository text listened EN2LC-IIIi-j-2.6 Retell and/or reenact events from a story | | | | | | | | | EN2G-IIIg-h-3 Verbs EN2G-IIIg-3.1 Identify action words EN2G-IIIh-3.4 Use common action words in retelling, conversations, etc. | | | | |

K to 12 BASIC EDUCATION CURRICULUM

4th 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 | EN2LC-IVa-b-3.3 Talk about texts identifying major points and key themes | EN2LC-IVa-b-2.4 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> N2RC-IVa-2.2 State details of text during and after reading) | EN2WC-IVa-c-1 Participate in generating ideas through prewriting activities • EN2WC-IVa-1.1 brainstorming • EN2WC-IVb-1.2 webbing • EN2WC-IVc-1.3 drawing | EN2OL-IVa-b-3.1 Demonstrate the concept of word by dividing spoken sentences in English into individual words | EN2BPK-IVa-b-4 Identify the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation | | EN2PW-IVa-c-1 Read short a words in CVC pattern (cat, man, bag) EN2PW-IVa-c-2.9 Match pictures with short a words | EN2F-IVa-d-4 Read phrases, sentences and stories consisting of short a words and some sight words with appropriate speed, accuracy and proper expression | EN2S-IVa-e-2 Spell words with short e and a sound in CVC pattern (see PWR) EN2S-IVa-e-3 Spell words with short e, a and i sound in CVC pattern (see PWR) | EN2G-IVa-f-4 Pronouns • EN2G-IVa-b-4.2.1 Use personal pronouns (e.g. I, you, he, she, it, we, they) in dialogues EN2G-IVc-d-4.2.3 Use demonstrative pronouns (this/that, these/those) | EN2V-IVa-e-21 Give the meaning of short a words EN2V-IVa-e-22 Give the meaning of 2-syllable words with short e and a sounds | EN2A-IVa-e-1 Participate/engage in a read-along of texts (e.g. poetry, repetitive text) | EN2SS-IVa-b-2 Arrange words alphabetically by the 1 st letter |
| 2 | | | | | | | | | | | | | | |
| 3 | EN2OL-IVc-d-1.2 Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English | EN2LC-IVc-d-2.5 Use an understanding of incidents, characters and settings to validate predictions | EN2RC-IVc-3.1.3 Give the sequence of three events in stories read | | EN1PA-IVc-d-6.2; Produce speech sounds (sounds and letter names) | | | | | EN2S-IVa-e-3.1 Spell 2-syllable words with short e, a and i sound in CVC pattern (see PWR) | | | | EN2SS-IVc-d-3 Interpret simple maps of unfamiliar places, signs and symbols |
| 4 | | | EN2RC-IVd-2.8 Infer/predict outcomes | EN2WC-IVd-g-1.6 Express idea through illustrations or storyboard | | | | EN2PW-IVd-13 Differentiate and read correctly the short e and a words (pan- pen, man-men, tan-iten etc.) | | | | | | |
| 5 | EN2OL-IVe-1.1 Listen and respond to | EN2LC-IVe-f-2.4 Use personal | EN2RC-IVe-2.16 Use clues to make | | EN2PA-IVe-f-6.3 Produce the sounds | | | | | | | | | |

K to 12 BASIC EDUCATION CURRICULUM

Learning Competencies

| 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 Recognitio n | F Fluency | S Spelling | G Grammar | V Vocabulary Develop ment | A Attitude | SS Study Strategy | |
| | texts to clarify meanings heard while drawing on personal experiences | experiences to make predictions about text viewed and listened to | and justify predictions before, during and after reading (titles, pictures,) | | of English letters using the letter sounds of Mother Tongue as reference | | <p>EN2PW-IVd-14 Write the names of pictures with the short a, e words.</p> <p>EN2PW-IVd-e-10.1-11.1 Read phrases, short sentences and short stories consisting of short e and a words and the Who, What and Where questions about them</p> | | | | | | | | |
| 6 | <p>EN2OL-IVf-g-1.16 Create and participate in oral dramatic activities</p> | | | | | | <p>EN2PW-IVf-15 Read 2-syllable words consisting of short e and a (basket, magnet, ..).</p> | <p>EN2F-IVf-4.1 Read phrases, sentences and stories consisting of short e, a, and i words and some sight words with appropriate speed, accuracy and proper expression</p> | | | | | | | |

K to 12 BASIC EDUCATION CURRICULUM

Learning Competencies

| 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 Recognitio n | F Fluency | S Spelling | G Grammar | V Vocabulary Develop ment | A Attitude | SS Study Strategy | |
| 7 | | EN2LC-IVg-3.15 Recognize the difference between "made-up" and "real" (in) texts listened to | | | | | | EN2PW-IVg-h-16 Read short i words in CVC pattern (pin, big, fit . . .) EN2PW-IVg-h-2.8 Match pictures with short i words EN2PW-IVh-17.2 Differentiate and read correctly the short e, a and i words (pan- pen-pin, bag-beg-big) | EN2F-IVg-j-4.2 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 | | EN2G-IVg-h-7 Prepositions EN2G-IVg-i-7.3 Use the most frequently occurring preposition (e.g. on, over, under, to, from, above, etc.) | EN2V-IVg-21 Give the meaning of short i words | | | |
| 8 | EN2OL-IVh-j-1.6 Dramatize familiar stories, rhymes and poems | EN2LC-IVh-3.1 Identify important details in expository text listened | | | | | | | | | | EN2V-IVh-j-22 Give the meaning of 2-syllable words with short e , a and i sounds | | EN2SS-IVh-1.2 Interpret pictographs | |
| 9 | | EN2LC-IVi-j-2.6 Retell and/or reenact events from a story EN2OL-IIa-j-1.1 Listen to a variety of media including books, audiotapes | | | | | EN2PW-IVi-14.1 Write the names of pictures with the short a, e and i words. EN2PW-IVi-10.1.1- Read phrases, short sentences | | | EN2G-IIIi-j-5 ; Adjectives EN2G-IIIi-j-5.1 Describe people, objects, things and places using simple adjectives (color, | | | | | |

K to 12 BASIC EDUCATION CURRICULUM

Learning Competencies

| 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 Recognitio n | 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 | | | shape, size, height, weight, length, distance, etc.) | | | | |
| 10 | | 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 | | | | | EN2PW-IVj-15.2 Read 2-syllable words consisting of short a, e and i words (pigpen, magnet . . .) EN2PW-IVj-2.8 Match the 2-syllable words with the correct pictures EN2PW-IVj-18 Write correctly the 2-syllable words that name the pictures | | | | | | | | |

K to 12 BASIC EDUCATION CURRICULUM

Learning Competencies

| 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 Recognitio n | F Fluency | S Spelling | G Grammar | V Vocabulary Develop ment | A Attitude | SS Study Strategy | |
| | | 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 | | | | | EN2PW-IVj-10.1.2- Read phrases, sentences and short stories consisting of two syllable words and the questions about them | | | | | | | | |

K to 12 BASIC EDUCATION CURRICULUM

GRADE 3

1st Quarter: Continuation of Beginning Literacy Quarterly and Weekly Articulation

| | |
|------------------------------|---|
| Grade Level Standards | 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 |
|------------------------------|---|

| 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 |
| 1 | EN3FL-Ia-3.8 Initiate conversations with peers in a variety of school settings | EN3LC-Ia-j-2 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> | | EN3PW-Ia-b-7 Review reading and writing short e, a and i words in CVC pattern | EN3F-Ia-j-3.5.1 Read grade 3 level texts consisting of 2-syllable words with short vowel sound with at least 95-100% accuracy | EN3G-Ia-1 Sentences EN3G-Ia-1.1 Distinguish sentences from non-sentences | EN1V-Ia-b-01 Give the meaning of words used in stories listened to | EN3A-Ia-b-1 Participate/engage in a read-along of texts (e.g. poetry, repetitive text) | EN3SS-Ia-2.1 Arrange words with a different first letter in alphabetical order |
| 2 | EN3FL-Ib-3.6 Express ideas in a conversational manner EN3OL-Ib-1.19 Express one's ideas by presenting a skit <i>BEAM ENG3 DLP 55 Writing Utterances In A Given Situation Comic Strip Presented</i> | Listen to a variety of literary and expository texts EN3LC-Ia-j-2.1 a. note important details EN3LC-Ia-j-2.7 b. sequence at least 3 events using signal words | Read simple sentences and levelled stories and EN3RC-IO-2.2 a. note details regarding character, setting and plot EN3RC-IO-2.10 b. sequence 3 events <i>(Note: different comprehension skills may recur in different quarters)</i> | | EN3PW-Ib-d-19 Read words with short o sounds in CVC pattern and phrases and sentences containing these words EN3PW-Ib-d-19.1 Recognize more common sight words in order to read | EN3F-Ia-j-1.10.1 Read aloud from familiar prose and poetry Consisting of Long vowel words with fluency, appropriate rhythm, pacing and intonation | EN3G-Ib-1 Sentences EN3G-Ib-1.4 Construct simple sentences EN3G-Ib-1.4.1 Use a declarative sentence EN3G-Ib-1.4.1.1 Differentiate a declarative from an | EN1V-Ib-23 Show understanding of meaning of short o words through drawing, actions, and using them in sentences | | EN3SS-Ia-6 Monitor and self-correct one's comprehension by scanning and skimming EN3SS-Ia-e-1.1 Follow instructions given orally |

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| 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 |
| | | <p>EN3LC-Ia-j-2.6 c. retell some parts of the story</p> <p>EN3LC-Ia-j-3.15 d. differentiate real from make-believe</p> <p>EN3LC-Ia-j-2.8 e. infer feelings and traits of characters</p> <p>EN3LC-Ia-j-2.16 f. identify cause and effect</p> | | | simple phrases and sentences | | <p>interrogative sentence</p> <p>EN3G-Ib-1.6 Use proper punctuation for declarative and interrogative sentences</p> <p>EN3G-Ib-1.4.7 Construct declarative and interrogative sentences</p> <p>EN3G-Ib-1.4.8 Identify an exclamatory sentence</p> | | | |
| 3 | <p>EN3OL-Ic-1.3 Share relevant information</p> | <p>EN3LC-Ia-j-2.17 g. draw conclusions</p> <p>Listen to poems and</p> <p>EN3LC-Ic-2.18 a. identify the rhyming words</p> <p>EN3LC-Ic-3.11 give a simple paraphrase</p> | <p>EN3RC-Ic-e-2.1 Describe literary elements of texts including characters setting and plot</p> | | | | <p>EN3G-Ic-1 Identify an imperative sentence</p> <p>EN3G-Ic-1.3 Use different kinds of sentences (e.g. declarative, interrogative, exclamatory, imperative)</p> <p><i>BEAM ENG3 DLP 39 Recognizing , Telling and Asking Sentences</i></p> | <p>EN1V-Ic-24 Show understanding of meaning of short u words through drawing, actions, and using them in sentences</p> | | |

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 |
| | | | | | | | <i>BEAM ENG3 DLP 41 Recognizing Imperative and Exclamatory Sentences</i> | | | |
| 4 | EN3OL-Id-1.8 Recount specific/significant events | | | | | EN3F-Id-e-1.10 Read aloud short stories/poems consisting of short a,e,i and o words with speed, accuracy and proper intonation | EN3G-Id-1 Sentences EN3G-Id-1.6 Use appropriate punctuation marks (e.g. period, comma, question mark, exclamation point) | | | |
| 5 | EN3OL-Ie-1.10 Synthesize and Restate information shared by others | | | | EN3PW-Ie-3 Read words with short u sound in CVC pattern | EN3F-Ie-j-4.3 Read with accuracy, speed and proper phrasing sentences and stories with short u words and other words previously studied | EN3G-Ie-2 Nouns EN3G-Ie-2.4 Use nouns (e.g. people, animals, places,, things events) in simple sentences <i>BEAM ENG3 DLP 17 Looking for Name Words</i> | EN2V-Ie-14 Classify common words into conceptual categories (e.g. animals, foods, toys) 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 | | |
| 6 | | | EN3RC-If-j-2.8 Make and confirm predictions about texts | | EN3PW-If-g-17.1 Differentiate words with different medial vowels (eg: cap- cop- | EN3F-Ie-j-4.2.1 Read with accuracy, appropriate speed and | EN3G-If-2.2 Use common and proper nouns | | | |
| 7 | | | | | | | EN2G-Ig-h-2.3 Use plural form of regular | | | |

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 |
| 8 | | | <i>BEAM ENG3 DLP 50 Giving Appropriate Ending For A Given Situation</i> | | cup; fan-fin, fun) EN3PW-Ig-h-20.1 Read phrases, sentences and short stories consisting of short vowel words and the questions about them | correct intonation 2- syllable words consisting of short e to u words | nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) <i>BEAM ENG3 DLP 19 Using Plural of Nouns</i> | | | |
| 9 | EN3OL-Ii-j-1.10.3 Connect information heard to personal experience | | | | EN3PW-Ii-15 Read 2-syllable words consisting of short e to u sound (basket, hotdog, sunset, etc.) | | EN3G-Ii-j-2.4 Use plural form of frequently occurring irregular nouns (e.g. children, feet, teeth) | | | |

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|-----------|--|--|--|--|---|--|--|--|--|--|
| 10 | | | | <p>Write different forms of simple composition as a response to stories/ poems listened to</p> <p>EN3WC-Ia-j-4 a. draw and write sentences about one's drawing</p> <p>EN3WC-Ia-j-5 b. a note of advice</p> <p>EN3WC-Ia-j-6 c. Thank you letter</p> <p>EN3WC-Ia-j-7 d. descriptive paragraph</p> <p>EN3WC-Ia-j-8 e. another ending for a story</p> <p>EN3WC-Ia-j-2.2 f. a diary</p> <p>EN3WC-Ia-j-9 g. a short paragraph, etc.</p> | <p>EN3PW-Ij-21 Read phrases, sentences and short stories consisting of 2-syllable words and the questions about them</p> <p><i>BEAM ENG3 DLP 3 Decoding New Words with Pattern</i></p> | | | | | |
|-----------|--|--|--|--|---|--|--|--|--|--|

K to 12 BASIC EDUCATION CURRICULUM

2nd 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 | EN3OL-IIa-b-1.17.2 Ask simple questions | EN3LC-IIa-b-3.16 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> | EN3WC-IIa-b-1 Participate in generating ideas through prewriting activities | EN3PW-IIa-d-2 Show how spoken words are represented by written letters that are arranged in a specific order | EN3PWR-IIa-b-22 Read words with initial consonant blends (l, r and s blends) | EN3F-IIa-j-3.5.1 Read grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy | EN3S-IIa-b-4 Spell one-to- two syllable words with consonant blends (e.g. pl, tr) | EN3G-IIa-c-3 Verbs | EN3V-IIa-b-5 Show understanding of meaning of words with initial consonant blends through drawing, actions, and using them in sentences | EN3A-IIa-b-1 Participate/engage in a read-along of texts (e.g. poetry, repetitive text) | EN3SS-IIa-b-1.1 Arrange words with the same first letter but a different second letter in alphabetically order |
| 2 | <i>BEAM ENG3 DLP 42 Using Do/ Does in Asking Questions</i> | EN3LC-IIc-e-1.1 Activate prior knowledge based on new knowledge formed | EN3RC-IIa-b-2.19 Rereads, monitors and self-correct one's comprehension | a. EN3WC-IIa-1.1 brainstorming b. EN3WC-IIb-1.2 webbing c. EN3WC-IIc-1.3 drawing | | EN3PWR-IIc-24 Read phrases, sentences and short stories consisting of words with initial consonant blends | EN3F-IIa-j-1.10.1 Read aloud from familiar prose and poetry | | EN3G-IIa-b-3.4 Use the be-verbs (am, is, are was, were) correctly in sentences | | | |
| 3 | | EN3LC-IIa-j-2 Activate prior knowledge based on the stories to be read | EN3RC-IIc-e-2.2 Note details in a given text | EN3WC-IId-h-3 Write at least three sentences from various familiar sources | | Consisting of Long vowel words with fluency, appropriate rhythm, pacing and intonation | | | EN3G-IIc-d-3.4 Identify and use action words in simple sentences | EN3V-IIc-6 Derive meaning from repetitive language structures review | EN3A-IIc-2 Revisit favorite books, songs, rhymes | EN3LC-IIc-3.6 Follow one-to-three step directions |
| | | Listen to a variety of literary and expository texts EN3LC-IIa-j-2.1 | EN3RC-IIa-b-2.8 Make simple predictions | Write different forms of simple composition as a response to | | EN3F-IIa-c-4.4 Read with accuracy, speed and proper | | EN3G-IId-f-3.2 Form and use the past tense of frequently occurring regular | | | | EN3RC-IIc-d-2.15 Use graphic organizers to show understanding of texts |

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| 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 |
| | | a. note important details EN3LC-IIa-j-2.7 b. sequence at least 3 events using signal words EN3LC-IIa-j-2.6 c. retell some parts of the story EN3LC-IIa-j-3.15 d. differentiate real from make-believe EN3LC-IIa-j-2.8 e. infer feelings and traits of characters EN3LC-IIa-j-2.16 f. identify cause and effect EN3LC-IIa-j-2.17 | EN3RC-II0-2.2 a. note details regarding character, setting and plot EN3RC-II0-2.10 b. sequence 3 events <i>(Note: different comprehension skills may recur in different quarters)</i> | stories/poems listened to EN3WC-IIa-j-4 a. draw and write sentences about one's drawing EN3WC-IIa-j-5 b. a note of advice EN3WC-IIa-j-6 c. Thank you letter EN3WC-IIa-j-7 d. descriptive paragraph EN3WC-IIa-j-8 e. another ending for a story EN3WC-IIa-j-2.2 f. a diary EN3WC-IIa-j-9 g. a short paragraph, etc. | | | phrasing sentences and stories with words beginning in consonant blends and other words previously studied | | verbs (walk – walked, etc) EN3G-IIe-f-3.2.1.1 Use verbs in simple present tense | | | |
| 4 | EN3OL-IIId-e-1.17.1 Give one-to-three step directions | | | | | EN3PWR-IIId-e-1.1 Read words with final blends (-st, -lt, -nd, -nt, -ft..) preceded by short e, a, i,o and u words (belt, sand, raft) | EN3F-IIId-e-4.4.1 Read with accuracy, speed and proper phrasing sentences and stories consisting of words with ending consonant blends and other words previously studied | EN3S-IIId-e-4.1 Spell words with ending consonant blends | | EN3V-IIId-e-5.1 Show understanding of meaning of words with final consonant blends through drawing, actions, and using them in sentences | EN3A-IIId-f-7 Identify favorite authors and stories | |
| 5 | <i>BEAM ENG3 DLP 57 Giving Short Commands or Directions</i> | | | | EN3PA-IIe-f-4.1 Identify sounds and count syllables in words | | | | | | | |
| 6 | EN3OL-IIIf-1.11 Restate and retell information | | | | | EN3PW-IIIf-1.1 Read phrases, sentences and short stories consisting of words with final consonant blends and | | | | | | EN3SS-IIIf-h-1.5 Locate information using print and non-print sources |

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| 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 |
| | | g. draw conclusions EN3LC-IIf-h- 2.8 | | EN3WC-III-j-2.6 Use appropriate punctuation marks | | other words previously studied and the questions about them | | | | | | |
| 7 | EN3WC-IIg-h-2.1 Recall and share experiences, film viewed and story read/listened to as springboard for writing | Make simple inferences about thoughts and feelings based from texts viewed/ listened to EN3LC-III-j-2.7 Sequence a series of events viewed/ listened to | | | | EN3PWR-IIg-h-22 Read words with initial and final consonant digraph ch | EN3F-IIg-h-4.4.2 Read with accuracy, speed and proper phrasing sentences and stories with words consisting of initial and final ch and sh and other words previously studied | EN3S-IIg-h-4.2 Spell words with consonant digraphs ch and sh | EN3G-IIe-f-3.2.1.1 Use verbs in simple present and past tense <i>BEAM ENG3 DLP 37 Using Present Tense of the verb</i> <i>BEAM ENG3 DLP 49 Using Simple Past Tense of Regular Verbs</i> | EN3V-IIg-h-5.2 Show understanding of meaning of words with consonant digraphs ch through drawing, actions, and using them in sentences | | |
| 8 | | | | | | | | | | | | |
| 9 | EN3A-III-j-3 Retell familiar stories to other children | | | | | EN3PWR-III-j-22.1 Read phrases, sentences and short stories consisting of words with consonant digraph ch and sh and other words previously studied and the | EN3F-III-j-4.4.2 Read with accuracy, speed and proper phrasing sentences and stories with words consisting of l ch and sh words and other words previously studied with speed, | EN3S-III-j-4.3 Spell words with initial and final consonant blends and consonant digraphs | EN3G-III-j-3.2.2 Use verbs in simple future tense | EN3V-III-j-5.3 Show understanding of meaning of words with consonant digraphs sh through drawing, actions, and using them in sentences | | |
| 10 | | | | | | | | | | | | |
| | | | EN3RC-IIi-j-2.10 Sequence a series of events in a literary selection | | | | | | | | | |

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| 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 |
| | | | <i>BEAM ENG3 DLP 33-34 Sequencing Events</i> | | | questions about them | accuracy and proper phrasing | | | | | |

3rd 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 | |
| 1 | | EN3LC-IIIa-b-2.1 Recall details from texts viewed/ listened to | <i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i> | EN3WC-IIIa-1 Participate in generating ideas through prewriting activities | EN3PW-IIIa-b-5 Read words with long a sound (long a ending in e) | EN3F-IIIa-1.6 Read grade 3 level texts consisting of words with long vowel sound with at least 95-100% accuracy | EN3S-IIIa-d-4 Spell words that were introduced during word recognition | EN3G-IIIa-b-4.2.1 Use demonstrative pronouns (this,/that, these/those) | EN3V-IIIa-7 Recognize some words represented by common abbreviations (e.g. Mr. Ave., Oct.) | EN3A-IIIa-7 Identify favorite authors and stories | EN3SS-IIIa-1.3 Get information from index and table of contents | |
| 2 | | EN3LC-IIIb-2.19 Identify possible solutions to problems EN3LC-IIIb-4 Infer print sources EN3LC-IIIc-d-2.5 Validate ideas made after listening to a story | EN3RC-IIIa 2.7.1 Identify several effects based on a given cause EN3RC-IIIa 2.11 Make inferences and draw conclusions based on texts (pictures, title | EN3WC-IIIb-c-3 Write at least three sentences from various familiar sources | EN3F-IIIa-j-3.5.1 Read grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy | | | EN1V-IIIa-c-13.1,13.2 Give the synonyms and antonyms of some words EN1V-IIIa-j-25 Show understanding of meaning of long vowel words (a, i, o, and u) | EN3LC-IIIb-c-2.9 Take part in creative responses to stories like preparing logs, journal and other oral presentations | EN3OL-IIIb-i-1.2 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 |
| | | <p>EN3LC-IIIa-j-1.1 Activate prior knowledge based on new knowledge formed</p> <p>EN3LC-IIIa-j-2 Activate prior knowledge based on the stories to be read.</p> | <p>and content words)</p> <p>EN3RC-IIIa-2.13 Distinguish fact from opinion</p> <p>EN3RC-IIIa-b-2.13 Identify cause and effect</p> | | | <p>EN3F-IIIa-j-1.10.1 Read aloud from familiar prose and poetry Consisting of Long vowel words with fluency, appropriate rhythm, pacing and intonation</p> | | | <p>through drawing, actions, and using them in sentences</p> <p>EN3V-IIIb-d-13 Increase vocabulary through Synonyms (e.g. quick/fast) and antonyms (e.g. big/small)</p> | | |
| 3 | <p>EN3OL-IIIc-1.16.2 Listen and respond to others</p> | <p>Listen to a variety of literary and expository texts</p> <p>EN3LC-IIIa-j-2.1 a. note important details</p> | | | <p>EN3PWR-IIIc-11,12,13 Read sentences, stories and poems consisting of long a words and questions about them</p> | | | <p>EN3G-IIIc-d-4.2.3 Use personal pronouns (e.g. I, you, he, she, it, we, they)</p> | | | |
| 4 | <p>EN3OL-IIIId-1.16.3 Follow and explain processes</p> | <p>EN3LC-IIIa-j-2.7 b. sequence at least 3 events using signal words</p> | | <p>EN3WC-IIIId-e-2.6 Use appropriate punctuation marks</p> | <p>EN3PWR-IIIId-24 Read words with long i sound (long i ending in e)</p> | <p>EN3F-IIIe-f-1.8 Read with automaticity 100 2nd and 3rd grade high-frequency/sight words</p> | | | | <p>EN3A-IIIId-h-6 Take books from home to school or vice-versa for independent / shared extra reading</p> | |
| 5 | <p>EN3OL-IIIe-1.16.4 Express opinions and feelings about other's ideas</p> | <p>EN3LC-IIIa-j-2.6 c. retell some parts of the story</p> | <p>EN3RC-IIIe-f-2.11 Make inferences and draw conclusions based from texts</p> | | <p>EN3PWR-IIIe-25 Read sentences, stories and poems consisting of long i words</p> | | <p>EN3S-IIIe-f-5 Spell some irregularly - spelled words (e.g. have, said, please, because)</p> | <p>EN3G-IIIe-f-4.2.4 Use commonly used possessive pronouns</p> | <p>EN3V-IIIe-f13.6 Homonyms (e.g. flower/flour)</p> | | |

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 |
| | | EN3LC-IIIa-j-3.15 d. differentiate real from make-believe | <i>BEAM ENG3 DLP 66 Give an Appropriate Ending to a Given Situation</i> | | and questions about them | | | | | | |
| 6 | EN3OL-IIIIf-1.16.5 Engage in discussions about specific topics | EN3LC-IIIa-j-2.8 e. infer feelings and traits of characters | | | EN3PWR-IIIIf-26 Read words with long o sound (long a ending in e) | | | EN3G-IIIIf-g-5 Adjectives | | EN3A-IIIIf-g-1 Express feelings, opinions through journals, logs etc. | |
| 7 | EN1LC-IIIg-h-3.2 Ask and respond to questions about informational texts listened to (environment, health, how-to's, etc.) | EN3LC-IIIa-j-2.16 f. identify cause and effect | EN3RC-IIIg-j-2.5 Use different sources of information in reading | | EN3PWR-IIIg-26.1 Read sentences, stories and poems consisting of long o words And questions about them | EN3F-IIIg-j-1.11 Observe the use of punctuations including commas, periods and question marks to guide reading for fluency | EN3S-IIIg-j-2.5 Use capitalization rules in word and sentence level (e.g. proper and common nouns, beginning words in sentences) | Use descriptive adjectives <i>BEAM ENG3 DLP 64 Identifying Adjectives</i> | EN3V-IIIg-h-13.7 Homographs (e.g., read-read) | | |
| 8 | | EN3LC-IIIa-j-2.17 g. draw conclusions | Read simple sentences and levelled stories and | EN3WC-IIIh-2.4 Complete patterned poems using appropriate rhyming words | EN3PWR-IIIh-26.2 Read words with long u sound (long a ending in e) | | | | | | |
| 9 | EN3OL-IIIi-j-1.9 Compare and contrast information heard | EN3LC-IIIe-f-2.4 Propose several predictions about texts/stories listened to | EN3RC-IIIa-j-2.10 a. note details regarding character, setting and plot | | EN3PWR-IIIi-26.3 Read words with long a, i, o, and u and phrases, sentences and stories containing these words. | | | | EN3V-IIIi-j-13.7 Hyponyms-type of (e.g. guava - type of fruit) | | |
| | | EN3LC-IIIg-h-3.15 Determine whether a story is | EN3RC-IIIb-2.10 b. sequence 3 events <i>(Note: different comprehension skills may recur in different quarters)</i> | | | | | | | | |

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 |
| 10 | | realistic or fantasy <i>BEAM ENG3 DLP 69 Distinguishing Real and Fantasy</i> EN3LC-IIIi- j-3.7 Identify and use the elements of an informational /factual text heard | | | EN3PWR- IIIj-27 Read sentences, stories and poems consisting of long u words and questions about them EN3PWR- IIIj-15 Read 2- syllable words (fireman) with long vowel sound <i>BEAM ENG3 DLP 5 Identifying Words with Initial Consonant Blends</i> | | | | | | |

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 |
| 5 | <p>EN3OL-IVa-j-3.2 Ask and respond to questions about informational texts listened to (environment , health, how-to's, etc)</p> | <p>knowledge formed EN3LC-IVa-j-2 Activate prior knowledge based on the stories to be read. Listen to a variety of literary and expository texts EN3LC-IVa-j-2.1 a. note important details EN3LC-IVa-j-2.7 b. sequence at least 3 events using signal words EN3LC-IVa-j-2.6 c. retell some parts of the story EN3LC-IVa-j-3.15 d. differentiate real from make-believe</p> | <p>a. note details regarding character, setting and plot EN3RC-IO - 2.10 b. sequence 3 events <i>(Note: different comprehension skills may recur in different quarters)</i> EN3RC - IVc-d-1.2 Interpret simple maps of unfamiliar places, signs and symbols EN3RC - IVe-g-1.2 Interpret pictographs</p> | <p>EN2WC-IVf-j-2.3 Make a card for various occasions (birthday, Christmas, New Year, etc)</p> | <p>EN3PW-IVf-g-8 Read words with vowel digraphs oo(food), oa (road) EN3PWR-IVg-2 Match words, phrases and sentences containing these words with pictures EN3PWR-IVg-28 Read stories containing these words and other words previously learned</p> | <p>100% accuracy EN3F-IVa-j-1.10.1 Read aloud from familiar prose and poetry Consisting of Long vowel words with fluency, appropriate rhythm, pacing and intonation EN2F-IVa-j-1.8 Read with automaticity 100 2nd and 3rd grade high-frequency/ sight words EN3FL-IVa-j-1.11 Use punctuations including commas, periods and question marks to guide reading for fluency</p> | <p>(e.g. have, said, please, because) EN3S-IVg-i-2.5 Use capitalization rules in word and sentence level (e.g. proper and common nouns, beginning words in sentences)</p> | <p>EN3G-IVg-7 Preposition s EN3G-IVg-h-7.3 Use the most frequently occurring prepositions(e.g. towards, beside,, into, etc.)</p> | <p>EN1V-IVf-g-13.6 Use homonyms correctly (meat- meet, road, -rode) EN3V-IVg-i-9 Use known words to perform artistic theme-based activities(e.g. interviews, telephone conversation, role-play, etc.) using common sight words</p> | <p>stories like preparing logs, journal and other oral presentations EN3AT-IVg-i-6 Take books from home to school or vice-versa for independent / shared extra reading</p> | <p>EN3SS-IVe-f -1.2.2 Interpret simple tables EN3SS-IVg-h -1.2.1 Interpret a bar graphs</p> |
| 6 | | | | | | | | | | | |

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 |
| 9 | | <p>EN3LC-IVa-j-2.8 e. infer feelings and traits of characters</p> <p>EN3LC-IVa-j-2.16 f. identify cause and effect</p> <p>EN3LC-IVa-j-2.17 g. draw conclusions</p> <p>EN3LC-IVe-f-3.7. Personal Recounts (anecdotes, past experiences)</p> <p>EN3LC-IVg-h-3.7.5 Explanation (life cycles, water cycle)</p> | <p>EN3RC - IVh-j-1.2 Interpret simple graphs and tables</p> | | <p>Oy (boy), oi (boil), ou (out) Ow (bow)</p> <p>EN3PWR-IVi-2 Match these words with the appropriate pictures</p> <p>EN3PWR-IVi-21 Read phrases, sentences and short stories consisting of these words and other words previously studied</p> | <p>EN3F-IVi-j-5 Read poems with fluency, appropriate rhythm, pacing and intonation</p> | | <p>and antonyms of common adjectives</p> <p>EN3G-IVi-j-5.2 Use the degrees of adjectives in making comparisons (positive, comparative, superlative)</p> <p>EN3G-IVi-6 Adverbs</p> <p>EN3G-IVi-j-6.1 Recognize adverbs of manner</p> | <p>meaning of words with vowel diphthongs by using them in correct sentences in correct sentences</p> | | |
| | 10 | | <p>EN3LC-IVi-j-3.5 Restate facts from informational texts (climate change, children's</p> | | | <p>EN3PWR-IVj-22 Recognize and read some irregularly spelled words (e.g. such as enough, through, beautiful)</p> | | | <p>EN1V-IVj-27 Read word with affixes</p> | | |

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 |
| | | rights, traffic safety, etc.) | | | | | | | | | |

