



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



K to 12 Curriculum Guide

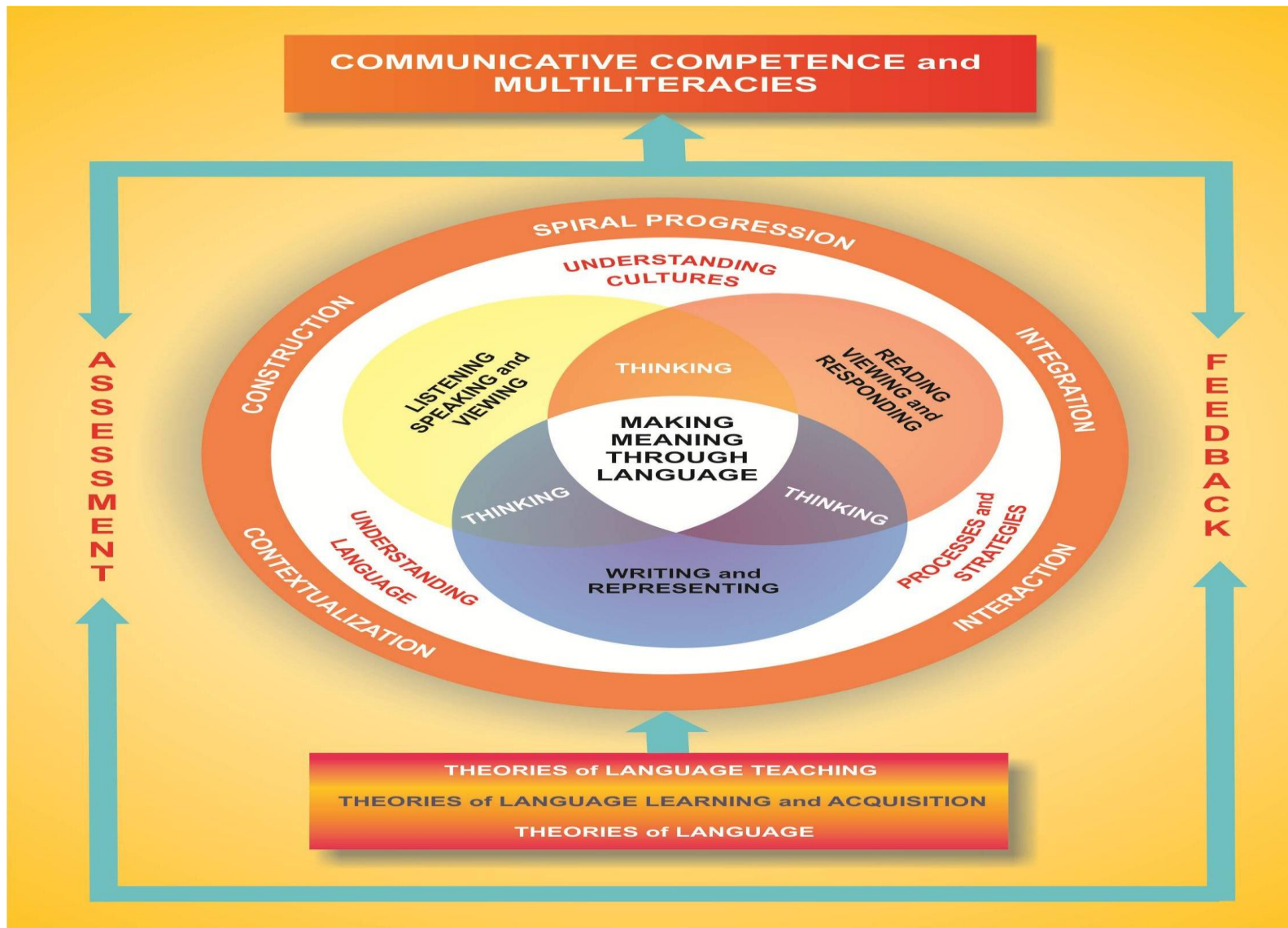
ENGLISH

(Grade 1 to Grade 10)

May 2016

K to 12 BASIC EDUCATION CURRICULUM

THE FRAMEWORK



K to 12 BASIC EDUCATION CURRICULUM

I. PHILOSOPHY AND RATIONALE

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

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III. NEEDS OF THE LEARNERS : THE CONTEXT

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

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

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

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

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

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IV. OUTCOMES

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

1. Communicative Competence

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

Communicative competence is classified into the following competencies.

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

2. Multiliteracies

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

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.

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 May 2016
Learning Materials are uploaded at <http://lrmds.deped.gov.ph/>.

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IV. CONCEPTUAL FRAMEWORK

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

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

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

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

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

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

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

COMPONENT 1: Language Learning Process

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

1. Spiral Progression

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

2. Interaction

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

3. Integration

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

4. Learner-Centeredness

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

5. Contextualization

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

6. Construction

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

COMPONENT 2: Effective Language Use

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

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

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

2. UNDERSTANDING LANGUAGE. Learners apply their knowledge of the system of the language to assist them to make meaning and to create meaning. They come to recognize the patterns and rules of the language which emerge as they interact with a plethora of texts (literary and informational) to make meaning. They apply this knowledge and understanding to create their own spoken, written and visual texts. Differences in language systems are expressed in a variety of ways: for example, in grammatical differentiations, variations in word order, word selection, or general stylistic variations in texts. By comparing the system of the language with the systems of other languages, students understand that each language is different, but has identifiable patterns within its own system.

3. PROCESS AND STRATEGIES. Learners select from a repertoire of processes and strategies by reflecting on their understanding of the way language works for a variety of purposes in a range of contexts. They deliberate on how they use language and apply different language strategies, depending on their purpose, context and audience. They use language as a way of coming to grips with new ideas, resolving difficulties or solving problems. They use strategies such as brainstorming and discussion as a way of developing ideas. They experiment, take risks and make approximations with language as a way of developing their language skills. They clarify what they need to know when seeking information for particular purposes. They use key-word searches and their understanding of the conventions of informational texts such as tables of contents, headings, indexes, forewords and glossaries as aids in locating information. They assess the usefulness of information for particular purposes. They treat information and ideas critically and evaluate information in terms of its reliability and currency. They make notes and graphic representations of information and combine information from different sources into a coherent whole by summarizing, comparing and synthesizing.

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

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COMPONENT 3: Making Meaning through Language

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

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

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

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

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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.

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

Content Standards	Performance Standards at the end of Grade 3
Oral Languages in English	Have sufficient facility in English to understand spoken discourse and to talk and interact with others about personal experiences and text listened to or read
Phonological Skills	Be able to demonstrate phonological awareness at the levels of the syllable and the phoneme
Book and Print Knowledge	Demonstrate and use concepts of print, such as directionality, spacing, punctuation and configuration
Alphabet knowledge	Recognize, name and sound out all the upper and lower case letters of the alphabet.
Phonic and Word Recognition	Use sight word recognition or phonic analysis to read and understand words in English that contain complex letter combinations, affixes and contractions
Fluency	Read aloud grade level texts effortlessly and accurately, without hesitation and with proper expression
Spelling	Spell words with two or more syllables using phonic, semantic, and morphemic knowledge
Writing /Composition	Express their ideas effectively in formal and informal compositions to fulfill their own purposes for writing
Handwriting	Write legibly in manuscript or cursive writing
Grammar Awareness and Structure	<ul style="list-style-type: none"> • 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

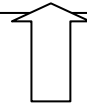
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KEY STAGE STANDARD

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.

