



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



K to 12 Curriculum Guide

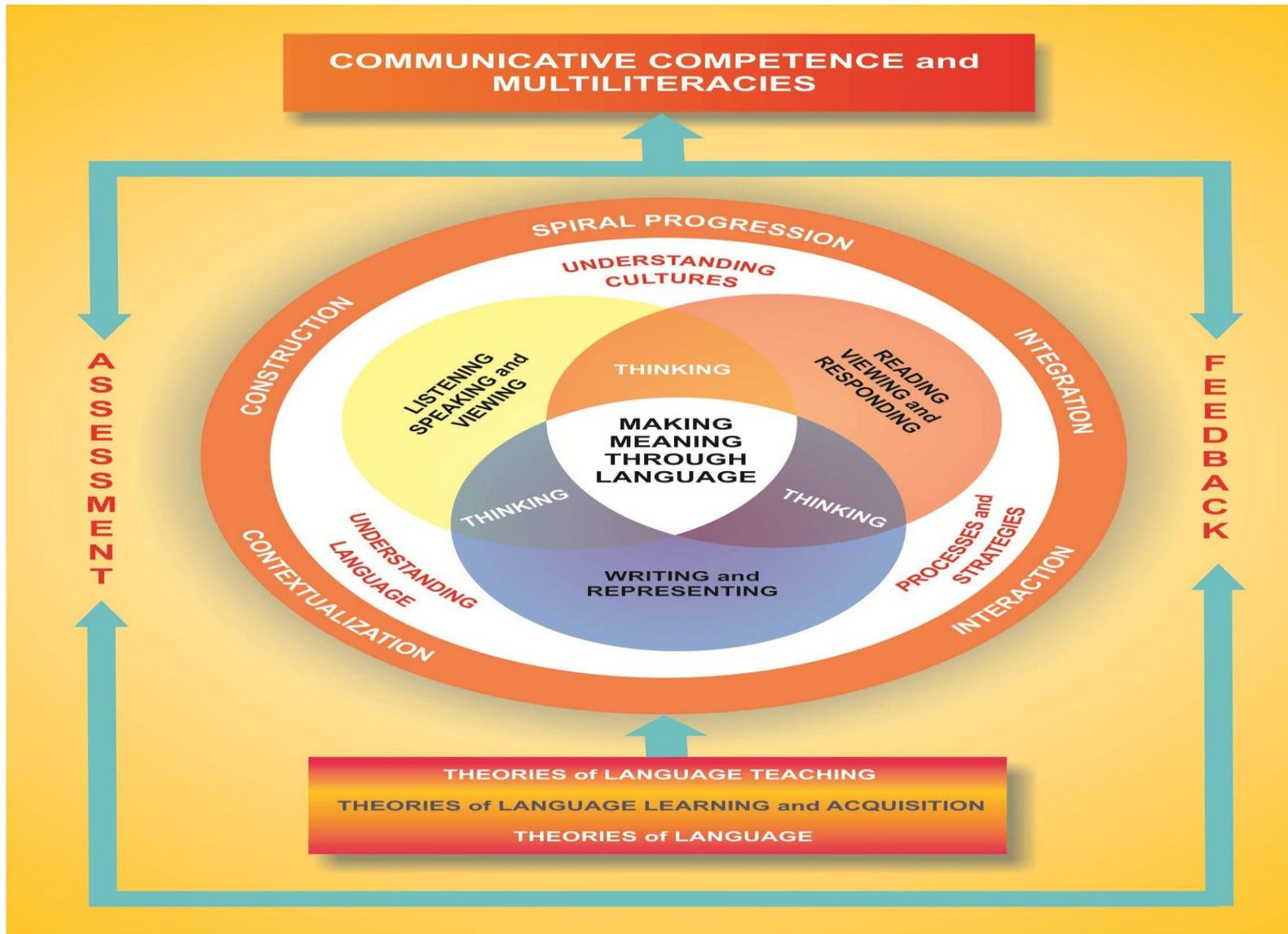
ENGLISH

(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) fending 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 K to 12 English Curriculum Guide December 2013*

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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.