GRADE 4

FIRST QUARTER

| | |
|------------------------------|--|
| Grade Level Standards | 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. |
|------------------------------|--|

| 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 | EN4LC-Ia-2.2.1 Identify the elements of a fable | EN4OL-Ia-1.14.1 Speak clearly using appropriate rate and voice projection EN4OL-Ia-1.14.2 Speak clearly using appropriate pitch EN4OL-Ia-1.14.3 | EN4V-Ia-13.1 Use context clues (synonym) to find the meaning of unfamiliar words <i>BEAM ENG4 DLP Module 2 Using Synonyms</i> | EN4RC-Ia-2.1.1 Analyze a narrative in terms of its setting | EN4F-Ia-1.6 Read aloud grade level texts with accuracy rate of 95-100 percent | | EN4G-Ia-2.2 Compose clear and coherent sentences using appropriate grammatical structures: - Kinds of nouns | EN4WC-Ia-2.2.1 Write 2-3 connected sentences | | EN4A-Ia-16 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 |
|-------------|--|---|--|---|--|---|---|---|----------------------|--|
| | | Speak clearly with appropriate stress | | | | | | | | |
| 2 | EN4LC-Ib-2.2.2 Identify the elements of a myth | EN4OL-Ib-1.14.1 Speak clearly using appropriate rate and voice projection EN4OL-Ib-1.14.2 Speak clearly using appropriate pitch EN4OL-Ib-1.14.3 Speak clearly with appropriate stress | EN4V-Ib-13.1 Use context clues (synonym) to find the meaning of unfamiliar words | EN4RC-Ib-2.1.2 Analyze a narrative in terms of its characters | EN4F-Ib-4 Read with automaticity grade level frequently occurring content area words | | EN4G-Ib-2.2 Compose clear and coherent sentences using appropriate grammatical structures: -kinds of nouns | EN4WC-Ib-1.8.1 Revise writing for clarity: -capitalization -appropriate punctuation marks | | EN4A-Ib-16 Observe politeness at all times |
| 3 | EN4LC-Ic-2.2.3 Identify the elements of a legend | EN4OL-Ic-1.14.4 Speak clearly with appropriate intonation EN4OL-Ic-1.14.5 Speak clearly with appropriate juncture EN4OL-Ic-1.14.6 Speak clearly with | EN4V-Ic-13.2 Use context clues (antonym) to find the meaning of unfamiliar words <i>BEAM ENG4 DLP Module 2 Using Antonyms</i> | EN4RC-Ic-2.1.3 Analyze a narrative in terms of its theme | EN4F-Ic-4 Read with automaticity grade level frequently occurring content area words | | EN4G-Ic-2.3.1 Compose clear and coherent sentences using appropriate grammatical structures: -pluralization of regular nouns | EN4WC-Ic-1.8.2 Revise writing for clarity -spelling | | EN4A-Ic-16 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 |
|-------------|---|---|--|---|--|---|---|---|---|--|
| | | appropriate tone EN4OL-Ic-1.14.7 Speak clearly with correct pronunciation | | | | | | | | |
| 4 | EN4LC-Id-2.7 Sequence a series of events from stories listened to | EN4OL-Id-1.14.4 Speak clearly with appropriate intonation EN4OL-Id-1.14.5 Speak clearly with appropriate juncture EN4OL-Id-1.14.6 Speak clearly with appropriate tone EN4OL-Id-1.14.7 Speak clearly with correct pronunciation | EN4V-Id-13.2 Use context clues (antonym) to find the meaning of unfamiliar words | EN4RC-Id-2.1.4 Analyze a narrative in terms of its plot (Conflict/ Problem Reaction Resolution/ Ending) | EN4F-Id-4 Read with automaticity grade level frequently occurring content area words | | EN4G-Id-2.3.1 Compose clear and coherent sentences using appropriate grammatical structures: -pluralization of regular nouns | EN4WC-Id-1.8.3 Revise writing for clarity -signal words | | EN4A-Id-16 Observe politeness at all times |
| 5 | EN4LC-Ie-2.7 Sequence a series of events from stories listened to | EN4OL-Ie-1.13.1 Give oral directions | EN4V-Ie-13.9 Use context clues (definition) to find the meaning of | EN4RC-Ie-2.1.5 Analyze a 3-4-line poem in terms of its elements | EN4F-Ie-4 Read with automaticity grade level frequently occurring | | EN4G-Ie-2.5 Compose clear and coherent sentences using appropriate | EN4WC-Ie-2.2.2 Write a 3-4-line poem in terms of its elements | EN4VC-Ie-3.1.1 Tell the uses of colors, lines | EN4A-Ie-16 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 |
|-------------|--|---|---|---|--|---|---|--|---|--|
| | | | unfamiliar words | (rhymes, sound devices) | content area words | | grammatical structures: -noun phrases | | and shapes in still images | |
| 6 | EN4LC-If-2.8 Infer author's purpose EN4LC-If-2.8 Share inferences, thoughts and feelings based on texts listened to | EN4OL-If-1.13.2 Respond to questions involving directions | EN4VD-If-13.9 Use context clues (definition) to find the meaning of unfamiliar words | EN4RC-If-2.1.5 Analyze a 3-4-line poem in terms of its elements (rhymes, sound devices) | EN4F-If-4 Read with automaticity grade level frequently occurring content area words | | EN4G-If-2.5 Compose clear and coherent sentences using appropriate grammatical structures: -noun phrases | EN4WC-If-1.8.2 Revise writing for clarity -spelling | EN4VC-If-3.1.1 Tell the uses of colors, lines and shapes in moving images | EN4A-If-16 Observe politeness at all times |
| 7 | EN4LC-Ig-2.8 Infer author's purpose EN4LC-Ig-2.8 Share inferences, thoughts and feelings based on texts listened to | | EN4V-Ig-13.9 Use context clues (definition) to find the meaning of unfamiliar words | EN4RC-Ig-2.9.1 Infer the theme of literary text | EN4F-Ig-1.6 Read aloud grade four level texts with accuracy rate of 95-100 percent | | EN4G-Ig-3.2.2 Compose clear and coherent sentences using appropriate grammatical structures: -past tense of verbs <i>BEAM ENG4 DLP Module 12 Using the Simple Past Form of the Verb</i> | EN4WC-Ig-1.8.3 Revise writing for clarity -signal words | EN4VC-Ig-3.1.1 Tell the uses of colors, lines and shapes in moving images | EN4A-Ig-16 Observe politeness at all times |
| 8 | EN4LC-Ih-2.8 Share inferences, thoughts and feelings based on texts listened to | | EN4V-Ih-13.10 Use context clues (exemplification) to find the meaning of unfamiliar words | EN4RC-Ih-2.9.1 Infer the theme of literary text | EN4F-Ih-1.13 Read grade level text with 98 words correct per minute | | EN4G-Ih-3.2.2 Compose clear and coherent sentences using appropriate grammatical structures: | EN4WC-Ih-1.8.1 Revise writing for clarity | EN4VC-Ih-3.1.1 Tell the uses of colors, lines and shapes in moving images | EN4A-Ih-16 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 |
|-------------|---|-------------------------------|---|---|---|---|---|---|---|--|
| | | | | | | | -past tense of verbs | | | |
| 9 | EN4LC-Ii-2.8 Share inferences, thoughts and feelings based on texts listened to | | EN4V-Ii-13.10 Use context clues (exemplification) to find the meaning of unfamiliar words | EN4RC-Ii-2.9.1 Infer the theme of literary text | EN4F-Ii-1.13 Read grade level text with 98 words correct per minute | | EN4G-Ii-3.2.1 Compose clear and coherent sentences using appropriate grammatical structures: -present tense of verbs <i>BEAM ENG4 DLP Module 11 Using the Simple Present Form of the Verb</i> | EN4WC-Ii-1.8.1 Revise writing for clarity | EN4VC-Ii-3.1.1 Tell the uses of colors, lines and shapes in moving images | EN4A-Ii-16 Observe politeness at all times |
| 10 | EN4LC-Ij-2.8 Share inferences, thoughts and feelings based on texts listened to | | EN4V-Ij-13.10 Use context clues (exemplification) to find the meaning of unfamiliar words | EN4RC-Ij-2.9.1 Infer the theme of literary text | EN4F-Ij-1.13 Read grade level text with 98 words correct per minute | | EN4G-Ij-3.2.1 Compose clear and coherent sentences using appropriate grammatical structures: -present tense of verbs | EN4WC-Ij-2.2.2 Write a 3-4-line poem in terms of its elements | EN4VC-Ij-3.1.1 Tell the uses of colors, lines and shapes in moving images | EN4A-Ij-5 Observe politeness at all times |

K to 12 BASIC EDUCATION CURRICULUM

SECOND QUARTER

| | |
|------------------------------|--|
| Grade Level Standards | 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. |
|------------------------------|--|

| 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 | EN4LC-IIa-3.3.1 Identify the main idea and supporting details from text heard | | EN4V-IIa-8.1 Clarify meaning of words using dictionaries <i>BEAM ENG4 DLP Module 2 Using Dictionary</i> | EN4RC-IIa-2.17 Raise questions based on text heard | EN4F-IIa-4 Read with automaticity grade level frequently occurring content area words | Locate information from reference materials EN4SS-IIa-1.4 - Use dictionaries and glossaries | Compose clear and coherent sentences using appropriate grammatical structures: EN4G-IIa-2.3.1 regular nouns and EN4G-IIa-3.9 verb agreement | EN4WS-IIa-2.8.1 Recognize the basic parts of a paragraph | Describe different forms and conventions used in print, non-print and digital materials EN4VC-IIa-3.1.1 (colors, lines, EN4VC-IIa-3.1.2 layout, EN4VC-IIa-3.1.3 icons and images, EN4VC-IIa-3.1.4 verbal use) | EN4A-IIa-16 Observe politeness at all times |
| 2 | EN4LC-IIb-3.3.1 Identify the main idea and supporting details from text heard | | EN4V-IIb-8.1 Clarify meaning of words using dictionaries | EN4RC-IIb-2.21 Identify main idea, key sentences and supporting details of a given paragraph | EN4F-IIb-4 Read with automaticity grade level frequently occurring content area words | Locate information from reference materials EN4SS-IIb-1.4 - Use dictionaries and glossaries | Compose clear and coherent sentences using appropriate grammatical structures: EN4G-IIb-2.3.1 regular nouns and | EN4WS-IIb-1.1.6.1 Use appropriate graphic organizers for pre-writing tasks | Describe different forms and conventions used in print, non-print and digital materials EN4VC-IIb-3.1.1 (colors, lines, | EN4A-IIb-16 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 | G Grammar | WC Writing/ Composition | VC Viewing | A Attitude |
|-------------|--|-------------------------------|--|--|--|--|--|---|--|--|
| | | | | | | | EN4G-IIb-3.9 verb agreement | | EN4VC-IIb-3.1.2 layout, EN4VC-IIb-3.1.3 icons and images, EN4VC-IIb-3.1.4 verbal use | |
| 3 | EN4LC-IIc-3.3.1 Identify the main idea and supporting details from text heard | | EN4V-IIc-8.2 Clarify meaning of words using thesaurus | EN4RC-IIc-2.21 Identify main idea, key sentences and supporting details of a given paragraph | EN4F-IIc-4 Read with automaticity grade level frequently occurring content area words | Locate information from reference materials EN4SS-IIc-1.4 - Use dictionaries and glossaries | Compose clear and coherent sentences using appropriate grammatical structures: EN4G-IIc-1.2.1.2 - compound subject EN4G-IIc-3.9 and verb agreement | EN4WS-IIc-1.3 Organize ideas to form coherent paragraphs | Describe different forms and conventions used in print, non-print and digital materials EN4VC-IIc-3.1.1 (colors, lines, EN4VC-IIc-3.1.2 layout, EN4VC-IIc-3.1.3 icons and images, EN4VC-IIc-3.1.4 verbal use | EN4A-IIc-16 Observe politeness at all times |
| 4 | EN4LC-IIId-2.7.1 Use appropriate graphic organizers (to show sequence of events) | | EN4V-IIId-8.2 Clarify meaning of words using thesaurus | EN4RC-IIId-2.15.1 Make an outline from a selection read | EN4F-IIId-4 Read with automaticity grade level frequently occurring content area words | Locate information from reference materials EN4SS-IIId-1.4 - Use dictionaries and glossaries | Compose clear and coherent sentences using appropriate grammatical structures: EN4G-IIId-1.2.1.2 - compound subject EN4G-IIId-3.9 | EN4WC-IIId-2.8.2 Write a paragraph showing - time-order | EN4VC-IIId-3.7.1 Tell the uses of colors, lines and shapes | EN4A-IIId-16 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 | G Grammar | WC Writing/ Composition | VC Viewing | A Attitude |
|-------------|---|--|---|--|---|--|---|--|--|--|
| | | | | | | | and verb agreement | | | |
| 5 | EN4LC-IIe-3.15 Use appropriate graphic organizers (to describe) | | EN4V-IIe-8.3 Clarify meaning of words using online resources | EN4RC-IIe-3.1.9 Identify text-types according to purpose: -To classify or describe -To recall a series of events -To explain | EN4F-IIe-4 Read with automaticity grade level frequently occurring content area words | Locate information from reference materials EN4SS-IIe-1.4 - Use dictionaries and glossaries | Compose clear and coherent sentences using appropriate grammatical structures: -pronoun EN4G-IIe-4.4.1 (number/ EN4G-IIe-4.4.2 gender) | EN4WC-IIe-2.8.2 Write a paragraph showing - time-order | EN4VC-IIe-3.7.1 Tell the uses of colors, lines and shapes | EN4A-IIe-16 Observe politeness at all times |
| 6 | EN4LC-IIIf-3.15 Identify rhymes and sound devices in poems | EN4OL-IIIf-1.15.1 Deliver familiar poems/quotable lines with ease and confidence | EN4V-IIIf-8.3 Clarify meaning of words using online resources | EN4RC-IIIf-2.3 Identify figures of speech EN4RC-IIIf-2.3.1 Onomatopoeia EN4RC-IIIf-2.3.2 Assonance EN4RC-IIIf-2.3.3 alliteration) | EN4F-IIIf-1.7 Read grade-four level texts using intonation ,expression and EN4F-IIIf-1.1 punctuation marks | | Compose clear and coherent sentences using appropriate grammatical structures: -pronoun-reference agreement EN4G-IIIf-4.4.1 (number/ EN4G-IIIf-4.4.2 gender) | EN4WC-IIIf-2.8.3 Write a paragraph showing enumeration | EN4VC-IIIf-3.7.1 Tell the uses of colors, lines and shapes | EN4A-IIIf-16 Observe politeness at all times |
| 7 | EN4LC-IIIg-3.15 Identify rhymes and sound devices in poems | EN4OL-IIIg-1.15.1 Deliver familiar poems/quotable lines with ease and confidence | EN4V-IIIg-8.3 Clarify meaning of words using online resources | Identify figures of speech EN4RC-IIIg-2.3.4 simile EN4RC-IIIg-2.3.5 Metaphor | EN4F-IIIg-1.7 Read grade-four level texts using intonation ,expression and EN4F-IIIg-1.7 | | Compose clear and coherent sentences using appropriate grammatical structures: | EN4WC-IIIg-2.8.3 Write a paragraph showing enumeration | EN4VC-IIIg-3.7.1 Tell the uses of colors, lines and shapes | EN4A-IIIg-16 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 | G Grammar | WC Writing/ Composition | VC Viewing | A Attitude |
|-------------|---|---|--|--|--|-----------------------------|---|---|---|--|
| | | | | EN4RC-IIg-2.3.6 personification | punctuation marks | | -pronoun-reference agreement EN4G-IIg-4.4.3 case, EN4G-IIg-4.4.4 kind | | | |
| 8 | | EN4OL-IIh-1.15.1 Deliver familiar poems/quotable lines with ease and confidence | EN4V-IIh-8.3 Clarify meaning of words using online resources | EN4RC-IIh-3.1.10 Analyze lead of a news report | EN4F-IIh-1.7 Read grade-four level texts using intonation, expression and EN4F-IIh-1.7 punctuation marks | | Compose clear and coherent sentences using appropriate grammatical structures: -pronoun-reference agreement EN4G-IIh-4.4.3 case, EN4G-IIh-4.4.4 kind | EN4WC-IIh-2.2.3 Write a brief news report | EN4VC-IIh-3.7.1 Tell the uses of colors, lines and shapes | EN4A-IIh-16 Observe politeness at all times |
| 9 | | EN4OL-III-1.15.1 Deliver familiar poems/quotable lines with ease and confidence | EN4V-III-8.3 Clarify meaning of words using online resources | EN4RC-III-3.1.10 Analyze lead of a news report | EN4FL-III-1.7 Read grade-four level texts using intonation, expression and EN4F-III-1.7 punctuation marks | | Compose clear and coherent sentences using appropriate grammatical structures: -pronoun-reference agreement EN4G-III-4.4.3 case EN4G-III-4.4.4 kind | EN4WC-III-2.2.3 Write a brief news report | EN4VC-III-3.7.1 Tell the uses of colors, lines and shapes | EN4A-III--16 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 | G Grammar | WC Writing/ Composition | VC Viewing | A Attitude |
|-------------|---|---|--|--|---|-----------------------------|--|---|---|--|
| 10 | | EN4OL-IIj-1.15.1 Deliver familiar poems/quotable lines with ease and confidence | EN4V-IIj-8.3 Clarify meaning of words using online resources | EN4RC-IIj-3.1.10 Analyze lead of a news report | EN4F-IIj-1.7 Read grade-four level texts using intonation ,expression and EN4F-IIj-1.7 punctuation marks | | Compose clear and coherent sentences using appropriate grammatical structures: -pronoun-reference agreement EN4GS-IIj-4.4.3 Case EN4GS-IIj-4.4.4 kind | EN4WC-IIj-2.2.3 Write a brief news report | EN4VC-IIj-3.7.1 Tell the uses of colors, lines and shapes | EN4A-IIj--16 Observe politeness at all times |

THIRD QUARTER

| | |
|------------------------------|--|
| Grade Level Standards | 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. |
|------------------------------|--|

| 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 | EN4LC-IIIa-2.3 Distinguish reality from fantasy | EN4OL-IIIa-1.14 Use verbal cues in oral public announcements | EN4V-IIIa-13.1 Synonym EN4V-IIIa-13.2 Antonym Use context clues (synonym and antonym) to find the | EN4RC-IIIa-2.2 Note significant details | EN4F-IIIa-1.7 Read grade-four level texts using intonation ,expression and punctuation marks | | EN4G-IIIa-8.3 Compose clear and coherent sentences using appropriate grammatical structures: -Coordinate | EN4WC-IIIa-2.8.2 Write a paragraph showing - time-order | EN4VC-IIIa-3.1 Describe various types of viewing Materials | EN4A-IIIa--16 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 | G Grammar | WC Writing/ Composition | VC Viewing | A Attitude |
|-------------|---|---|--|--|---|---|---|--|---|--|
| | | | meaning of unfamiliar words | | | | conjunctions | | | |
| 2 | EN4LC-IIIb-2.3 Distinguish reality from fantasy | EN4OL-IIIb-1.14 Use verbal cues in oral public announcements | EN4V-IIIa-13.11 Identify shades of meaning in words | EN4RC-IIIb-4.1 Identify various text-types according to structure -Enumeration | EN4F-IIIb-1.7 Read grade-four level texts using intonation, expression and punctuation marks | EN4SS-IIIb-1.5.3 Use card catalog to locate resources | EN4G-IIIb-8.4 Compose clear and coherent sentences using appropriate grammatical structures: -Subordinate Conjunctions | EN4WC-IIIb-2.8.2 Write a paragraph showing - time-order | EN4VC-IIIb-3.1 Describe various types of viewing Materials | EN4A-IIIb--16 Observe politeness at all times |
| 3 | EN4LC-IIIc-2.16 Use indirect speech to clarify the speaker's ideas | EN4OL-IIIc-1.14 Use verbal cues in oral public announcements | Identify different meanings of content specific words -General EN4V-IIIc-20.1 denotation EN4V-IIIc-20.2 Connotation | EN4RC-IIIc-4.2 Identify various text-types according to structure -Time-order (sequence, recounts, process) | EN4F-IIIc-1.7 Read grade-four level texts using intonation, expression and punctuation marks | EN4SS-IIIc-1.4 Locate information from Dictionaries | EN4G-IIIc-5.5 Compose clear and coherent sentences using appropriate grammatical structures: -order of adjectives | EN4WC-IIIc-2.8.2 Write a paragraph showing -time order | EN4VC-IIIc-3.1 Describe various types of viewing Materials | EN4A-IIIc--16 Observe politeness at all times |
| 4 | EN4LC-IIIId-2.16 Use indirect speech to clarify the speaker's ideas | EN4OL-IIIId-1.14 Use verbal cues in oral public announcements | Identify different meanings of content specific words (Mathematics) EN4V-IIIId-20.1 denotation EN4V-IIIId-20.2 Connotation | EN4RC-IIIId-4.3 Identify various text-types according to structure -Cause and effect | EN4F-IIIId-1.7 Read grade-four level texts using intonation, expression and punctuation marks | EN4SS-IIIId-1.4 Locate information from dictionaries | EN4G-IIIId-6.5 Compose clear and coherent sentences using appropriate grammatical structures: -adverbs of place and time | EN4WC-IIIId-2.8.3 Write a paragraph showing enumeration | EN4VC-IIIId-3.1 Describe various types of viewing Materials | EN4A-IIIId--16 Observe politeness at all times |
| 5 | | EN4OL-IIIe-1.14 | Identify different meanings of | EN4RC-IIIe-4.4 | EN4F-IIIe-1.7 | EN4SS-IIIe-1.4 | EN4G-IIIe-7.5 | EN4WC-IIIe-2.8.3 | EN4VC-IIIe-1.6/2.6 | EN4A-IIIe--16 |

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 |
|-------------|---|---|--|--|---|---|---|--|--|--|
| | | Use verbal cues in oral public announcements | content specific words (Mathematics) EN4V-IIIe-20.1 denotation EN4V-IIIe-20.2 Connotation | Identify various text-types according to structure -Problem and solution | Read grade-four level texts using intonation ,expression and punctuation marks | Locate information from Glossaries | Compose clear and coherent sentences using appropriate grammatical structures: -simple and compound prepositions | Write a paragraph showing enumeration | Identify the visual elements used in a print/non-print materials | Observe politeness at all times |
| 6 | | EN4OL-IIIIf-1.14 Use verbal cues in oral public announcements | Identify different meanings of content specific words (Content – Science) EN4V-IIIIf-20.1 denotation EN4V-IIIIf-20.2 Connotation | EN4RC-IIIIf-4.5 Identify various text-types according to structure -Comparison and contrast | EN4F-IIIIf-1.7 Read grade-four level texts using intonation ,expression and punctuation marks | EN4SS-IIIIf-1.3 Locate information from Indices | EN4G-IIIIf-7.2 Compose clear and coherent sentences using appropriate grammatical structures: -prepositional phrases | EN4WC-IIIIf-2.8.4 Write a one-paragraph essay on waste segregation | EN4VC-IIIIf-1.6/2.6 Identify the visual elements used in a print/non-print materials | EN4A-IIIIf--16 Observe politeness at all times |
| 7 | | EN4OL-IIIIg-1.14 Use verbal cues in oral public announcements | Identify different meanings of content specific words (Science) EN4V-IIIIg-20.1 denotation EN4V-IIIIg-20.2 Connotation | EN4RC-IIIIg-2.12 Make generalizations | EN4F-IIIIg-1.7 Read grade-four level texts using intonation ,expression and punctuation marks | EN4SS-IIIIg-1.3 Locate information from indices | EN4G-IIIIg-1.8.1 Use a particular kind of sentence for a specific purpose -asking permission | EN4WC-IIIIg-2.8.4 Write a one-paragraph essay on waste segregation | EN4VC-IIIIg-1.6/2.6 Identify the visual elements used in a print/non-print materials | EN4A-IIIIg--16 Observe politeness at all times |
| 8 | | EN4OL-IIIh-1.14 Use verbal cues in oral public announcements | Identify different meanings of content specific words (Health) EN4V-IIIh-20.1 | EN4RC-IIIh-2.12 Make generalizations | EN4F-IIIh-1.7 Read grade-four level texts using intonation ,expression and | EN4SS-IIIh-1.2.6 Interpret pictures | EN4G-IIIh-1.8.2 Use a particular kind of sentence for a specific purpose | EN4WC-IIIh-2.8.4 Write a one-paragraph essay on waste segregation | EN4VC-IIIh-2.4 Make connections between information viewed and | EN4A-IIIh--16 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 | G Grammar | WC Writing/ Composition | VC Viewing | A Attitude |
|-------------|---|---|--|---|--|---|--|---|---|---|
| | | | denotation EN4V-IIIh-20.2 Connotation | | punctuation marks | | - responding to questions | | personal experiences | |
| 9 | | EN4OL-IIIi-1.14 Use verbal cues in oral public announcement s | Identify different meanings of content specific words (Health) EN4V-IIIi-20.1 denotation EN4V-IIIi-20.2 Connotation | EN4RC-IIIi-2.15.2 Use appropriate graphic organizers for texts read | EN4F-IIIi-1.7 Read grade- four level texts using intonation ,expression and punctuation marks | EN4SS-IIIi-1.2.1 Interpret graphs | EN4G-IIIi-1.8.3 Use a particular kind of sentence for a specific purpose -making requests | EN4WC-IIIi-2.8.4 Write a one- paragraph essay on waste segregation | EN4VC-IIIi-2.4 Make connections between information viewed and personal experiences | EN4A-IIIi--16 Observe politeness at all times |
| 10 | | EN4OL-IIIj-1.14 Use verbal cues in oral public announcement s | Identify different meanings of content specific words (Art) EN4V-IIIj-20.1 denotation EN4V-IIIj-20.2 Connotation | EN4RC-IIIj-2.15.2 Use appropriate graphic organizers for texts read | EN4F-IIIj-1.7 Read grade- four level texts using intonation ,expression and punctuation marks | EN4SS-IIIh-1.7 Locate information from available online resources | EN4G-IIIg-1.8.4 Use a particular kind of sentence for a specific purpose -following and giving directions | EN4WC-IIIj-2.8.4 Write a one- paragraph essay on waste segregation | EN4VC-IIIj-2.4 Make connections between information viewed and personal experiences | EN4A-IIIj--16 Observe politeness at all times |

K to 12 BASIC EDUCATION CURRICULUM

FOURTH QUARTER

| | |
|------------------------------|--|
| Grade Level Standards | 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. |
|------------------------------|--|

| 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 | EN4LC-IVa-2.10 Distinguish fact from opinion | EN4OL-IVa-1.24 Express facts and opinions from informational text | EN4V-IVa-13.1/13.2 Use context clues (synonym and antonym) to find the meaning of unfamiliar words | EN4RC-IVa-5.1 Interpret the messages of the different authentic texts -Product labels | EN4F-IVa-1.6 Read aloud grade four level texts with accuracy rate of 95-100 percent | EN4SS-IVa-1.8 Take down relevant information | EN4G-IVa-1.8.5 Use simple and compound sentences to enumerate ideas | | EN4VC-IVa-2.6 Identify the visual elements used in a print/non-print materials | EN4A-IVa--16 Observe politeness at all times |
| 2 | EN4LC-IVb-2.10 Distinguish fact from opinion | EN4OL-IVb-1.24 Express facts and opinions from informational text | EN4V-IVb-20 Identify the meaning of unfamiliar and multiple meaning words | EN4RC-IVb-5.2 Interpret the messages of the different authentic texts -medical prescriptions | EN4F-IVb-1.6 Read aloud grade four level texts with accuracy rate of 95-100 percent | EN4SS-IVb-1.8 Take down relevant information | EN4G-IVb-1.8.5 Use simple and compound sentences to enumerate ideas | | EN4VC-IVb-2.6 Identify the visual elements used in a print/non-print materials | EN4A-IVb--5 Observe politeness at all times |
| 3 | EN4LC-IVc-2.10 Distinguish fact from opinion | EN4OL-IVc-1.24 Express facts and opinions from informational text | EN4V-IVc-12.4.1 Identify the meaning of unfamiliar words according to structure (root words) <i>BEAM ENG4 Module 2 Identifying Meaning Of Unfamiliar Words</i> | EN4RC-IVc-5.3 Interpret the messages of the different authentic texts -pamphlets | EN4F-IVc-1.6 Read aloud grade four level texts with accuracy rate of 95-100 percent | EN4SS-IVc-1.8 Take down relevant information | EN4G-IVc-1.8.6 Use simple and compound sentences to show sequence of events/information | | EN4VC-IVc-1.4 Make connections between information viewed and personal experiences | EN4A-IVc--16 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 | G Grammar | WC Writing/ Composition | VC Viewing | A Attitude |
|-------------|--|---|--|--|---|--|---|--------------------------------------|--|---|
| | | | <i>Through Structural Analysis</i> | | | | | | | |
| 4 | EN4LC-IVd-2.10 Distinguish fact from opinion | EN4OL-IVd-1.24 Express facts and opinions from informational text | EN4V-IVd-12.4.1 Identify the meaning of unfamiliar words according to structure -root words | EN4RC-IVd-5.4 Interpret the messages of the different authentic texts (illustrations, maps, symbols) | EN4F-IVd-1.6 Read aloud grade four level texts with accuracy rate of 95-100 percent | EN4SS-IVd-1.8 Take down relevant information | EN4G-IVd-1.8.6 Use simple and compound sentences to show sequence of events/information | | EN4VC-IVd-1.4 Make connections between information viewed and personal experiences | EN4A-IVd--16 Observe politeness at all times |
| 5 | EN4LC-IVe-2.10 Distinguish fact from opinion | EN4OL-IVe-1.25 Use verbal cues in a radio broadcast | EN4VD-IVe-11.5 Identify the meaning of unfamiliar words according to structure (inflections) | EN4RC-IVe-2.22 Evaluate a variety of literary texts | EN4F-IVe-1.13 Read grade level text with 118 words correct per minute | EN4SS-IVe-1.8 Take down relevant information | EN4G-IVe-1.8.7 Use simple and compound sentences to compare and contrast ideas/objects | | EN4VC-IVe-1.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a text | EN4A-IVe--16 Observe politeness at all times |
| 6 | EN4LC-IVf-2.10 Distinguish fact from opinion | EN4OL-IVf-1.24 Use verbal cues in a radio broadcast | EN4V-IVf-11.5 Identify the meaning of unfamiliar words according to structure (inflections) | EN4RC-IVf-2.22 Evaluate a variety of literary texts | EN4F-IVf-1.13 Read grade level text with 118 words correct per minute | EN4SS-IVf-1.8 Take down relevant information | EN4G-IVf-1.8.7 Use simple and compound sentences to compare and contrast ideas/objects | | EN4VC-IVf-1.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a text | EN4A-IVf--16 Observe politeness at all times |
| 7 | EN4LC-IVg-2.10 Distinguish fact from opinion | EN4OL-IVg-1.24 Use verbal cues in a radio broadcast | EN4V-IVg-12.4.2 Identify the meaning of unfamiliar words according to structure (affixes) | EN4RC-IVg-3.1.11 Evaluate a variety of informational texts | EN4F-IVg-1.13 Read grade level text with 118 words correct per minute | EN4SS-IVg-1.8 Take down relevant information | | | EN4VC-IVg-1.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by | EN4AT-IVg--16 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 | G Grammar | WC Writing/ Composition | VC Viewing | A Attitude |
|-------------|--|-------------------------------|---|--|---|--|---------------------|--------------------------------------|---|---|
| | | | | | | | | | the words in a text | |
| 8 | EN4LC-IVh-2.10 Distinguish fact from opinion | | EN4V-IVh-12.4.2 Identify the meaning of unfamiliar words according to structure (affixes) | EN4RC-IVh-3.1.11 Evaluate a variety of informational texts | EN4F-IVh-1.13 Read grade level text with 118 words correct per minute | EN4SS-IVh-1.8 Take down relevant information | | | EN4VC-IVh-1.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in an authentic text | EN4A-IVh--16 Observe politeness at all times |
| 9 | EN4LC-IVi-2.10 Distinguish fact from opinion | | EN4V-IVi-12.4.2 Identify the meaning of unfamiliar words according to structure (affixes) | EN4RC-IVi-3.1.11 Evaluate a variety of informational texts | EN4F-IVi-1.13 Read grade level text with 118 words correct per minute | EN4SS-IVi-1.8 Take down relevant information | | | EN4VC-IVi-1.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in an authentic text | EN4AT-IVi--16 Observe politeness at all times |
| 10 | EN4LC-IVj-2.10 Distinguish fact from opinion | | EN4V-IVj-12.4.2 Identify the meaning of unfamiliar words according to structure (affixes) | EN4RC-IVj-3.1.11 Evaluate a variety of informational texts | EN4F-IVj-1.13 Read grade level text with 118 words correct per minute | EN4SS-IVj-1.8 Take down relevant information | | | EN4VC-IVj-1.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in an authentic text | EN4AT-IVj--16 Observe politeness at all times |