**K to 12 BASIC EDUCATION CURRICULUM
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.

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

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Domain	Content Standard	Performance Standard
		<i>The learner...</i>
Study Strategies	demonstrates understanding of useful strategies for purposeful literacy learning	uses strategies independently in accomplishing literacy-related tasks

WEEK	Learning Competencies				
	LC Listening Comprehension	OL Oral Language	PA Phonological Awareness	G Grammar	V Vocabulary Development
1-5	<p>EN1LC-IIIa-j- 1.1 Listen to short stories/poems and</p> <ol style="list-style-type: none"> note important details pertaining to <ol style="list-style-type: none"> character setting events Give the correct sequence of three events Infer the character feelings and traits 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-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"> Predict possible ending of a story read Relate story events to one's experience Discuss, illustrate, dramatize specific events Identify the problem and solution 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> <p>EN1OL-IIIc – 1.17.1 Relate one's activities/responsibilities at home</p> <p>EN1OL-IVd- 1.3.4 Talk about topics of interest (likes and dislikes)</p>			

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WEEK	Learning Competencies				
	LC Listening Comprehension	OL Oral Language	PA Phonological Awareness	G Grammar	V Vocabulary Development
		<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>EN1LC-IVa-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 	<p>EN1OL-IVa-j-1.3 Talk about pictures presented using appropriate local terminologies with ease and confidence</p> <p>EN1OL-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>EN1OL-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</p> <p>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>
6-10	<ol style="list-style-type: none"> 9. Identify the problem and solution 10. Retell a story listened to 	<p>EN1OL-IVf-1.17.2 Ask simple questions</p> <p>EN1LC-IVg-h-3.6</p>		<p>EN1G-IVf-j-5 Adjectives Recognize describing words for</p>	<p>EN1V-IVf-j-12.1 Give the meaning of words using clues (TPR, pictures, body</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> <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>Follow one-to-two step directions</p> <p>EN1OL-IVi-j-1.17.1 Give one-to-two step directions</p>		<p>people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)</p>	<p>movements, etc.)</p>

Grade 1 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
LC – Listening Comprehension		
3Q		
<p>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 	EN1LC-IIIa-j-1.1	<ol style="list-style-type: none"> BEAM ENG1 Module 8 – Noting Details. 2009. 1. BEAM ENG1 Module 9 – Sequencing Events. 2009. 2. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009. 3. BEAM ENG2 Module 7 – Organizing Ideas. 2009. 4. BEAM ENG2 – Sequencing Events. 2009. 5. BEAM ENG2 – Perceiving Relationships. 2009. 6. UnionBank English. Grade 2. Unit 1. Lesson 6, 13, 19, 20, 21. 7. UnionBank English. Grade 2. Unit 2. Lesson 3, 7, 8, 32, 39. 8. UnionBank English. Grade 2. Unit 3. Lesson 26.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
<ol style="list-style-type: none"> 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 		<ol style="list-style-type: none"> 9. UnionBank English. Grade 2. Unit 4. Lesson 1, 21, 23, 25, 31. 10. *English Expressways. Grade 1. 2010. pp. 228-229. 11. *Unionbank Learning System. Grade 2. 2011. pp 30, 38, 40, 50, 52, 56, 94, 98, 100, 104, 132, 136, 144, 176, 182, 201; 123, 157; 160-161; 48; 90; 34; 196. 12. *Unionbank Learning System (Teacher's Edition). Grade 2. 2011. pp 30, 38, 40, 50, 52, 56, 94, 98, 100, 104, 132, 136, 144, 176, 182, 201; 123, 157; 160-161; 48; 90; 34; 196. 13. English (Learner's Material). Grade 2. 2013. pp 20-23, 38-40, 56-64, 122-124, 127-128, 137-143, 171, 177 193, 197-200, 257-258, 262-264, 275-276, 302-304, 315, 316-317, 318, 319, 331-332, 340-341, 350-353, 366-368, 408-412, 422-424, 430-432. 14. English (Teacher's Guide). Grade 2. 2013. pp 13-16, 33-34, 43-46, 47, 70-71, 72, 76-79, 91, 94-95, 104-106, 127-130, 135-136, 143, 162-163, 166-168, 170, 174, 180, 184, 189, 215-217, 220-221, 227, 228.
4Q		
<p>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 	EN1LC-IVa-j-1.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. BEAM ENG1 Module 9 – Sequencing Events. 2009. 3. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009. 4. BEAM ENG2 Module 7 – Organizing Ideas. 2009. 5. BEAM ENG2 – Sequencing Events. 2009. 6. BEAM ENG2 – Perceiving Relationships. 2009. 7. UnionBank English. Grade 2. Unit 1. Lesson 6, 13, 19, 20, 21. 8. UnionBank English. Grade 2. Unit 2. Lesson 3, 7, 8, 32, 39. 9. UnionBank English. Grade 2. Unit 3. Lesson 26. 10. UnionBank English. Grade 2. Unit 4. Lesson 1, 21, 23, 25, 31. 11. *English Expressways. Grade 1. 2010. pp 228-229. 12. *Unionbank Learning System. Grade 2. 2011. pp 30, 38, 40, 50, 52, 56, 94, 98, 100, 104, 132, 136, 144, 176, 182, 201; 123, 157; 160-161; 48; 90; 34; 196. 13. *Unionbank Learning System (Teacher's Edition). Grade 2. 2011. pp 30, 38, 40, 50, 52, 56, 94, 98, 100, 104, 132, 136, 144, 176, 182, 201; 123, 157; 160-161; 48; 90; 34; 196. 14. English (Learner's Material). Grade 2. 2013. pp 20-23, 38-40, 56-64, 122-124, 127-128, 137-143, 171, 193, 197-200, 257-258, 262-264, 275-276, 302-304, 315-319, 331-332, 340-341, 350-353, 366-368, 408-412, 422-424, 430-432. 15. English (Teacher's Guide). Grade 2. 2013. pp 13-16, 43-46, 70-71, 76-79, 91, 94-95, 104-106, 127-130, 135-136, 143, 162-163, 166-168, 174, 180, 184, 189, 215-217, 220-221, 227, 228.
<p>Listen to narrative and informational text or poem and</p> <ol style="list-style-type: none"> 1. Note important details 	EN1LC-IVa-j-2.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009. 3. *Unionbank Learning System. Grade 2. 2011. pp 20. 4. Let's Begin Reading in English 2. 2013. pp 270.
<ol style="list-style-type: none"> 2. Give one's reaction to an event or issues 	EN1LC- IVa-j-3.12	<ol style="list-style-type: none"> 1. *Unionbank Learning System. Grade 2. 2011. pp 30. 2. English (Learner's Material). Grade 2. 2013. pp 211-212. 3. English (Teacher's Guide). Grade 2. 2013. pp 109.