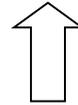
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Definitions of the Content Standards for the Integrated Language Arts Curriculum
for the K to 12 Basic Education Program of the Department of Education

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

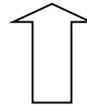
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KEY STAGE STANDARD

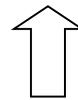
GRADE 12 - Students should be able to integrate communication and language skills for creating meaning using oral and written texts, various genres, and discursive contexts for personal and professional purposes.



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.
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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 b. settings 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-IIf-1.17.2 Ask simple questions</p> <p>EN2LC-IIg-3.6 Follow one-to-two step directions</p> <p>EN2OL-IIh-1.17.1 Give one-to-two step directions</p> <p>EN2OL-IIi-j-1.6 Recite memorized verses, short poems, and rhymes</p>	<p>EN2LC-IIf-g-2.2 Identify and discuss the elements of a story (theme, setting, characters, and events)</p> <p>EN2LC-IIh-i-2.1 Ask and answer simple questions (who, what, where, when, why, and how) about text listened to</p> <p>EN2LC-IIj-2.5 Validate ideas made after listening to a story</p>	<p>EN2PA-IIf-2.3 Distinguish rhyming words from non-rhyming words</p> <p>EN2PA-IIg-h-2.4 Supply words that rhyme with given words</p> <p>EN2PA-IIi-j-2.4 Supply rhyming words in response to spoken words</p>	<p>EN2BPK-IIf-3 Recognize environmental print</p> <p>EN2BPK-IIg-h-4 Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation</p> <p>EN2BPK-IIi-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-IIf-j-2 Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa</p>	<p>EN2G-IIf-j-5 Adjectives</p> <p>EN2G-IIf-j-5.1 Recognize descriptions of people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)</p>	<p>EN2V-IIf-g-3 Sort and classify familiar words into basic categories (colors, shapes, foods, etc.)</p> <p>EN2V-IIh-i-12.1 Determine the meaning of words using clues (Total Physical Response through realia, pictures, body movements, context clues etc.</p> <p>EN2V-IIj-6 Derive meaning from repetitive language structures</p>	<p>EN2G-IIf-j-7.4 Perform dialogues, drama, mock interview, TV talk show etc.</p>	<p>EN2OL-IIf-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.
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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 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	
		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	<p>EN2OL-IIIg-1.16; Create and participate in oral dramatic activities</p> <p>EN2OL-IIIh-j-1.6 Dramatize familiar stories, rhymes and poems</p>	<p>EN2LC-IIIh-3.1 Identify important details in expository text listened</p> <p>EN2LC-IIIi-j-2.6 Retell and/or reenact events from a story</p>									<p>EN2G-IIIg-h-3 Verbs</p> <p>EN2G-IIIg-3.1 Identify action words</p> <p>EN2G-IIIh-3.4 Use common action words in retelling, conversations, etc.</p>				

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	(Note: The text that they will read should be controlled depending on the PWR lesson.) 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 reading-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,					

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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								

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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								

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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
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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 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
		<p>EN3LC-Ia-j-2.6 c. retell some parts of the story</p> <p>EN3LC-Ia-j-3.15 d. differentiat e 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 Recodnizing , 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>		

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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
							<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			

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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
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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<p align="center">10</p>				<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>					
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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-IIa-b-23 followed by short vowel sounds (e.g. black, frog, step)	EN3F-IIa-j-1.10.1 Read aloud from familiar prose and poetry		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 <i>BEAM ENG3 DLP 57 Giving Short Commands or Directions</i>					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					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		

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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>		

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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