K to 12 BASIC EDUCATION CURRICULUM

GRADE 5

FIRST QUARTER

| | |
|------------------------------|--|
| Grade Level Standards | The learner listens critically to different text types; expresses ideas logically in oral and written forms; and demonstrates interest in reading to meet various needs. |
|------------------------------|--|

| 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 | EN5LC-Ia-2.1 Note significant details | EN5OL-Ia-2.6.1 Use appropriate facial expressions | EN5V-Ia-12 and 13 Infer the meaning of unfamiliar words (compound) based on given context clues (synonyms, antonyms, word parts) and other strategies <i>BEAM English 5 DLP Module 3 Decoding words with prefixes</i> <i>BEAM English 5 DLP Module 4 Decoding words with suffixes</i> <i>BEAM English 5 DLP Module 8 Using synonyms</i> <i>BEAM English 5 DLP Module 9 Using antonyms</i> | | EN5F-Ia-2.9 Self-correct when reading | | EN5G-Ia-3.3 Compose clear and coherent sentences using appropriate grammatical structures: -Aspects of verbs | EN5WC-Ia-1.1.6.1 Plan a two to three-paragraph composition using an outline/other graphic organizers | EN5VC-Ia-5.1 Describe different forms and conventions of film and moving pictures (lights, blocking, direction, characterization, acting, dialog, setting or set-up) | EN5A-Ia-16 Observe politeness at all times |
| 2 | EN5LC-Ib-2.17.1 | EN5OL-Ib-2.6.2 Use appropriate body | EN5V-Ib-12 and 13 Infer the meaning of unfamiliar | EN5RC-Ib-2.9.1 Infer the theme of literary text <i>MISOSA Eng6</i> | EN5F-Ib-1.6 Read aloud grade level appropriate text with an | | EN5G-Ib-3.3 Compose clear and coherent sentences using | EN5WC-Ib-1.1.6.1 Plan a two to three-paragraph | EN5VC-Ib-5.1 Describe different forms and | EN5A-Ib-16 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 | G Grammar | WC Writing/ Composition | VC Viewing | A Attitude |
|----------|---|---|--|--|--|----------------------|---|---|--|--|
| | Identify the elements of literary texts | movements/gestures | words (compound) based on given context clues (synonyms, antonyms, word parts) and other strategies | <i>Making inferences</i> | accuracy rate of 95 – 100% | | appropriate grammatical structures: -Aspects of verbs | composition using an outline/other graphic organizers | conventions of film and moving pictures (lights, blocking, direction, characterization, acting, dialog, setting or set-up) | |
| 3 | EN5LC-Ic-2.17.2 Identify the elements of literary texts | EN5OL-Ic-3.9 Use formal and informal English when appropriate to task and situation | EN5V-Ic-12 and 13 Infer the meaning of unfamiliar words (affixed) based on given context clues (synonyms, antonyms, word parts) and other strategies | EN5RC-Ic-2.23 Summarize narrative texts based on elements -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, middle and ending) | EN5F-Ic-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100% | | EN5G-Ic-3.6 Compose clear and coherent sentences using appropriate grammatical structures: -Modals | EN5WC-Ic-2.2.4 Write two to three-paragraph composition based on the prepared outline | EN5VC-Ic-5.1 Describe different forms and conventions of film and moving pictures (lights, blocking, direction, characterization, acting, dialog, setting or set-up) | EN5A-Ic-16 Observe politeness at all times EN5A-Ic-17 Show tactfulness when communicating with others |
| 4 | EN5LC-Id-2.17.3 Identify the elements of literary texts | EN5OL-Id-3.9 Use formal and informal English when appropriate to task and situation | EN5V-Id-12 and 13 Infer the meaning of unfamiliar words (affixed) based on given context clues (synonyms, antonyms, word parts) and other strategies | EN5RC-Id-2.23 Summarize narrative texts based on elements -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, | EN5F-Id-1.8.1.1 Read with automaticity grade level frequently occurring content area words (Art) | | EN5G-Id-3.6 Compose clear and coherent sentences using appropriate grammatical structures: -Modals | EN5WC-Id-2.2.4 Write two to three-paragraph composition based on the prepared outline | EN5VC-Id-6 Distinguish among various types of viewing materials | EN5A-Id-16 Observe politeness at all times EN5A-Id-17 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 |
|------|---|---|--|--|--|----------------------|--|--|---|--|
| | | | | middle and ending) | | | | | | |
| 5 | EN5LC-Ie-2.11.1/2.11.2/2.11.3 Analyze sound devices (onomatopoeia, alliteration, assonance) | EN5OL-Ie-3.9 Use formal and informal English when appropriate to task and situation | EN5V-Ie-12 and 13 Infer the meaning of unfamiliar words (blended) based on given context clues (synonyms, antonyms, word parts) and other strategies | EN5RC-Ie-6 Analyze a 2-stanza poem in terms of its elements (rhymes, sound devices, imagery and figurative language) | EN5F-Ie-1.8.1.2 Read with automaticity grade level frequently occurring content area words (Math) | | EN5G-Ie-8.3/8.4 Compose clear and coherent sentences using appropriate grammatical structures: -conjunctions | EN5WC-Ie-1.8.2 Revise writing for clarity - correct spelling | EN5VC-Ie-6 Distinguish among various types of viewing materials | EN5A-Ie-16 Observe politeness at all times EN5A-Ie-17 Show tactfulness when communicating with others |
| 6 | EN5LC-If-2.8.1/2.8.2/2.8.3 Infer the speaker's tone, mood and purpose | EN5OL-If-3.9 Use formal and informal English when appropriate to task and situation | EN5V-If-12 and 13 Infer the meaning of unfamiliar words (blended) based on given context clues (synonyms, antonyms, word parts) and other strategies | EN5RC-If-2.3 Analyze figures of speech (simile, metaphor, personification, hyperbole) in a given text | EN5F-If-1.8.1.3 Read with automaticity grade level frequently occurring content area words (Science) | | EN5G-If-8.3/8.4 Compose clear and coherent sentences using appropriate grammatical structures: -conjunctions | EN5WC-If-1.8.1 Revise writing for clarity -punctuation marks | | EN5A-If-16 Observe politeness at all times EN5A-If-17 Show tactfulness when communicating with others |
| 7 | EN5LC-Ig-2.3 Distinguish reality from fantasy | EN5OL-Ig-1.8 Recount events effectively | EN5V-Ig-12 and 13 Infer the meaning of unfamiliar words (clipped) based on given context clues (synonyms, | EN5RC-Ig-2.3 Analyze figures of speech (simile, metaphor, personification, | EN5F-Ig-1.8.1.4 Read with automaticity grade level frequently occurring content area words (Health) | | EN5G-Ig-8.3/8.4 Compose clear and coherent sentences using appropriate grammatical structures: -conjunctions | EN5WC-Ig-1.8.3 Revise writing for clarity -transition/signal words | | EN5A-Ig-16 Observe politeness at all times EN5A-Ig-17 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 |
|-------------|---|--|--|---|--|-----------------------------|---|--------------------------------------|----------------------|---|
| | | | antonyms, word parts) and other strategies | hyperbole) in a given text | | | | | | when communica- ting with others |
| 8 | EN5LC-Ih-2.3 Distinguish reality from fantasy | EN5OL-Ih-1.8 Recount events effectively | EN5V-Ih-12 and 13 Infer the meaning of unfamiliar words (clipped) based on given context clues (synonyms, antonyms, word parts) and other strategies | EN5RC-Ih-2.3 Analyze figures of speech (simile, metaphor, personificat ion, hyperbole) in a given text | EN5F-Ih-1.13 Read grade level text with 118 words correct per minute | | EN5G-Ih-8.3/8.4 Compose clear and coherent sentences using appropriate grammatical structures: -conjunctions | | | EN5A-Ih-16 Observe politeness at all times EN5A-Ih-17 Show tactfulness when communica- ting with others |
| 9 | | EN5OL-Ii-1.8 Recount events effectively | EN5VD-Ii-8.1/8.2/8.3 Clarify meaning of words using dictionaries, thesaurus, and/or online resources <i>BEAM English 5 DLP Module 5 Using dictionary</i> | | EN5F-Ii-1.13 Read grade level text with 118 words correct per minute | | EN5G-Ii-8.3/8.4 Compose clear and coherent sentences using appropriate grammatical structures: -conjunctions | | | EN5A-Ii-16 Observe politeness at all times EN5A-Ii-17 Show tactfulness when communica- ting with others |
| 10 | | EN5OL-Ij-1.8 Recount events effectively | EN5V-Ij-8.1/8.2/8.3 Clarify meaning of words using dictionaries, thesaurus, and/or online resources | | EN5F-Ij-1.13 Read grade level text with 118 words correct per minute | | | | | EN5A-Ij-16 Observe politeness at all times EN5A-Ij-17 Show tactfulness when communica- |

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 |
|------|----------------------------------|------------------------|--------------------------------|--------------------------------|------------------------------|----------------------|--------------|-------------------------------|---------------|------------------|
| | | | | | | | | | | ting with others |

SECOND QUARTER

| | |
|------------------------------|--|
| Grade Level Standards | 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. |
|------------------------------|--|

| 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 | EN5LC-IIa-4 Identify signal words from text heard | EN5OL-IIa-1.13.1 Provide accurate instructions | | EN5RC-IIa-2.21 Identify main idea, key sentences and supporting details of a given paragraph | | | EN5G-IIa-3.9 Compose clear and coherent sentences using appropriate grammatical structures: -subject-verb agreement (inverted sentences) | EN5WC-IIa-1.1.6.1 Plan a two to three-paragraph composition using an outline/other graphic organizers | EN5VC-IIa-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIa-7.1 Stereotypes, EN5VC-IIa-7.2 Point of view EN5VC-IIa-7.3 Propagandas | EN5A-IIa-16 Observe politeness at all times EN5A-IIa-17 Show tactfulness when communicating with others |
| 2 | EN5LC-IIb-3.19 Identify informational text-types | EN5OL-IIb-1.26 Give precise information on a given topic | EN5V-IIb-20.2.1 Identify different meanings of content specific words (denotation and connotation) (Science) | EN5RC-IIb-2.21 Identify main idea, key sentences and supporting details of a given paragraph | | EN5SS-IIb-1.5.3 Use card catalog to locate resources <i>MISOSA English 6 Using the Card Catalogue</i> | EN5G-IIb-3.9 Compose clear and coherent sentences using appropriate grammatical structures: -subject-verb agreement | EN5WC-IIb-2.2.5 Write paragraphs showing -cause and effect | EN5VC-IIb-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIb-7.1 | EN5A-IIb-16 Observe politeness at all times EN5A-IIb-17 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 |
|-------------|--|---|--|--|--|--|---|--|--|--|
| | | | | | | | (intervening phrases) | | Stereotypes, EN5VC-IIb-7.2 Point of view EN5VC-IIb-7.3 Propagandas | |
| 3 | EN5LC-IIc-3.19 Identify informational text-types | EN5OL-IIc-1.3.1 Ask questions to check understanding of information presented | EN5V-IIc-20.1.1 EN5V-IIc-20.2.1 Identify different meanings of content specific words (denotation and connotation) (Science) | EN5RC-IIc-3.2.1 Distinguish text-types according to purpose -To classify or describe | EN5F-IIc-1.8.1 Read with automaticity grade level frequently occurring content area words | EN5SS-IIc-1.4 Gather relevant information from various sources -glossaries | EN5G-IIc-2.2.2 EN5G-IIc-3.9 Compose clear and coherent sentences using appropriate grammatical structures: -irregular nouns and verb agreement | EN5WC-IIc-2.2.5 Write paragraphs showing -cause and effect | EN5VC-IIc-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIc-7.1 Stereotypes, EN5VC-IIc-7.2 Point of view EN5VC-IIc-7.3 Propagandas | EN5A-IIc-16 Observe politeness at all times EN5A-IIc-17 Show tactfulness when communicating with others |
| 4 | EN5LC-IIId-2.10 Distinguish fact from opinion | EN5OL-IIId-3.4.1 Respond to ideas and opinions after reflection | EN5V-IIId-20.1.1 EN5V-IIId-20.2.1 Identify different meanings of content specific words (denotation and connotation) (Science) | EN5RC-IIId-3.2.1 Distinguish text-types according to purpose -To classify or describe | EN5F-IIId-1.8.1 Read with automaticity grade level frequently occurring content area words | EN5SS-IIId-1.4 Gather relevant information from various sources -Dictionaries | EN5G-IIId-2.2.6 EN5G-IIId-3.9 Compose clear and coherent sentences using appropriate grammatical structures: - collective nouns and verb agreement | EN5WC-IIId-1.8.2 Revise writing for clarity -correct spelling | EN5VC-IIId-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIId-7.1 Stereotypes, EN5VC-IIId-7.2 Point of view EN5VC-IIId-7.3 Propagandas | EN5A-IIId-16 Observe politeness at all times EN5A-IIId-17 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 |
|-------------|--|--|--|---|--|---|--|---|--|--|
| 5 | EN5LC-IIe-2.10 Distinguish fact from opinion | EN5OL-IIe-3.4.1 Respond to ideas and opinions after reflection | EN5V-IIe-20.1.2 EN5V-IIe-20.2.2 Identify different meanings of content specific words (denotation and connotation) (Mathematics) | EN5RC-IIe-3.2.2 Distinguish text-types according to purpose -To recall a series of events/ information | EN5F-IIe-1.8.1 Read with automaticity grade level frequently occurring content area words | EN5SS-IIe-1.4 Gather relevant information from various sources -Thesaurus | EN5G-IIe-5.3 Compose clear and coherent sentences using appropriate grammatical structures: -kinds of adjectives | EN5WC-IIe-1.8.1 EN5WC-IIe-1.8.3 Revise writing for clarity -punctuation marks -signal words | EN5VC-IIe-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIe-7.1 Stereotypes, EN5VC-IIe-7.2 Point of view EN5VC-IIe-7.3 Propagandas | EN5A-IIe-16 Observe politeness at all times EN5A-IIe-17 Show tactfulness when communicating with others |
| 6 | | EN5OL-IIif-3.5.1 Provide evidence to support opinion/fact | EN5V-IIif-20.1.2 EN5V-IIif-20.2.2 Identify different meanings of content specific words (denotation and connotation) (Mathematics) | EN5RC-IIif-3.2.3 Distinguish text-types according to purpose -To explain | EN5F-IIif-1.8.1 Read with automaticity grade level frequently occurring content area words | EN5SS-IIif-1.7 Gather relevant information from various sources -Online references | EN5G-IIif-5.5 Compose clear and coherent sentences using appropriate grammatical structures: -order of adjectives | EN5WC-IIif-2.2.6 Write paragraphs showing -comparison and contrast | EN5VC-IIif-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIif-7.1 Stereotypes, EN5VC-IIif-7.2 Point of view EN5VC-IIif-7.3 Propagandas | EN5A-IIif-16 Observe politeness at all times EN5A-IIif-17 Show tactfulness when communicating with others |
| 7 | | | EN5V-IIig-20.1.3 EN5V-IIig-20.2.3 Identify different meanings of content specific words (denotation | EN5RC-IIig-2.12 Make generalizations | EN5F-IIig-2.9 Self-correct when reading | EN5SS-IIig-1.7 Gather relevant information from various sources -Online references | EN5G-IIig-5.2 Compose clear and coherent sentences using appropriate grammatical structures: -degrees of adjectives | EN5WC-IIig-2.2.6 Write paragraphs showing -comparison and contrast | EN5VC-IIig-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIig-7.1 | EN5A-IIig-16 Observe politeness at all times EN5A-IIig-17 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 |
|-------------|---|------------------------------------|---|--|--|---|---|--|---|--|
| | | | and connotation) (Health) | | | | | | Stereotypes, EN5VC-IIg-7.2 Point of view EN5VC-IIg-7.3 Propagandas | |
| 8 | | EN5OL-IIh-4 Make a stand | EN5V-IIh-20.1.3 EN5V-IIh-20.2.3 Identify different meanings of content specific words (denotation and connotation) (Health) | EN5RC-IIh-2.15.1 Make an outline from a selection read | EN5F-IIh-1.3 Read grade level text with accuracy, appropriate rate and proper expression | EN5SS-IIh-1.8 Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others <i>MISOSA English 6 Organizing Ideas</i> | EN5G-IIh-8.3 Compose clear and coherent sentences using appropriate grammatical structures: -subordinate and coordinate conjunctions | EN5WC-IIh-1.8.2 Revise writing for clarity - correct spelling | EN5VC-IIh-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIh-7.1 Stereotypes, EN5VC-IIh-7.2 Point of view EN5VC-IIh-7.3 Propagandas | EN5A-IIh-16 Observe politeness at all times EN5A-IIh-17 Show tactfulness when communica- ting with others |
| 9 | | EN5OL-III-4 Make a stand | | EN5RC-III-2.15.1 Make an outline from a selection read | EN5F-III-1.3 Read grade level text with accuracy, EN5F-III-1.6 appropriate rate and EN5F-III-1.7 proper expression | | | EN5WC-III-1.8.1 Revise writing for clarity - appropriate punctuation marks EN5WC-III-1.8.3 -transition/ signal words | EN5VC-III-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-III-7.1 Stereotypes, EN5VC-III-7.2 Point of view EN5VC-III-7.3 Propagandas | EN5A-III-16 Observe politeness at all times EN5A-III-17 Show tactfulness when communica- ting with others |
| 10 | | EN5OL-IIj-4 Make a stand | | | EN5F-IIj-1.3 Read grade level text with accuracy, | | | EN5WC-IIj-3.7 Distinguish among forms | EN5VC-IIj-7 Determine images/ideas that are | EN5A-IIj-16 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 |
|-------------|---|-------------------------------|---------------------------------------|---------------------------------------|--|---|---------------------|--|--|---|
| | | | | | <p>EN5F-IIj-1.6 appropriate rate</p> <p>EN5F-IIj-1.7 and proper expression</p> | | | <p>(kinds and descriptions</p> <p>Fill-out forms accurately (school forms, deposit and withdrawal slips, etc.)</p> | <p>explicitly used to influence viewers</p> <p>EN5VC-IIj-7.1 Stereotypes, EN5VC-IIj-7.2 Point of view EN5VC-IIj-7.3 Propagandas</p> | <p>EN5A-IIj-17 Show tactfulness when communica- ting with others</p> |

THIRD QUARTER

| | |
|------------------------------|--|
| Grade Level Standards | The learner listens critically to different text types; expresses ideas logically in oral and written forms; and demonstrates interest in reading to meet various needs. |
|------------------------------|--|

| 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 | <p>EN5LC-IIIa-2.10 Distinguish fact from opinion</p> <p>EN5LC-IIIa-2.15 Provide evidence to support understanding</p> | <p>EN5OL-IIIa-2.7 Remind others to stay on topic</p> | <p>EN5V-IIIa-20.3 Infer the meaning of unfamiliar words (compound, affixed) based on</p> <p>EN5V-IIIa-20.4 given context clues (Synonyms Antonyms word parts) and</p> <p>EN5V-IIIa-20.5</p> | <p>EN5RC-IIIa-3.2.4 Distinguish text-types according to purpose -To persuade</p> | <p>EN5F-IIIa-1.3 Read grade level text with accuracy, EN5F-IIIa-1.6 appropriate rate and EN5F-IIIa-1.7 proper expression</p> | <p>EN5SS-IIIa-3 Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others</p> | <p>EN5G-IIIa-7.3.1 Compose clear and coherent sentences using appropriate grammatical structures: -Prepositions</p> | | | <p>EN5A-IIIa-16 Observe politeness at all times</p> <p>EN5A-IIIa-17 Show tactfulness when communica- ting with others</p> |

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 |
|-------------|---|---|--|--|---|--|---|--------------------------------------|----------------------|--|
| | | | other strategies (Health) | | | | | | | |
| 2 | EN5LC-IIIb-2.15 Provide evidence to support understanding | EN5OL-IIIb-2.7 Remind others to stay on topic | EN5V-IIIb-20.3 Infer the meaning of unfamiliar words (compound, affixed) based on EN5V-IIIb-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIb-20.5 other strategies (Health) | EN5RC-IIIb-3.2.5 Distinguish text-types according to features (structural and language) -Problem and solution | EN5F-IIIb-2.9 Self-correct when reading | EN5SS-IIIb-3 Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others | EN5G-IIIa-7.3.2 Compose clear and coherent sentences using appropriate grammatical structures: -Prepositional phrases | | | EN5A-IIIb-16 Observe politeness at all times EN5A-IIIb-17 Show tactfulness when communicating with others |
| 3 | EN5LC-IIIc-2.15 Provide evidence to support understanding | EN5OL-IIIc-2.8 Link comments to the remarks of others | EN5V-IIIc-20.3 Infer the meaning of unfamiliar words (compound, affixed) based on EN5V-IIIc-20.4 given context clues (Synonyms Antonyms word parts) and | EN5RC-IIIc-3.2.5 Distinguish text-types according to features (structural and language) -Problem and solution | EN5F-IIIc-1.3 Read grade level text with accuracy, EN5F-IIIc-1.6 appropriate rate and EN5F-IIIc-1.7 proper expression | EN5SS-IIIc-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others | EN5G-IIIa-1.8.1 EN5G-IIIa-1.8.3 Use a particular kind of sentence for a specific purpose and audience -asking permission -making requests | | | EN5A-IIIc-16 Observe politeness at all times EN5A-IIIc-17 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 |
|-------------|--|--|---|---|---|---|---|---|--|--|
| | | | EN5V-IIIc-20.5 other strategies (Science) | | | | | | | |
| 4 | EN5LC-IIIId-2.8.1/2.8.2/2.8.3 Infer the speaker's tone, mood and purpose | EN5OL-IIIId-2.8 Link comments to the remarks of others | EN5V-IIIId-20.3 Infer the meaning of unfamiliar words (compound, affixed) based on EN5V-IIIId-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIId-20.5 other strategies (Health) | EN5RC-IIIId-3.2.4 Distinguish text-types according to features (structural and language) -Problem and solution | EN5F-IIIId-2.9 Self-correct when reading | EN5SS-IIIId-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others | EN5G-IIIId-1.8.1 EN5G-IIIId-1.8.2 Use a particular kind of sentence for a specific purpose and audience -asking permission -responding to questions | EN5WC-IIIId-1.1.6.1 Plan a two to three-paragraph composition using an outline/other graphic organizers | | EN5A-IIIId-16 Observe politeness at all times EN5A-IIIId-17 Show tactfulness when communicating with others |
| 5 | EN5LC-IIIe-2.8.1/2.8.2/2.8.3 Infer the speaker's tone, mood and purpose | EN5OL-IIIe-3.7 Use appropriate strategies to keep the discussion going | EN5V-IIIe-20.3 Infer the meaning of unfamiliar words (compound, affixed) based on EN5V-IIIe-20.4 given context clues (Synonyms Antonyms) | EN5RC-IIIe-3.2.6 Distinguish text-types according to features (structural and language) -Cause and effect | EN5F-IIIe-1.3 Read grade level text with accuracy, EN5F-IIIe-1.6 appropriate rate and EN5F-IIIe-1.7 proper expression | EN5SS-IIIe-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others | EN5G-IIIe-1.8.4 Use a particular kind of sentence for a specific purpose and audience -following and giving directions | EN5WC-IIIe-2.2.7 Write a 3-paragraph feature article | EN5VC-IIIe-3.7 Infer the target audience | EN5A-IIIe-16 Observe politeness at all times EN5A-IIIe-17 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 |
|-------------|--|---|--|--|---|---|---|---|--|--|
| | | | word parts) and EN5V-IIIe-20.5 other strategies (Mathematics) | | | | | | | |
| 6 | EN5LC-IIIIf-2.8.1/2.8.2/2.8.3 Infer the speaker's tone, mood and purpose | EN5OL-IIIIf-3.7 Use appropriate strategies to keep the discussion going | EN5V-IIIIf-20.3 Infer the meaning of unfamiliar words (compound, affixed) based on EN5V-IIIIf-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIIf-20.5 other strategies (Mathematics) | EN5RC-IIIIf-3.2.6 Distinguish text-types according to features (structural and language) -Cause and effect | EN5F-IIIIf-2.9 Self-correct when reading | EN5SS-IIIIf-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others | EN5G-IIIIf-1.8.8 Use a particular kind of sentence for a specific purpose and audience -giving information | EN5WC-IIIIf-1.8.2/1.8.1/1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/signal words | EN5VC-IIIIf-3.8 Infer purpose of the visual media | EN5A-IIIIf-16 Observe politeness at all times EN5A-IIIIf-17 Show tactfulness when communicating with others |
| 7 | EN5LC-IIIIf-3.17 Identify point-of-view | | | EN5RC-IIIIf-3.2.7 Distinguish text-types according to features (structural and language) -comparison and contrast | EN5F-IIIIf-1.3 EN5F-IIIIf-1.7 Observe accuracy, appropriate rate and proper expressions in choral, echo and shadow reading. | EN5SS-IIIIf-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others | EN5G-IIIIf-1.8.9 Use a particular kind of sentence for a specific purpose and audience -making explanation | EN5WC-IIIIf-2.2.7 Write a 3-paragraph feature article | EN5VC-IIIIf-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIIIf-7.1 Stereotypes, EN5VC-IIIIf-7.2 | EN5A-IIIIf-16 Observe politeness at all times EN5A-IIIIf-17 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 |
|-------------|--|-------------------------------|---------------------------------------|---|--|--|--|---|--|--|
| | | | | | | | | | Point of view EN5VC-IIIg-7.3 Propagandas | |
| 8 | EN5LC-IIIh-3.17 Identify point-of-view | | | EN5RC-IIIh-3.2.7 Distinguish text-types according to features (structural and language) -comparison and contrast | EN5F-IIIh-1.3 EN5F-IIIh-1.7 Observe accuracy, appropriate rate and proper expressions in choral, echo and shadow reading | EN5SS-IIIh-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others | EN5G-IIIh-1.8.10 Use a particular kind of sentence for a specific purpose and audience -expressing opinions/ Emotions | EN5WC-IIIh-1.8.2/1.8.1/1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words | EN5VC-IIIh-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIIh-7.1 Stereotypes, EN5VC-IIIh-7.2 Point of view EN5VC-IIIh-7.3 Propagandas | EN5A-IIIh-16 Observe politeness at all times EN5A-IIIh-17 Show tactfulness when communicating with others |
| 9 | EN5LC-IIIi-3.17 Identify point-of-view | | | | EN5F-IIIi-1.3 EN5F-IIIi-1.7 Observe accuracy, appropriate rate and proper expressions in choral, echo and shadow reading | EN5SS-IIIi-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others | EN5G-IIIi-1.8.10 Use a particular kind of sentence for a specific purpose and audience -expressing opinions/ Emotions | EN5WC-IIIi-2.2.7 Write a 3-paragraph feature article | | EN5A-IIIi-16 Observe politeness at all times EN5A-IIIi-17 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 | EN5LC-IIIj-3.17 Identify point-of-view | | | | EN5F-IIIj-1.3 EN5F-IIIj-1.7 Observe accuracy, appropriate rate and proper expressions in choral, echo and shadow reading | EN5SS-IIIj-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others | EN5G-IIIj-1.8.10 Use a particular kind of sentence for a specific purpose and audience -expressing opinions/ Emotions | | | EN5A-IIIj-16 Observe politeness at all times EN5A-IIIj-17 Show tactfulness when communicating with others |

FOURTH QUARTER

| | |
|------------------------------|--|
| Grade Level Standards | The learner listens critically to different text types; expresses ideas logically in oral and written forms; and demonstrates interest in reading to meet various needs. |
|------------------------------|--|

| 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 | EN5LC-IVa-3.11 Restate sentences heard in one's own words | EN5OL-IVa-2.6.1 Use appropriate facial expressions | EN5V-IVa-20.1 EN5V-IVa-20.2 Identify different meanings of content specific words (denotation and connotation) (Science) | EN5RC-IVa-3.2.8 Distinguish text-types according to features (structural and language) -Enumeration | EN5F-IVa-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100% | EN5SS-IVa-1.8 Take down relevant notes | EN5G-IVa-1.8.1 Use compound sentences to show cause and effect | | EN5VC-IVa-3.7 Infer target audience | EN5A-IVa-16 Observe politeness at all times EN5A-IVa-17 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 |
|-------------|---|--|--|---|---|--|--|---|--|--|
| 2 | EN5LC-IVb-3.11 Restate sentences heard in one's own words | EN5OL-IVb-2.6.1 Use appropriate facial expressions | EN5V-IVb-20.1 EN5V-IVb-20.2 Identify different meanings of content specific words (denotation and connotation) (Science) | EN5RC-IVb-3.2. 8 Distinguish text-types according to features (structural and language) -Enumeration | EN5F-IVb-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100% | EN5SS-IVb-1.8 Take down relevant notes | EN5G-IVb-1.8.1 Use compound sentences to show cause and effect | | EN5VC-IVb-3.7 Infer target audience | EN5A-IVb-16 Observe politeness at all times EN5A-IVb-17 Show tactfulness when communicating with others |
| 3 | EN5LC-IVc-3.11 Restate sentences heard in one's own words | EN5OL-IVc-2.6.2 Use appropriate body movements/ Gestures | EN5V-IVc-20.1 EN5V-IVc-20.2 Identify different meanings of content specific words (denotation and connotation) (Health) | EN5RC-IVc-3.2. 9 Distinguish text-types according to features (structural and language) -Time-order (sequence, recounts, process) | EN5F-IVc-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100% | EN5SS-IVc-1.9 Assess credibility of the sources of information | EN5G-IVc-1.8.2 Use compound sentences to show problem-solution relationship of ideas | EN5WC-IVc-1.1.6.1 Plan a two to three-paragraph composition using an outline/other graphic organizers | EN5VC-IVc-3.8 Infer purposes of the visual media | EN5A-IVc-16 Observe politeness at all times EN5A-IVc-17 Show tactfulness when communicating with others |
| 4 | EN5LC-IVd-3.11 Restate sentences heard in one's own words | EN5OL-IVd-2.6.2 Use appropriate body movements/ Gestures | EN5V-IVd-20.1 EN5V-IVd-20.2 Identify different meanings of content specific words (denotation and connotation) (Health) | EN5RC-IVd-3.2. 9 Distinguish text-types according to features (structural and language) -Time-order (sequence, recounts, process) | EN5F-IVd-1.13 Read grade level text with 128 words correct per minute | EN5SS-IVd-1.9 Assess credibility of sources of information | EN5G-IVd-1.8.2 Use compound sentences to show problem-solution relationship of ideas | EN5WC-IVd-2.2.8 Compose a three-paragraph descriptive essay on self-selected topic | EN5VC-IVd-1.7.1 Analyze how visual and multimedia elements contribute to the meaning of a text | EN5A-IVd-16 Observe politeness at all times EN5A-IVd-17 Show tactfulness when communicating with others |
| 5 | EN5LC-IVe-3.11 Restate sentences | EN5OL-IVe-4 Use verbal and non-verbal | EN5V-IVe-20.1 EN5V-IVe-20.2 | EN5RC-IVe-2.15.2 Use appropriate | EN5F-IVe-1.13 Read grade level text with | EN5SS-IVe-5 List primary and secondary | EN5G-IVe-1.9.1 | EN5WC-IVe-1.8 Revise writing for clarity | EN5VC-IVe-1.7.1 Analyze how visual and | EN5A-IVe-16 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 | G Grammar | WC Writing/ Composition | VC Viewing | A Attitude |
|-------------|--|--|--|--|---|--|---|--|---|--|
| | heard in one's own words | cues in a TV broadcast | Identify different meanings of content specific words (denotation and connotation) (TLE) | graphic organizers in texts read | 128 words correct per minute | sources of information | Use complex sentences to show cause and effect | - correct spelling | multimedia elements contribute to the meaning of a text | EN5A-IVe-17 Show tactfulness when communicating with others |
| 6 | EN5LC-IVf-3.13 Summarize information from various text types | EN5OL-IVf-4 Use verbal and non-verbal cues in a TV broadcast | EN5V-IVf-20.1 EN5V-IVf-20.2 Identify different meanings of content specific words (denotation and connotation) (TLE) | EN5RC-IVf-5.5 Respond appropriately to messages of different authentic texts | EN5F-IVf-1.13 Read grade level text with 128 words correct per minute | EN5SS-IVf-5 List primary and secondary sources of information | EN5G-IVf-1.9.1 Use complex sentences to show cause and effect | EN5WC-IIIIf-2.2.8 Compose a three-paragraph descriptive essay on self-selected topic | EN5VC-IVf-7 Determine images/ideas that are explicitly used to influence viewers EN5VC- IVf-7.1 Stereotypes, EN5VC- IVf -7.2 Point of view EN5VC- IVf -7.3 Propagandas | EN5A-IVf-16 Observe politeness at all times EN5A-IVf-17 Show tactfulness when communicating with others |
| 7 | EN5LC-IVg-3.13 Summarize information from various text types | EN5OL-IVg-4 Use verbal and non-verbal cues in a TV broadcast | EN5V-IVg-20.1 EN5V-IVg-20.2 Identify different meanings of unfamiliar words (denotation and connotation) (Mathematics) | EN5RC-IVg-2.12 Make generalizations | EN5F-IVg-2.9 Self-correct when reading | EN5SS-IVg-2.3 Conduct short research projects on a self-selected topic | EN5G-IVg-1.9.2 Use complex sentences to show problem-solution relationship of ideas | EN5WC-IIIg-1.8.1/1.8.3 Revise writing for clarity - appropriate punctuation marks -transition/signal words | EN5VC-IVg-7 Determine images/ideas that are explicitly used to influence viewers EN5VC- IVg-7.1 Stereotypes, EN5VC- IVg -7.2 Point of view EN5VC- IVg -7.3 Propagandas | EN5A-IVg-16 Observe politeness at all times EN5A-IVg-17 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 |
|-------------|--|--|--|---------------------------------------|--|--|---|---|--|--|
| 8 | EN5LC-IVh-3.13 Summarize information from various text types | EN5OL-IVh-4 Use verbal and non-verbal cues in a TV broadcast | EN5V-IVh-20.1 EN5V-IVh-20.2 Identify different meanings of unfamiliar words (denotation and connotation) (Mathematics) | | EN5F-IVh-1.6 EN5F-IVh-1.3 EN5F-IVh-1.7 EN5F-IVh-1.14 Observe accuracy, appropriate rate, proper expressions and correct pronunciation in dramatic readings and presentations | EN5SS-IVh-2.3 Conduct short research projects on a self-selected topic | EN5G-IVh-1.9.2 Use complex sentences to show problem-solution relationship of ideas | EN5WC-IIIh-2.2.8 Compose a three-paragraph descriptive essay on self-selected topic | EN5VC-IVh-2.4 Make connections between information viewed and personal experiences | EN5A-IVh-16 Observe politeness at all times EN5A-IVh-17 Show tactfulness when communicating with others |
| 9 | EN5LC-IVi-3.13 Summarize information from various text types | EN5OL-IVi-4 Use verbal and non-verbal cues in a TV broadcast | | | EN5F-IVi-1.6 EN5F-IVi-1.3 EN5F-IVi-1.7 EN5F-IVi-1.14 Observe accuracy, appropriate rate, proper expressions and correct pronunciation in dramatic readings and presentations | EN5SS-IVi-2.3 Conduct short research projects on a self-selected topic | | | EN5VC-IVi-2.4 Make connections between information viewed and personal experiences | EN5A-IVi-16 Observe politeness at all times EN5A-IVi-17 Show tactfulness when communicating with others |
| 10 | EN5LC-IVj-3.13 Summarize information from various text types | EN5OL-IVj-4 Use verbal and non-verbal cues in a TV broadcast | | | EN5F-IVj-1.6 EN5F-IVj-1.3 EN5F-IVj-1.7 EN5F-IVj-1.14 Observe accuracy, appropriate | EN5SS-IVj-2.3 Conduct short research projects on a self-selected topic | | | EN5VC-IVj-2.4 Make connections between information viewed and | EN5A-IVj-16 Observe politeness at all times EN5A-IVj-17 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 |
|------|----------------------------------|------------------------|--------------------------------|--------------------------------|---|----------------------|--------------|-------------------------------|----------------------|--------------------------------|
| | | | | | rate, proper expressions and correct pronunciation in dramatic readings and presentations | | | | personal experiences | when communicating with others |