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

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
		<ol style="list-style-type: none"> 4. BEAM ENG2 Module 5 – Getting the Main Idea. 5. BEAM ENG2 Qrt1 Mod1 – How Do I See Myself? 6. BEAM ENG 3 Module 5 – Noting Details. 7. UnionBank English. Grade 2. Unit 1. Lesson 34. 8. UnionBank English. Grade 2. Unit 2. Lesson 1, 5. 9. *English Expressways 1. 2010. pp 16-29, 44-47, 54-56. 10. *Unionbank Learning System. Grade 2. 2011. pp 90. 11. Let’s Begin Reading in English 2.2013. pp 113, 127-133.
Talk about one’s personal experiences pertaining to the family, one’s pets, and personal experiences	EN10L-IIIb-c 1.3.3	<ol style="list-style-type: none"> 1. *English Expressways 1. 2010. pp 105, 116-119, 124-125, 198-199.
Relate one’s activities/responsibilities at home	EN10L-IIIc – 1.17.1	<ol style="list-style-type: none"> 1. UnionBank English. Grade 2. Unit 4. Lesson 2, 3. 2. *English Expressways 1. 2010. pp 203-208. 3. Let’s Begin Reading in English 2.2013. pp 387-389.
Talk about topics of interest (likes and dislikes)	EN10L-III d-1.3.4	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 7 – Organizing Ideas. 2009. 2. BEAM ENG2 – Perceiving Relationships. 2009. 3. Let’s Begin Reading in English 2.2013. pp 131.
Use common expressions and polite greetings	EN10L-IIIa-e – 1.5	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. English (Learner’s Material). Grade 2. 2013. pp 51-52. 4. English (Teacher’s Guide). Grade 2. 2013. pp 37-38.
Talk about stories heard when and where it took place <ul style="list-style-type: none"> • the characters and • some important details of the story 	EN10L-IIIa-j-1.3.1 EN10L-IVa-j-1.3.1	<ol style="list-style-type: none"> 1. UnionBank English. Grade 2. Unit 1. Lesson 10, 13. 2. UnionBank English. Grade 2. Unit 2. Lesson 8. 3. *English Expressways 1. 2010. pp 212-217. 4. English (Learner’s Material). Grade 2. 2013. pp 91-92. 5. English (Teacher’s Guide). Grade 2. 2013. pp 56. 6. Let’s Begin Reading in English 2.2013. pp 111-112, 146-148, 384-385.
Participate in some sharing activities <ul style="list-style-type: none"> • News sharing • Show and tell • “I Spy” games • Recite rhymes, poem 	EN10L-IIIa-j-1.2.9 EN10L-IVa-j-1.2.9	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 3B – Eyes, Eyes, Baby. 2009. 2. BEAM ENG1 Module 3A – Sounds like Science. 2009. 3. BEAM ENG1 Module 5 – All About Rhymes. 2009. 4. UnionBank English. Grade 2. Unit 1. Lesson 14, 23. 5. *English Expressways 1. 2010. pp 236. 6. Let’s Begin Reading in English 2. 2013. pp 201.
4Q		
Talk about pictures presented using appropriate local terminologies with ease and confidence	EN10L-IVa-j-1.3	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 3B – Eyes, Eyes, Baby. 2009. 2. UnionBank English. Grade 2. Unit 2. Lesson 36. 3. UnionBank English. Grade 2. Unit 3. Lesson 28. 4. UnionBank English. Grade 2. Unit 4. Lesson 21, 33. 5. *English Expressways 1. 2010. pp 182-185, 188-191. 6. English (Learner’s Material). Grade 2. 2013. pp 228-229. 7. English (Teacher’s Guide). Grade 2. 2013. pp 118. 8. Let’s Begin Reading in English 2.2013. pp 168.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
Ask simple questions	EN1OL-IVf-1.17.2	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. *English Expressways 1. 2010. pp 202. 4. English (Learner’s Material). Grade 2. 2013. pp 266-268. 5. English (Teacher’s Guide). Grade 2. 2013. pp 138-139. 6. Let’s Begin Reading in English 2.2013. pp 449-450.
Follow one-to-two step directions	EN1LC-IVg-h-3.6	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG1 Module 2 – Commands and Directions. 2009. 4. BEAM ENG2 Module 3A – Giving and Following Directions. 2009. 5. *English Expressways 1. 2010. pp 88-90. 6. Let’s Begin Reading in English 2.2013. pp 214-215, 301.
Give one-to-two step directions	EN1OL-IVi-j-1.17.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 2 – Commands and Directions. 2009. 2. BEAM ENG2 Module 3A – Giving and Following Directions. 2009.
PA – Phonological Awareness		
3Q		
Recognize rhyming words in nursery rhymes, poems, songs heard	EN1PA-IIIa-e-2.2	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 5 – All About Rhymes. 2009. 2. BEAM ENG2 Module 4 – Rhymes. 3. English (Learner’s Material). Grade 2. 2013. pp 41-42, 186-187, 231. 4. English (Teacher’s Guide). Grade 2. 2013. pp 34-35, 119. 5. *English Expressways 1. 2010. pp 122, 156, 170. 6. Let’s Begin Reading in English 2.2013. pp 48-50, 53, 64.
Give the number of syllables of given words	EN1PA-IIIa-b- 3.1	<ol style="list-style-type: none"> 1. English (Learner’s Material). Grade 2. 2013. pp 299. 2. English (Teacher’s Guide). Grade 2. 2013. pp 157. 3. Let’s Begin Reading in English 2.2013. pp 318, 322, 333, 335, 344.
4Q		
Distinguish rhyming words from non-rhyming words	EN1PA-IVa-b-2.3	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 5 – All About Rhymes. 2009. 2. English (Learner’s Material). Grade 2. 2013. pp 181-182. 3. English (Teacher’s Guide). Grade 2. 2013. pp 96-98. 4. *Unionbank Learning System 2.2013. pp 115-118. 5. Let’s Begin Reading in English 2.2013. pp 74.
Supply rhyming words in response to spoken words	EN1PA-IVc-e-2.4	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 5 – All About Rhymes. 2009.
G – Grammar		
3Q		
Sentences	EN1G-IIIa-e-1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. English (Learner’s Material). Grade 2. 2013. pp 173-176, 427, 460, 473-474. 3. English (Teacher’s Guide). Grade 2. 2013. pp 92, 224, 247, 255-256. 4. Let’s Begin Reading in English 2.2013. pp 373-374.
1. Recognize sentences and non-sentences	EN1G-IIIa-1.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. Let’s Begin Reading in English 2.2013. pp 91-95, 134, 149,165-166, 181, 216, 234, 315.
2. Recognize simple sentences	EN1G-IIIb-1.4	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
3. Recognize telling and asking sentences	EN1G-IIIc-1.3; EN1G-IIIId-1.3; EN1G-IIIE-1.3	2. Let's Begin Reading in English 2.2013. pp 398-400. 1. BEAM-DLP 3 Module 39. 2. Let's Begin Reading in English 2.2013.pp 6, 10, 12, 291-295, 400-402. 3. English (Learner's Material). Grade 2. 2013. pp 96-98, 460 4. English (Teacher's Guide). Grade 2. 2013. pp 57-58, 195-196, 226, 247
4Q		
Verbs	EN1G-IVa-e-3	1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. BEAM ENG1 Module 9 – Sequencing Events. 2009. 3. BEAM ENG2 Module 6B – Action Words. 2009. 4. UnionBank English. Grade 2. Unit 2. Lesson 10, 12. 5. *English Expressways 1. 2010. pp 193-197. 6. English (Learner's Material). Grade 2. 2013. pp 149-154, 164-165. 7. English (Teacher's Guide). Grade 2. 2013. pp 82-85, 89. 8. Let's Begin Reading in English 2. 2013. pp 251, 267, 321, 327, 356.
Recognize common action words in stories listened to	EN1G-IVa-e-3.4	1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. UnionBank English. Grade 2. Unit 2. Lesson 10. 3. English (Learner's Material). Grade 2. 2013. pp 164-165. 4. Let's Begin Reading in English 2.2013. pp 323-329.
Adjectives Recognize describing words for people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)	EN1G-IVf-j-5	1. UnionBank English. Grade 2. Unit 3. Lesson 13, 15, 16, 8. 2. *English Expressways 1. 2010. pp 113-115, 160-163. 3. English (Learner's Material). Grade 2. 2013. pp 279, 293. 4. English (Teacher's Guide). Grade 2. 2013. pp 146,154. 5. Let's Begin Reading in English 2.2013. pp 408-409, 416, 419, 424-426, 435, 437, 443, 459-460, 466-468.
V – Vocabulary Development		
3Q		
Use words that are related to self, family, school, community, and concepts such as the names for colors, shapes, and numbers	EN1V-IIIa-e-5	1. *English Expressways 1. 2010. pp 12-13, 33-34. 2. English (Learner's Material). Grade 2. 2013. pp 75-80, 107-110. 3. English (Teacher's Guide). Grade 2. 2013. pp 51-52,63-64. 4. Let's Begin Reading in English 2.2013. pp 67, 167-169.
4Q		
Sort and Classify familiar words into basic categories (colors, shapes, foods, etc)	EN1V-IVa-e-3	1. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009. 2. BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.
Give the meaning of words using clues (TPR, pictures, body movements, etc.)	EN1V-IVf-j-12.1	1. Let's Begin Reading in English 2.2013. pp 15, 22, 26, 35, 40-41, 54.