Learning Competencies

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

4th 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	EN3OL-IVa-e-1.19 Present information in varied artistic ways (e.g. role playing, show and tell, radio play/podcast/ broadcast/ reporting/ poster presentations)	EN3LC- IVa -3.7 Identify and use the elements of an informational /factual text heard	<i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i>	EN2WC- IVa-e-22 Write a simple story	EN3PW- IVa-b-8 Read words with vowel digraphs ai (pail), ay (bay)	EN3F- IVa – h-1.6 Read grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy	EN3S- IVa – b-4 Spell words that were introduced during word recognition		EN1V-IVa-b-13.6 Give the correct meaning of homonyms (pail,pale)	EN3AT- IVa –c-7 Identify favorite authors and stories	EN3SS- IVa -1.3 Follow simple written directions
2											
3	EN3OL-IVa-j-5 Engage in a variety of ways to share information (e.g. role playing,) reporting, summarizing, retelling and show and tell <i>(depending on the selection presented)</i>	EN3LC- IVb -3.7.1 Informational Reports (School events, sports, projects)	EN3RC-IVa-b-2.13 Identify cause and effect	EN3RC- IVa –b-2.14 Show understanding of a story by presenting them in through dramatization , role playing etc.	EN3PWR- IVc-2 Match words, phrases and sentences containing these words with pictures	EN3F-IVc-d-1.4 Read aloud from familiar prose and poetry with fluency, appropriate rhythm, pacing and intonation			EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean	EN3V-IVa-j-12.3 Determine what words mean based on how they are used in a sentence	EN3SS- IVc-d-1.2.7 Interpret a pictograph
4											
		EN3LC- IVc-3.7.2 Three-step directions			EN3PWR- IVc-28 Read stories containing these words and other words previously learned	EN3F-IVa-j-3.5.1 Read grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-					
		EN3LC- IVd -3.7.3 Conversations			EN3PWR- IVd-e-22 and 29 Read words with vowel		EN2S-IVd-f-5 Spell some irregularly - spelled words			EN3AT-IVd-f- 2.9 Take part in creative responses to	
		EN3LC-IVa-j-1.1 Activate prior knowledge based on new		EN3RC-IVa -b-2.14 Show understanding of a story by presenting them in through dramatization , role playing etc.							

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

Learning Competencies

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.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	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.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	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.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	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-IIIIf-1.14 Use verbal cues in oral public announcements	Identify different meanings of content specific words (Health) EN4V-IIIIf-20.1	EN4RC-IIIIf-2.12 Make generalizations	EN4F-IIIIf-1.7 Read grade-four level texts using intonation ,expression and	EN4SS-IIIIf-1.2.6 Interpret pictures	EN4G-IIIIf-1.8.2 Use a particular kind of sentence for a specific purpose	EN4WC-IIIIf-2.8.4 Write a one-paragraph essay on waste segregation	EN4VC-IIIIf-2.4 Make connections between information viewed and	EN4A-IIIIf--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.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	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.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	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.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	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
					EN5F-IIj-1.6 appropriate rate EN5F-IIj-1.7 and proper expression			(kinds and descriptions Fill-out forms accurately (school forms, deposit and withdrawal slips, etc.)	explicitly used to influence viewers EN5VC-IIj-7.1 Stereotypes, EN5VC-IIj-7.2 Point of view EN5VC-IIj-7.3 Propagandas	EN5A-IIj-17 Show tactfulness when communica- ting with others

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.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	EN5LC-IIIa-2.10 Distinguish fact from opinion EN5LC-IIIa-2.15 Provide evidence to support understanding	EN5OL-IIIa-2.7 Remind others to stay on topic	EN5V-IIIa-20.3 Infer the meaning of unfamiliar words (compound, affixed) based on EN5V-IIIa-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIa-20.5	EN5RC-IIIa-3.2.4 Distinguish text-types according to purpose -To persuade	EN5F-IIIa-1.3 Read grade level text with accuracy, EN5F-IIIa-1.6 appropriate rate and EN5F-IIIa-1.7 proper expression	EN5SS-IIIa-3 Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5G-IIIa-7.3.1 Compose clear and coherent sentences using appropriate grammatical structures: -Prepositions			EN5A-IIIa-16 Observe politeness at all times EN5A-IIIa-17 Show tactfulness when communica- ting with others