GRADE 6

FIRST QUARTER

| | |
|------------------------------|--|
| Grade Level Standards | The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life's purposes. |
|------------------------------|--|

| 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 | <p>EN6LC-Ia-2.3.1 EN6LC-Ia-2.3.3 EN6LC-Ia-2.3.2 EN6LC-Ia-2.3.6 EN6LC-Ia-2.3.8 EN6LC-Ia-2.3.7</p> <p>Analyze sound devices (onomatopoeia, alliteration, assonance, personification, irony and hyperbole) in a text heard</p> | <p>EN6OL-Ia-1.17</p> <p>Relate an experience appropriate to the occasion</p> | <p>EN6V-Ia-12.3.1</p> <p>Infer meaning of idiomatic expressions using -context clues</p> <p><i>BEAM English 6 DLP Module 12 Common Idioms</i></p> | <p>EN6RC-Ia-2.3.1 EN6RC-Ia-2.3.3 EN6RC-Ia-2.3.2 EN6RC-Ia-2.3.9</p> <p>Analyze sound devices (onomatopoeia, alliteration, assonance, consonance)</p> | <p>EN6F-Ia-2.9</p> <p>Self-correct when reading</p> | | <p>EN6G-Ia-2.3.1</p> <p>Compose clear and coherent sentences using appropriate grammatical structures: -Pluralization of regular nouns</p> <p><i>BEAM English 6 DLP Module 12 Using the Plural Form of Nouns</i></p> | <p>EN6WC-Ia-2.2.2</p> <p>Write a 3-line 4-stanza poem</p> | <p>EN6VC-Ia-5.1.1</p> <p>Describe different forms and conventions of film and moving pictures (lights)</p> | <p>EN6A-Ia-16</p> <p>Observe politeness at all times</p> <p><i>MISOSA English 6 Using Courteous Expressions</i></p> <p>EN6A-Ia-17</p> <p>Show tactfulness when communicating with others</p> <p>EN6A-Ia-18</p> <p>Show openness to criticism</p> |

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 |
|-------------|--|--|--|--|--|---|---|---|---|---|
| 2 | <p>EN6LC-Ib-2.3.6 Analyze sound devices (personification) in a text heard</p> | <p>EN6OL-Ib-1.17 Relate an experience appropriate to the occasion</p> | <p>EN6V-Ib-12.4.2.1 Infer meaning of idiomatic expressions using -affixes</p> <p><i>BEAM ENG6 DLP Module 2 Words with Affixes</i></p> | <p>EN6RC-Ib-6.1 EN6RC-Ib-6.2 EN6RC-Ib-6.3 EN6RC-Ib-6.4 Analyze poem with 4 or more stanzas in terms of its elements (rhymes, sound devices, imagery and figurative language)</p> | <p>EN6F-Ib-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%</p> | | <p>EN6G-Ib-2.3.2 Compose clear and coherent sentences using appropriate grammatical structures: -Pluralization of irregular nouns</p> <p><i>MISOSA 5 Module 5 Using The Plural Form Of Nouns</i></p> | <p>EN6WC-Ib-2.2.2 Write a 3-line 4-stanza poem</p> | <p>EN6VC-Ib-5.1.2 Describe different forms and conventions of film and moving pictures (blocking)</p> | <p>EN6A-Ib-16 Observe politeness at all times</p> <p>EN6A-Ib-17 Show tactfulness when communicating with others</p> <p>EN6A-Ib-18 Show openness to criticism</p> |
| 3 | <p>EN6LC-Ic-2.3.8 EN6LC-Ic-2.3.7 Analyze sound devices (irony and hyperbole) in a text heard</p> | <p>EN6OL-Ic-1.17 Relate an experience appropriate to the occasion</p> | <p>EN6V-Ic-12.4.1.1 Infer meaning of idiomatic expressions using -roots</p> <p><i>MISOSA English 6 Determining the Purpose of the Author</i></p> <p><i>BEAM English 6 DLP Module 12 Using the Plural Form of Nouns</i></p> <p><i>BEAM English 6 DLP Module 12 Determining the Purpose of the Author</i></p> | <p>EN6RC-Ic-6.5 EN6RC-Ic-6.6 EN6RC-Ic-6.7 Determine tone, mood, and purpose of the author</p> <p><i>MISOSA English 6 Determining the Purpose of the Author</i></p> <p><i>BEAM English 6 DLP Module 12 Using the Plural Form of Nouns</i></p> <p><i>BEAM English 6 DLP Module 12 Determining the Purpose of the Author</i></p> | <p>EN6F-Ic-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%</p> | | <p>EN6G-Ic-3.2 Compose clear and coherent sentences using appropriate grammatical structures: -tenses of verbs</p> | <p>EN6VC-Ic-5.1.3 Describe different forms and conventions of film and moving pictures (direction)</p> | <p>EN6A-Ic-16 Observe politeness at all times</p> <p>EN6A-Ic-17 Show tactfulness when communicating with others</p> <p>EN6A-Ic-18 Show openness to criticism</p> | |

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 |
|-------------|--|---|---|--|---|---|---|--------------------------------------|---|--|
| 4 | <p>EN6LC-Id-2.11.1 EN6LC-Id-2.11.2 EN6LC-Id-2.11.3</p> <p>Infer the speaker's tone, mood and purpose</p> <p><i>BEAM English 6 DLP Module 51 Determining the Purpose of the Author</i></p> | <p>EN6OL-Id-1.17</p> <p>Relate an experience appropriate to the occasion</p> | <p>EN6V-Id-12.3.2 EN6V-Id-12.4.1.2 EN6V-Id-12.4.2.2</p> <p>Infer meaning of figurative language using -context clues -affixes and roots -other strategies</p> <p><i>MISOSA ENGLISH 6 Using Figures of Speech</i></p> <p><i>BEAM ENG6 DLP Module 2 Using Figurative Language</i></p> <p><i>BEAM English 6 DLP Module 13 Using Figurative Language</i></p> | <p>EN6RC-Id-6.8 EN6RC-Id-6.9</p> <p>Analyze figures of speech (simile, metaphor)</p> <p><i>MISOSA ENGLISH 6 Using Figures of Speech</i></p> <p><i>BEAM ENG6 DLP Module 2 Using Figurative Language</i></p> | <p>EN6F-Id-1.6</p> <p>Read aloud grade level appropriate text with an accuracy rate of 95 – 100%</p> | | <p>EN6G-Id-3.3</p> <p>Compose clear and coherent sentences using appropriate grammatical structures: -aspects of verbs</p> | | <p>EN6VC-Id-5.1.4</p> <p>Describe different forms and conventions of film and moving pictures (characterization)</p> | <p>EN6A-Id-16</p> <p>Observe politeness at all times</p> <p>EN6A-Id-17</p> <p>Show tactfulness when communicating with others</p> <p>EN6A-Id-18</p> <p>Show openness to criticism</p> |
| 5 | <p>EN6LC-Ie-2.11.1 EN6LC-Ie-2.11.2 EN6LC-Ie-2.11.3</p> <p>Infer the speaker's tone, mood and purpose</p> | | <p>EN6V-Ie-12.3.2 EN6V-Ie-12.4.1.2 EN6V-Ie-12.4.2.2</p> <p>Infer meaning of figurative language using -context clues -affixes and roots -other strategies</p> | <p>EN6RC-Ie-6.10 EN6RC-Ie-6.11</p> <p>Analyze figures of speech (hyperbole, irony)</p> | <p>EN6F-Ie-1.8.1</p> <p>Read with automaticity grade level frequently occurring content area words</p> | | <p>EN6G-Ie-3.6</p> <p>Compose clear and coherent sentences using appropriate grammatical structures: -modals</p> | | <p>EN6VC-Ie-5.1.5</p> <p>Describe different forms and conventions of film and moving pictures (acting)</p> | <p>EN6A-Ie-16</p> <p>Observe politeness at all times</p> <p>EN6A-Ie-17</p> <p>Show tactfulness when communicating with others</p> <p>EN6A-Ie-18</p> <p>Show openness to criticism</p> |
| 6 | <p>EN6LC-If-2.11.1 EN6LC-If-2.11.2 EN6LC-If-2.11.3</p> <p>Infer the speaker's tone, mood and purpose</p> | | | <p>EN6RC-If-6.12</p> <p>Analyze figures of speech (culture-based euphemism)</p> | <p>EN6F-If-1.8.1</p> <p>Read with automaticity grade level frequently occurring content area words</p> | | <p>EN6G-If-4.4.1 EN6G-If-4.4.3 EN6G-If-4.4.2</p> <p>Compose clear and coherent sentences using</p> | | <p>EN6VC-If-5.1.6</p> <p>Describe different forms and conventions of film and moving pictures (dialog)</p> | <p>EN6A-If-16</p> <p>Observe politeness at all times</p> <p>EN6A-If-17</p> <p>Show tactfulness when</p> |

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 |
|-------------|---|-------------------------------|---------------------------------------|---|--|---|---|--------------------------------------|--|---|
| | | | | | | | appropriate grammatical structures: -Pronoun-reference agreement (number, case, gender) | | | communicating with others EN6A-If-18 Show openness to criticism |
| 7 | | | | EN6RC-Ig-2.24.1 EN6RC-Ig-2.24.2 Evaluate narratives based on how the author developed the elements: -Setting -Characters (Heroes and Villains) <i>BEAM English 5 DLP Module 37 Evaluating and Making Judgments on Oral Texts</i> | EN6F-Ig-1.8.1 Read with automaticity grade level frequently occurring content area words | | EN6G-Ig-4.4.1 EN6G-Ig-4.4.3 EN6G-Ig-4.4.2 Compose clear and coherent sentences using appropriate grammatical structures: -Pronoun-reference agreement (number, case, gender) | | EN6VC-Ig-5.1.7 Describe different forms and conventions of film and moving pictures (setting) | EN6A-Ig-16 Observe politeness at all times EN6A-Ig-17 Show tactfulness when communicating with others EN6A-Ig-18 Show openness to criticism |
| 8 | | | | EN6RC-Ih-2.24.3 Evaluate narratives based on how the author developed the elements: | EN6F-Ih-1.13 Read grade level text with 135 words correct per minute | | EN6G-Ih-3.9 Compose clear and coherent sentences using appropriate grammatical structures: -Subject-verb agreement | | EN6VC-Ih-5.1.8 Describe different forms and conventions of film and moving pictures (set-up) | EN6A-Ih-16 Observe politeness at all times EN6A-Ih-17 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 |
|-------------|---|-------------------------------|---------------------------------------|--|--|---|--|--------------------------------------|--|--|
| | | | | -Plot (chronological- sequential, en medias res, flashback) <i>MISOSA ENG6</i> <i>Identifying The Plot</i> <i>Of A Story</i> | | | | | | EN6A-Ih-18 Show openness to criticism |
| 9 | | | | EN6RC-Ii- 2.24.4 EN6RC-Ii- 2.24.5 Evaluate narratives based on how the author developed the elements: -theme -point of view | EN6F-Ii-1.13 Read grade level text with 135 words correct per minute | | EN6G-Ii-3.9 Compose clear and coherent sentences using appropriate grammatical structures: -Subject-verb agreement | | EN6VC-Ii- 3.3.1 EN6VC-Ii- 3.3.2 EN6VC-Ii- 3.3.3 Analyze the characters used in print, non-print, and digital materials (Age and gender, Race and nationality, Attitude and behavior) EN6VC-Ii- 3.3.4 Analyze the setting used in print, non-print and digital materials (Urban or Rural; Affluent or Poor) | EN6A-Ii-16 Observe politeness at all times EN6A-Ii-17 Show tactfulness when communicating with others EN6A-Ii-18 Show openness to criticism |
| 10 | | | | | EN6F-Ij-1.13 Read grade level text with 135 words correct per minute | | EN6G-Ij-3.9 Compose clear and coherent sentences using appropriate | | EN6VC-Ij- 3.3.1 EN6VC-Ij- 3.3.2 EN6VC-Ij- 3.3.3 | EN6A-Ij-16 Observe politeness at all times EN6A-Ij-17 |

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 |
|------|----------------------------------|------------------------|--------------------------------|--------------------------------|------------------------------|----------------------------------|--|-------------------------------|--|--|
| | | | | | | | grammatical structures: -Subject-verb agreement | | Analyze the characters used in print, non-print, and digital materials (Age and gender, Race and nationality, Attitude and behavior) EN6VC-Ij-3.3.4 Analyze the setting used in print, non-print and digital materials (Urban or Rural; Affluent or Poor) | Show tactfulness when communicating with others EN6A-Ij-18 Show openness to criticism |

SECOND QUARTER

| | |
|------------------------------|--|
| Grade Level Standards | The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life's purposes. |
|------------------------------|--|

| 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 | EN6LC-IIa-3.2 Distinguish various types of informational/f actual text | EN6OL-IIa-3.7 Employ an appropriate style of speaking, adjusting language, gestures, rate, and volume | EN6V-IIa-12.3.3 EN6V-IIa-12.4.1.3 EN6V-IIa-12.4.2.3 Infer meaning of borrowed words and | EN6RC-IIa-5.5 Respond appropriately to the messages of the different authentic texts | EN6F-IIa-2.9 Self-correct when reading | EN6SS-IIa-1.3 EN6SS-IIa-1.4 Gather relevant information from various sources -glossary -indices | EN6G-IIa-5.5 EN6G-IIa-5.2 Compose clear and coherent sentences using appropriate grammatical structures: | EN6WC-IIa-3.7 Fill-out forms accurately and efficiently (biodata, application forms, etc.) <i>BEAM English 5 DLP Module 12</i> | EN6VC-IIa-3.7 Infer the target audience | EN6A-IIa-16 Observe politeness at all times EN6A-IIa-17 Show tactfulness when |

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 |
|-------------|--|---|---|--|--|--|--|--|---|--|
| | | according to audience and purpose | content specific terms using -context clues -affixes and roots -other strategies (Math) | | | | -Order and degrees of regular adjectives <i>BEAM English 6 DLP Module 11 Using Adjectives in Series</i> | <i>Filling out Forms Correctly</i> | | communicating with others EN6A-IIa-18 Show openness to criticism |
| 2 | EN6LC-IIb-3.2 Distinguish various types of informational/f actual text | EN6OL-IIb-3.7 Employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose | EN6V-IIb-12.3.3 EN6V-IIb-12.4.1.3 EN6V-IIb-12.4.2.3 Infer meaning of borrowed words and content specific terms using -context clues -affixes and roots -other strategies (Science) | EN6RC-IIb-5.5 Respond appropriately to the messages of the different authentic texts | EN6F-IIb-1.6 EN6F-IIb-1.3 EN6F-IIb-1.7 Read grade level text with accuracy, appropriate rate and proper expression | EN6SS-IIb-1.4 EN6SS-IIb-1.4.1 Gather relevant information from various sources -Dictionary -Thesaurus | EN6G-IIb-5.5.1 EN6G-IIb-5.2.1 Compose clear and coherent sentences using appropriate grammatical structures: -Order and degrees of irregular adjectives | EN6WC-IIb-1.1.6.1 Plan a composition using an outline/other graphic organizers | EN6VC-IIb-3.7 Infer the target audience | EN6A-IIb-16 Observe politeness at all times EN6A-IIb-17 Show tactfulness when communicating with others EN6A-IIb-18 Show openness to criticism |
| 3 | EN6LC-IIc-3.2 Distinguish various types of informational/f actual text | EN6OL-IIc-3.7 Employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose | EN6V-IIc-12.3.3 EN6V-IIc-12.4.1.3 EN6V-IIc-12.4.2.3 Infer meaning of borrowed words and content specific terms using -context clues -affixes and roots -other strategies | EN6RC-IIc-5.5 Note significant details of informational texts | EN6F-IIc-1.6 EN6F-IIc-1.3 EN6F-IIc-1.7 Read grade level text with accuracy, appropriate rate and proper expression | EN6SS-IIc-1.4.2 EN6SS-IIc-1.4.3 Gather relevant information from various sources - Almanac -Encyclopedia | EN6G-IIc-6.6 Compose clear and coherent sentences using appropriate grammatical structures: -Adverbs of intensity | EN6WC-IIc-1.1.6.1 Use appropriate graphic organizers for pre-writing tasks | EN6VC-IIc-3.7 Infer the target audience | EN6A-IIc-16 Observe politeness at all times EN6A-IIc-17 Show tactfulness when communicating with others EN6A-IIc-18 Show openness to criticism |

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 |
|-------------|---|---|--|--|---|---|---|--|--|---|
| | | | (Health) | | | | | | | |
| 4 | <p>EN6LC-IIId-2.2 Note down relevant information from text heard</p> | <p>EN6OL-IIId-5 Share brief impromptu remarks about topics of interest</p> | <p>EN6V-IIId-12.3.3 EN6V-IIId-12.4.1.3 EN6V-IIId-12.4.2.3 Infer meaning of borrowed words and content specific terms using -context clues -affixes and roots -other strategies (Literary terms)</p> | <p>EN6RC-IIId-5.5 Note significant details of informational texts</p> | <p>EN6F-IIId-1.6 EN6F-IIId-1.3 EN6F-IIId-1.7 Read grade level text with accuracy, appropriate rate and proper expression</p> | <p>EN6SS-IIId-1.7 Gather relevant information from various sources -Online references</p> | <p>EN6G-IIId-6.7 Compose clear and coherent sentences using appropriate grammatical structures: -Adverbs of frequency</p> <p><i>BEAM English 5 DLP Module 38 Using Adverbs of Manner and Frequency</i></p> <p><i>MISOSA 5 Module 8 Using adverbs of time, place, manner and frequency</i></p> | <p>EN6WC-IIId-2.2.6 Write a 4-paragraph composition showing -comparison and contrast</p> | <p>EN6VC-IIId-3.8 Infer purpose of the visual media</p> | <p>EN6A-IIId-16 Observe politeness at all times</p> <p>EN6A-IIId-17 Show tactfulness when communicating with others</p> <p>EN6A-IIId-18 Show openness to criticism</p> |
| 5 | <p>EN6LC-IIe-2.2 Note down relevant information from text heard</p> | <p>EN6OL-IIe-5 Share brief impromptu remarks about topics of interest</p> | <p>EN6V-IIe-12.3.3 EN6V-IIe-12.4.1.3 EN6V-IIe-12.4.2.3 Infer meaning of borrowed words and content specific terms using -context clues -affixes and roots -other strategies (ICT terms)</p> | | <p>EN6F-IIe-2.9 Self-correct when reading</p> | <p>EN6SS-IIe-3 Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others</p> | <p>EN6G-IIe-6.8 Compose clear and coherent sentences using appropriate grammatical structures: -Adverbs of manner</p> <p><i>BEAM English 5 DLP Module 38 Using adverbs of manner and frequency</i></p> <p><i>MISOSA 5 Module 8 Using adverbs of time, place, manner and frequency</i></p> | <p>EN6WC-IIe-1.8.2 EN6WC-IIe-1.8.1 EN6WC-IIe-1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/signal words</p> | | <p>EN6A-IIe-16 Observe politeness at all times</p> <p>EN6A-IIe-17 Show tactfulness when communicating with others</p> <p>EN6A-IIe-18 Show openness to criticism</p> |

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 |
|-------------|---|---|--|---------------------------------------|---|--|--|---|----------------------|---|
| 6 | | EN6OL-IIif-5 Share brief impromptu remarks about topics of interest | EN6V-IIif-12.3.3 EN6V-IIif-12.4.1.3 EN6V-IIif-12.4.2.3 Infer meaning of borrowed words and content specific terms using -context clues -affixes and roots -other strategies (EPP) | | EN6F-IIif-2.9 Self-correct when reading | EN6SS-IIif-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others | EN6G-IIif-6.5 Compose clear and coherent sentences using appropriate grammatical structures: -Adverbs of place and time | EN6WC-IIif-2.2.5 Write a 4-paragraph composition showing -cause and effect | | EN6A-IIif-16 Observe politeness at all times EN6A-IIif-17 Show tactfulness when communicating with others EN6A-IIif-18 Show openness to criticism |
| 7 | | EN6OL-IIig-5 Share brief impromptu remarks about topics of interest | | | EN6F-IIig-1.6 EN6F-IIig-1.3 EN6F-IIig-1.7 Read grade level text with accuracy, appropriate rate and proper expression | | EN6G-IIig-7.3.1 EN6G-IIig-7.3.2 Compose clear and coherent sentences using appropriate grammatical structures: -Prepositions and prepositional phrases <i>MISOSA 5 Module 6 Using prepositions and prepositional phrase</i> <i>BEAM English 5 DLP Module 40</i> | EN6WC-IIig-1.8.2 EN6WC-IIig-1.8.1 EN6WC-IIig-1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words | | EN6A-IIig-16 Observe politeness at all times EN6A-IIig-17 Show tactfulness when communicating with others EN6A-IIig-18 Show openness to criticism |

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 |
|-------------|---|--|---------------------------------------|---------------------------------------|--|---|--|--|----------------------|--|
| | | | | | | | <i>Using prepositions and prepositional phrase</i> | | | |
| 8 | | EN6OL-IIh-6 React on the content of the material presented | | | EN6F-IIh-1.6 EN6F-IIh-1.3 EN6F-IIh-1.7 Read grade level text with accuracy, appropriate rate and proper expression | | EN6G-IIh-8.3 EN6G-IIh-8.4 Compose clear and coherent sentences using appropriate grammatical structures: -Subordinate and coordinate conjunctions | EN6WC-IIh-2.2.9 Write a 4-paragraph composition showing -problem and solution | | EN6A-IIh-16 Observe politeness at all times EN6A-IIh-17 Show tactfulness when communicating with others EN6A-IIh-18 Show openness to criticism |
| 9 | | EN6OL-III-6 React on the content of the material presented | | | EN6F-III-1.6 EN6F-III-1.3 EN6F-III-1.7 Read grade level text with accuracy, appropriate rate and proper expression | | EN6G-III-8.3 EN6G-III-8.4 Compose clear and coherent sentences using appropriate grammatical structures: -Subordinate and coordinate conjunctions | EN6WC-III-1.8.2 EN6WC-III-1.8.1 EN6WC-III-1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words | | EN6A-III-16 Observe politeness at all times EN6A-III-17 Show tactfulness when communicating with others EN6A-III-18 Show openness to criticism |
| 10 | | | | | | | EN6G-IIj-8.3 EN6G-IIj-8.4 Compose clear and coherent sentences using appropriate | | | EN6A-IIj-16 Observe politeness at all times EN6A-IIj-17 |

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 |
|------|----------------------------------|------------------------|--------------------------------|--------------------------------|------------------------------|----------------------------------|---|-------------------------------|---------------|---|
| | | | | | | | grammatical structures: -Subordinate and coordinate conjunctions | | | Show tactfulness when communicating with others EN6A-IIj-18 Show openness to criticism |

THIRD QUARTER

| | |
|------------------------------|--|
| Grade Level Standards | The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life’s purposes. |
|------------------------------|--|

| 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 | EN6LC-IIIa-2.2 Note significant details | EN6OL-IIIa-1.27 Provide evidence to support opinions | EN6V-IIIa-8.1 EN6V-IIIa-8.2 Clarify meaning of words using dictionaries, thesaurus <i>MISOSA Eng6 Using a dictionary</i> | EN6RC-IIIa-3.2.8 Distinguish text-types according to purpose and language features -Enumeration | EN6F-IIIa-2.9 Self-correct when reading | EN6SS-IIIa-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others | EN6SS-IIIa-1.8.1 Use a particular kind of sentence for a specific purpose and audience -asking permission | EN6WC-IIIa-1.1.6.1 Plan a composition using an outline/other graphic organizers | EN6VC-IIIa-6.1 EN6VC-IIIa-6.2 Identify real or make-believe, fact or non-fact images | EN6A-IIIa-16 Observe politeness at all times EN6A-IIIa-17 Show tactfulness when communicating with others EN6A-IIIa-18 Show openness to criticism |
| 2 | EN6LC-IIIb-3.1.12 Detect biases and propaganda | EN6OL-IIIb-1.28 Make a stand based on | EN6V-IIIb-8.3 Clarify meaning of | EN6RC-IIIb-3.2.9 Distinguish text-types | EN6F-IIIb-1.6 EN6F-IIIb-1.3 | EN6SS-IIIb-4 Organize information | EN6SS-IIIb-1.8.2 Use a particular kind | EN6WC-IIIb-2.2.10 Write a 3-paragraph | EN6VC-IIIb-6.1 EN6VC-IIIb-6.2 | EN6A-IIIb-16 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 |
|-------------|---|---|--|--|---|---|---|---|---|--|
| | devices used by speakers | informed opinion | words using online resources | according to purpose and language features -Time-order (sequence, recounts, process) | EN6F-IIIb-1.7 Read grade level text with accuracy, appropriate rate and proper expression | from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others | of sentence for a specific purpose and audience -responding to questions | editorial article | Identify real or make-believe, fact or non-fact images | EN6A-IIIb-17 Show tactfulness when communicating with others EN6A-IIIb-18 Show openness to criticism |
| 3 | EN6LC-IIIc-3.1.12 Detect biases and propaganda devices used by speakers | EN6OL-IIIc-1.28 Make a stand based on informed opinion | EN6V-IIIc-12.3.3 EN6V- IIIc - 12.4.1.3 Infer meaning of borrowed words using -context clues -affixes and roots -other strategies | EN6RC-IIIc-3.2.7 Distinguish text-types according to purpose and language features -Comparison and contrast | EN6F-IIIc-1.6 EN6F-IIIc-1.3 EN6F-IIIc-1.7 Read grade level text with accuracy, appropriate rate and proper expression | EN6SS-IIIc-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others | EN6SS-IIIc-1.8.3 Use a particular kind of sentence for a specific purpose and audience -making requests | EN6WC-IIIc-1.8.2 EN6WC-IIIc-1.8.1 EN6WC-IIIc-1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words | EN6VC-IIIc-7.1 Identify the values suggested in the visual media | EN6A-IIIc-16 Observe politeness at all times EN6A-IIIc-17 Show tactfulness when communicating with others EN6A-IIIc-18 Show openness to criticism |
| 4 | EN6LC-IIIId-3.1.13 Make a stand | EN6OL-IIIId-3.7 Use appropriate strategies to keep a discussion going | EN6V- IIIId - 12.4.1.3 Infer meaning of borrowed words using roots | EN6RC-IIIId-2.15.2 Use appropriate graphic organizers in texts read | EN6F-IIIId-3.5 EN6F-IIIId-3.2 EN6F-IIIId-3.6 Observe accuracy, appropriate rate and proper expressions in dialogs | EN6SS-IIIId-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others | EN6SS-IIIId-1.8.4 Use a particular kind of sentence for a specific purpose and audience -following and giving directions | EN6WC-IIIId-1.1.6.1 Plan a composition using an outline/other graphic organizers | EN6VC-IIIId-7.1 Identify the values suggested in the visual media | EN6A-IIIId-16 Observe politeness at all times EN6A-IIIId-17 Show tactfulness when communicating with others EN6A-IIIId-18 Show openness to criticism |

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 |
|-------------|--|---|---|---------------------------------------|---|---|--|---|----------------------|--|
| 5 | EN6LC-IIIe-3.1.13 Make a stand | EN6OL-IIIe-3.7 Use appropriate strategies to keep a discussion going | EN6V- IIIe - 12.4.2.3 Infer meaning of borrowed words using prefix | | EN6F-IIIe-3.5 EN6F-IIIe-3.2 EN6F-IIIe-3.6 Observe accuracy, appropriate rate and proper expressions in dialogs | EN6SS-IIIe-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others | EN6SS-IIIe-1.8.10 Use a particular kind of sentence for a specific purpose and audience -expressing opinions/ Emotions | EN6WC-IIIe-2.2.10 Write a 3-paragraph editorial article | | EN6A-IIIe-16 Observe politeness at all times EN6A-IIIe-17 Show tactfulness when communicating with others EN6A-IIIe-18 Show openness to criticism |
| 6 | | EN6OL-IIIIf-2.7 Remind others to stay on topic | EN6V- IIIIf - 12.4.2.3 Infer meaning of borrowed words using suffix | | EN6F-IIIIf-3.5 EN6F-IIIIf-3.2 EN6F-IIIIf-3.6 Observe accuracy, appropriate rate and proper expressions in dialogs | EN6SS-IIIIf-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others | EN6SS-IIIIf-1.8.11 Use a particular kind of sentence for a specific purpose and audience -asserting | EN6WC-IIIIf-1.8.2 EN6WC-IIIIf-1.8.1 EN6WC-IIIIf-1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words | | EN6A-IIIIf-16 Observe politeness at all times EN6A-IIIIf-17 Show tactfulness when communicating with others EN6A-IIIIf-18 Show openness to criticism |
| 7 | | EN6OL-IIIIf-1.19 Present a coherent, comprehensive report on differing viewpoints on an issue | EN6V-IIIIf-12.3.3 EN6V- IIIIf - 12.4.1.3 EN6V- IIIIf - 12.4.2.3 Infer meaning of content specific terms using -context clues -affixes and roots | | EN6F-IIIIf-3.5 EN6F-IIIIf-3.2 EN6F-IIIIf-3.6 Observe accuracy, appropriate rate and proper expressions in dialogs | EN6SS-IIIIf-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks | | | | EN6A-IIIIf-16 Observe politeness at all times EN6A-IIIIf-17 Show tactfulness when communicating with others EN6A-IIIIf-18 |

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 |
|-------------|---|--|---|---------------------------------------|--|--|---------------------|--------------------------------------|----------------------|---|
| | | | -other strategies | | | in collaboration with others | | | | Show openness to criticism |
| 8 | | EN6OL-IIIh-1.19 Present a coherent, comprehensive report on differing viewpoints on an issue | EN6V-IIIh-12.3.3 EN6V- IIIh - 12.4.1.3 EN6V- IIIh - 12.4.2.3 Infer meaning of content specific terms using -context clues -affixes and roots -other strategies | | EN6F-IIIh-3.5 EN6F-IIIh-3.2 EN6F-IIIh-3.6 Observe accuracy, appropriate rate and proper expressions in dialogs | EN6SS-IIIh-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others | | | | EN6A-IIIh-16 Observe politeness at all times EN6A-IIIh-17 Show tactfulness when communicating with others EN6A-IIIh-18 Show openness to criticism |
| 9 | | EN6OL-IIIi-1.19 Present a coherent, comprehensive report on differing viewpoints on an issue | EN6V-IIIi-12.3.3 EN6V- IIIi - 12.4.1.3 EN6V- IIIi - 12.4.2.3 Infer meaning of content specific terms using -context clues -affixes and roots -other strategies | | EN6F-IIIi-3.5 EN6F-IIIi-3.2 EN6F-IIIi-3.6 Observe accuracy, appropriate rate and proper expressions in dialogs | EN6SS-IIIi-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others | | | | EN6A-IIIi-16 Observe politeness at all times EN6A-IIIi-17 Show tactfulness when communicating with others EN6A-IIIi-18 Show openness to criticism |
| 10 | | EN6OL-IIIj-1.19 Present a coherent, comprehensive report on differing | EN6V-IIIj-12.3.3 EN6V- IIIj - 12.4.1.3 EN6V- IIIj - 12.4.2.3 Infer meaning of content | | EN6F-IIIj-3.5 EN6F-IIIj-3.2 EN6F-IIIj-3.6 Observe accuracy, | EN6SS-IIIj-4 Organize information from secondary sources in preparation for writing, | | | | EN6A-IIIj-16 Observe politeness at all times EN6A-IIIj-17 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 |
|------|----------------------------------|------------------------|---|--------------------------------|--|---|--------------|-------------------------------|---------------|---|
| | | viewpoints on an issue | specific terms using -context clues -affixes and roots -other strategies | | appropriate rate and proper expressions in dialogs | reporting and similar academic tasks in collaboration with others | | | | when communicating with others EN6A-IIIj-18 Show openness to criticism |

FOURTH QUARTER

| | |
|------------------------------|--|
| Grade Level Standards | The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life's purposes. |
|------------------------------|--|

| 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 | EN6LC-IVa-3.1.14 Restate portions of a text heard to clarify meaning | EN6OL-IVa-3.6 Summarize information conveyed through discussion | EN6V-IVa-12.3.3 EN6V- IVa -12.4.1.3 EN6V- IVa -12.4.2.3 Infer meaning of borrowed words using -context clues -affixes and roots -other strategies | EN6RC-IVa-3.2.6 Distinguish text-types according to purpose and language features -Cause and effect | EN6F-IVa-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100% | EN6SS-IVa-1.8 Take down relevant notes | EN6SS-IVa-1.8 Use various types and kinds of sentences for effective communication of information/ ideas (compound sentences) <i>MISOSA Eng6 Using Compound Sentences</i> <i>BEAM Eng5 Dlp Module 23 Using Variety Of Sentences According To Structure</i> | EN6WC-IVa-1.1.6.1 Plan a composition using an outline/other graphic organizers | EN6VC-IVa-7.1 EN6VC-IVa-7.2 EN6VC-IVa-7.3 Determine images/ideas that are explicitly used to influence viewers (Stereotypes, Point of view, Propagandas) | EN6A-IVa-16 Observe politeness at all times EN6A-IVa-17 Show tactfulness when communicating with others EN6A-IVa-18 Show openness to criticism |