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

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

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	EN2OL-If-j-1.3 Talk about oneself and one's family EN2OL-If-1.3.1; EN2OL-	EN2LC-Ia-j-1.1 Listen to a variety of media including books, audiotapes videos and other age-appropriate	EN2PA-Ia-c-1.1 Classify/Categorize sounds heard (animals, mechanical, objects, musical	EN2BPK-Ia-3 Recognize environmental print EN2BPK-Ib-c-4 Recognize the		EN2G-Ia-e-1 Sentences • EN2G-Ia-1.1 Recognize sentences and non-	EN2V-Ia-5 Use words that are related to self, family, school, community, and concepts such as	EN2G-Ia-e-7.4 Perform dialogues, drama, mock interview, TV talk show etc.	EN2SS-Ia-e-1.2 Engage in a variety of ways to share information (e.g. role playing,

K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
	<p>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>publications and</p> <p>a. Note important details pertaining to</p> <p>a. character</p> <p>b. settings</p> <p>c. events</p> <p>b. Give the correct sequence of three events</p> <p>c. Infer the character feelings and traits</p> <p>d. Identify cause and/or effect of events</p> <p>e. Identify the speaker in the story or poem</p> <p>f. Predict possible ending of a story read</p> <p>g. Relate story events to one's experience</p> <p>h. Discuss, illustrate, dramatize specific events</p> <p>i. Identify the problem and solution</p> <p>j. Retell a story listened to</p>	<p>instruments, environment, speech)</p> <p>EN2PA-Id-e-1.2 Discriminate sounds from a background of other sounds</p>	<p>common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation</p> <p>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>sentences</p> <ul style="list-style-type: none"> • EN2G-Ib-c-1.4 Recognize simple sentences • EN2G-Id-e-1.3 Recognize different kinds of sentences (declarative, interrogative) 	<p>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 words in the Mother Tongue or in Filipino</p>		<p>reporting, summarizing, retelling and show and tell)</p>

K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		<p>EN2LC-Ib-3.16 Follow a set of verbal two-step directions with picture cues</p> <p>EN2LC-Ic-1.1 Activate prior knowledge based on new knowledge formed</p> <p>EN2LC-Id-e-1.2 Relate information and events in a selection to life experiences and vice versa</p>							
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>EN2LC-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</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</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</p>	<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</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</p>	<p>EN2A-If-j-7.4 Perform dialogues, drama, mock interview, TV talk show etc.</p>	<p>EN2SS-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

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

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

K to 12 BASIC EDUCATION CURRICULUM

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

K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		<p>EN2LC-IIc-2.1 Ask and answer simple questions (who, what, where, when, why, and how) about text listened to</p> <p>EN2LC-II d-e-2.5 Validate ideas made after listening to a story</p>							
6-10	<p>EN2OL-II f-1.17.2 Ask simple questions</p> <p>EN2LC-II g-3.6 Follow one-to-two step directions</p> <p>EN2OL-II h-1.17.1 Give one-to-two step directions</p> <p>EN2OL-II i-j-1.6 Recite memorized verses, short poems, and rhymes</p>	<p>EN2LC-II f-g-2.2 Identify and discuss the elements of a story (theme, setting, characters, and events)</p> <p>EN2LC-II h-i-2.1 Ask and answer simple questions (who, what, where, when, why, and how) about text listened to</p> <p>EN2LC-II j-2.5 Validate ideas made after listening to a</p>	<p>EN2PA-II f-2.3 Distinguish rhyming words from non-rhyming words</p> <p>EN2PA-II g-h-2.4 Supply words that rhyme with given words</p> <p>EN2PA-II i-j-2.4 Supply rhyming words in response to spoken words</p>	<p>EN2BPK-II f-3 Recognize environmental print</p> <p>EN2BPK-II g-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 i-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-II f-j-2 Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa</p>	<p>EN2G-II f-j-5 Adjectives</p> <p>EN2G-II f-j-5.1 Recognize descriptions of people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)</p>	<p>EN2V-II f-g-3 Sort and classify familiar words into basic categories (colors, shapes, foods, etc.)</p> <p>EN2V-II h-i-12.1 Determine the meaning of words using clues (Total Physical Response through realia, pictures, body movements, context clues etc.</p> <p>EN2V-II j-6 Derive meaning from repetitive language</p>	<p>EN2A-II f-j-7.4 Perform dialogues, drama, mock interview, TV talk show etc.</p>	<p>EN2SS-II f-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

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

(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	EN2OL-IIIa-b-3.3 Talk about texts identifying major points and key themes	EN2LC-IIIa-2.4 Use an understanding of characters, incidents and	<i>(Note: The text that they will read should be controlled depending on the PWR</i>	EN2WC-IIIa-c-1 Participate in generating ideas through prewriting	EN2PA-IIIc-e-6.2 Produce speech sounds (sounds and letter names)	EN2BPK-IIIa-1 Discuss the illustrations on the cover and predict what the	EN2AK-IIIa-1.1 Give the beginning sound of each consonant (m,s, f, t,				EN2G-IIIa-c-1 Sentences EN2G-IIIa-1.1 Distinguish sentences	EN2V-IIIa-b-13.1 Give the meaning of words used in stories presented	EN2A-IIIa-e-1 ; Participate/engage in a read-along of texts (e.g. poetry,	EN2SS-IIIa-d-1.1 Follow instructions orally given

K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies														
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy	
	<p>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>settings to make predictions</p> <p>EN2LC-IIIa-j-1.1 Listen to a variety of media including books, audiotapes videos and other age-appropriate publications and</p> <p>a. Note important details pertaining to</p> <p>a. character</p> <p>b. settings</p> <p>c. events</p> <p>b. Give the correct sequence of three events</p> <p>c. Infer the character feelings and traits</p> <p>d. Identify cause and/or effect of events</p> <p>e. Identify</p>	<p><i>lesson.)</i></p>	<p>activities</p> <p>Show understanding of a story</p> <p>listened to through the following writing activities:</p> <p>EN2WC-IIIb-1.9 a. Writing a phrase or sentence about an illustration</p> <p>EN2WC-IIIc-1.10 b. Completing a</p> <p>Lost and Found Poster</p> <p>EN2WC-IIIc-1.11 c. Filling in blanks in a letter</p> <p>EN2WC-IIIc-1.12 d. Drawing and writing some words on a birthday card</p> <p>EN2WC-IIIc-1.13 e. Writing</p>		<p>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 illustrator and tell what they do</p>	<p>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>EN2AK-IIIa-c-1.2 Name the pictures that begin its name with a particular consonant</p> <p>EN2AK-IIIa-c-4 Give the beginning consonant sound of the name of each picture</p>					<p>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, question mark)</p>	<p>through real objects, illustrations, demonstration and context clues</p> <p>EN2V-IIIc-13.1 Recognize that some words mean the same (synonyms)</p> <p>EN2V-IIIc-d-13.2 Recognize that some words have opposite meaning (antonyms)</p>	<p>repetitive text)</p>	

K to 12 BASIC EDUCATION CURRICULUM

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

K to 12 BASIC EDUCATION CURRICULUM

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

K to 12 BASIC EDUCATION CURRICULUM

4th Quarter (Beginning Reading and Writing)

WEEK	Learning Competencies														
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy	
1	EN2OL-IVa-b-3.3 Talk about texts identifying major points and key themes	EN2LC-IVa-b-2.4 Use an understanding of characters, incidents and settings to make predictions	<i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i> EN2RC-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	EN2PA-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		EN2PWR-IVa-c-1 Read short a words in CVC pattern (cat, man, bag) EN2PWR-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	EN2V-IVa-e-21 Give the meaning of short a words EN2V-IVa-e-22 Give the meaning of 2-syllable words with short e and a sounds	EN2A-IVa-e-1 Participate/engage in a read-along of texts (e.g. poetry, repetitive text)	EN2SS-IVa-b-2 Arrange words alphabetically by the 1 st letter	
2															
3	EN2OL-IVc-d-1.2 Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English	EN2LC-IVc-d-2.5 Use an understanding of incidents, characters and settings to validate predictions	EN2RC-IVc-3.1.3 Give the sequence of three events in stories read EN2RC-IVd-2.8 Infer/predict outcomes	EN2WC-IVd-g-1.6 Express idea through illustrations or storyboard	EN2PA-IVc-d-6.2; Produce speech sounds (sounds and letter names)			EN2PWR-IVd-13 Differentiate and read correctly the short e and a words (pan- pen, man-men, tan-it en etc.) EN2PWR-		EN2S-IVa-e-3.1 Spell 2-syllable words with short e, a and i sound in CVC pattern (see PWR)	EN2G-IVc-d-4.2.3 Use demonstrative pronouns (this/that, these/ those)			EN2SS-IVc-d-3 Interpret simple maps of unfamiliar places, signs and symbols	
4															
5	EN2OL-IVe-1.1 Listen and respond to texts to clarify	EN2LC-IVe-f-2.4 Use personal experiences to make	EN2RC-IVe-2.16 Use clues to make and justify predictions		EN2PA-IVe-f-6.3 Produce the sounds of English letters										