K to 12 BASIC EDUCATION CURRICULUM

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
			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.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	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.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	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 Analyze sound devices (onomatopoeia, alliteration, assonance, personification, irony and hyperbole) in a text heard	EN6OL-Ia-1.17 Relate an experience appropriate to the occasion	EN6V-Ia-12.3.1 Infer meaning of idiomatic expressions using -context clues <i>BEAM English 6 DLP Module 12 Common Idioms</i>	EN6RC-Ia-2.3.1 EN6RC-Ia-2.3.3 EN6RC-Ia-2.3.2 EN6RC-Ia-2.3.9 Analyze sound devices (onomatopoeia, alliteration, assonance, consonance)	EN6F-Ia-2.9 Self-correct when reading		EN6G-Ia-2.3.1 Compose clear and coherent sentences using appropriate grammatical structures: -Pluralization of regular nouns <i>BEAM English 6 DLP Module 12 Using the Plural Form of Nouns</i>	EN6WC-Ia-2.2.2 Write a 3-line 4-stanza poem	EN6VC-Ia-5.1.1 Describe different forms and conventions of film and moving pictures (lights)	EN6A-Ia-16 Observe politeness at all times <i>MISOSA English 6 Using Courteous Expressions</i> EN6A-Ia-17 Show tactfulness when communicating with others EN6A-Ia-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	<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.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	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.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	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

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
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-IIIIg-1.19 Present a coherent, comprehensive report on differing viewpoints on an issue	EN6V-IIIIg-12.3.3 EN6V- IIIIg - 12.4.1.3 EN6V- IIIIg - 12.4.2.3 Infer meaning of content specific terms using -context clues -affixes and roots		EN6F-IIIIg-3.5 EN6F-IIIIg-3.2 EN6F-IIIIg-3.6 Observe accuracy, appropriate rate and proper expressions in dialogs	EN6SS-IIIIg-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks				EN6A-IIIIg-16 Observe politeness at all times EN6A-IIIIg-17 Show tactfulness when communicating with others EN6A-IIIIg-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.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	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

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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
		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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
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,</u> and relationships of ideas and events	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: Note details, <u>sequence,</u> and <u>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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					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-0-3: 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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
				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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					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

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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
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

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, <u>intonation</u> , <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, <u>phrase</u> , 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	EN8RC-IIc-2.22: Evaluate the personal significance of a literary text EN8RC-IIc-2.1.7: React to assertions made by the author in the text	EN8LC-IIc-7: Employ appropriate listening skills and strategies suited to long descriptive and <u>narrative</u> texts EN8LC-IIc-2.13: Determine the tone and mood of the speaker or characters in the narrative listened to	EN8VC-IIc-1.3: Predict the gist of the material viewed based on the title, pictures, and <u>excerpts</u> EN8VC-IIc-17: Discern <u>positive</u> and negative messages conveyed in a material viewed	EN7V-IIc-24.1: Distinguish between and among verbal, <u>situational</u> , and dramatic types of irony and give examples of each	EN8LT-IIc-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-IIc-2.2.1: Express appreciation for sensory images used	EN8WC-IIc-2.8: Compose effective paragraphs EN8WC-IIc-2.2.1: Develop related support sentences	EN8OL-IIc-3.11: Produce the sounds of English correctly and effectively when delivering an entertainment speech	EN8G-IIc-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development: <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	EN8LC-IIId-7: Employ appropriate listening skills and strategies suited to long descriptive and <u>narrative</u> texts EN8LC-IIId-2.13: Determine the tone and mood of the speaker or characters in the narrative listened to	EN8VC-IIId-1.3: Predict the gist of the material viewed based on the <u>title</u> , pictures, and excerpts EN8VC-IIId-17: Discern positive and <u>negative</u> messages conveyed in a material viewed	EN8V-IIId-24.1: Distinguish between and among verbal, <u>situational</u> , and <u>dramatic</u> types of irony and give examples of each	EN8LT-IIId-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection EN8LT-IIId-2.2.2: Explain the literary devices used	EN8WC-IIId-2.8: Compose effective paragraphs EN8WC-IIId-2.8.9: Use a variety of techniques to formulate a conclusion	EN8OL-IIId-3.11: Produce the sounds of English correctly and effectively when delivering an entertainment speech	EN8G-IIId-9: Use appropriate grammatical signals or expressions suitable to each pattern of idea development: <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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	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"> • problem-solution • <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							

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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 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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
		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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
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							

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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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					<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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					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

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.

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					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

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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					appreciation for sensory images used			
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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					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							

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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-IVb-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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
7	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

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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

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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