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 |
|-------------|--|---|--|--|---|---|---|--|--|--|
| 2 | EN6LC-IVb-3.1.14 Restate portions of a text heard to clarify meaning | EN6OL-IVb-3.6 Summarize information conveyed through discussion | EN6V-IVb-12.3.3 EN6V- IVb - 12.4.1.3 EN6V- IVb - 12.4.2.3 Infer meaning of borrowed words using -context clues -affixes and roots -other strategies | EN6RC-IVb-3.2.6 Distinguish text-types according to purpose and language features -Cause and effect | EN6F-IVb-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100% | EN6SS-IVb-1.9 Assess credibility of sources of information | EN6SS-IVb-1.9 Use various types and kinds of sentences for effective communication of information/ ideas (complex sentences) | EN6WC-IVb-2.2.11 Compose a three-paragraph persuasive essay on self-selected topic | EN6VC-IVb-7.1 EN6VC-IVb-7.2 EN6VC-IVb-7.3 Determine images/ideas that are explicitly used to influence viewers (Stereotypes, Point of view, Propagandas) | EN6A-IVb-16 Observe politeness at all times EN6A-IVb-17 Show tactfulness when communicating with others EN6A-IVb-18 Show openness to criticism |
| 3 | EN6LC-IVc-3.1.14 Restate portions of a text heard to clarify meaning | EN6OL-IVc-3.6 Summarize information conveyed through discussion | EN6V- IVc - 12.4.1.3 Infer meaning of borrowed words using roots | EN6RC-IVc-3.2.5 Distinguish text-types according to purpose and language features -Problem and solution | EN6F-IVc-2.9 Self-correct when reading | EN6SS-IVc-5 List primary and secondary sources of information Revise writing for correctness/validity of information | EN6SS-IVc-1.10 Use various types and kinds of sentences for effective communication of information/ ideas (compound, complex sentences) | EN6WC-IVc-1.8.2 EN6WC-IVc-1.8.1 EN6WC-IVc-1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words | EN6VC-IVc-7.1 EN6VC-IVc-7.2 EN6VC-IVc-7.3 Determine images/ideas that are explicitly used to influence viewers (Stereotypes, Point of view, Propagandas) | EN6A-IVc-16 Observe politeness at all times EN6A-IVc-17 Show tactfulness when communicating with others EN6A-IVc-18 Show openness to criticism |
| 4 | EN6LC-IVd-2.23 Summarize the information from a text heard | EN6OL-IVd-3.6 Summarize information conveyed through discussion | EN6V- IVd - 12.4.2.3 Infer meaning of borrowed words using Prefix | EN6RC-IVd-3.2.5 Distinguish text-types according to purpose and language features | EN6F-IVd-1.13 Read grade level text with 145 words correct per minute | EN6SS-IVd-2.3 Conduct short research projects on a relevant issue | EN6SS-IVd-1.10 Use various types and kinds of sentences for effective communication of information/ ideas | EN6WC-IVd-1.1.6.1 Plan a composition using an outline/other graphic organizers | EN6VC-IVd-1.4 Make connections between information viewed and personal experiences | EN6A-IVd-16 Observe politeness at all times EN6A-IVd-17 Show tactfulness when |

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 |
|-------------|--|---|--|---|---|---|---|--|--|--|
| | | | | -Problem and solution | | | (compound, complex sentences) | | | communicating with others EN6A-IVd-18 Show openness to criticism |
| 5 | EN6LC-IVe-2.23 Summarize the information from a text heard | EN6OL-IVe-3.6 Summarize information conveyed through discussion | EN6V- IVe - 12.4.2.3 Infer meaning of borrowed words using Suffix | EN6RC-IVe-2.15.2 Use appropriate graphic organizers in texts read | EN6F-IVe-1.13 Read grade level text with 145 words correct per minute | EN6SS-IVe-2.3 Conduct short research projects on a relevant issue | EN6SS-IVe-1.10 Use various types and kinds of sentences for effective communication of information/ ideas (compound, complex sentences) | EN6WC-IVe-2.2.11 Compose a three-paragraph persuasive essay on self-selected topic | EN6VC-IVe-1.4 Make connections between information viewed and personal experiences | EN6A-IVe-16 Observe politeness at all times EN6A-IVe-17 Show tactfulness when communicating with others EN6A-IVe-18 Show openness to criticism |
| 6 | EN6LC-IVf-2.23 Summarize the information from a text heard | EN6OL-IVf-3.6 Summarize information conveyed through discussion | EN6V-IVf-12.3.3 EN6V- IVf - 12.4.1.3 EN6V- IVf - 12.4.2.3 Infer meaning of content-specific terms using -context clues -affixes and roots -other strategies | EN6RC-IVf-2.15.2 Use appropriate graphic organizers in texts read | EN6F-IVf-3.5 EN6F- IVf - 3.2 EN6F- IVf - 3.6 EN6F- IVf - 3.11 Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication group task | EN6SS-IVf-2.3 Conduct short research projects on a relevant issue | EN6SS-IVf-1.10 Use various types and kinds of sentences for effective communication of information/ ideas (compound, complex sentences) | EN6WC-IVf-1.8.2 EN6WC-IVf-1.8.1 EN6WC-IVf-1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words | EN6VC-IVf-1.4 Make connections between information viewed and personal experiences | EN6A-IVf-16 Observe politeness at all times EN6A-IVf-17 Show tactfulness when communicating with others EN6A-IVf-18 Show openness to criticism |

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 | | EN6OL-IVg-3.6 Summarize information conveyed through discussion | EN6V-IVg-12.3.3 EN6V- IVg - 12.4.1.3 EN6V- IVg - 12.4.2.3 Infer meaning of content-specific terms using -context clues -affixes and roots -other strategies | EN6RC-IVg-2.15.2 Use appropriate graphic organizers in texts read | EN6F-IVg-3.5 EN6F- IVg - 3.2 EN6F- IVg - 3.6 EN6F- IVg - 3.11 Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication group task | EN6SS-IVg-2.3 Conduct short research projects on a relevant issue | EN6SS-IVg-1.10 Use various types and kinds of sentences for effective communication of information/ ideas (compound, complex sentences) | EN6WC-IVg-2.2.11 Compose a three-paragraph persuasive essay on self-selected topic | EN6VC-IVg-1.4 Make connections between information viewed and personal experiences | EN6A-IVg-16 Observe politeness at all times EN6A-IVg-17 Show tactfulness when communicating with others EN6A-IVg-18 Show openness to criticism |
| 8 | | EN6OL-IVh-3.6 Summarize information conveyed through discussion | EN6V-IVh-12.3.3 EN6V- IVh - 12.4.1.3 EN6V- IVh - 12.4.2.3 Infer meaning of content-specific terms using -context clues -affixes and roots -other strategies | EN6RC-IVh-2.15.2 Use appropriate graphic organizers in texts read | EN6F-IVh-3.5 EN6F- IVh - 3.2 EN6F- IVh - 3.6 EN6F- IVh - 3.11 Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication group task | EN6SS-IVh-2.3 Conduct short research projects on a relevant issue | EN6SS-IVh-1.10 Use various types and kinds of sentences for effective communication of information/ ideas (compound, complex sentences) | EN6WC-IVh-1.8.2 EN6WC-IVh-1.8.1 EN6WC-IVh-1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words | EN6VC-IVh-1.4 Make connections between information viewed and personal experiences | EN6A-IVh-16 Observe politeness at all times EN6A-IVh-17 Show tactfulness when communicating with others EN6A-IVh-18 Show openness to criticism |
| 9 | | EN6OL-IVi-3.6 Summarize information conveyed | EN6V-IVi-12.3.3 EN6V- IVi - 12.4.1.3 | EN6RC-IVi-2.15.2 Use appropriate graphic | EN6F-IVi-3.5 EN6F- IVi - 3.2 EN6F- IVi - 3.6 | EN6SS-IVi-2.3 Conduct short research | EN6SS-IVi-1.10 Use various types and kinds of | EN6WC-IVi-2.2.11 Compose a three-paragraph | EN6VC-IVi-1.4 Make connections between | EN6A-IVi-16 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 |
|-------------|---|---|--|---|--|---|---|--|--|--|
| | | through discussion | EN6V-IVi-12.4.2.3 Infer meaning of content-specific terms using -context clues -affixes and roots -other strategies | organizers in texts read | EN6F-IVi-3.11 Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication group task | projects on a relevant issue | sentences for effective communication of information/ ideas (compound, complex sentences) | persuasive essay on self-selected topic | information viewed and personal experiences | EN6A-IVi-17 Show tactfulness when communicating with others EN6A-IVi-18 Show openness to criticism |
| 10 | | EN6OL-IVj-3.6 Summarize information conveyed through discussion | EN6V-IVj-12.3.3 EN6V-IVj-12.4.1.3 EN6V-IVj-12.4.2.3 Infer meaning of content-specific terms using -context clues -affixes and roots -other strategies | EN6RC-IVj-2.15.2 Use appropriate graphic organizers in texts read | EN6F-IVj-3.5 EN6F-IVj-3.2 EN6F-IVj-3.6 EN6F-IVj-3.11 Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication group task | EN6SS-IVj-2.3 Conduct short research projects on a relevant issue | EN6SS-IVj-1.10 Use various types and kinds of sentences for effective communication of information/ ideas (compound, complex sentences) | EN6WC-IVj-1.8.2 EN6WC-IVj-1.8.1 EN6WC-IVj-1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words | EN6VC-IVj-1.4 Make connections between information viewed and personal experiences | EN6A-IVj-16 Observe politeness at all times EN6A-IVj-17 Show tactfulness when communicating with others EN6A-IVj-18 Show openness to criticism |

K to 12 BASIC EDUCATION CURRICULUM

GRADE 7

FIRST QUARTER

| | |
|-----------------------------|---|
| PROGRAM STANDARD | 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. |
| GRADE LEVEL STANDARD | The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture. |
| CONTENT STANDARD | 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. |
| PERFORMANCE STANDARD | 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 |
|------|--|---|---|---|--|---|--|---|
| 1 | <p>EN7RC-I-a-7: Use the appropriate reading style (scanning, skimming, speed reading, intensive reading etc.) for one's purpose</p> <p>EN7SS-I-a-1.5.2: Scan for specific information</p> | <p>EN7LC-I-a-5: Recognize prosodic features: volume, projection, pitch, stress, intonation, juncture, and speech rate that serve as carriers of meaning</p> <p>EN7LC-I-a-5.1: Listen for important points signalled by <u>volume</u>, projection, pitch, stress, intonation, juncture, and rate of speech</p> <p>EN7LC-I-a-5.2: Note the changes in <u>volume</u>, projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning</p> | <p>EN7VC-I-a-8: Use structural analysis to determine the meaning of unfamiliar words or expressions from the material viewed</p> | <p>EN7V-I-a-22: Distinguish between slang and colloquial expressions in conversations</p> <p>EN7V-I-a-22.1: Distinguish features of colloquial language (fillers, contractions, etc.) and slang</p> | <p>EN7LT-I-a-1: Discover literature as a means of connecting to a significant past</p> <p>EN7LT-I-a-2: Describe the different literary genres during the pre-colonial period</p> <p>EN7LT-I-a-2.1: Identify the distinguishing features of proverbs, myths, and legends</p> | <p>EN7WC-I-a-4: Distinguish between oral and written language use</p> <p>EN7WC-I-a-4.1: Recognize the common purposes for writing</p> | <p>EN7F-I-a-3.11: Observe the correct production of vowel and consonant sounds, diphthongs, blends, glides, etc.</p> <p>EN7F-I-a-3.11.1: Read words phrases, clauses, sentences and paragraphs using the correct production of vowel and consonant sounds, diphthongs, blends and glides</p> | <p>EN7G-I-a-11: Observe correct subject-verb agreement</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 |
|-------------|--|---|--|---|---|---|---|---|
| 2 | EN7SS-I-b-1.5.1: Skim for major ideas using headings as guide | EN7LC-I-b-5.1: Listen for important points signalled by volume, <u>projection</u> , pitch, stress, intonation, juncture, and rate of speech EN7LC-I-b-5.2: Note the changes in volume, <u>projection</u> , pitch, stress, intonation, juncture, and rate of speech that affect meaning | EN7VC-I-b-8: Use structural analysis to determine the meaning of unfamiliar words or expressions from the material viewed | EN7V-I-b-22.1: Distinguish features of colloquial language (fillers, contractions, etc.) and slang | EN7LT-I-b-1: Discover literature as a means of connecting to a significant past EN7LT-I-b-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection | EN7WC-I-b-4.2: Differentiate literary writing from academic writing | EN7OL-I-b1.14: Use appropriate prosodic features of speech like pitch, stress, juncture, intonation, volume and projection and rate/speed of speech in differing oral communication situations EN7OL-I-b-1.14.2: Observe the correct pitch levels (high, medium, low) when reading lines of poetry, sample sentences and paragraphs | EN7G-I-b-11: Observe correct subject-verb agreement |
| 3 | EN7RC-I-c-7.1: Read intensively to find answers to specific questions | EN7LC-I-c-5.1: Listen for important points signalled by volume, projection, <u>pitch</u> , stress, intonation, juncture, and rate of speech EN7LC-I-c-5.2: Note the changes in volume, projection, <u>pitch</u> , stress, intonation, juncture, and rate of speech that affect meaning | EN7VC-I-c-3.1.3: Give the meaning of given signs and symbols (road signs, prohibited signs, etc.) | EN7V-I-c-10.2: Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations | EN7LT-I-c-1: Discover literature as a means of connecting to a significant past EN7LT-I-c-2.2.1: Express appreciation for sensory images used | EN7WC-I-c-4.2: Differentiate literary writing from academic writing | EN7OL-I-c-1.14.2: Observe the correct pitch levels (high, medium, low) when reading lines of poetry, sample sentences and paragraphs | EN7G-I-c-11: Observe correct subject-verb agreement |
| 4 | EN7RC-I-d-7.1: Read intensively to find answers to specific questions | EN7LC-I-d-5.1: Listen for important points signalled by volume, projection, | EN7VC-I-d-6: Identify the genre of a material viewed (such as | EN7V-I-d-10.2: Use appropriate idiomatic expressions in a | EN7LT-I-d-1: Discover literature as a means of | EN7WC-I-d-4.3: Identify basic features and kinds of paragraph | EN7OL-I-d-1.14.3: Use the correct stress (primary, | EN7G-I-d-11: Observe correct subject-verb agreement |

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 |
|-------------|---|---|---|--|--|--|--|---|
| | | pitch, <u>stress</u> , intonation, juncture, and rate of speech EN7LC-I-d-5.2: Note the changes in volume, projection, pitch, <u>stress</u> , intonation, juncture, and rate of speech that affect meaning | movie clip, trailer, news flash, internet-based program, documentary, video, etc.) | variety of basic interpersonal communicative situations | connecting to a significant past. EN7LT-I-d-2.2.2: Explain the literary devices used | | secondary, tertiary and weak) when reading passages | |
| 5 | EN7RC-I-e-2.15: Use non-linear visuals as comprehensive aids in content texts EN7SS-I-e-1.2: Transcode orally and in writing the information presented in <u>diagrams, charts, table, graphs, etc.</u> | EN7LC-I-e-5.1: Listen for important points signalled by volume, projection, pitch, stress, <u>intonation</u> , juncture, and rate of speech EN7LC-I-e-5.2: Note the changes in volume, projection, pitch, stress, <u>intonation</u> , juncture, and rate of speech that affect meaning | EN7VC-I-e-6: Identify the genre of a material viewed (such as movie clip, trailer, news flash, internet-based program, document ary, video, etc.) | EN7V-I-e-22.2: Select an appropriate colloquial or idiomatic word or expression as a substitute for another word or expression | EN7LT-I-e-1: Discover literature as a means of connecting to a significant past EN7LT-I-e-2.2.2: Explain the literary devices used | EN7WC-I-e-4.3: Identify basic features and kinds of paragraph EN7WC-I-e-2.8.1: Recognize the parts of a simple paragraph | EN7OL-I-e-1.14.3: Use the correct stress (primary, secondary, tertiary and weak) when reading passages | EN7G-I-e-11: Observe correct subject-verb agreement |
| 6 | EN7SS-I-f-1.2: Transcode orally and in writing the information presented in <u>diagrams, charts, table, graphs, etc.</u> | EN7LC-I-f-5.1: Listen for important points signaled by volume, projection, pitch, stress, intonation, <u>juncture</u> , and rate of speech EN7LC-I-f-5.2: Note the changes in volume, projection, pitch, stress, | EN7VC-I-f-9: Organize information from a material viewed | EN7V-I-f-22.2: Select an appropriate colloquial or idiomatic word or expression as a substitute for another word or expression | EN7LT-I-f-1: Discover literature as a means of connecting to a significant past EN7LT-I-f-2.2.3: Determine the tone, mood, technique, and purpose of the author | EN7WC-I-f-2.8.1: Recognize the parts of a simple paragraph | EN7OL-I-f-1.14.4: Use the rising intonation pattern with Yes-No and tag questions; the rising-falling intonation with information-seeking questions, option questions | EN7G-I-f-11: Observe correct subject-verb agreement |

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 |
|-------------|---|--|--|---|---|--|--|---|
| | | intonation, <u>juncture</u> , and rate of speech that affect meaning | | | | | and with statements | |
| 7 | EN7SS-I-g-1.2: Give the meaning of given signs and symbols (road signs, prohibited signs, etc.) | EN7LC-I-g-5.1: Listen for important points signaled by volume, projection, pitch, stress, intonation, <u>juncture</u> , and <u>rate of speech</u> EN7LC-I-g-5.2: Note the changes in volume, projection, pitch, stress, intonation, <u>juncture</u> , and <u>rate of speech</u> that affect meaning | EN7VC-I-g-9: Organize information from a material viewed | EN7V-I-g-22.3: Explain the predominance of colloquial and idiomatic expressions in oral communication | EN7LT-I-g-1: Discover literature as a means of connecting to a significant past EN7LT-I-g-2.3: Draw similarities and differences of the featured selections in relation to the theme | EN7WC-I-g-4.4: Sequence steps in writing a simple paragraph | EN7OL-I-g-1.14.4: Use the rising intonation pattern with Yes-No and tag questions; the rising-falling intonation with information-seeking questions, option questions and with statements | EN7G-I-g-11: Observe correct subject-verb agreement |
| 8 | EN7SS-I-h-1.2: Give the meaning of given signs and symbols (road signs, prohibited signs, etc.) | EN7LC-I-h-5.1: 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> EN7LC-I-h-5.2: 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 | EN7VC-I-h-10: Determine the truthfulness and accuracy of the material viewed | EN7V-I-h-22.3: Explain the predominance of colloquial and idiomatic expressions in oral communication | EN7LT-I-h-1: Discover literature as a means of connecting to a significant past EN7LT-I-h-2.3: Draw similarities and differences of the featured selections in relation to the theme | EN7WC-I-h-2.2: Retell a chosen myth or legend in a series of simple paragraphs | EN7OL-I-h-1.14.5: Observe and use correct juncture/phrasing and rate of speech when reading sample passages (prose or poetry) | EN7G-I-h-11: Observe correct subject-verb agreement |

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 | <p>EN7RC-I-i-14: Follow directions using a map</p> | <p>EN7LC-I-i-5.1: Listen for important points signaled by <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u></p> <p>EN7LC-I-i-5.2: Note the changes in <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u> that affect meaning</p> | <p>EN7VC-I-i-10: Determine the truthfulness and accuracy of the material viewed</p> | <p>EN7V-I-i-22.3: Explain the predominance of colloquial and idiomatic expressions in oral communication</p> | <p>EN7LT-I-i-1: Discover literature as a means of connecting to a significant past</p> <p>EN7LT-I-i-3: Explain how a selection may be influenced by culture, history, environment, or other factors</p> | <p>EN7WC-I-i-2.2: Retell a chosen myth or legend in a series of simple paragraphs</p> | <p>EN7OL-I-i-1.14.5: Observe and use correct juncture/phrasing and rate of speech when reading sample passages (prose or poetry)</p> | <p>EN7G-I-i-11: Observe correct subject-verb agreement</p> |
| 10 | Culminating Task | | | | | | | |

K to 12 BASIC EDUCATION CURRICULUM

SECOND QUARTER

| | |
|-----------------------------|---|
| PROGRAM STANDARD | 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. |
| GRADE LEVEL STANDARD | The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture. |
| CONTENT STANDARD | 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. |
| PERFORMANCE STANDARD | 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. |

| 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 | EN7SS-II-a-1: Use appropriate mechanisms/tools in the library for locating resources EN7SS-II-a-1.5.3: Use the <u>card catalog</u> , the online public access catalog, or electronic search engine to locate specific resources | EN7LC-II-a-6: Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to EN7LC-II-a-6.1: Extract information from the text listened to | EN7VC-II-a-1/2: <u>Note details, sequence, and relationships of ideas and events</u> | EN7V-II-a-10.1: Discriminate between literal and figurative language EN7V-II-a-10.1.1: Classify sample texts into literal or figurative | EN7LT-II-a-4: Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways EN7LT-II-a-4.1: Identify the distinguishing features of literature during the Period of Apprenticeship | EN7WC-II-a-5: Extract information from a text using a <u>summary</u> , <u>precis</u> , and paraphrase | EN7OL-II-a-4: Use verbal and non-verbal cues in conversations, dialogs, and interviews EN7OL-II-a-4.1: Use appropriate verbal and non-verbal cues when developing, maintaining and ending conversations and dialogs | EN7G-II-a-1: Use phrases, clauses, and sentences appropriately and meaningfully |
| 2 | EN7SS-II-b-1.5.3: Use the card catalog, <u>the online public access catalog</u> , or electronic search | EN7LC-II-b-3.3: Recognize main/key ideas | EN7VC-II-b-1/2: <u>Note details, sequence, and relationships of ideas and events</u> | EN7V-II-b-10.1.1: Classify sample texts into literal or figurative | EN7LT-II-b-4: Discover the conflicts presented in literary selections and the need to resolve those | EN7WC-II-b-5: Extract information from a text using a <u>summary</u> , <u>precis</u> , and paraphrase | EN7OL-II-b-4.1: Use appropriate verbal and non-verbal cues when developing, maintaining and | EN7G-II-b-1: 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 |
|-------------|--|---|---|---|---|--|---|--|
| | engine to locate specific resources | | | | conflicts in non-violent ways EN7LT-II-0-4.2: Identify the distinguishing features of poems and short stories | | ending conversations and dialogs | |
| 3 | EN7SS-II-c-1.5.3: Use the card catalog, the online public access catalog, or <u>electronic search engine</u> to locate specific resources | EN7LC-II-c-2.1/3.1: Note specific details/elements of the text listened to | EN7VC-II-c-11: <u>Narrate events chronologically/</u> Arrange ideas logically based on a material viewed | EN7V-II-c-10.1.2: Identify figures of speech that show comparison (<u>simile</u> , metaphor, personification) | EN7LT-II-c-4: Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways EN7LT-II-c-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection | EN7WC-II-c-5: Extract information from a text using a summary, precis, and <u>paraphrase</u> | EN7OL-II-c-2.7: Employ correct turn-taking, turn-giving and topic control strategies in conversations and dialogs | EN7G-II-c-1: Use phrases, clauses, and sentences appropriately and meaningfully |
| 4 | EN7SS-II-d-1.3/1.4: Get information from the <u>different parts of a book</u> and from general references in the library | EN7LC-II-d-2.1/3.1: Note specific details/elements of the text listened to | EN7VC-II-d-11: Narrate events chronologically/ <u>Arrange ideas logically</u> based on a material viewed | EN7V-II-d-10.1.2: Identify figures of speech that show comparison (<u>simile</u> , <u>metaphor</u> , personification) | EN7LT-II-d-4: Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways EN7LT-II-d-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN7LT-II-d-2.2.1: Express appreciation for | EN7WC-II-d-5.1: Identify key ideas | EN7OL-II-d-2.7: Employ correct turn-taking, turn-giving and topic control strategies in conversations and dialogs | EN7G-II-d-1: 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 |
|-------------|---|---|--|---|--|--|--|--|
| | | | | | sensory images used | | | |
| 5 | EN7SS-II-e-1.3/1.4: Get information from the different parts of a book and <u>from general references in the library</u> | EN7LC-II-e-4: Recognize signals/ cues to determine the order of ideas/ events | EN7VC-II-e-11: Narrate events chronologically/ <u>Arrange ideas logically</u> based on a material viewed | EN7V-II-e-10.1.2: Identify figures of speech that show comparison (simile metaphor, <u>personification</u>) | EN7LT-II-e-4: Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways EN7LT-II-0-2.2.2: Explain the literary devices used | EN7WC-II-e-5.1: Identify key ideas | . EN7OL-II-e-3.7: Use appropriate techniques and strategies when asking questions and eliciting answers | EN7G-II-e-1: Use phrases, clauses, and sentences appropriately and meaningfully |
| 6 | EN7SS-II-f-1.3/1.4: Get information from the different parts of a book and from <u>general references in the library</u> | EN7LC-II-f-2.13: Determine the tone and mood of the speaker or characters in the narrative listened to | EN7VC-II-f-1.3: Predict the gist of the material viewed based on the title, pictures, and excerpts of the material viewed | EN7V-II-f-10.1.3: Identify figures of speech that show contrast (<u>irony</u> , oxymoron, paradox) | EN7LT-II-f-4: Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways EN7LT-II-f-2.2.3: Determine tone, mood, technique, and purpose of the author | EN7WC-II-f-5.2: Identify supporting details | .EN7OL-II-f-3.7: Use appropriate techniques and strategies when asking questions and eliciting answers | EN7G-II-f-1: Use phrases, clauses, and sentences appropriately and meaningfully |
| 7 | EN7SS-II-g-2.1: Gather current information from newspapers and other print and non-print media | EN7LC-II-g-2.8.3: Infer the purpose of the text listened to | EN7VC-II-g-1.3: Predict the gist of the material viewed based on the title, pictures, and excerpts of the material viewed | .EN7V-II-g-10.1.3: Identify figures of speech that show contrast (<u>irony</u> , <u>oxymoron</u> , paradox) | EN7LT-II-g-4: Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways EN7LT-II-g-2.3: Draw similarities and differences of the featured selections in | EN7WC-II-g-5.2: Identify supporting details | EN7OL-II-g-2.6.2: Observe and use the appropriate gestures (hand-body) that accompany oral language | EN7G-II-g-1: 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 |
|-------------|--|---|--|--|---|--|---|--|
| | | | | | relation to the theme | | | |
| 8 | EN7SS-II-h-2.1: Gather current information from newspapers and other print and non-print media | EN7LC-II-h-2.5: Make predictions about the contents of the texts listened to | EN7VC-II-h-12: Raise questions about a material viewed | EN7V-II-h-10.1.3: Identify figures of speech that show contrast (<u>irony</u> , <u>oxymoron</u> , <u>paradox</u>) | EN7LT-II-h-4: Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways EN7LT-II-h-3: Explain how a selection may be influenced by culture, history, environment, or other factors | EN7WC-II-h-5.3: Simplify ideas | EN7OL-II-h-1.14: Use the correct pitch, juncture, stress, volume and projection and rate/speed of speech in conversations and dialogs | EN7G-II-h-1: Use phrases, clauses, and sentences appropriately and meaningfully |
| 9 | EN7SS-II-i-2.1: Gather current information from newspapers and other print and non-print media | EN7LC-II-i-6.2: Infer thoughts and feelings expressed in the text listened to | EN7VC-II-i-12: Raise questions about a material viewed | EN7V-II-h-10.1.3: Identify figures of speech that show contrast (<u>irony</u> , <u>oxymoron</u> , <u>paradox</u>) | EN7LT-II-i-4: Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways EN7LT-II-i-3: Explain how a selection may be influenced by culture, history, environment, or other factors | EN7WC-II-i-5.3: Simplify ideas | EN7OL-II-i-1.14: Use the correct pitch, juncture, stress, volume and projection and rate/speed of speech in conversations and dialogs | EN7G-II-i-1: Use phrases, clauses, and sentences appropriately and meaningfully |
| 10 | Culminating Task | | | | | | | |

K to 12 BASIC EDUCATION CURRICULUM

THIRD QUARTER

| | |
|-----------------------------|--|
| PROGRAM STANDARD | 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. |
| GRADE LEVEL STANDARD | The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture. |
| CONTENT STANDARD | 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. |
| PERFORMANCE STANDARD | 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 | EN7RC-III-a-8: Use one's schema to better understand a text EN7RC-III-a-8.1: Use one's schema as basis for conjectures made about a text | EN7LC-III-a-7: Use different listening strategies based on purpose, topic and levels of difficulty of simple informative and short narrative texts EN7LC-III-a-2.1/3.1: Note specific details of the text listened to | EN7VC-III-a-13: Determine the key message conveyed in the material viewed | EN7V-III-a-13.11: Categorize words or expressions according to shades of meaning EN7V-III-a-13.11.1: Identify collocations used in a selection | EN7LT-III-a-5: Discover literature as a tool to assert one's unique identity and to better understand other people EN7LT-III-a-5.1: Identify the distinguishing features of literature during the Period of Emergence | EN7WC-III-a-2.2: Compose simple narrative texts EN7WC-III-a-2.2.12: Identify features of narrative writing | EN7OL-III-a-1.3: Express ideas, opinions, feelings and emotions during interviews, group/panel discussions, forums/fora, debates, etc. EN7OL-III-a-5: Use the appropriate prosodic features of speech during interviews, discussions and forums | EN7G-III-a-1: Link sentences using logical connectors that signal chronological and logical sequence and summation |
| 2 | EN7RC-III-b-8.1: Use one's schema as basis for conjectures | EN7LC-III-b-3.3/3.3.1: Recognize main points and supporting ideas in the text listened to | EN7VC-III-b-13: Determine the key message conveyed in the material viewed | EN7V-III-b-13.11.1: Identify collocations used in a selection | EN7LT-III-b-5: Discover literature as a tool to assert one's unique identity and to better understand other people | EN7WC-III-b-2.1: Compose personal and factual recounts | EN7OL-III-b-3: Employ the appropriate oral language and stance in an <u>interview</u> , a panel discussion, in a | EN7G-III-b-1: Link sentences using logical connectors that signal chronological and logical |

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 |
|-------------|--|--|---|--|--|--|--|--|
| | made about a text | | | | EN7LT-III-b-5.2: Identify the distinguishing features of revolutionary songs, poems, short stories, drama, and novels | | forum and in a debate | sequence and summation |
| 3 | EN7RC-III-c-8.2: Use the universe of the text to activate one's schema | EN7LC-III-c-6.2: Infer thoughts and feelings expressed in the text listened to | EN7VC-III-c-13: Determine the key message conveyed in the material viewed | EN7V-III-c-13.11.1: Identify collocations used in a selection | EN7LT-III-c-5: Discover literature as a tool to assert one's unique identity and to better understand other people EN7LT-III-c-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection | EN7WC-III-c-2.8.5: Compose a series of journal entries | EN7OL-III-c-3: Employ the appropriate oral language and stance in an interview, a panel discussion, in a forum and in a debate | EN7G-III-c-2: Use the passive and active voice meaningfully in varied contexts |
| 4 | EN7RC-III-d-8.2: Use the universe of the text to activate one's schema | EN7LC-III-d-3.18: Determine the order of ideas as signaled by cues | EN7VC-III-d-13: Determine the key message conveyed in the material viewed | EN7V-III-d-13.8: Determine words or expressions with genus-species (hyponymous) relations in a selection | EN7LT-III-d-5: Discover literature as a tool to assert one's unique identity and to better understand other people EN7LT-III-d-2.2.2: Explain literary devices used | EN7WC-III-d-2.2.13: Compose an anecdote based on a significant personal experience. | EN7OL-III-d-3: Employ the appropriate oral language and stance in an interview, a panel discussion, in a forum and in a debate | EN7G-III-d-2: Use the passive and active voice meaningfully in varied contexts |
| 5 | EN7RC-III-e-2.8: Make predictions about the text | EN7LC-III-e-3.6: Follow steps in a process | EN7VC-III-e-14: Make a stand on the material viewed | EN7V-III-e-13.8: Determine words or expressions with genus-species (hyponymous) | EN7LT-III-e-5: Discover literature as a tool to assert one's unique identity and to | EN7WC-III-e-2.2.13: Compose an anecdote based on a significant personal experience | EN7OL-III-e-3: Employ the appropriate oral language and stance in an | EN7G-III-e-3: Use direct and reported speech appropriately in varied contexts |