K to 12 BASIC EDUCATION CURRICULUM

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

K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies													
	OL Oral Language	LC Listening Compre hension	RC Reading Compre hension	WC Writing/ Compo sition	PA Phono logical Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
7		EN2LC-IVg-3.15 Recognize the difference between "made-up" and "real" (in) texts listened to						EN2PWR-IVg-h-16 Read short i words in CVC pattern (pin, big, fit . . .) EN2PWR-IVg-h-2.8 Match pictures with short i words EN2PWR-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 EN2LC-IIa-j-1.1 Listen to a variety of media including books, audiotapes					EN2PWR-IVi-14.1 Write the names of pictures with the short a, e and i words. EN2PWR-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, shape, size,				

K to 12 BASIC EDUCATION CURRICULUM

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

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WEEK	Learning Competencies													
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		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					10.1.2- Read phrases, sentences and short stories consisting of two syllable words and the questions about them							

Grade 2 Tagged Materials

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

WEEK	Learning Competencies									
	OL Oral Language	LC Listening 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	EN3OL-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>	Write different forms of simple composition as a response to stories/ poems listened to	EN3PWR-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	EN3OL-Ib-3.6 Express ideas in a conversational manner EN3OL-Ib-1.19 Express one's ideas by presenting a skit	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 EN3LC-Ia-j-2.6 c. retell some	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>	EN3WC-Ia-j-4 a. draw and write sentences about one's drawing EN3WC-Ia-j-5 b. a note of advice EN3WC-Ia-j-6 c. Thank you letter EN3WC-Ia-j-7 d. descriptive	EN3PWR-Ib-d-19 Read words with short o sounds in CVC pattern and phrases and sentences containing these words EN3PWR-Ib-d-19.1 Recognize more common sight words in order to read simple phrases	EN3F-Ia-j-1.10.1 Read aloud from familiar prose and poetry Consisting of Long vowel words with fluency, appropriate rhythm, pacing and intonation	EN3G-Ib-1 Sentences EN3G-Ib-1.4 Construct simple sentences EN3G-Ib-1.4.1 Use a declarative sentence EN3G-Ib-1.4.1.1 Differentiate a declarative from an	EN1V-Ib-23 Show understanding of meaning of short o words through drawing, actions, and using them in sentences	EN3SS-Ia-6 Monitor and self-correct one's comprehension by scanning and skimming EN3SS-Ia-e-1.1 Follow instructions given orally	

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

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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
						stories/poems consisting of short a,e,i and o words with speed, accuracy and proper intonation	Use appropriate punctuation marks (e.g. period, comma, question mark, exclamation point)			
5	EN3OL-Ie-1.10 Synthesize and Restate information shared by others				EN3PWR-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	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		EN3PWR-If-g-17.1 Differentiate words with different medial vowels (eg: cap- cop-cup; fan-fin, fun)	EN3F-Ie-j-4.2.1 Read with accuracy, appropriate speed and correct intonation 2-syllable words consisting of short e to u words	EN3G-If-2.2 Use common and proper nouns			
7							EN2G-Ig-h-2.3 Use plural form of regular nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)			
8					EN3PWR-Ig-h-20.1 Read phrases, sentences and short stories consisting of short vowel words and the questions about them					
9	EN3OL-Ii-j-1.10.3				EN3PWR-Ii-15		EN3G-Ii-j-2.4 Use plural from			

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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
10	Connect information heard to personal experience				Read 2-syllable words consisting of short e to u sound (basket, hotdog, sunset, etc.)		of frequently occurring irregular nouns (e.g. children, feet, teeth)			
					EN3PWR-Ij-21 Read phrases, sentences and short stories consisting of 2-syllable words and the questions about them					

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 a. EN3WC-IIa-1.1 brainstorming	EN3PA-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) EN3PWR-IIa-b-23 followed by short vowel sounds (e.g.	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 EN3G-IIa-b-3.4 Use the be-verbs (am, is, are was, were) correctly in sentences	EN3V-IIa-b-5 Show understanding of meaning of words with initial consonant blends through drawing, actions,	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		EN3LC-IIc-e-1.1 Activate prior	EN3RC-IIa-b-2.19 Rereads,									

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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	
3		knowledge based on new knowledge formed EN3LC-IIa-j-2 Activate prior knowledge based on the stories to be read Listen to a variety of literary and expository texts EN3LC-IIa-j-2.1 a. note important details EN3LC-IIa-j-2.7 b. sequence at least 3 events using signal words	monitors and self-correct one's comprehension EN3RC-IIc-e-2.2 Note details in a given text EN3RC-IIa-b-2.8 Make simple predictions Read simple sentences and levelled stories and 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</i>	b. EN3WC-IIb-1.2 webbing c. EN3WC-IIc-1.3 drawing EN3WC-IId-h-3 Write at least three sentences from various familiar sources Write different forms of simple composition as a response to 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-		black, frog, step) EN3PWR-IIc-24 Read phrases, sentences and short stories consisting of words with initial consonant blends EN3PWR-IIe-1.1 Read words with final blends (-st, -lt, -nd, -nt, -ft..)	EN3F-IIa-j-1.10.1 Read aloud from familiar prose and poetry Consisting of Long vowel words with fluency, appropriate rhythm, pacing and intonation EN3F-IIa-c-4.4 Read with accuracy, speed and proper phrasing sentences and stories with words beginning in consonant blends and other words previously studied EN3F-IId-e-4.4.1 Read with accuracy, speed and proper phrasing						
									EN3G-IIc-d-3.4 Identify and use action words in simple sentences EN3G-IId-f-3.2 Form and use the past tense of frequently occurring regular verbs (walk – walked, etc) EN3G-IIe-f-3.2.1.1 Use verbs in simple present tense	EN3V-IIc-6 Derive meaning from repetitive language structures review EN3V-IId-e-5.1 Show understanding of meaning of words with	EN3A-IIc-2 Revisit favorite books, songs, rhymes EN3A-IId-f-7 Identify favorite authors and stories	EN3SS-IIc-3.6 Follow one-to-three step directions EN3SS-IIc-d-2.15 Use graphic organizers to show understanding of texts	
	4	EN3OL-IIId-e-1.17.1 Give one-to-three step directions	EN3LC-IIa-j-2.6 c. retell some parts of the story										
5					EN3PA-IIe-f-4.1			EN3S-IId-e-4.1 Spell words with ending consonant blends					