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 |
|-------------|--|---|--|---|--|--|--|--|
| | | | | relations in a selection | better understand other people EN7LT-III-e-2.2.2: Explain literary devices used | | interview, a panel discussion, in a forum and in a <u>debate</u> | |
| 6 | EN7RC-III-f-2.8: Make predictions about the text | EN7LC-III-f-2.7: Sequence a series of events mentioned in the listened to | EN7VC-III-f-14: Make a stand on the material viewed | EN7V-III-f-13.8: Determine words or expressions with genus-species (hyponymous) relations in a selection | EN7LT-III-f-5: Discover literature as a tool to assert one's unique identity and to better understand other people EN7LT-III-f-2.2.3: Determine tone, mood, technique, and purpose of the author | EN7WC-III-f-2.2.14: Compose a travelogue | EN7OL-III-f-3.4.1: Express ideas and opinions based on text listened to | EN7G-III-f-3: Use direct and reported speech appropriately in varied contexts |
| 7 | EN7RC-III-g-9: Identify the author's intentions for writing EN7RC-III-g-2.13: Distinguish fact from opinion, fantasy from reality in the text | EN7LC-III-g-7.1: Identify the persons speaking and addressed, and the stand of the speaker based on explicit statements made | EN7VC-III-g-14: Make a stand on the material viewed | EN7V-III-g-13.11.2: Identify words or expressions with part-whole (partitive) relations | EN7LT-III-g-5: Discover literature as a tool to assert one's unique identity and to better understand other people EN7LT-III-g-2.3: Draw similarities and differences of the featured selections in relation to the theme | EN7WC-III-g-2.2.14: Compose a travelogue | EN7OL-III-g-3.4.1: Express ideas and opinions based on text listened to | EN7G-III-g-3: Use direct and reported speech appropriately in varied contexts |
| 8 | EN7RC-III-h-2.13: Distinguish fact from opinion, fantasy from reality in the text | EN7LC-III-h-7.1: Identify the persons speaking and addressed, and the stand of the speaker based on explicit statements made | EN7VC-III-h-14: Make a stand on the material viewed | EN7V-III-h-13.11.2: Identify words or expressions with part-whole (partitive) relations | EN7LT-III-h-5: Discover literature as a tool to assert one's unique identity and to better understand other people | EN7WC-III-h-2.2.15: Compose a personal letter to a friend, relative, and other people | EN7OL-III-h-1.3.1: Raise sensible, challenging thought provoking questions in public forums/panel discussions, etc. | EN7G-III-h-3: Use the past and past perfect tenses correctly in varied contexts |

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 |
|-------------|--|---|---|--|--|--|--|--|
| | | | | | EN7LT-III-h-3: Explain how a selection may be influenced by culture, history, environment, and other factors | | | |
| 9 | EN7RC-III-i-2.1.7: React to assertions made by the author in the text | EN7LC-III-i-2.5: Formulate predictions about the contents of the text | EN7VC-III-i-14: Make a stand on the material viewed | EN7V-III-i-13.11.2: Identify words or expressions with part-whole (partitive) relations | EN7LT-III-i-5: Discover literature as a tool to assert one's unique identity and to better understand other people EN7LT-III-i-3: Explain how a selection may be influenced by culture, history, environment, and other factors | EN7WC-III-i-2.2.15: Compose a personal letter to a friend, relative, and other people | EN7OL-III-i-1.3.1: Raise sensible, challenging thought provoking questions in public forums/panel discussions, etc. | EN7G-III-i-3: Use the past and past perfect tenses correctly in varied contexts |
| 10 | Culminating Task | | | | | | | |

K to 12 BASIC EDUCATION CURRICULUM

FOURTH QUARTER

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|-----------------------------|---|
| PROGRAM STANDARD | 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. |
| GRADE LEVEL STANDARD | The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture. |
| CONTENT STANDARD | 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. |
| PERFORMANCE STANDARD | 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 |
|------|---|--|---|---|--|---|---|---|
| 1 | EN7RC-IV-a-3.2: Classify text types (narrative, expository, explanation, recount, persuasive) | EN7LC-IV-a-8: Process information mentioned in the text listened to EN7LC-IV-a-8.1: Determine the intentions of speakers by focusing on their unique verbal and non-verbal cues | EN7VC-IV-a-6.1: Differentiate reality from fantasy based on a material viewed | EN7RC-IV-a-12.3: Use lexical and contextual cues in understanding unfamiliar words and expressions | EN7LT-IV-a-6: Discover through Philippine literature the need to work cooperatively and responsibly in today's global village EN7LT-IV-a-6.1: Identify the distinguishing features of selected literary genres during the Contemporary Period | EN7WC-IV-a-2.2: Compose simple informative texts EN7WC-IV-a-2.8.4: Identify features of personal essays | EN7OL-IV-a 3: Observe and use the appropriate oral language, stance and behavior when giving information, instructions, making explanations, and narrating events in factual and personal recounts EN7OL-IV-a-1.26: Give clear precise and concise information, explanations and instructions in varied oral communication situations | EN7G-IV-a-4: 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 |
|-------------|--|--|---|--|---|--|---|---|
| 2 | EN7RC-IV-b-10: Use appropriate reading strategies for various text types EN7RC-IV-b-10.1: Give and follow instructions and directions | EN7LC-IV-b-8: Process information mentioned in the text listened to EN7LC-IV-b-8.1: Determine the intentions of speakers by focusing on their unique verbal and non-verbal cues | EN7VC-IV-b-6.1: Differentiate reality from fantasy based on a material viewed | EN7RC-IV-b-12.3: Use lexical and contextual cues in understanding unfamiliar words and expressions | EN7LT-IV-b-6: Discover through Philippine literature the need to work cooperatively and responsibly in today's global village. EN7LT-IV-b-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection | EN7WC-IV-b-2.8.6: Distinguish between and among a capsule biography, biographical sketch, and feature article | EN7OL-IV-b-1.26: Give clear precise and concise information, explanations and instructions in varied oral communication situations | EN7G-IV-b-4: Use imperatives and prepositions when giving instructions |
| 3 | EN7RC-IV-c-2.12: Make generalizations from different text types | EN7LC-IV-c-2.5: Predict the outcomes of a verbal exchange listened to and their possible effects on the speakers | EN7VC-IV-c-15: Compare content of materials viewed to other sources of information (print and radio) | EN7V-IV-c-23: Analyze relationships presented in analogies EN7V-IV-c-23.1: Supply other words or expressions that complete an analogy | EN7LT-IV-c-6: Discover through Philippine literature the need to work cooperatively and responsibly in today's global village EN7LT-IV-c-2.2.1: Express appreciation for sensory images used | EN7WC-IV-c-1.3: Organize information about a chosen subject using a graphic organizer | EN7OL-IV-c-1.7: Orally narrate events in factual and personal recounts using appropriate verbal and non-verbal cues | EN7G-IV-c-5: Use verbs when giving information and making explanations |
| 4 | EN7RC-IV-d-10.2: Distinguish between general and specific statements | EN7LC-IV-d-2.7: Sequence a series of events mentioned in the text listened to | EN7VC-IV-d-15: Compare content of materials viewed to other sources of information (print and radio) | EN7V-IV-d-23: Analyze relationships presented in analogies EN7V-IV-d-23.1: Supply other words or expressions that complete an analogy | EN7LT-IV-d-6: Discover through Philippine literature the need to work cooperatively and responsibly in today's global village. EN7LT-IV-d-2.2.2: Explain the literary devices used | EN7WC-IV-d-1.1.6: Organize information about a chosen subject using a one step topic outline | EN7OL-IV-d-1.7: Orally narrate events in factual and personal recounts using appropriate verbal and non-verbal cues | EN7G-IV-d-5: Use verbs when giving information and making explanations |

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 |
|-------------|--|---|---|--|--|--|--|---|
| 5 | EN7RC-IV-e-2.10: Sequence/reorganize ideas or information | EN7LC-IV-e-2.7: Sequence a series of events mentioned in the text listened to | EN7VC-IV-e-15: Compare content of materials viewed to other sources of information (print and radio) | EN7V-IV-e-9: Give the various meanings of identified homonymous or polysemous words or expressions | EN7LT-IV-e-6: Discover through Philippine literature the need to work cooperatively and responsibly in today's global village EN7LT-IV-e-2.2.3: Determine tone, mood, technique, and purpose of the author | EN7WC-IV-e-2.8.6.1: Compose a capsule biography of a person interviewed | EN7OL-IV-e-3.10: Use correct and appropriate multi-media resources when orally giving information, instructions, making explanations and narrating events in personal or factual recounts | EN7G-IV-e-5: Use verbs when giving information and making explanations |
| 6 | EN7RC-IV-f-10.3: Sequence steps in a process | EN7LC-IV-f-2.8: Make simple inferences about thoughts and feelings expressed in the text listened to | EN7VC-IV-f-16: Express one's beliefs/convictions based on a material viewed | EN7V-IV-f-9: Give the various meanings of identified homonymous or polysemous words or expressions | EN7LT-IV-f-6: Discover through Philippine literature the need to work cooperatively and responsibly in today's global village | EN7WC-IV-f-2.8.6.1: Compose a capsule biography of a person interviewed | EN7OL-IV-f-3.10: Use correct and appropriate multi-media resources when orally giving information, instructions, making explanations and narrating events in personal or factual recounts | EN7GS-IV-f-6: Formulate meaningful expressions EN7G-IV-f-6.2: Formulate <i>who, what, when, where, why,</i> and <i>how</i> questions |
| 7 | EN7RC-IV-g-10.4: Cite evidence to support a general statement EN7RC-IV-g-3.1.13: Make a stand | EN7LC-IV-g-8.2: Determine the worth of ideas mentioned in the text listened to | EN7VC-IV-g-16: Express one's beliefs/convictions based on a material viewed | EN7V-IV-g-3.11: Identify words or expressions used in a selection that show varying shades of meaning (gradients) | EN7LT-IV-g-6: Discover through Philippine literature the need to work cooperatively and responsibly in today's global village EN7LT-IV-g-2.3: Draw similarities and differences of the featured selections in relation to the theme | EN7WC-IV-g-2.8.6.2: Compose a biographical sketch based on a personal interview and background research | EN7OL-IV-g-3.10: Use correct and appropriate multi-media resources when orally giving information, instructions, making explanations and narrating events in personal or factual recounts | EN7G-IV-g-6.2: Formulate <i>who, what, when, where, why,</i> and <i>how</i> questions |

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 |
|-------------|---|--|--|---|---|--|---|---|
| 8 | EN7RC-IV-h-2.15.1: Organize information read into an outline | EN7LC-IV-h-8.3: Express appreciation for entertaining texts (anecdotes, jokes, fables, myths, tales) by recognizing the punch lines | EN7VC-IV-h-16: Express one's beliefs/convictions based on a material viewed | EN7V-IV-h-23.2: Create or expand word clines | EN7LT-IV-h-6: Discover through Philippine literature the need to work cooperatively and responsibly in today's global village EN7LT-IV-h-3: Explain how a selection may be influenced by culture, history, environment, or other factors | EN7WC-IV-h-2.8.6.2: Compose a biographical sketch based on a personal interview and background research | EN7OL-IV-h-5: Use correct and appropriate prosodic features of speech when giving information, instructions, making explanations and narrating events in personal and factual recounts | EN7G-IV-h-6.1: Formulate short replies |
| 9 | EN7RC-IV-i-10.5: Narrate events | EN7LC-IV-i-8.3: Express appreciation for entertaining texts (anecdotes, jokes, fables, myths, tales) by recognizing the punch lines | EN7VC-IV-i-16: Express one's beliefs/convictions based on a material viewed | EN7V-IV-i-23.2: Create or expand word clines | EN7LT-IV-i-6: Discover through Philippine literature the need to work cooperatively and responsibly in today's global village EN7LT-IV-0-7: Explain the contributions of national artists for literature in elevating Philippine Literature in English in the global village | EN7WC-IV-i-2.8.6.2: Compose a biographical sketch based on a personal interview and background research | EN7OL-IV-i-5: Use correct and appropriate prosodic features of speech when giving information, instructions, making explanations and narrating events in personal and factual recounts | EN7G-IV-i-6.1: Formulate short replies |
| 10 | Culminating Task | | | | | | | |

K to 12 BASIC EDUCATION CURRICULUM

GRADE 8

FIRST QUARTER

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|-----------------------------|--|
| PROGRAM STANDARD | 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. |
| GRADE LEVEL STANDARD | 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. |
| CONTENT STANDARD | 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. |
| PERFORMANCE STANDARD | 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 | EN8RC-Ia-7.2: Scan for logical connectors to determine the text type | EN8LC-Ia-5.1: Listen for important points signaled by <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u> | EN8VC-Ia-8: Use <u>context clues from the material</u> viewed to determine the meaning of unfamiliar words or expressions | EN8V-Ia-10.2: Determine the meaning of <u>idiomatic expressions</u> by noting context clues and collocations | EN8LT-Ia-8: Describe the notable literary genres contributed by African writers EN8LT-Ia-8.1: Identify the distinguishing features of notable African <u>chants, poems, folktales, and short stories</u> | EN8WC-Ia-1.1: Generate ideas and their relationships EN8WC-Ia-1.1.6.1: Present ideas using a variety of graphic organizers | EN8OL-Ia-3.11: Use the correct sounds of English | EN8G-Ia-7: Use parallel structures EN8G-Ia-8: Use appropriate cohesive devices in composing an informative speech |
| 2 | EN8RC-Ib-7.2: Scan for logical connectors to determine the text type | EN8LC-Ib-5.1: Listen for important points signaled by <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u> | EN8VC-Ib-8: Use context clues from the material viewed to <u>determine the meaning of unfamiliar words</u> or expressions | EN8V-Ib-10.2: Determine the meaning of idiomatic expressions by <u>noting context clues</u> and collocations | EN8LT-Ib-8: Describe the notable literary genres contributed by African writers EN8LT-Ib-8.1: Identify the distinguishing | EN8WC-Ib-1.1: Generate ideas and their relationships EN8WC-Ib-1.1.6: Organize ideas in <u>one-step word, phrase, and sentence outline forms</u> | EN8OL-Ib-3.11: Use the correct sounds of English | EN8G-Ib-7: Use parallel structures. EN8G-Ib-8: 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 |
|-------------|---|--|---|--|---|--|---|---|
| | | | | | features of notable African chants, poems, folktales, and short stories | | | |
| 3 | EN8SS-Ic-1.5.1: Skim to determine key ideas | EN8LC-Ic-5.1: Listen for important points signaled by volume, projection, pitch, stress, <u>intonation</u> , juncture, and rate of speech | EN8VC-Ic-8: Use context clues from the material viewed to <u>determine the meaning of</u> unfamiliar words or <u>expressions</u> | EN8V-Ic-10.2: Determine the meaning of idiomatic expressions by <u>noting</u> context clues and <u>collocations</u> | EN8LT-Ic-8: Describe the notable literary genres contributed by African writers EN8LT-Ic-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-Ic-2.2.1: Express appreciation for <u>sensory images</u> used EN8LT-Ic-2.2.2: Explain the literary devices used. | EN8WC-Ic-1.1: Generate ideas and their relationships EN8WC-Ic-1.1.6: Organize ideas in one-step word, <u>phrase</u> , and sentence outline <u>forms</u> | EN8OL-Ic-3.11: Use the correct sounds of English | EN8G-Ic-7: Use parallel structures EN8G-Ic-8: Use appropriate cohesive devices in composing an informative speech |
| 4 | EN8SS-Id-1.5.1: Skim to determine key ideas | EN8LC-Id-5.1: Listen for important points signaled by volume, projection, pitch, stress, intonation, <u>juncture</u> , and <u>rate of speech</u> | EN8VC-Id-9: Organize information from a material viewed | EN8V-Id-10.2: Determine the meaning of idiomatic expressions by <u>noting</u> context clues and <u>collocations</u> | EN8LT-Id-8: Describe the notable literary genres contributed by African writers EN8LT-Id-2.2: Explain how the elements specific to a genre contribute to the theme of a | EN8WC-Id-1.1: Generate ideas and their relationships EN8WC-Id-1.1.6: Organize ideas in one-step word, phrase, and <u>sentence outline forms</u> | EN8F-Id-3: Deliver a self-composed informative speech | EN8G-Id-7: Use parallel structures. EN8G-Id-8: 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 |
|-------------|--|--|--|---|--|---|--|---|
| | | | | | particular literary selection EN8LT-Id-2.2.3: Determine <u>tone</u> , <u>mood</u> , <u>technique</u> , and <u>purpose</u> of the author | | | |
| 5 | EN8RC-Ie-7: Use the appropriate reading style (scanning, <u>skimming</u> , <u>speed reading</u> , intensive reading etc.) for one’s purpose | EN8LC-Ie-9: Determine how volume, projection, pitch, stress, intonation, juncture, and speech rate serve as carriers of meaning | EN8VC-Ie-9: Organize information from a material viewed | EN8V-Ie-4: Use appropriate strategies in unlocking the meaning of unfamiliar words and idiomatic expressions | EN8LT-Ie-8: Describe the notable literary genres contributed by African writers EN8LT-Ie-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-Ie-2.2.3: Determine tone, mood, <u>technique</u> , and <u>purpose of the author</u> | EN8WC-Ie-6: Organize notes taken from an expository text EN8WC-Ie-6.1: Arrange notes using a variety of graphic organizers | EN8OL-Ie-5: Use appropriate prosodic features of speech when delivering lines | EN8G-Ie-7: Use parallel structures. EN8G-Ie-8: Use appropriate cohesive devices in composing an informative speech |
| 6 | EN8RC-If-7: Use the appropriate reading style (scanning, <u>skimming</u> , <u>speed reading</u> , intensive reading etc.) for one’s purpose | EN8LC-If-5.2: Note the changes in volume, projection, <u>pitch</u> , <u>stress</u> , intonation, juncture, and rate of speech that affect meaning | EN8VC-If-9: Organize information from a material viewed | EN8V-If-6: Determine the <u>meaning of words</u> and expressions <u>that reflect the local culture</u> by noting context clues | EN8LT-If-7: Appreciate literature as a means of understanding the human being and the forces he/she needs to contend with | EN8WC-If-6: Organize notes taken from an expository text EN8WC-If-6.1: Arrange notes using a variety of graphic organizers | EN8OL-If-5: Use appropriate prosodic features of speech when delivering lines | EN8G-If-7: Use parallel structures EN8G-If-8: 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 |
|-------------|---|---|---|---|--|---|--|--|
| 7 | EN8RC-Ig-7.1: Read intensively to determine the author's purpose | EN8LC-Ig-5.2: 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 | EN8VC-Ig-15: Compare and contrast the presentation of the same topic in different viewing genres | EN8V-Ig-6: Determine the <u>meaning of words</u> and <u>expressions that reflect the local culture</u> by noting context clues | EN8LT-Ig-8: Describe the notable literary genres contributed by African writers EN8LT-Ig-2.3: Draw similarities and differences of the featured selections in relation to the theme | EN8WC-Ig-6: Organize notes taken from an expository text EN8WC-Ig-6.2: Arrange notes in <u>one-step word</u> , <u>phrase</u> , and <u>sentence outline forms</u> | EN8F-Ig-3: Deliver a self-composed informative speech EN8OL-Ig-3.8: Use the correct stance and behavior | EN8G-Ig-7: Use parallel structures EN8G-Ig-8: Use appropriate cohesive devices in composing an informative speech |
| 8 | EN8RC-Ih-7.1: Read intensively to determine the author's purpose | EN8LC-Ih-5.2: 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 | EN8VC-Ih-15: Compare and contrast the presentation of the same topic in different viewing genres | EN8V-Ih-6: Determine the <u>meaning of words</u> and <u>expressions that reflect the local culture</u> by noting context clues | EN8LT-Ih-3: Explain how a selection may be influenced by <u>culture</u> , <u>history</u> , <u>environment</u> , or other factors | EN8WC-Ih-6: Organize notes taken from an expository text EN8WC-Ih-6.2: Arrange notes in <u>one-step word</u> , <u>phrase</u> , and <u>sentence outline forms</u> | EN8OL-Ih-3.12: Highlight important points in an informative talk using appropriate presentation aids | EN8G-Ih-7: Use parallel structures EN8G-Ih-8: Use appropriate cohesive devices in composing an informative speech |
| 9 | EN8RC-Ii-7: Use the appropriate reading style (<u>scanning</u> , <u>skimming</u> , <u>speed reading</u> , <u>intensive reading etc.</u>) for one's purpose | EN8LC-Ii-5.2: 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 | EN8VC-Ii-15: Compare and contrast the presentation of the same topic in different viewing genres | EN8V-Ii-6: Determine the <u>meaning of words</u> and <u>expressions that reflect the local culture</u> by noting context clues | EN8LT-Ii-3: Explain how a selection may be influenced by <u>culture</u> , <u>history</u> , <u>environment</u> , or <u>other factors</u> | EN8WC-Ii-6: Organize notes taken from an expository text EN8WC-Ii-6.2: Arrange notes in <u>one-step word</u> , <u>phrase</u> , and <u>sentence outline forms</u> | EN8F-Ii-3: Deliver a self-composed informative speech | EN8G-Ii-7: Use parallel structures EN8G-Ii-8: Use appropriate cohesive devices in composing an informative speech |
| 10 | Culminating Task | | | | | | | |

K to 12 BASIC EDUCATION CURRICULUM

SECOND QUARTER

| | |
|-----------------------------|---|
| PROGRAM STANDARD | 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. |
| GRADE LEVEL STANDARD | 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. |
| CONTENT STANDARD | 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. |
| PERFORMANCE STANDARD | 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>EN8RC-IIa-2.22: Evaluate the personal significance of a literary text</p> <p>EN8RC-IIa-2.18: <u>Relate content or theme to previous experiences and background knowledge</u></p> | <p>EN8LC-IIa-7: Employ appropriate listening skills and strategies suited to long descriptive and <u>narrative texts</u></p> <p>EN8LC-IIa-7.2: Employ projective listening strategies with longer stories</p> | <p>EN8VC-IIa-1.3: Predict the gist of the material viewed based on the <u>title</u>, pictures, and excerpts</p> <p>EN8VC-IIa-17: Discern <u>positive</u> and negative messages conveyed in a material viewed</p> | <p>EN8V-IIa-24.1: Distinguish between and among <u>verbal</u>, situational, and dramatic types of irony and give examples of each</p> | <p>EN8LT-IIa-9.1: Describe the notable literary genres contributed by East Asian writers</p> <p>EN8LT-IIa-9.2: Identify the distinguishing features of notable East Asian <u>poems</u>, folktales, and short stories</p> | <p>EN8WC-IIa-2.8: Compose effective paragraphs</p> <p>EN8WC-IIa-2.8.7: Limit a topic</p> | <p>EN8OL-IIa-5: Use the appropriate prosodic features of speech when delivering an entertainment speech</p> | <p>EN8G-IIa-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> • <u>general to particular</u> • claim and counterclaim • problem-solution • cause-effect • and others |
| 2 | <p>EN8RC-IIb-2.22: Evaluate the personal significance of a literary text</p> <p>EN8RC-IIb-2.18: <u>Relate content or theme to previous</u></p> | <p>EN8LC-IIb-7: Employ appropriate listening skills and strategies suited to long descriptive and <u>narrative texts</u></p> <p>EN8LC-IIb-6.2:</p> | <p>EN8VC-IIb-1.3: Predict the gist of the material viewed based on the <u>title</u>, <u>pictures</u>, and excerpts</p> <p>EN8VC-IIb-17: Discern positive</p> | <p>EN8V-IIb-24.1: Distinguish between and among verbal, <u>situational</u>, and dramatic types of irony and give examples of each</p> | <p>EN8LT-IIb-9.1: Describe the notable literary genres contributed by East Asian writers</p> | <p>EN8WC-IIb-2.8: Compose effective paragraphs</p> <p>EN8WC-IIb-2.8.8: Use a variety of techniques to introduce a topic</p> | <p>EN8OL-IIb-5: Use the appropriate prosodic features of speech when delivering an entertainment speech</p> | <p>EN8G-IIb-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</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 |
|----------|---|---|--|--|--|--|---|--|
| | experiences and <u>background knowledge</u> | Infer dominant thoughts and feelings expressed in the text listened to | and <u>negative</u> messages conveyed in a material viewed | | EN8LT-IIb-9.2: Identify the distinguishing features of notable East Asian poems, <u>folktales</u> , and <u>short stories</u> | | | <ul style="list-style-type: none"> • <u>general to particular</u> • claim and counterclaim • problem-solution • cause-effect • and others |
| 3 | <p>EN8RC-IIc-2.22: Evaluate the personal significance of a literary text</p> <p>EN8RC-IIc-2.1.7: React to assertions made by the author in the text</p> | <p>EN8LC-IIc-7: Employ appropriate listening skills and strategies suited to long descriptive and <u>narrative</u> texts</p> <p>EN8LC-IIc-2.13: Determine the tone and mood of the speaker or characters in the narrative listened to</p> | <p>EN8VC-IIc-1.3: Predict the gist of the material viewed based on the title, pictures, and <u>excerpts</u></p> <p>EN8VC-IIc-17: Discern <u>positive</u> and negative messages conveyed in a material viewed</p> | EN7V-IIc-24.1: Distinguish between and among verbal, <u>situational</u> , and dramatic types of irony and give examples of each | <p>EN8LT-IIc-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection</p> <p>EN8LT-IIc-2.2.1: Express appreciation for sensory images used</p> | <p>EN8WC-IIc-2.8: Compose effective paragraphs</p> <p>EN8WC-IIc-2.2.1: Develop related support sentences</p> | EN8OL-IIc-3.11: Produce the sounds of English correctly and effectively when delivering an entertainment speech | <p>EN8G-IIc-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> • general to particular • <u>claim and counterclaim</u> • problem-solution • cause-effect • and others |
| 4 | EN8RC-IIId-2.22: Evaluate the personal significance of a literary text | <p>EN8LC-IIId-7: Employ appropriate listening skills and strategies suited to long descriptive and <u>narrative</u> texts</p> <p>EN8LC-IIId-2.13: Determine the tone and mood of the speaker or characters in the narrative listened to</p> | <p>EN8VC-IIId-1.3: Predict the gist of the material viewed based on the <u>title</u>, pictures, and excerpts</p> <p>EN8VC-IIId-17: Discern positive and <u>negative</u> messages conveyed in a material viewed</p> | EN8V-IIId-24.1: Distinguish between and among verbal, <u>situational</u> , and <u>dramatic</u> types of irony and give examples of each | <p>EN8LT-IIId-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection</p> <p>EN8LT-IIId-2.2.2: Explain the literary devices used</p> | <p>EN8WC-IIId-2.8: Compose effective paragraphs</p> <p>EN8WC-IIId-2.8.9: Use a variety of techniques to formulate a conclusion</p> | EN8OL-IIId-3.11: Produce the sounds of English correctly and effectively when delivering an entertainment speech | <p>EN8G-IIId-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> • general to particular • <u>claim and counterclaim</u> • problem-solution • cause-effect • and others |

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 |
|-------------|---|---|---|---|---|---|---|--|
| 5 | <p>EN8SS-IIe-1.2: Explain visual-verbal relationships illustrated in <u>tables</u>, <u>graphs</u>, and information maps found in expository texts</p> <p>EN8RC-IIe-11: Transcode information from linear to non-linear texts and vice-versa</p> | <p>EN8LC-IIe-7: Employ appropriate listening skills and strategies suited to long descriptive and <u>narrative texts</u></p> <p>EN8LC-IIe-2.17.3: Infer the theme of the text listened to</p> | <p>EN8VC-IIe-1.3: Predict the gist of the material viewed based on the title, <u>pictures</u>, and excerpts</p> <p>EN8VC-IIe-17: Discern <u>positive</u> and negative messages conveyed in a material viewed</p> | <p>EN8V-IIe-24: Discriminate between literal and figurative language</p> | <p>EN8LT-IIe-0-9: Appreciate literature as an art form inspired and influenced by nature</p> | <p>EN8WC-IIe-2.2: Develop paragraphs that illustrate each text type (<u>narrative in literature</u>, expository, explanatory, factual and personal recount, persuasive)</p> | <p>EN8OL-IIe-2.6: Use appropriate non-verbal cues when delivering lines in an entertainment speech</p> | <p>EN8G-IIe-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> • general to particular • claim and counterclaim • <u>problem-solution</u> • cause-effect • and others |
| 6 | <p>EN8SS-IIif-1.2: Explain visual-verbal relationships illustrated in <u>tables</u>, <u>graphs</u>, and information maps found in expository texts</p> <p>EN8RC-IIif-11: Transcode information from linear to non-linear texts and vice-versa</p> | <p>EN8LC-IIif-7: Employ appropriate listening skills and strategies suited to long <u>descriptive</u> and <u>narrative texts</u></p> <p>EN8LC-IIif-2.5: Formulate predictions about the contents of the listening text.</p> | <p>EN8VC-IIif-1.3: Predict the gist of the material viewed based on the title, <u>pictures</u>, and <u>excerpts</u></p> <p>EN8VC-IIif-17: Discern positive and <u>negative</u> messages conveyed in a material viewed</p> | <p>EN8V-IIif-10.1.4: Identify figures of speech that show emphasis (<u>hyperbole</u> and <u>litotes</u>)</p> | <p>EN8LT-IIif-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection</p> <p>EN8LT-IIif-2.2.3: Determine <u>tone</u>, <u>mood</u>, <u>technique</u>, and purpose of the author</p> | <p>EN8WC-IIif-2.2: Develop paragraphs that illustrate each text type (<u>narrative in literature</u>, <u>expository</u>, explanatory, factual and personal recount, persuasive)</p> | <p>EN8OL-IIif-2.6: Use appropriate non-verbal cues when delivering lines in an entertainment speech</p> | <p>EN8G-IIif-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> • general to particular • claim and counterclaim • <u>problem-solution</u> • cause-effect • and others |
| 7 | <p>EN8SS-IIig-1.2: Explain visual-verbal relationships illustrated in <u>tables</u>, <u>graphs</u>, and <u>information maps</u> found in expository texts</p> <p>EN8RC-IIig-11: Transcode information from linear to non-</p> | <p>EN8LC-IIig-7: Employ appropriate listening skills and strategies suited to long <u>descriptive</u> and <u>narrative texts</u></p> <p>EN8LC-IIig-3.12: Listen to paraphrase information/ideas</p> | <p>EN8VC-IIig-1.3: Predict the gist of the material viewed based on the <u>title</u>, <u>pictures</u>, and excerpts</p> <p>EN8VC-IIig-17: Discern <u>positive</u> and <u>negative</u> messages</p> | <p>EN8V-IIig-10.1.4: Identify figures of speech that show emphasis (<u>hyperbole</u> and <u>litotes</u>)</p> | <p>EN8LT-IIig-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection</p> <p>EN8LT-IIig-2.2.3: Determine <u>tone</u>,</p> | <p>EN8WC-IIig-2.2: Develop paragraphs that illustrate each text type (<u>narrative in literature</u>, <u>expository</u>, <u>explanatory</u>, factual and personal recount, persuasive)</p> | <p>EN8OL-IIig-3: Deliver a self-composed entertainment speech using all the needed speech conventions</p> <p>EN8OL-IIh-3.13: Maintain the interest of the audience by</p> | <p>EN8G-IIig-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> • general to particular • claim and counterclaim |

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 |
|-------------|---|--|--|--|--|---|--|---|
| | linear texts and vice-versa | | conveyed in a material viewed | | mood, <u>technique</u> , and <u>purpose of the author</u> | | delivering punch lines effectively | <ul style="list-style-type: none"> • <u>problem-solution</u> • <u>cause-effect</u> • and others |
| 8 | <p>EN8SS-IIh-1.2: Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts</p> <p>EN8RC-IIh-2.15: Organize information in tables, graphs, and maps</p> | <p>EN8LC-IIh-7: Employ appropriate listening skills and strategies suited to long <u>descriptive</u> and narrative texts</p> <p>EN8LC-IIh-7.2: Employ projective listening strategies with longer stories</p> | <p>EN8VC-IIh-1.3: Predict the gist of the material viewed based on the title, <u>pictures</u>, and excerpts</p> <p>EN8VC-IIh-17: Discern <u>positive</u> and <u>negative</u> messages conveyed in a material viewed</p> | <p>EN8V-IIh-10.1.4: Identify figures of speech that show emphasis (<u>hyperbole</u> and <u>litotes</u>)</p> | <p>EN8LT-IIh-2.3: Draw similarities and differences of the featured selections in relation to the theme</p> | <p>EN8WC-IIh-2.2: Develop paragraphs that illustrate each text type (narrative in literature, expository, explanatory, <u>factual</u> and <u>personal recount</u>, persuasive)</p> | <p>EN8OL-IIh-3: Deliver a self-composed entertainment speech using all the needed speech conventions</p> | <p>EN8G-IIh-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> • general to particular • claim and counterclaim • problem-solution • <u>cause-effect</u> • and others |
| 9 | <p>EN8SS-IIIi-1.2: Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts</p> <p>EN8RC-IIIi-2.15: Organize information in tables, graphs, and maps</p> | <p>EN8LC-IIIi-7: Employ appropriate listening skills and strategies suited to long <u>descriptive</u> and <u>narrative texts</u></p> <p>EN8LC-IIIi-7.2: Employ projective listening strategies with longer stories</p> | <p>EN8VC-IIIi-1.3: Predict the gist of the material viewed based on the title, <u>pictures</u>, and <u>excerpts</u></p> <p>EN8VC-IIIi-17: Discern <u>positive</u> and <u>negative</u> messages conveyed in a material viewed</p> | <p>EN8V-IIIi-24: Discriminate between literal and figurative language</p> | <p>EN8LT-IIIi-3: Explain how a selection may be influenced by culture, history, environment, or other factors</p> | <p>EN8WC-IIIi-2.2: Develop paragraphs that illustrate each text type (narrative in literature, expository, explanatory, <u>factual</u> and <u>personal recount</u>, <u>persuasive</u>)</p> | <p>EN8OL-IIIi-3: Deliver a self-composed entertainment speech using all the needed speech conventions</p> | <p>EN8G-IIIi-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> • general to particular • claim and counterclaim • problem-solution • <u>cause-effect</u> • and <u>others</u> |
| 10 | Culminating Task | | | | | | | |