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

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WEEK	Learning Competencies											
	OL Oral Language	LC Listening Compre hension	RC Reading Compre hension	WC Writing/ Composition	PA Phonological Awareness	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
	for writing	j-2.7 Sequence a series of events viewed/ listened to					consisting of initial and final ch and sh and other words previously studied				drawing, actions, and using them in sentences	
9	EN3OL-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 questions about them	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, accuracy and proper phrasing	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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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	EN3PWR-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 EN3LC-IIIa-j-1.1 Activate prior knowledge based on new knowledge formed EN3LC-IIIa-j-2 Activate prior knowledge	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 and content words) EN3RC-IIIa-2.13 Distinguish fact from opinion EN3RC-IIIa-b-2.13 Identify cause	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 EN3F-IIIa-j-1.10.1 Read aloud from familiar prose and poetry Consisting of Long vowel words with fluency, appropriate rhythm, pacing and			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) through drawing, actions, and using them in sentences EN3V-IIIb-d-13 Increase vocabulary through Synonyms (e.g. quick/fast)	EN3A-IIIb-c-2.9 Take part in creative responses to stories like preparing logs, journal and other oral presentations	EN3SS-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
		based on the stories to be read.	and effect			intonation			and antonyms (e.g. big/small)		
3	EN3OL-IIIc-1.16.2 Listen and respond to others	Listen to a variety of literary and expository texts EN3LC-IIIa-j-2.1 a. note important details			EN3PWR-IIIc-11,12,13 Read sentences, stories and poems consisting of long a words and questions about them			EN3G-IIIc-d-4.2.3 Use personal pronouns (e.g. I, you, he, she, it, we, they)			
4	EN3OL-IIIId-1.16.3 Follow and explain processes	b. sequence at least 3 events using signal words EN3LC-IIIa-j-2.7		EN3WC-IIIId-e-2.6 Use appropriate punctuation marks	EN3PWR-IIIId-24 Read words with long i sound (long i ending in e)					EN3A-IIIId-h-6 Take books from home to school or vice-versa for independent / shared extra reading	
5	EN3OL-IIIe-1.16.4 Express opinions and feelings about other's ideas	c. retell some parts of the story EN3LC-IIIa-j-2.6	EN3RC-IIIe-f-2.11 Make inferences and draw conclusions based from texts		EN3PWR-IIIe-25 Read sentences, stories and poems consisting of long i words and questions about them	EN3F-IIIe-f-1.8 Read with automaticity 100 2nd and 3 rd grade high-frequency/sign ht words	EN3S-IIIe-f-5 Spell some irregularly - spelled words (e.g. have, said, please, because)	EN3G-IIIe-f-4.2.4 Use commonly used possessive pronouns	EN3V-IIIe-f13.6 Homonyms (e.g. flower/flour)		
6	EN3OL-IIIIf-1.16.5 Engage in discussions about specific topics	d. differentiate real from make-believe EN3LC-IIIa-j-2.8			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	EN1OL-IIIg-h-3.2 Ask and respond to	e. infer feelings and traits	EN3RC-IIIg-j-2.5 Use different sources of		EN3PWR-IIIg-26.1 Read sentences,	EN3F-IIIg-	EN3S-IIIg-j-2.5 Use capitalization	EN3G-IIIIf-g-5.3.1 Use descriptive	EN3V-IIIg-h-13.7		

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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
8	questions about informational texts listened to (environment, health, how-to's, etc.)	of characters EN3LC-IIIa-j-2.16 f. identify cause and effect EN3LC-IIIa-j-2.17 g. draw conclusions EN3LC-IIIe-f-2.4	information in reading Read simple sentences and levelled stories and EN3RC-III0-2.2 a. note details regarding character, setting and plot EN3RC-III0-2.10 b. sequence 3 events <i>(Note: different comprehension skills may recur in different quarters)</i>		stories and poems consisting of long o words And questions about them EN3PWR-IIIh-26.2 Read words with long u sound (long a ending in e)	j-1.11 Observe the use of punctuations including commas, periods and question marks to guide reading for fluency	rules in word and sentence level (e.g. proper and common nouns, beginning words in sentences)	adjectives	Homographs (e.g., read-read)		
		Propose several predictions about texts/stories listened to EN3LC-IIIg-h-3.15 Determine whether a story is realistic or fantasy EN3LC-IIIi-j-3.7 Identify and use the elements of an informational/factual text heard	EN3PWR-IIIi-26.3 Read words with long a, i, o, and u and phrases, sentences and stories containing these words.	EN3PWR-IIIj-27 Read sentences, stories and poems consisting of long u words and questions about them EN3PWR-IIIj-15 Read 2-syllable words							
9	EN3OL-IIIi-j-1.9 Compare and contrast information heard										
10									EN3V-IIIi-j-13.7 Hyponyms-type of (e.g. guava - type of fruit)		

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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
					(fireman) with long vowel sound						

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

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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
	retelling and show and tell <i>(depending on the selection presented)</i>	EN3LC-IVa-j-1.1 Activate prior knowledge based on new knowledge formed	, role playing etc. Read simple sentences and leveled stories and EN3RC-IO-2.2 a. note details regarding character, setting and plot		and other words previously learned	3.5.1 Read grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy					
4	EN3OL-IVa-j-3.2 Ask and respond to questions about informational texts listened to (environment, health, how-to's, etc)	EN3LC-IVa-j-2 Activate prior knowledge based on the stories to be read. Listen to a variety of literary and expository texts	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>		EN3PWR-IVd-e-22 and 29 Read words with vowel digraphs ea and ee and phrases, sentences and stories containing these words.	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	EN2S-IVd-f-5 Spell some irregularly - spelled words (e.g. have, said, please, because)			EN3A-IVd-f-2.9 Take part in creative responses to stories like preparing logs, journal and other oral presentations	
5											EN3SS- IVe-f-1.2.2 Interpret simple tables
6	EN3OL-IV a-j-1.9 Compare and contrast information heard	EN3LC-IVa-j-2.1 a. note important details		EN2WC-IVf-j-2.3 Make a card for various occasions (birthday, Christmas, New Year, etc)	EN3PWR-IVf-g-8 Read words with vowel digraphs oo(food), oa (road)				EN3V-IVf-g-13.6 Use homonyms correctly (meat- meet, road, -rode)		
7		EN3LC-IVa-j-2.7 b. sequence at least 3 events using signal words	EN3RC -IVc-d-1.2 Interpret simple maps of unfamiliar places, signs and symbols		EN3PWR-IVg-2 Match words, phrases and sentences containing these words with pictures	EN3F-IVa-j-1.8 Read with automaticity 100 2nd and 3 rd grade high-frequency/ sight words	EN3S-IVg-i-2.5 Use capitalization rules in word and sentence level (e.g. proper and common nouns, beginning words in sentences)	EN3G-IVg-7 Prepositions EN3G-IVg-h-7.3 Use the most frequently occurring prepositions(e.g. towards, beside,, into, etc.)	EN3V-IVg-i-9 Use known words to perform artistic theme-based activities(e.g. interviews, telephone conversation, role-play, etc.) using common sight	EN3A-IVg-i-6 Take books from home to school or vice-versa for independent / shared extra reading	EN3SS- IVg-h-1.2.1 Interpret a bar graphs

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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
		the story EN3LC-IVa-j-3.15 d. differentiate real from make-believe			these words and other words previously learned	1.11 Use punctuations including commas, periods and question marks to guide reading for fluency			words		
8		EN3LC-IVa-j-2.8 e. infer feelings and traits of characters	EN3RC - IVh-j-1.2 Interpret simple graphs and tables		EN2PW-IVh-i-6 Read words with vowel diphthongs Oy (boy), oi (boil), ou (out) Ow (bow)	EN3F-IVi-j-5 Read poems with fluency, appropriate rhythm, pacing and intonation		EN3G-IVh-5.6 Give the synonyms and antonyms of common adjectives	EN3V-Ih-i-26 Show understanding of the meaning of words with vowel diphthongs by using them in correct sentences in correct sentences		
9		EN3LC-IVa-j-2.16 f. identify cause and effect EN3LC-IVa-j-2.17 g. draw conclusions EN3LC-IVe-f-3.7. Personal Recounts (anecdotes, past experiences) EN3LC-IVg-h-3.7.5 Explanation (life cycles,			EN3PWR-IVi-2 Match these words with the appropriate pictures EN3PWR-IVi-21 Read phrases, sentences and short stories consisting of these words and other words previously studied		EN3G-IVi-j-5.2 Use the degrees of adjectives in making comparisons (positive, comparative, superlative) EN3G-IVi-6 Adverbs EN3G-IVi-j-6.1 Recognize adverbs of manner				