K to 12 BASIC EDUCATION CURRICULUM

THIRD QUARTER

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|-----------------------------|--|
| PROGRAM STANDARD | 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. |
| GRADE LEVEL STANDARD | 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. |
| CONTENT STANDARD | 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. |
| PERFORMANCE STANDARD | 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 |
|----------|---|--|--|---|--|---|--|--|
| 1 | EN8RC-IIIa-12.1: Recognize propaganda techniques used in a given text | EN8LC-IIIa-7.3: Determine the target audience of a listening text and the objective/s of the speaker | EN8VC-IIIa-3.4/4.4/5.4: Determine the target audience of a material viewed | EN8V-IIIa-15.3: Explain the meaning of a word through structural analysis (<u>prefixes</u> , roots, suffixes) | EN8LT-IIIa-11: Identify the notable literary genres contributed by Southeast Asian writers EN8LT-IIIa-11.1: Identify the distinguishing features of notable <u>poems</u> , <u>short stories</u> , <u>dramas</u> , and novels contributed by Southeast Asian writers | EN8SS-IIIa-1.10: Organize information about a chosen subject using a graphic organizer | EN8OL-IIIa-3.11: Use the correct sounds of English during speech delivery | EN8RC-IIIa-10: Share ideas using opinion-marking signals EN8G-IIIa-3.6: Use modals appropriately |
| 2 | EN8RC-IIIb-12.1: Recognize propaganda techniques used in a given text | EN8LC-IIIb-8.2: Judge the relevance and worth of ideas | EN8VC-IIIb-3.4/4.4/5.4: Determine the | EN8V-IIIb-15.3: Explain the meaning of a word through | EN8LT-IIIb-11: Identify the notable literary genres | EN8WC-IIIb-1.1.6: Transcode information from a graphic organizer | EN8OL-IIIb-5: Observe the use of correct <u>stress</u> , <u>pitch</u> , and juncture | EN8RC-IIIb-10: Share ideas using opinion-marking signals |

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 |
|-------------|--|---|---|---|--|--|--|--|
| | | presented in the text listened to | target audience of a material viewed | structural analysis (prefixes, <u>roots</u> , suffixes) | contributed by Southeast Asian writers EN8LT-IIIb-11.1: Identify the distinguishing features of notable poems, short stories, <u>dramas</u> , and <u>novels</u> contributed by Southeast Asian writers | to a topic or sentence outline | when delivering a persuasive speech | EN8G-IIIb-3.6: Use modals appropriately |
| 3 | EN8RC-IIIc-2.13: Differentiate facts from opinions | EN8LC-IIIc-7: Employ different listening strategies suited to the topic, purpose, and level of difficulty of the listening text | EN8VC-IIIc-18: Determine the <u>issue</u> and stand presented in the material viewed | EN8V-IIIc-15.3: Explain the meaning of a word through structural analysis (prefixes, roots, <u>suffixes</u>) | EN8LT-IIIc-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-IIIc-2.2.1: Express appreciation for sensory images used | EN8WC-IIIc-1.1.6: Expand the content of an outline using notes from primary and secondary sources | EN8OL-IIIc-5: Observe the use of correct stress, pitch, and <u>juncture</u> when delivering a persuasive speech | EN8RC-IIIc-10: Share ideas using opinion-marking signals EN8G-IIIc-11: Use appropriate documentation EN8G-IIIc-3.6: Use modals appropriately |
| 4 | EN8RC-IIIId-12: Utilize coping reading strategies to process information in a text | EN8LC-IIIId-8.2: Judge the relevance and worth of ideas presented in the text listened to | EN8VC-IIIId-18: Determine the issue and <u>stand</u> presented in the material viewed | EN8V-IIIId-25: Use appropriate strategies for unlocking unfamiliar words | EN8LT-IIIId-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-IIIId-2.2.4: Explain figurative language used | EN8WC-IIIId-2.2.16: Compose an informative essay | EN8OL-IIIId-5: Observe the use of correct <u>stress</u> , <u>pitch</u> , and <u>juncture</u> when delivering a persuasive speech | EN8G-IIIId-11: Use appropriate documentation EN8G-IIIId-3.6: 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 |
|-------------|---|---|---|---|--|---|---|---|
| 5 | EN8RC-IIIe-2.1.7: React to what is asserted or expressed in a text | EN8LC-IIIe-7.1: Determine the stand of the speaker on a given issue presented in the text listened to | EN8VC-IIIe-18: Determine the issue and stand presented in the material viewed | EN8V-IIIe-12.3: Arrive at meanings through context clues | EN8LT-IIIe-10: Appreciate literature as a mirror to a shared heritage of people with diverse backgrounds | EN8SS-IIIe-1.6: Show respect for intellectual property rights by acknowledging citations made in an informative essay EN8SS-IIIe-1.6.3: Acknowledge sources by creating a bibliography | EN8OL-IIIe-1.14: Use appropriate persuasive devices | EN8G-IIIe-3.6: Use modals appropriately EN8G-IIIe-12: Use emphasis markers for persuasive purposes |
| 6 | EN8RC-IIIIf-2.1.7.1: Evaluate the details that support assertions in a text | EN8LC-IIIIf-2.10: Distinguish facts from opinion cited in the text listened to | EN8VC-IIIIf-19: Judge the <u>relevance</u> and <u>worth</u> of ideas presented in the material viewed | EN8V-IIIIf-12.3: Arrive at meanings through context clues | EN8LT-IIIIf-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-IIIIf-2.2.5: Determine <u>key ideas, tone,</u> and <u>purposes</u> of the author | EN8SS-IIIIf-1.6: Show respect for intellectual property rights by acknowledging citations made in an informative essay. EN8SS-IIIIf-1.6.3: Acknowledge sources by creating a bibliography. | EN8OL-IIIIf-3: Deliver a self-composed persuasive speech | EN8G-IIIIf-3.6: Use modals appropriately EN8G-IIIIf-12: Use emphasis markers for persuasive purposes |
| 7 | EN8RC-IIIg-3.1.12: Examine biases (for or against) made by the author | EN8LC-IIIg-7: Employ different listening strategies suited to the topic, purpose, and level of difficulty of the listening text | EN8VC-IIIg-19: Judge the <u>relevance</u> and <u>worth of ideas</u> presented in the material viewed | EN8V-IIIg-26: Analyze intention of words or expressions used in propaganda techniques | EN8LT-IIIg-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-IIIg-2.2.5: Determine key ideas, tone, and <u>purposes</u> of the author | EN8SS-IIIg-1.6: Show respect for intellectual property rights by acknowledging citations made in an informative essay EN8SS-IIIg-1.6.4: Use conventions in citing sources | EN8OL-IIIg-1.14: Use appropriate persuasive devices | EN8RC-IIIg-10: Share ideas using opinion-marking signals EN8G-IIIg-3.6: Use modals appropriately. EN8G-IIIg-12: 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 |
|-------------|---|---|--|---|--|--|--|---|
| 8 | EN8RC-IIIh-3.1.12: Examine biases (for or against) made by the author | EN8LC-IIIh-7.4: Determine various <u>social</u> , <u>moral</u> , and <u>economic</u> issues discussed in the text listened to | EN8VC-IIIh-19: Judge the relevance and worth of ideas presented in the material viewed | EN8V-IIIh-26: Analyze intention of words or expressions used in propaganda techniques | EN8LT-IIIh-2.3: Identify similarities and differences of the featured selections | EN8SS-IIIh-1.6: Show respect for intellectual property rights by acknowledging citations made in an informative essay EN8SS-IIIh-1.6.5: Use in-text citation | EN8OL-IIIh-3: Deliver a self-composed persuasive speech | EN8RC-IIIh-10: Share ideas using opinion-marking signals EN8G-IIIh-3.6: Use modals appropriately EN8G-IIIh-12: Use emphasis markers for persuasive purposes |
| 9 | EN8RC-IIIi-12: Utilize coping reading strategies to process information in a text | EN8LC-IIIi-7.4: Determine various <u>social</u> , <u>moral</u> , and <u>economic</u> issues discussed in the text listened to | EN8VC-IIIi-19: Judge the relevance and worth of ideas presented in the material viewed | EN8V-IIIi-25: Use appropriate strategies for unlocking unfamiliar words | EN8LT-IIIi-3: Explain how a selection is influenced by culture, history, environment | EN8WC-IIIi-2.2.16: Compose an informative essay | EN8OL-IIIi-4.1: Use appropriate verbal and non-verbal cues when delivering a persuasive speech | EN8RC-IIIi-10: Share ideas using opinion-marking signals EN8G-IIIi-11: Use appropriate documentation EN8G-IIIi-3.6: Use modals appropriately EN8G-IIIi-12: Use emphasis markers for persuasive purposes |
| 10 | Culminating Task | | | | | | | |

K to 12 BASIC EDUCATION CURRICULUM

FOURTH QUARTER

| | |
|-----------------------------|---|
| PROGRAM STANDARD | 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. |
| GRADE LEVEL STANDARD | The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture. |
| CONTENT STANDARD | 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. |
| PERFORMANCE STANDARD | 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 | EN8RC-IVa-2.21.1: Identify positions of a topic sentence | EN8LC-IVa-2.5: Predict what is to follow after a segment of a text listened to | EN8VC-IVa-20: Analyze the elements that make up reality and fantasy based on a material viewed | EN8V-IVa-15: Use various strategies in decoding the meaning of words | EN8LT-IVa-13: Identify notable literary genres contributed by South and West Asian writers EN8LT-IVa-13.1: Identify the distinguishing features found in <u>religious texts</u> , epics, myths, drama, and short stories contributed by South and West Asian writers | EN8WC-IVa-3.4.1: Identify features of journalistic writing | EN8OL-IVa-3.11: Use the correct production of the sounds of English when delivering a <u>manuscript</u> or memorized speech in an oration, in a declamation or in a dramatic monologue | EN8G-IVa-15: Use appropriate modifiers EN8G-IVa-16: Use appropriate logical connectors for emphasis |
| 2 | EN8RC-IVb-2.21.2: Identify details that support the topic sentence | EN8LC-IVb-6.2: Infer thoughts and feelings expressed in a text listened to | EN8VC-IVb-12: Raise questions about a particular aspect of a material viewed | EN8V-IVb-15: Use various strategies in decoding the meaning of words | EN8LT-IVb-13: Identify notable literary genres contributed by South and West Asian writers | EN8WC-IVb-3.4.2: Distinguish among types of journalistic writing (<u>news report</u> , <u>opinion article</u> , | EN8OL-IVb-3.11: Use the correct production of the sounds of English when delivering a manuscript or | EN8G-IVb-13: Use active and passive constructions in journalistic contexts. EN8G-IVb-3: Use past and past perfect |

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 |
|-------------|--|--|---|---|---|--|--|---|
| | | | | | EN8LT-IVb-13.1: Identify the distinguishing features found in religious texts, <u>epics</u> , myths, drama, and short stories contributed by South and West Asian writers | feature article, and sports news article) | memorized speech in an <u>oration</u> , in a declamation or in a dramatic monologue | tenses in journalistic writing |
| 3 | EN8RC-IVc-13.1: Note explicit and implicit signals (like cohesive devices) used by the writer | EN8LC-IVc-3.2: Raise questions about the text listened to | EN8VC-IVc-15: Compare and contrast one's beliefs/convictions with those presented in a material viewed | EN8V-IVc-15: Use various strategies in decoding the meaning of words | EN8LT-IVc-13: Identify notable literary genres contributed by South and West Asian writers EN8LT-IVc-13.1: Identify the distinguishing features found in religious texts, epics, <u>myths</u> , drama, and short stories contributed by South and West Asian writers | EN8WC-IVc-3.4.2: Distinguish among types of journalistic writing (news report, opinion article, <u>feature article</u> , and <u>sports news article</u>) | EN8OL-IVc-3.11: Use the correct production of the sounds of English when delivering a manuscript or memorized speech in an <u>oration</u> , in a <u>declamation</u> or in a dramatic monologue | EN8G-IVc-14: Use direct and reported speech in journalistic writing EN8G-IVc-15: Use appropriate modifiers |
| 4 | EN8RC-IVd-14.1: Interpret and follow instructions, directions, notices, rules and regulations | EN8LC-IVd-8.2: Judge the relevance and worth of ideas presented in the text listened to | EN8VC-IVd-20: Analyze the elements that make up reality and fantasy based on a material viewed | EN8V-IVd-15: Use various strategies in decoding the meaning of words | EN8LT-IVd-13: Identify notable literary genres contributed by South and West Asian writers EN8LT-IVd-13.1: Identify the distinguishing features found in religious texts, epics, myths, | EN8WC-IVd-3.4.2: Distinguish among types of journalistic writing (news report, opinion article, feature article, and sports news article) | EN8OL-IVd-3.11: Use the correct production of the sounds of English when delivering a manuscript or memorized speech in an <u>oration</u> , in a <u>declamation</u> or in a <u>dramatic monologue</u> | EN8G-IVd-14: Use direct and reported speech in journalistic writing EN8G-IVd-3: Use past and past perfect tenses in journalistic writing |

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 |
|----------|--|---|---|---|---|---|--|--|
| | | | | | <u>drama</u> , and <u>short stories</u> contributed by South and West Asian writers | | | |
| 5 | EN8RC-IVe-13: Use text type knowledge (narrative in literature, instructions, explanation, factual and personal recount, persuasive, expository) to process information in a text | EN8LC-IVe-3.14: Summarize information from the text listened to. | EN8VC-IVe-12: Raise questions about a particular aspect of a material viewed | EN8V-IVe-15: Use various strategies in decoding the meaning of words | EN8LT-IVe-12: Appreciate literature as an expression of philosophical and religious ideals | EN8WC-IVe-3.4: Compose journalistic texts | EN8OL-IVe-5: 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 | EN8G-IVe-14: Use direct and reported speech in journalistic writing EN8G-IVe-3: Use past and past perfect tenses in journalistic writing EN8G-IVe-15: Use appropriate modifiers |
| 6 | EN8RC-IVf-10.2: Distinguish between general and specific statements | EN8LC-IVf-10: Process speech delivered by making inferences from what has been listened to | EN8VC-IVf-15: Compare and contrast one's beliefs/convictions with those presented in a material viewed | EN8V-IVf-15: Use various strategies in decoding the meaning of words | EN8LT-IVf-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-IVf-2.2.1: Express appreciation for sensory images used EN8LT-IVf-2.2.4: Explain figurative language used | EN8WC-IVf-7: Use primary and secondary sources to develop a topic for journalistic writing | EN8OL-IVf-5: Use the appropriate prosodic features of speech like pitch, stress, juncture, volume, and <u>projection</u> , <u>intonation</u> and <u>speech rate</u> | EN8G-IVf-13: Use active and passive constructions in journalistic contexts EN8G-IVf-16: Use appropriate logical connectors for emphasis |
| 7 | EN8RC-IVg-15.1: Evaluate the accuracy of a given information | EN8LC-IVg-8.2: Judge the relevance and worth of ideas presented in the text listened to | EN8VC-IVg-20: Analyze the elements that make up reality and fantasy based on a material viewed | EN8V-IVg-15: Use various strategies in decoding the meaning of words | EN8LT-IVg-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection | EN8WC-IVg-1.6: Show respect for intellectual property rights by acknowledging sources of information in journalistic writing | EN8OL-IVg-1.5: Deliver a <u>manuscript</u> /memorized oral speech with ease and fluency before an audience | EN8G-IVg-14: Use direct and reported speech in journalistic writing EN8G-IVg-15: Use appropriate modifiers EN8G-IVg-16: Use appropriate logical |

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 |
|-------------|--|--|--|--|--|--|---|--|
| | | | | | EN8LT-IVg-2.2.5: Determine key ideas, tone, and purposes of the author | | | connectors for emphasis |
| 8 | EN8RC-IVh-2.12: Draw conclusions from a set of details | EN8LC-IVh-10: Process speech delivered by making inferences from what has been listened to | EN8VC-IVh-12: Raise questions about a particular aspect of a material viewed | EN8V-IVh-15: Use various strategies in decoding the meaning of words | EN8LT-IVh-2.3: Identify similarities and differences of the featured selections EN8LT-IVh-3: Explain how a selection is influenced by culture, history, environment | EN8SS-IVh-1.6.4: Use writing conventions to indicate acknowledgement of sources | EN8OL-IVh-3.7: Use effective non-verbal communication strategies: gestures and body movements and eye contact, etc. | EN8G-IVh-13: Use active and passive constructions in journalistic contexts EN8G-IVh-14: Use direct and reported speech in journalistic writing |
| 9 | EN8RC-IVi-15: Synthesize essential information found in a given text | EN8LC-IVi-3.14: Summarize information from the text listened to | EN8VC-IVi-15: Compare and contrast one's beliefs/convictions with those presented in a material viewed | EN8V-IVi-15: Use various strategies in decoding the meaning of words | EN8LT-IVi-12: Appreciate literature as an expression of philosophical and religious ideals | EN8WC-IVi-3.4: Compose journalistic texts | EN8OL-IVi-1.5: Deliver a manuscript/ <u>memorized oral speech</u> with ease and fluency before an audience | EN8G-IVi-13: Use active and passive constructions in journalistic contexts EN8G-IVi-14: Use direct and reported speech in journalistic writing EN8G-IVi-3: Use past and past perfect tenses in journalistic writing EN8G-IVi-15: Use appropriate modifiers EN8G-IVi-16: Use appropriate logical connectors for emphasis |
| 10 | Culminating Task | | | | | | | |

K to 12 BASIC EDUCATION CURRICULUM

GRADE 9

FIRST QUARTER

| | |
|-----------------------------|---|
| PROGRAM STANDARD | 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. |
| GRADE LEVEL STANDARD | 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. |
| CONTENT STANDARD | 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. |
| PERFORMANCE STANDARD | 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 | EN9RC-Ia-16: Share prior knowledge about a text topic | EN9LC-Ia-8: Process information mentioned in the text listened to EN9LC-Ia-3.6: Perform a task by following instructions | EN9VC-Ia-3.8: Infer thoughts, feelings, and intentions in the material viewed | EN9V-Ia-1: Provide words or expressions appropriate for a given situation | EN9LT-Ia-14: Analyze literature as a means of discovering the self EN9LT-Ia-14.1: Identify the distinguishing features of notable Anglo-American lyric poetry, songs, poems, sermons, and allegories | EN9WC-Ia-8: Distinguish between and among <u>informative</u> , <u>journalistic</u> , and literary writing. | EN9OL-Ia-1.15: 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. | EN9G-Ia-17: Use normal and inverted word order in creative writing EN9G-Ia-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning EN9G-Ia-18: Use interjections to convey meaning |
| 2 | EN9RC-Ib-16: Share prior knowledge about a text topic | EN9LC-Ib-6.2: Infer thoughts, feelings and intentions of the speaker | EN9VC-Ib-3.8: Infer thoughts, feelings, and intentions in the material viewed | EN9V-Ib-1: Provide words or expressions appropriate for a given situation | EN9LT-Ib-14: Analyze literature as a means of discovering the self EN9LT-Ib-14.2: Explain | EN9WC-Ib-8: Distinguish between and among <u>informative</u> , <u>journalistic</u> , and literary writing | EN9OL-Ib-1.15: Use the appropriate segmentals (sounds of English) and the suprasegmentals or | EN9G-Ib-17: Use normal and inverted word order in creative writing EN9G-Ib-1.6/1.7: Use appropriate punctuation marks |

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 |
|-------------|--|---|---|--|---|--|---|--|
| | | | | | how the elements specific to a selection build its theme | | prosodic features of speech when delivering lines of poetry and prose in a speech choir, <u>jazz chants</u> and raps EN9F-Ib-3.1: Produce the correct beat and rhythm in delivering <u>jazz chants</u> and raps | and capitalization to convey meaning EN9G-Ib-18: Use interjections to convey meaning |
| 3 | EN9RC-Ic-13.2: Take note of sequence signals or connectors to determine patterns of idea development given in a text | EN9LC-Ic-3.12: Paraphrase the text listened to | EN9VC-Ic-3.8: Infer thoughts, feelings, and intentions in the material viewed | EN9V-Ic-15: Explain how words are derived from names of persons and places | EN9LT-Ic-14: Analyze literature as a means of enhancing the self EN9LT-Ic-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection | EN9WC-Ic-8: Distinguish between and among informative, journalistic, and <u>literary</u> writing | EN9OL-Ic-1.15: 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, <u>jazz chants</u> and <u>raps</u> EN9F-Ic-3.1: Produce the correct beat and rhythm in delivering <u>jazz chants</u> and <u>raps</u> | EN9G-Ic-17: Use normal and inverted word order in creative writing EN9G-Ic-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning EN9G-Ic-18: Use interjections to convey meaning. |
| 4 | EN9RC-Id-13.2: Scan sequence signals or connectors to determine patterns of idea development | EN9LC-Id-8.4: Agree or disagree with the ideas of the speaker EN9LC-Id-8.5: Accept or reject ideas mentioned | EN9VC-Id-21: Summarize the contents of the material viewed | EN9V-Id-15: Explain how words are derived from names of persons and places | EN9LT-Id-14: Analyze literature as a means of discovering the self EN9LT-Id-2.2.1: Express appreciation for sensory images used | EN9WC-Id-8.1: Examine sample texts representative of each type. | EN9OL-Id-1.14: Use the correct <u>pitch</u> , <u>juncture</u> , <u>stress</u> , intonation, rate of speech, volume and projection when delivering lines of poetry and prose in dramatic and | EN9G-Id-17: Use normal and inverted word order in creative writing EN9G-Id-1.6/1.7: 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 |
|-------------|---|--|---|---|--|--|--|---|
| | | | | | | | conventional speech choirs | EN9G-Id-18: Use interjections to convey meaning. |
| 5 | EN9SS-Ie-1.5.1: Skim to determine key ideas and author's purpose | EN9LC-Ie-8.6: Make decisions based on what is listened to | EN9VC-Ie-21: Summarize the contents of the material viewed | EN9V-Ie-11: Arrive at meaning of words through word formation (clipping, blending, acronymy, compounding, folk etymology, etc.) | EN9LT-Ie-14: Analyze literature as a means of discovering the self EN9LT-Ie-2.2.2: Explain the literary devices used | EN9WC-Ie-9: Compose forms of literary writing | EN9OL-Ie-1.14: Use the correct pitch, juncture, stress, <u>intonation</u> , <u>rate of speech</u> , <u>volume</u> and <u>projection</u> when delivering lines of poetry and prose in dramatic and conventional speech choirs | EN9G-Ie-17: Use normal and inverted word order in creative writing EN9G-Ie-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning EN9G-Ie-18: Use interjections to convey meaning |
| 6 | EN9SS-If-1.5.1: Skim to determine key ideas and author's purpose. | EN9LC-If-8.2: Judge the relevance and worth of ideas presented | EN9VC-If-19: Assess the relevance and worth of ideas presented in the material viewed | EN9V-If-11: Arrive at meaning of words through word formation (clipping, blending, acronymy, compounding, folk etymology, etc.) | EN9LT-If-14: Analyze literature as a means of discovering the self EN9LT-If-2.2.3: Determine tone, mood, technique, and purpose of the author. | EN9WC-If-9.1: Identify types and features of poetry. | EN9OL-If-2.6.2: Use the appropriate gestures (hand, face, and body) | EN9G-If-17: Use normal and inverted word order in creative writing EN9G-If-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning EN9G-If-18: Use interjections to convey meaning |
| 7 | EN9RC-Ig-17: Make a connection between the present text and previously read texts | EN9LC-Ig-8.7: Draw generalizations and conclusions from the material listened to | EN9VC-Ig-19: Assess the relevance and worth of ideas presented in the material viewed | EN9V-Ig-12.3: Note types of context clue (restatement, definition, synonyms, antonyms) used for a given word or expression. | EN9LT-Ig-14: Analyze literature as a means of discovering the self EN9LT-Ig-2.2.3: Determine tone, mood, technique, and purpose of the author | EN9WC-Ig-9.1: Identify types and features of poetry. | EN9OL-Ig-2.6.2: Use the appropriate gestures (hand, face, and body) | EN9G-Ig-17: Use normal and inverted word order in creative writing EN9G-Ig-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning. EN9G-I-0-18: 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 |
|-------------|---|--|--|--|--|--|--|--|
| 8 | EN9RC-Ih-17: Make a connection between the present text and previously read texts | EN9LC-Ih-8.8: Compare and contrast information listened to | EN9VC-Ih-1.5/2.5: Draw generalizations and conclusions from the material viewed | EN9V-Ih-12.3: Note types of context clue (restatement, definition, synonyms, antonyms) used for a given word or expression | EN9LT-Ih-14: Analyze literature as a means of discovering the self EN9LT-Ih-2.3: Draw similarities and differences of the featured selections in relation to the theme | EN9WC-Ih-3.6: Use literary devices and techniques to craft poetic forms. | EN9F-Ih-3.14: Use the appropriate and effective speech conventions expected of speech choir presentations. | EN9G-Ih-17: Use normal and inverted word order in creative writing EN9G-Ih-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning. EN9G-Ih-18: Use interjections to convey meaning |
| 9 | EN9RC-Ii-18: Identify advance organizers, titles, sub-titles, illustrations, etc. given in a text | EN9LC-Ii-3.14: Summarize information from the text listened to | EN9VC-Ii-1.5/2.5: Draw generalizations and conclusions from the material viewed | EN9V-Ii-12.3: Note types of context clue (restatement, definition, synonyms, antonyms) used for a given word or expression | EN9LT-Ii-14: Analyze literature as a means of discovering the self EN9LT-Ii-3: Explain how a selection may be influenced by culture, history, environment, or other factors | EN9WC-Ii-3.6: Use literary devices and techniques to craft poetic forms | EN9F-Ii-3.14: Use the appropriate and effective speech conventions expected of speech choir presentations | EN9G-Ii-17: Use normal and inverted word order in creative writing EN9G-Ii-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning EN9G-Ii-18: Use interjections to convey meaning |
| 10 | Culminating Task | | | | | | | |

K to 12 BASIC EDUCATION CURRICULUM

SECOND QUARTER

| | |
|-----------------------------|---|
| PROGRAM STANDARD | 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. |
| GRADE LEVEL STANDARD | 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. |
| CONTENT STANDARD | 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. |
| PERFORMANCE STANDARD | 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 | EN9RC-IIa-3.2.7: Compare and contrast similar information presented in different texts. | EN9LC-IIa-11: Shift from one listening strategy to another based on topic, purpose, and level of difficulty of the argumentative or persuasive text. | EN9VC-IIa-1.4: Establish connections of events and how these lead to the ending of a material. | EN9V-IIa-27: Give the appropriate communicative styles for various situations (<i>intimate</i> , casual, conversational, consultative, frozen). | EN9LT-IIa-15: Analyze literature as a means of valuing other people and their various circumstances in life. EN9LT-IIa-15.1: Identify the distinguishing features of notable Anglo-American sonnets, dramatic poetry, vignettes, and short stories. | EN9WC-IIa-10: Distinguish the features present in poetry and in prose. | EN9OL-IIa-3.7: 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. | EN9G-IIa-19: Use adverbs in narration. |
| 2 | EN9RC-IIb-19: Get information from various print media like <i>brochures</i> , pamphlets, periodicals, and audio-video recordings. | EN9LC-IIb-11.1: Listen to get important information from argumentative/ persuasive texts. | EN9VC-IIb-21: Summarize the information contained in the material viewed. | EN9V-IIb-27: Give the appropriate communicative styles for various situations (<i>intimate</i> , <i>casual</i> , | EN9LT-IIb-15: Analyze literature as a means of valuing other people and their various circumstances in life. | EN9WC-IIb-10: Distinguish the features present in poetry and in prose. | EN9OL-IIb-3.7: Employ varied verbal and non-verbal strategies to create impact on the audience while delivering | EN9G-IIb-19: Use adverbs in narration. |

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 |
|----------|---|--|---|---|---|---|--|--|
| | | EN9LC-IIb-2.8: Make inferences from what was said. | | conversational, consultative, frozen). | EN9LT-II-0-14.2: Explain how the elements specific to a selection build its theme. | | lines in a Readers Theatre or in a Chamber Theatre. | |
| 3 | EN9RC-IIc-19: Get information from various print media like brochures, <u>pamphlets</u> , periodicals, and audio-video recordings. | EN9LC-IIc-3.12/3.14: Listen to paraphrase and summarize information from persuasive texts. | EN9VC-IIc-21: Summarize the information contained in the material viewed. | EN9V-IIc-27: Give the appropriate communicative styles for various situations (intimate, casual, <u>conversational</u> , consultative, frozen). | EN9LT-IIc-15: Analyze literature as a means of valuing other people and their various circumstances in life. EN9LT-IIc-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection. | EN9WC-IIc-10: Distinguish the features present in poetry and in prose. | EN9F-IIc-3.11.1: Use the correct production of English sounds: vowels sounds, consonant sounds, diphthongs, etc. | EN9G-IIb-19: Use adverbs in narration |
| 4 | EN9RC-IIId-19: Get information from various print media like brochures, <u>pamphlets</u> , <u>periodicals</u> , and audio-video recordings. | EN9LC-IIId-11.2: Anticipate the points that will be made based on the speaker's purpose. | EN9VC-IIId-22: Agree or disagree with the ideas presented in the material viewed. | EN9V-IIId-27: Give the appropriate communicative styles a situation (intimate, casual, <u>conversational</u> , consultative, frozen). | EN9LT-IIId-15: Analyze literature as a means of valuing other people and their various circumstances in life. EN9LT-IIId-2.2.1: Express appreciation for sensory images used. | EN9WC-IIId-10: Distinguish the features present in poetry and in prose. | EN9F-IIId-3.11.1: Use the correct production of English sounds: vowels sounds, consonant sounds, diphthongs, etc. | EN9G-IIId-19: Use adverbs in narration. |
| 5 | EN9RC-IIe-19: Get information from various print media like brochures, pamphlets, periodicals, | EN9LC-IIe-12: Make a stand based on the text listened to. | EN9VC-IIe-22: Agree or disagree with the ideas presented in the material viewed. | EN9V-IIe-27: Give the appropriate communicative styles for various situations | EN9LT-IIe-15: Analyze literature as a means of valuing other people and their various | EN9WC-IIe-10: Distinguish the features present in poetry and in prose. | EN9OL-IIe-5: Use the appropriate prosodic features of speech when delivering lines in | EN9G-IIe-20: Use conditionals in expressing arguments |

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 <u>audio-video recordings</u> . | | | (intimate, casual, conversational, consultative, frozen). | circumstances in life. EN9LT-IIe-2.2.2: Explain the literary devices used. | | a Readers Theatre or in a Chamber Theatre. | |
| 6 | EN9RC-IIif-11.1: Sense the difference between linear and non-linear texts. | EN9LC-IIif-8.7: Draw conclusions based on the text listened to. | EN9VC-IIif-23: Share personal opinion about the ideas presented in the material viewed. | EN9V-IIif-28: Determine the vocabulary or jargons expected of a communicative style. | EN9LT-IIif-15: Analyze literature as a means of valuing other people and their various circumstances in life. EN9LT-IIif-2.2.3: Determine tone, mood, technique, and purpose of the author. | EN9WC-IIif-9: Compose forms of literary writing. EN9WC-IIif-9.2: Identify types and features of short prose. | EN9OL-IIif-5: Use the appropriate prosodic features of speech when delivering lines in a Readers Theatre or in a Chamber Theatre. | EN9G-IIif-20: Use conditionals in expressing arguments. |
| 7 | EN9RC-IIig-5: Interpret information found in non-linear texts such as diagrams, maps, charts, etc | EN9LC-IIig-3.13: React and share personal opinion about the ideas listened to. | EN9VC-IIig-23: Share personal opinion about the ideas presented in the material viewed. | EN9V-IIig-28: Determine the vocabulary or jargons expected of a communicative style. | EN9LT-IIig-15: Analyze literature as a means of valuing other people and their various circumstances in life. EN9LT-IIig-2.2.3: Determine tone, mood, technique, and purpose of the author. | EN9WC-IIig-9: Compose forms of literary writing. EN9WC-IIig-9.2: Identify types and features of short prose. | EN9OL-IIig-2.6: Employ effective and appropriate non-verbal communication to convey meaning in a Readers or Chamber Theatre. | EN9G-IIig-20: Use conditionals in expressing arguments. |

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

K to 12 BASIC EDUCATION CURRICULUM

THIRD QUARTER

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|-----------------------------|---|
| PROGRAM STANDARD | 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. |
| GRADE LEVEL STANDARD | 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. |
| CONTENT STANDARD | 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. |
| PERFORMANCE STANDARD | 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 | EN9RC-IIIa-20: Analyze a one-act play EN9LT-IIIa-20.1: Explain how the elements specific to a one-act play contribute to the development of its theme | EN9LC-IIIa-6: Employ appropriate listening strategies suited to type of text EN9LC-IIIa-6.1: Extract important information from argumentative/persuasive texts | EN9VC-IIIa-1.2/2.2: Interpret the message conveyed in a material viewed | EN9V-IIIa-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions) | EN9LT-IIIa-16: Analyze literature as a means of connecting to the world. EN9LT-IIIa-16.1: Identify the distinguishing features of Anglo-American one-act plays | EN9WC-IIIa-9: Compose forms of literary writing EN9WC-IIIa-9.4: Identify types and features of a play synopsis. | EN9OL-IIIa-3.7: Employ varied verbal and non-verbal strategies while performing in a one-act play EN9F-IIIa-3.11: Produce the English sounds correctly and effectively when delivering lines in a one-act play. | EN9G-IIIa-21: Use verbals. |
| 2 | EN9RC-IIIb-20: Analyze a one-act play EN9LT-IIIb-20.1: Explain how the elements specific to a one-act play contribute to the development of its theme | EN9LC-IIIb-6.3: Reflect on the ideas of the speaker | EN9VC-IIIb-1.2/2.2: Interpret the message conveyed in a material viewed | EN9V-IIIb-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions) | EN9LT-IIIb-16: Analyze literature as a means of connecting to the world EN9LT-IIIb-16.1: Identify the distinguishing | EN9WC-IIIb-9: Compose forms of literary writing EN9WC-IIIb-9.4: Identify types and features of a play synopsis. | EN9F-IIIb-3.11: Produce the English sounds correctly and effectively when delivering lines in a one-act play. | EN9G-IIIb-21: 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 |
|-------------|---|--|--|--|--|---|---|------------------------------------|
| | | | | | features of Anglo-American one-act plays | | | |
| 3 | EN9RC-IIIc-20: Analyze a one-act play. EN9LT-IIIc-20.1: Explain how the elements specific to a one-act play contribute to the development of its theme | EN9LC-IIIc-6.4: Interpret the information listened to | EN9VC-IIIc-1.2/2.2: Interpret the message conveyed in a poster | EN9V-IIIc-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions) | EN9LT-IIIc-16: Analyze literature as a means of connecting to the world EN9LT-IIIc-16.1: Identify the distinguishing features of Anglo-American one-act plays | EN9WC-IIIc-9: Compose forms of literary writing EN9WC-IIIc-9.4: Identify types and features of a play synopsis. | EN9OL-IIIc-5: Use the appropriate prosodic features of speech when delivering lines in a one-act play | EN9G-IIIc-21: Use verbals. |
| 4 | EN9RC-IIIId-20: Analyze a one-act play EN9LT-IIIId-2.1.5: Express appreciation for sensory images used EN9LT-IIIId-20.2: Explain the literary devices used | EN9LC-IIIId-6.5: Recognize faulty logic, unsupported facts, and emotional appeal | EN9VC-IIIId-4.3/5.3: Analyze the information contained in the material viewed | EN9V-IIIId-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions) | EN9LT-IIIId-16: Analyze literature as a means of connecting to the world EN9LT-IIIId-2.3: Draw similarities and differences of the featured selections in relation to the theme | EN9WC-IIIId-9: Compose forms of literary writing EN9WC-IIIId-9.4: Identify types and features of a play synopsis | EN9OL-IIIId-5: Use the appropriate prosodic features of speech when delivering lines in a one-act play | EN9G-IIIId-21: Use verbals. |
| 5 | EN9RC-IIIe-20: Analyze a one-act play EN9LT-IIIe-2.1.5: Express appreciation for sensory images used EN9LT-IIIe-20.2: Explain the literary devices used | EN9LC-IIIe-3.13: Provide appropriate and critical feedback/ reaction to a specific context or situation | EN9VC-IIIe-4.3/5.3: Analyze the information contained in the material viewed | EN9V-IIIe-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions) | EN9LT-IIIe-16: Analyze literature as a means of connecting to the world EN9LT-IIIe-2.3: Draw similarities and differences of the featured selections in | EN9WC-IIIe-9: Compose forms of literary writing EN9WC-IIIe-9.5: Use literary devices and techniques to craft a play synopsis | EN9OL-IIIe-5: Use the appropriate prosodic features of speech when delivering lines in a one-act play | EN9G-IIIe-21: 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 |
|-------------|--|--|--|---|--|--|---|---|
| | | | | | relation to the theme | | | |
| 6 | <p>EN9RC-IIIIf-20: Analyze a one-act play</p> <p>EN9LT-IIIIf-2.1.5: Express appreciation for sensory images used</p> <p>EN9LT-IIIIf-20.2: Explain the literary devices used</p> | <p>EN9LC-IIIIf-3.13: Provide appropriate and critical feedback/ reaction to a specific context or situation</p> | <p>EN9VC-IIIIf-4.3/5.3: Analyze the information contained in the material viewed</p> | <p>EN9V-IIIIf-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions)</p> | <p>EN9LT-IIIIf-16: Analyze literature as a means of connecting to the world</p> <p>EN9LT-IIIIf-2.3: Draw similarities and differences of the featured selections in relation to the theme</p> | <p>EN9WC-IIIIf-9: Compose forms of literary writing</p> <p>EN9WC-IIIIf-9.5: Use literary devices and techniques to craft a play synopsis</p> | <p>EN9OL-IIIIf-2: Use effective and appropriate non-verbal communication strategies</p> | <p>EN9G-IIIIf-21: Use verbals.</p> |
| 7 | <p>EN9LT-IIIIf-2.11: Determine tone, mood, technique, and purpose of the author</p> | <p>EN9LC-IIIIf-2.10: Share personal opinion about the ideas listened to</p> | <p>EN9VC-IIIIf-24: Provide critical feedback to the idea presented in the material viewed</p> | <p>EN9V-IIIIf-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions)</p> | <p>EN9LT-IIIIf-16: Analyze literature as a means of connecting to the world</p> <p>EN9LT-IIIIf-3: Explain how a selection may be influenced by culture, history, environment, or other factors</p> | <p>EN9WC-IIIIf-9: Compose forms of literary writing</p> <p>EN9WC-IIIIf-9.5: Use literary devices and techniques to craft a play synopsis</p> | <p>EN9OL-IIIIf-2: Use effective and appropriate non-verbal communication strategies</p> | <p>EN9G-IIIIf-21: Use verbals.</p> |
| 8 | <p>EN9LT-IIIIf-2.11: Determine tone, mood, technique, and purpose of the author</p> | <p>EN9LC-IIIIf-12.1: Analyze the content and feeling levels of utterances in persuasive texts</p> | <p>EN9VC-IIIIf-24: Provide critical feedback to the idea presented in the material viewed</p> | <p>EN9V-IIIIf-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions)</p> | <p>EN9LT-IIIIf-16: Analyze literature as a means of connecting to the world</p> <p>EN9LT-IIIIf-3: Explain how a selection may be influenced by culture, history, environment, or other factors</p> | <p>EN9WC-IIIIf-9: Compose forms of literary writing</p> <p>EN9WC-IIIIf-9.5: Use literary devices and techniques to craft a play synopsis</p> | <p>EN9OL-IIIIf-3.10: Use appropriate multi-media resources to accompany the oral delivery of lines</p> | <p>EN9G-IIIIf-21: 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 |
|-------------|---|--|---|--|---|---|--|-----------------------------------|
| 9 | EN9LT-IIIi-2.11: Determine tone, mood, technique, and purpose of the author | EN9LC-IIIi-8.2: Judge the relevance and worth of information/ ideas EN9LC-IIIi-8.6: Form decisions based on the ideas mentioned | EN9VC-IIIi-24: Provide critical feedback to the idea presented in the material viewed | EN9V-IIIi-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions) | EN9LT-IIIi-16: Analyze literature as a means of connecting to the world EN9LT-IIIi-3: Explain how a selection may be influenced by culture, history, environment, or other factors | EN9WC-IIIi-9: Compose forms of literary writing EN9WC-IIIi-9.5: Use literary devices and techniques to craft a play synopsis | EN9OL-IIIi-3.10: Use appropriate multi-media resources to accompany the oral delivery of lines | EN9G-IIIi-21: Use verbals. |
| 10 | Culminating Task | | | | | | | |

K to 12 BASIC EDUCATION CURRICULUM

FOURTH QUARTER

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|-----------------------------|--|
| PROGRAM STANDARD | 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. |
| GRADE LEVEL STANDARD | 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. |
| CONTENT STANDARD | 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. |
| PERFORMANCE STANDARD | 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 |
|------|---|--|--|---|---|--|--|--|
| 1 | EN9RC-IVa-2.18: Relate text content to particular social issues, concerns, or dispositions in real life | EN9LC-IVa-13: Listen to lay value judgment on critical issues that demand sound analysis and call for prompt actions | EN9VC-IVa-10: Determine the relevance and the truthfulness of the ideas presented in the material viewed | EN9V-IVa-29: Get familiar with the technical vocabulary for drama and theater (like stage directions) | EN9LT-IVa-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVa-17.1: Explain how the elements specific to full-length plays build its theme | EN9WC-IVa-11: Compose a play review | EN9OL-IVa-3.7: Use varied verbal and non-verbal communication strategies when performing in a full-length play EN9F-IVa-3.11: Produce the sounds of English effectively when delivering lines in a full-length play | EN9G-IVa-22: Use active and passive constructions |
| 2 | EN9RC-IVb-2.18: Relate text content to particular social issues, concerns, or dispositions in real life | EN9LC-IVb-13.1: Get the different sides of social, moral, and economic issues affecting the nation | EN9VC-IVb-10: Determine the relevance and the truthfulness of the ideas presented in the material viewed | EN9V-IVb-29: Get familiar with the technical vocabulary for drama and theater (like stage directions) | EN9LT-IVb-17: Analyze literature as a means of understanding unchanging values in a changing world | EN9WC-IVb-11: Compose a play review. | EN9F-IVb-3.11: Produce the sounds of English effectively when delivering lines in a full-length play | EN9G-IVb-22: 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 |
|-------------|---|--|--|---|--|--|---|---|
| | | | | | EN9LT-IVb-17.1: Explain how the elements specific to full-length plays build its theme | | | |
| 3 | EN9RC-IVc-2.18: Relate text content to particular social issues, concerns, or dispositions in real life | EN9LC-IVc-13.2: Employ analytical listening to make prediction/projections | EN9VC-IVc-10: Determine the relevance and the truthfulness of the ideas presented in the material viewed | EN9V-IVc-29: Get familiar with the technical vocabulary for drama and theater (like stage directions) | EN9LT-IVc-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVc-2.2.1: Express appreciation for sensory images used | EN9WC-IVc-11: Compose a play review | EN9OL-IVc-2: Employ effective and appropriate non-verbal communication strategies | EN9G-IVc-23: Express <u>permission</u> , obligation, and prohibition. |
| 4 | EN9RC-IVd-2.18: Relate text content to particular social issues, concerns, or dispositions in real life | EN9LC-IVd-7.2: Analyze the stand of the speaker based on the explicit statement made | EN9VC-IVd-1.3/2.3: Formulate predictions based on the material viewed | EN9V-IVd-29: Get familiar with the technical vocabulary for drama and theater (like stage directions) | EN9LT-IVd-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVd-2.2.2: Explain the literary devices used | EN9WC-IVd-11: Compose a play review. | EN9OL-IVd-2: Employ effective and appropriate non-verbal communication strategies | EN9G-IVd-23: Express permission, <u>obligation</u> , and prohibition. |
| 5 | EN9RC-IVe-2.18: Relate text content to particular social issues, concerns, or dispositions in real life | EN9LC-IVe-8.8: Compare and contrast ideas listened to | EN9VC-IVe-1.3/2.3: Formulate predictions based on the material viewed | EN9V-IVe-29: Get familiar with the technical vocabulary for drama and theater (like stage directions) | EN9LT-IVe-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVe-2.2.2: Explain the literary devices used | EN9WC-IVe-11: Compose a play review | EN9OL-IVe-2: Employ effective and appropriate non-verbal communication strategies | EN9G-IVe-23: Express permission, obligation, and <u>prohibition</u> writing an 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 |
|-------------|--|---|---|--|---|---|--|---|
| 6 | EN9RC-IVf-2.22: Judge the relevance and worth of ideas, soundness of author’s reasoning, and the effectiveness of the presentation | EN9LC-IVf-13.3: Differentiate biases from prejudices | EN9VC-IVf-1.3/2.3: Formulate predictions based on the material viewed | EN9V-IVf-29: Get familiar with the technical vocabulary for drama and theater (like stage directions). | EN9LT-IVf-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVf-2.2.3: Determine tone, mood, technique, and purpose of the author | EN9WC-IVf-11: Compose a play review | EN9OL-IVf-1.14: Use the appropriate suprasegmentals: pitch, stress, juncture, intonation, etc. | EN9G-IVf-1: Change direct to indirect speech and vice versa |
| 7 | EN9RC-IVg-2.22: Judge the relevance and worth of ideas, soundness of author’s reasoning, and the effectiveness of the presentation | EN9LC-IVg-13.4: Judge the relevance and truthfulness of the ideas listened to | EN9VC-IVg-14: Take a stand on critical issues brought up in the material viewed | EN9V-IVg-29: Get familiar with the technical vocabulary for drama and theater (like stage directions) | EN9LT-IVg-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVg-2.2.3: Determine tone, mood, technique, and purpose of the author | EN9WC-IVg-11: Compose a play review | EN9OL-IVg-1.14: Use the appropriate suprasegmentals: pitch, stress, juncture, intonation, etc. | EN9G-IVg-1: Change direct to indirect speech and vice versa |
| 8 | EN9RC-IVh-2.22: Judge the relevance and worth of ideas, soundness of author’s reasoning, and the effectiveness of the presentation | EN9LC-IVh-2.15: Judge the validity of the evidence listened to | EN9VC-IVh-14: Take a stand on critical issues brought up in the material viewed | EN9V-IVh-29: Get familiar with the technical vocabulary for drama and theater (like stage directions) | EN9LT-IVh-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVh-2.3: Draw similarities and differences of | EN9WC-IVh-11: Compose a play review | EN9OL-IVh-3.10: Use appropriate multi-media resources appropriately, effectively and efficiently | EN9G-IVh-24: 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 |
|-------------|--|---|---|---|---|---|--|---|
| | | | | | the featured selections in relation to the theme | | | |
| 9 | EN9RC-IVi-2.22: Judge the relevance and worth of ideas, soundness of author’s reasoning, and the effectiveness of the presentation | EN9LC-IVi-8.7: Make generalizations | EN9VC-IVi-14: Take a stand on critical issues brought up in the material viewed | EN9V-IVi-29: Get familiar with the technical vocabulary for drama and theater (like stage directions) | EN9LT-IVi-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVi-3: Explain how a selection may be influenced by culture, history, environment, or other factors | EN9WC-IVi-11: Compose a play review | EN9OL-IVi-3.10: Use appropriate multi-media resources appropriately, effectively and efficiently | EN9G-IVi-25: Observe tense consistency in writing an evaluation |
| 10 | Culminating Task | | | | | | | |

K to 12 BASIC EDUCATION CURRICULUM

GRADE 10

FIRST QUARTER

| | |
|-----------------------------|---|
| PROGRAM STANDARD | 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. |
| GRADE LEVEL STANDARD | 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. |
| CONTENT STANDARD | 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. |
| PERFORMANCE STANDARD | The learner composes a short but powerful persuasive text using a variety of persuasive techniques and devices. |

| 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 | EN10RC-Ia-2.15.2: Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text | EN10LC-Ia-11.1: Get information that can be used in everyday life from news reports, speeches, informative talks, panel discussions, etc. | EN10VC-Ia-1.4/2.4: Determine how connected events contribute to the totality of a material viewed | EN10V-Ia-13.9: Differentiate formal from informal definitions of words | EN10LT-Ia-14.2: Explain how the elements specific to a selection build its theme | EN10WC-Ia-12.1: Identify features of persuasive texts | EN10OL-Ia-3.14: Identify the factors of public speaking | EN10G-Ia-27: Use reflexive and intensive pronouns |
| 2 | EN10RC-Ib-2.15.2: Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text | EN10LC-Ib-4: Determine the implicit and explicit signals, verbal, as well as non-verbal, used by the speaker to highlight significant points | EN10VC-Ib-1.4/2.4: Determine how connected events contribute to the totality of a material viewed | EN10V-Ib-13.9: Differentiate formal from informal definitions of words | EN10LT-Ib-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-Ib-2.2.1: Express appreciation for sensory images used | EN10WC-Ib-12.1: Identify features of persuasive texts | EN10OL-Ib-3.15: Describe and interpret the ethics of public speaking | EN10G-Ib-27: Use reflexive and intensive pronouns |

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 | EN10RC-Ic-2.15.2: Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text | EN10LC-Ic-4: Determine the implicit and explicit signals, verbal, as well as non-verbal, used by the speaker to highlight significant points | EN10VC-Ic-1.4/2.4: Determine how connected events contribute to the totality of a material viewed | EN10V-Ic-13.9: Differentiate formal from informal definitions of words | EN10LT-Ic-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-Ic-2.2.2: Explain the literary devices used | EN10WC-Ic-12.2: Formulate a statement of opinion or assertion | EN10OL-Ic-3.16: Describe the techniques in effective public speaking | EN10G-Ic-26: Using words and expressions that emphasize a point |
| 4 | EN10RC-Id-2.15.2: Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text | EN10LC-Id-4.1: Single out direct and indirect signals used by a speaker | EN10VC-Id-25: Express insights based on the ideas presented in the material viewed | EN10V-Id-13.9: Differentiate formal from informal definitions of words | EN10LT-Id-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-Id-2.2.2: Explain the literary devices used | EN10WC-Id-12.2: Formulate a statement of opinion or assertion | EN10OL-Id-3.16.1: Employ the techniques in public speaking in a sample public speaking situation | EN10G-Id-26: Using words and expressions that emphasize a point |
| 5 | EN10RC-Ie-2.15.2: Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text | EN10LC-Ie-14.1: Point out the effectiveness of the devices used by the speaker to attract and hold the attention of the listener | EN10VC-Ie-25: Express insights based on the ideas presented in the material viewed | EN10V-Ie-13.9: Differentiate formal from informal definitions of words | EN10LT-Ie-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-Ie-2.2.3: Determine tone, mood, technique, and purpose of the author | EN10WC-Ie-12.2: Formulate a statement of opinion or assertion EN10WC-Ie-12.3: Compose a persuasive text of three paragraphs expressing one's stand on an issue | EN10OL-Ie-3.16.1: Employ the techniques in public speaking in a sample public speaking situation | EN10G-Ie-26: Using words and expressions that emphasize a point |
| 6 | EN10RC-If-21: Compare new | EN10LC-If-14.2: Determine the roles | EN10VC-If-25: Express | EN10V-If-13.9: Differentiate | EN10LT-If-2.2: Explain how the | EN10WC-If-12.3: Compose a | EN10OL-If-3.16.1: Employ | EN10G-If-3.6: Use modals |

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 |
|-------------|--|--|--|---|--|---|---|----------------------------------|
| | insights with previous learnings | of discourse markers (e.g. conjunctions, gambits, adverbs) in signaling the functions of statements made | insights based on the ideas presented in the material viewed | formal from informal definitions of words | elements specific to a genre contribute to the theme of a particular literary selection. EN10LT-If-2.2.3: Determine tone, mood, technique, and purpose of the author | persuasive text of three paragraphs expressing one's stand on an issue | the techniques in public speaking in a sample public speaking situation | |
| 7 | EN10RC-Ig-21: Compare new insights with previous learnings | EN10LC-Ig-8.7: Make generalizations | EN10VC-Ig-1.5/2.5: Draw generalizations and conclusions based on the materials viewed | EN10V-Ig-13.9: Differentiate formal from informal definitions of words | EN10LT-Ig-3: Explain how a selection may be influenced by culture, history, environment, or other factors | EN10WC-Ig-12.3: Compose a persuasive text of three paragraphs expressing one's stand on an issue | EN10OL-Ig-3.16.1: Employ the techniques in public speaking in a sample public speaking situation | EN10G-Ig-3.6: Use modals |
| 8 | EN10RC-Ih-21: Compare new insights with previous learnings | EN10LC-Ih-14.3: Show appreciation for songs, poems, and other listening texts | EN10VC-Ih-1.5/2.5: Draw generalizations and conclusions based on the materials viewed | EN10V-Ih-13.9: Differentiate formal from informal definitions of words | EN10LT-Ih-2.3: Draw similarities and differences of the featured selections in relation to the theme | EN10WC-Ih-12.3: Compose a persuasive text of three paragraphs expressing one's stand on an issue | EN10OL-Ih-3.16.1: Employ the techniques in public speaking in a sample public speaking situation | EN10G-Ih-3.6: Use modals |
| 9 | EN10RC-Ii-21: Compare new insights with previous learnings | EN10LC-Ii-14: Examine how spoken communication may be repaired or enhanced | EN10VC-Ii-1.5/2.5: Draw generalizations and conclusions based on the materials viewed | EN10V-Ii-13.9: Differentiate formal from informal definitions of words | EN10LT-Ii-18: Evaluate literature as a way of expressing and resolving one's personal conflicts | EN10WC-Ii-12: Compose short persuasive texts using a variety of persuasive techniques and devices | EN10OL-Ii-3.16.1: Employ the techniques in public speaking in a sample public speaking situation | EN10G-Ii-3.6: Use modals |
| 10 | Culminating Activity | | | | | | | |

K to 12 BASIC EDUCATION CURRICULUM

SECOND QUARTER

| | |
|-----------------------------|--|
| PROGRAM STANDARD | 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. |
| GRADE LEVEL STANDARD | 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. |
| CONTENT STANDARD | 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. |
| PERFORMANCE STANDARD | 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 | EN10RC-IIa-11: Transcode information from linear to non-linear texts and vice-versa | EN10LC-IIa-11: Switch from one listening strategy to another to extract meaning from the listening text | EN10VC-IIa-3.8: Assess the effectiveness of the ideas presented in the material viewed taking into account its purpose | EN10V-IIa-13.9: Give technical and operational definitions | EN10LT-IIa-14.2: Explain how the elements specific to a selection build its theme | EN10WC-IIa-13.1: Identify parts and features of argumentative essays | EN10OL-IIa5: Employ appropriate pitch, stress, juncture, intonation, etc. | EN10G-IIa-29: Observe correct grammar in making definitions |
| 2 | EN10RC-IIb-11.2: Explain illustrations from linear to non-linear texts and vice versa | EN10LC-IIb-15.1: Assess the effectiveness of a material listened to taking into account the speaker's purpose | EN10VC-IIb-3.8: Assess the effectiveness of the ideas presented in the material viewed taking into account its purpose | EN10V-IIb-13.9: Give technical and operational definitions | EN10LT-IIb-14.2: Explain how the elements specific to a selection build its theme | EN10WC-IIb-13.2: Formulate claims of fact, policy, and value | EN10OL-IIb-5: Employ appropriate pitch, stress, juncture, intonation, etc. | EN10G-IIb-29: Observe correct grammar in making definitions |
| 3 | EN10RC-IIc-5.4: Present information using tables, graphs, and maps | EN10LC-IIc-15.2: Assess whether the speaker's purpose is achieved or not | EN10VC-IIc-3.8: Assess the effectiveness of the ideas presented in the material viewed taking into account its purpose | EN10V-IIc-13.9: Give technical and operational definitions | EN10LT-IIc-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IIc-2.2.1: Express | EN10WC-IIc-13.3: Use patterns and techniques of developing an argumentative claim | EN10OL-IIc-3.11: Use the correct sound of English when delivering impromptu and extemporaneous speech | EN10G-IIc-29: 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 |
|-------------|--|---|--|---|--|---|--|--|
| | | | | | appreciation for sensory images used | | | |
| 4 | EN10SS-IIId-1.5.2: Scan for needed information | EN10LC-IIId-3.15: Evaluate listening texts in terms of accuracy, validity, adequacy, and relevance | EN10VC-IIId-26: Detect bias and prejudice in the material viewed | EN10V-IIId-13.9: Give technical and operational definitions | EN10LT-IIId-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IIId-2.2.2: Explain the literary devices used | EN10SS-IIId-1.6.3: Acknowledge citations by preparing a bibliography | EN10OL-IIId-3.11: Use the correct sound of English when delivering impromptu and extemporaneous speech | EN10G-IIId-29: Observe correct grammar in making definitions |
| 5 | EN10RC-IIe-7.3: Read closely to get the author’s purpose | EN10LC-IIe-13.2: Employ analytical listening in problem solving | EN10VC-IIe-26: Detect bias and prejudice in the material viewed | EN10V-IIe-13.9: Give technical and operational definitions | EN10LT-IIe-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IIe-2.2.3: Determine tone, mood, technique, and purpose of the author | EN10SS-IIe-1.6.4: Use writing conventions to indicate acknowledgement of resources | EN10OL-IIe-3.8: Observe the correct stance and proper stage behavior as deemed necessary EN10OL-IIe-2.6.2: Establish eye contact | EN10G-IIe-28: Use words and expressions that affirm or negate |
| 6 | EN10RC-IIIf-13.1: Read closely to get explicitly and implicitly stated information | EN10LC-IIIf-13.2: Employ analytical listening in problem solving | EN10VC-IIIf-26: Detect bias and prejudice in the material viewed | EN10V-IIIf-13.9: Give technical and operational definitions | EN10LT-IIIf-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IIIf-2.2.3: Determine tone, | EN10SS-IIIf-1.6.6: Use quotation marks or hanging indentations for direct quotes | EN10OL-IIIf-3.8: Observe the correct stance and proper stage behavior as deemed necessary EN10OL-IIIf-2.6.2: Establish eye contact | EN10G-IIIf-28: Use words and expressions that affirm or negate |

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

K to 12 BASIC EDUCATION CURRICULUM

THIRD QUARTER

| | |
|-----------------------------|--|
| PROGRAM STANDARD | 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. |
| GRADE LEVEL STANDARD | 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. |
| CONTENT STANDARD | 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. |
| PERFORMANCE STANDARD | 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 |
|----------|---|---|---|--|---|---|--|---|
| 1 | EN10RC-IIIa-22.1: Overall artistic value of the structure and elements of the selection (structuralist/formalist) | EN10LC-IIIa-16: Listen to simplify, reorganize, synthesize, and evaluate information to expand, review, or update knowledge | EN10VC-IIIa-12: Raise questions to clarify issues covered in the material viewed | EN10V-IIIa-13.9: Give expanded definitions of words | EN10LT-IIIa-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IIIa-2.2.1: Express appreciation for sensory images used | EN10WC-IIIa-14.1.1: Expand ideas using principles of cohesion and coherence | EN10OL-IIIa-3.8: Use the correct stage stance and behavior when giving a roast and a toast and when paying tribute to someone in a eulogy | EN10G-IIIa-31: Use pronouns effectively |
| 2 | EN10RC-IIIb-22.2: Treatment of underlying or overarching issue concerning human experience (moralist) | EN10LC-IIIb-16.1: Distinguish the important points from less important ones in a text listened to | EN10VC-IIIb-23: Share viewpoints based on the ideas presented in the materials viewed | EN10V-IIIb-13.9: Give expanded definitions of words | EN10LT-IIIb-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IIIb-2.2.2: Explain | EN10WC-IIIb-14.1.2: Use a variety of informative, persuasive, and argumentative writing techniques | EN10OL-IIIb-3.8: Use the correct stage stance and behavior when giving a roast and a toast and when paying tribute to someone in a eulogy | EN10G-IIIb-31: 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 |
|-------------|--|---|--|---|--|--|--|--|
| | | | | | the literary devices used | | | |
| 3 | EN10RC-IIIc-22.3: Power struggles of characters (Marxist) | EN10LC-IIIc-3.14: Summarize important points discussed in the text listened to | EN10VC-IIIc-10: Evaluate the information contained in the material viewed in terms of accuracy and effectiveness | EN10V-IIIc-13.9: Give expanded definitions of words | EN10LT-IIIc-2.2.3: Determine tone, mood, technique, and purpose of the author | EN10SS-IIIc-1.6: Show respect for intellectual property rights by acknowledging citations made in the critique EN10SS-IIIc-1.6.4: Use writing conventions to acknowledge sources | EN10OL-IIIc-5: Employ the appropriate prosodic features of speech | EN10G-IIIc-31: Use pronouns effectively |
| 4 | EN10RC-IIIId-22.4: Gender relationships of characters (feminist) | EN10LC-IIIId-3.2: Raise questions and seek clarifications on issues discussed in the text listened to. EN10LC-IIIId-3.18: Get different viewpoints on various local or global issues | EN10VC-IIIId-28: Disclose the personal significance of a material viewed | EN10V-IIIId-13.9: Give expanded definitions of words | EN10LT-IIIId-14.2: Explain how the elements specific to a selection build its theme | EN10SS-IIIId-1.6: Show respect for intellectual property rights by acknowledging citations made in the critique EN10SS-IIIId-1.6.6: Use quotation marks or hanging indentations for direct quotes | EN10OL-IIIId-1.4: Use polite expressions when giving a roast | EN10G-IIIId-31: Use pronouns effectively |
| 5 | EN10RC-IIIe-22.5: Relevance of the selection to the historical context during which it was produced (historical) | EN10LC-IIIe-2.9: React intelligently and creatively to the text listened to | EN10VC-IIIe-12: Raise questions to clarify issues covered in the material viewed | EN10V-IIIe-13.9: Give expanded definitions of words | EN10LT-IIIe-3: Explain how a selection may be influenced by culture, history, environment, or other factors | EN10SS-IIIe-1.6: Show respect for intellectual property rights by acknowledging citations made in the critique EN10SS-IIIe-1.6.5: Use in-text citations | EN10OL-IIIe-3.9: Use the correct and appropriate language when giving a toast or a tribute to someone and when delivering welcome and closing remarks | EN10G-IIIe-30: Use structures of modification |
| 6 | EN10RC-IIIIf-2.18: Personal significance of the selection to the reader (reader-response) | EN10LC-IIIIf-3.13: React to the falsity or soundness of an argument | EN10VC-IIIIf-23: Share viewpoints based on the ideas presented in the materials viewed | EN10V-IIIIf-13.9: Give expanded definitions of words | EN10LT-IIIIf-3: Explain how a selection may be influenced by culture, history, | EN10SS-IIIIf-1.6.3: Acknowledge sources by | EN10OL-IIIIf-3.9: Use the correct and appropriate language when giving a toast or a | EN10G-IIIIf-30: 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 | preparing a bibliography | tribute to someone and when delivering welcome and closing remarks | |
| 7 | EN10RC-IIIg-2.18: Personal significance of the selection to the reader (reader-response) | EN10LC-IIIg-14.3: Show appreciation for songs, poems, plays, etc. | EN10VC-IIIg-10: Evaluate the information contained in the material viewed in terms of accuracy and effectiveness | EN10V-IIIg-13.9: Give expanded definitions of words | EN10LT-IIIg-20: Evaluate literature as a source of wisdom in expressing and resolving conflicts between individuals or groups and nature | EN10WC-IIIg-14: Compose an independent critique of a chosen selection | EN10OL-IIIg-1.10: 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 | EN10G-IIIg-30: Use structures of modification |
| 8 | EN10RC-IIIh-23.1: Identifying textual details that affirm or refute a claim | EN10LC-IIIh-6.5: Describe the emotional appeal of a listening text | EN10VC-IIIh-28: Disclose the personal significance of a material viewed | EN10V-IIIh-13.9: Give expanded definitions of words | EN10LT-IIIh-2.3: Draw similarities and differences of the featured selections in relation to the theme | EN10WC-IIIh-14: Compose an independent critique of a chosen selection | EN10OL-IIIh-3.11: Produce the sounds of English correctly and effectively | EN10G-IIIh-30: Use structures of modification |
| 9 | EN10RC-IIIi-3.1.12: Examining biases | EN10LC-IIIi-2.9: React intelligently and creatively to the text listened to | EN10VC-IIIi-28: Disclose the personal significance of a material viewed | EN10V-IIIi-13.9: Give expanded definitions of words | EN10LT-IIIi-20: Evaluate literature as a source of wisdom in expressing and resolving conflicts between individuals or groups and nature | EN10WC-IIIi-14: Compose an independent critique of a chosen selection | EN10OL-IIIi-1.10: 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 | EN10G-IIIi-30: Use structures of modification |
| 10 | Culminating Activity | | | | | | | |

K to 12 BASIC EDUCATION CURRICULUM

FOURTH QUARTER

| | |
|-----------------------------|---|
| PROGRAM STANDARD | 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. |
| GRADE LEVEL STANDARD | The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture. |
| CONTENT STANDARD | 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. |
| PERFORMANCE STANDARD | 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 |
|----------|---|---|--|--|---|--|---|---|
| 1 | EN10SS-IVa-1.5: Use locational skills to gather information from primary and secondary sources of information | EN10LC-IVa-16: Listen to simplify, reorganize, synthesize and evaluate information to expand, review, or update knowledge | EN10VC-IVa-15: Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility and effectiveness | EN10V-IVa-30: Get familiar with technical terms used in research | EN10LT-IVa-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IVa-2.2.1: Express appreciation for sensory images used | EN10WC-IVa-14.1.1: Expand ideas using principles of cohesion and coherence | EN10OL-IVa-3.9: Use appropriate language when delivering campaign speeches. | EN10G-IVa-32: Observe the language of research, campaigns, and advocacies |
| 2 | EN10SS-IVb-1.7: Get vital information from various websites on the internet | EN10LC-IVb-3.18: Get different viewpoints on various local or global issues EN10LC-IVb-16.1: Distinguish the important points from less important ones in any listening text | EN10VC-IVb-15: Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility and effectiveness | EN10V-IVb-30: Get familiar with technical terms used in research | EN10LT-IVb-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN10LT-IV-b-2.2.2: Explain | EN10WC-IVb-14.1.2: Use a variety of informative, persuasive, and argumentative writing techniques | EN10OL-IVb-3.8.1: Show courtesy and politeness when delivering campaign speeches | EN10G-IVb-32: Observe the language of research, campaigns, and advocacies |

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

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

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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.

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.

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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

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

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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

infographic - visual representation of data or knowledge

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

J

junction - 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

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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
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.

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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.

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

K to 12 BASIC EDUCATION CURRICULUM

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 resolved

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

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

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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

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

K to 12 BASIC EDUCATION CURRICULUM

CODE BOOK LEGEND

Sample: **EN4G-If-2.5**

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

| 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 |