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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
10		water cycle) EN3LC-IVi-j-3.5 Restate facts from informational texts (climate change, children’s rights, traffic safety, etc.)			EN3PWR-IVj-22 Recognize and read some irregularly spelled words (e.g. such as enough, through, beautiful)				EN1V-IVj-27 Read word with affixes		

Grade 3 Tagged Materials

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

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

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

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

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

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

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

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
Make simple predictions	EN3RC-IIa-b-2.8	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 50 – Giving Appropriate Ending. 2. BEAM-DLP4 Module 54 – Predicting Outcome. 3. BEAM-DLP4 Module 55 – Giving Possible Ending to a Selection Read. 4. MISOSA ENG4 – Predicting Outcomes. 5. *English for You and Me 3 (Reading). 2008. pp 4, 8, 11, 22, 28, 32, 35, 38, 42, 46, 53, 57, 65, 72, 83, 89, 92, 94, 107, 113, 131, 137, 144, 147-148, 158, 165. 6. *Fun in English 4. 1999. pp 134-135.
Read simple sentences and levelled stories and a. note details regarding character, setting and plot	EN3RC-II0-2.2	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 29 – Identifying Story Elements Using Story Grammar. 2. MISOSA ENG4 – Noting Details Using Story Grammar. 3. *Unionbank Student’s Work Text 2. 2013. pp 20, 28, 30, 38-42, 48-53, 56, 90, 94, 98, 100, 104, 110, 132, 136, 138, 144, 176, 182. 4. *English for You and Me 4 (Reading). 2011. pp 2-3, 14-16, 31-32, 37-38, 59-63, 70-71, 73-82, 90-92, 110-114, 128-130, 133-134, 140-143, 156-159, 162-168, 171-172.
b. sequence a series of events in a literary selection	2EN3RC-II0-2.10	<ol style="list-style-type: none"> 1. BEAM-DLP4 Module 41 – Sequencing Events in the Story Listened to Through Groups of Sentences/Guided Questions. 2. English 2 (Learner’s Material). 2013. pp 59-64, 430. 3. English 2 (Learner’s Material). 2013. pp 205, 227-228. 4. *English for You and Me 3 (Reading). 2008. pp 89, 91, 97, 102-103, 108-110. 5. *English for You and Me 4 (Reading). 2011. pp 101-109.
Sequence a series of events in a literary selection	EN3RC-IIIi-j-2.10	<ol style="list-style-type: none"> 1. BEAM ENG2 – Sequencing Events. 2. BEAM-DLP3 Modules 33 and 34 – Sequencing Events. 3. *Unionbank Student’s Work Text 2. 2013. pp 157. 4. English 2 (Learner’s Material). 2013. pp 59-64, 430. 5. English 2 (Learner’s Material). 2013. pp 205, 227-228. 6. *English for You and Me 3 (Reading). 2008. pp 89, 91, 97, 102-103, 108-110. 7. *English for You and Me 4 (Reading). 2011. pp 101-109, 115-116.
3Q		
Identify several effects based on a given cause	EN3RC-IIIa 2.7.1	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 1. 2. BEAM-DLP3 Module 45 – Identifying Cause - Effect Relationship 2. 3. *English for You and Me 3 (Reading). 2008. pp 124. 4. *Fun in English 4. 1999. pp 97-99. 5. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132.
Make inferences and draw conclusion based on texts (pictures, title, and content words)	EN3RC-IIIa-2.11	<ol style="list-style-type: none"> 1. *English for You and Me 3 (Reading). 2008. pp 132, 140, 154. 2. *English for You and Me 4 (Reading). 2011. pp 5, 167.
Distinguish fact from opinions	EN3RC-IIIa-2.13	<ol style="list-style-type: none"> 1. *Fun in English 4. 1999. pp 209. 2. *English for You and Me 4 (Language). 2011. pp 180-181. 3. *English for You and Me 4 (Reading). 2011. pp 179-181.
Identify cause and effect	EN3RC-IIIa-b-2.13	<ol style="list-style-type: none"> 1. *Fun in English 4. 1999. pp 97-99. 2. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132.
Make inferences and draw conclusions based from texts	EN3RC-IIIe-f-2.11	<ol style="list-style-type: none"> 1. BEAM-DLP3 Module 62 – Draw Conclusion Using Picture Stimuli. 2. MISOSA ENG4 – Inferring Character Traits Based on a Selection Read.

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

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

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

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

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

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

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

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

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

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

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

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GRADE 4**

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

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

FIRST QUARTER

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

K to 12 BASIC EDUCATION CURRICULUM

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

K to 12 BASIC EDUCATION CURRICULUM

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

SECOND QUARTER

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

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

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

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THIRD QUARTER

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

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

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FOURTH QUARTER

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

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

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Grade 4 Tagged Materials**

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

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

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

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

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

K to 12 BASIC EDUCATION CURRICULUM

GRADE 5

FIRST QUARTER

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		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 Identify the elements of literary texts	EN5OL-Ib-2.6.2 Use appropriate body movements/gestures	EN5V-Ib-12 and 13 Infer the meaning of unfamiliar words (compound) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5RC-Ib-2.9.1 Infer the theme of literary text	EN5F-Ib-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%		EN5G-Ib-3.3 Compose clear and coherent sentences using appropriate grammatical structures: -Aspects of verbs	EN5WC-Ib-1.1.6.1 Plan a two to three-paragraph composition using an outline/other graphic organizers	EN5VC-Ib-5.1 Describe different forms and conventions of film and moving pictures (lights, blocking, direction, characterization, acting, dialog, setting or set-up)	EN5A-Ib-16 Observe politeness at all times
3	EN5LC-Ic-2.17.2 Identify the elements of	EN5OL-Ic-3.9 Use formal and informal English when appropriate to	EN5V-Ic-12 and 13 Infer the meaning of unfamiliar	EN5RC-Ic-2.23 Summarize narrative	EN5F-Ic-1.6 Read aloud grade level appropriate text with an		EN5G-Ic-3.6 Compose clear and coherent sentences using	EN5WC-Ic-2.2.4 Write two to three-	EN5VC-Ic-5.1 Describe different forms and conventions of	EN5A-Ic-16 Observe politeness at all times

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
	literary texts	task and situation	words (affixed) based on given context clues (synonyms, antonyms, word parts) and other strategies	texts based on elements -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, middle and ending)	accuracy rate of 95 – 100%		appropriate grammatical structures: -Modals	paragraph composition based on the prepared outline	film and moving pictures (lights, blocking, direction, characterization , acting, dialog, setting or set-up)	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, middle and ending)	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
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,	EN5RC-Ie-6 Analyze a 2-stanza poem in terms of its elements (rhymes, sound devices,	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

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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
			word parts) and other strategies	imagery and figurative language)						ting 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, antonyms, word parts) and other strategies	EN5RC-Ig-2.3 Analyze figures of speech (simile, metaphor, personification, hyperbole) in a given text	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 when communicating 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	EN5RC-Ih-2.3 Analyze figures of speech (simile, metaphor, personification, 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:			EN5A-Ih-16 Observe politeness at all times EN5A-Ih-17 Show tactfulness

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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
			(synonyms, antonyms, word parts) and other strategies	hyperbole) in a given text			-conjunctions			when communicating 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		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 communicating 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 communicating with others

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 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	EN5G-IIb-3.9 Compose clear and coherent sentences using appropriate grammatical structures: -subject-verb agreement (intervening phrases)	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 Stereotypes, EN5VC-IIb-7.2 Point of view EN5VC-IIb-7.3 Propagandas	EN5A-IIb-16 Observe politeness at all times EN5A-IIb-17 Show tactfulness when communicating with others

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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
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
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	EN5RC-IIe-3.2.2 Distinguish text-types according to purpose -To recall a series of events/	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	EN5WC-IIe-1.8.1 EN5WC-IIe-1.8.3 Revise writing for clarity -punctuation	EN5VC-IIe-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIe-7.1	EN5A-IIe-16 Observe politeness at all times EN5A-IIe-17 Show tactfulness when

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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
			words (denotation and connotation) (Mathematics)	information			adjectives	marks -signal words	Stereotypes, EN5VC-IIe-7.2 Point of view EN5VC-IIe-7.3 Propagandas	communica- ting 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 communica- ting with others
7			EN5V-IIig-20.1.3 EN5V-IIig-20.2.3 Identify different meanings of content specific words (denotation and connotation) (Health)	EN5RC-IIig-2.1.2 Make generalizati ons	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 Stereotypes, EN5VC-IIig-7.2 Point of view EN5VC-IIig-7.3 Propagandas	EN5A-IIig-16 Observe politeness at all times EN5A-IIig-17 Show tactfulness when communica- ting with others
8		EN5OL-IIih-4 Make a stand	EN5V-IIih-20.1.3	EN5RC-IIih-2.15.1 Make an	EN5F-IIih-1.3 Read grade level text with	EN5SS-IIih-1.8 Organize	EN5G-IIih-8.3 Compose clear and coherent	EN5WC-IIih-1.8.2 Revise writing	EN5VC-IIih-7 Determine images/ideas	EN5A-IIih-16 Observe politeness at all

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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
			EN5V-IIh-20.2.3 Identify different meanings of content specific words (denotation and connotation) (Health)	outline from a selection read	accuracy, appropriate rate and proper expression	information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	sentences using appropriate grammatical structures: -subordinate and coordinate conjunctions	for clarity - correct spelling	that are explicitly used to influence viewers EN5VC-IIh-7.1 Stereotypes, EN5VC-IIh-7.2 Point of view EN5VC-IIh-7.3 Propagandas	times EN5A-IIh-17 Show tactfulness when communicating 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 communicating with others
10		EN5OL-IIj-4 Make a stand			EN5F-IIj-1.3 Read grade level text with accuracy, EN5F-IIj-1.6 appropriate rate EN5F-IIj-1.7 and proper expression			EN5WC-IIj-3.7 Distinguish among forms (kinds and descriptions) Fill-out forms accurately (school forms, deposit and withdrawal slips, etc.)	EN5VC-IIj-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIj-7.1 Stereotypes, EN5VC-IIj-7.2 Point of view	EN5A-IIj-16 Observe politeness at all times EN5A-IIj-17 Show tactfulness when communicating with others

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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
									EN5VC-IIj-7.3 Propagandas	

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 other strategies (Health)	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 communicating with others
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	EN5RC-IIIb-3.2.5 Distinguish text-types according to features	EN5F-IIIb-2.9 Self-correct when reading	EN5SS-IIIb-3 Organize information from primary sources in preparation for	EN5G-IIIa-7.3.2 Compose clear and coherent sentences using			EN5A-IIIb-16 Observe politeness at all times EN5A-IIIb-17

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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
			(compound, affixed) based on EN5V-IIIb-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIb-20.5 other strategies (Health)	(structural and language) -Problem and solution		writing, reporting and similar academic tasks in collaboration with others	appropriate grammatical structures: -Prepositional phrases			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 EN5V-IIIc-20.5 other strategies (Science)	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
4	EN5LC-IIIId-2.8.1/2.8.2/2.8.3 Infer the speaker's tone, mood and	EN5OL-IIIId-2.8 Link comments to the remarks of others	EN5V-IIIId-20.3 Infer the meaning of unfamiliar words	EN5RC-IIIId-3.2.4 Distinguish text-types according to features	EN5F-IIIId-2.9 Self-correct when reading	EN5SS-IIIId-4 Organize information from secondary sources in preparation for	EN5G-IIIId-1.8.1 EN5G-IIIId-1.8.2 Use a particular kind	EN5WC-IIIId-1.1.6.1 Plan a two to three-paragraph		EN5A-IIIId-16 Observe politeness at all times EN5A-IIIId-17

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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
	purpose		(compound, affixed) based on EN5V-IIIId-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIId-20.5 other strategies (Health)	(structural and language) -Problem and solution		writing, reporting and similar academic tasks in collaboration with others	of sentence for a specific purpose and audience -asking permission -responding to questions	composition using an outline/other graphic organizers		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 word parts) and EN5V-IIIe-20.5 other strategies (Mathematics)	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
6	EN5LC-IIIIf-2.8.1/2.8.2/2.8.3 Infer the speaker's tone, mood and	EN5OL-IIIIf-3.7 Use appropriate strategies to keep the	EN5V-IIIIf-20.3 Infer the meaning of unfamiliar words	EN5RC-IIIIf-3.2.6 Distinguish text-types according to features	EN5F-IIIIf-2.9 Self-correct when reading	EN5SS-IIIIf-4 Organize information from secondary sources in preparation for	EN5G-IIIIf-1.8.8 Use a particular kind of sentence for a specific	EN5WC-IIIIf-1.8.2/1.8.1/1.8.3 Revise writing for clarity - correct	EN5VC-IIIIf-3.8 Infer purpose of the visual media	EN5A-IIIIf-16 Observe politeness at all times EN5A-IIIIf-17

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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
	purpose	discussion going	(compound, affixed) based on EN5V-III f- 20.4 given context clues (Synonyms Antonyms word parts) and EN5V-III f- 20.5 other strategies (Mathematics)	(structural and language) -Cause and effect		writing, reporting and similar academic tasks in collaboration with others	purpose and audience -giving information	spelling - appropriate punctuation marks -transition/ signal words		Show tactfulness when communica- ting with others
7	EN5LC-IIIg- 3.17 Identify point- of-view			EN5RC-IIIg- 3.2. 7 Distinguish text-types according to features (structural and language) -comparison and contrast	EN5F-IIIg- 1.3 EN5F-IIIg- 1.7 Observe accuracy, appropriate rate and proper expressions in choral, echo and shadow reading.	EN5SS-IIIg-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5G-IIIg- 1.8.9 Use a particular kind of sentence for a specific purpose and audience -making explanation	EN5WC-IIIg- 2.2.7 Write a 3- paragraph feature article	EN5VC-IIIg-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIIg- 7.1 Stereotypes, EN5VC-IIIg- 7.2 Point of view EN5VC-IIIg- 7.3 Propagandas	EN5A-IIIg-16 Observe politeness at all times EN5A-IIIg-17 Show tactfulness when communica- ting with others
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	EN5SS-IIIh-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks	EN5G-IIIh- 1.8.10 Use a particular kind of sentence for a specific purpose and audience -expressing opinions/	EN5WC-IIIh- 1.8.2/1.8.1/1 .8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks	EN5VC-IIIh-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIIh- 7.1 Stereotypes,	EN5A-IIIh-16 Observe politeness at all times EN5A-IIIh-17 Show tactfulness when communica-

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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
					and shadow reading	in collaboration with others	Emotions	-transition/ signal words	EN5VC-IIIh-7.2 Point of view EN5VC-IIIh-7.3 Propagandas	ting 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
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

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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
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	EN5RC-IVc-3.2. 9 Distinguish text-types according to features (structural and language) -Time-order	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	EN5VC-IVc-3.8 Infer purposes of the visual media	EN5A-IVc-16 Observe politeness at all times EN5A-IVc-17 Show tactfulness when

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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
			(denotation and connotation) (Health)	(sequence, recounts, process)				organizers		communica- ting 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 heard in one's own words	EN5OL-IVe-4 Use verbal and non-verbal cues in a TV broadcast	EN5V-IVe-20.1 EN5V-IVe-20.2 Identify different meanings of content specific words (denotation and connotation) (TLE)	EN5RC-IVe-2.15.2 Use appropriate graphic organizers in texts read	EN5F-IVe-1.13 Read grade level text with 128 words correct per minute	EN5SS-IVe-5 List primary and secondary sources of information	EN5G-IVe-1.9.1 Use complex sentences to show cause and effect	EN5WC-IVe-1.8 Revise writing for clarity - correct spelling	EN5VC-IVe-1.7.1 Analyze how visual and multimedia elements contribute to the meaning of a text	EN5A-IVe-16 Observe politeness at all times 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)	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	EN5A-IVf-16 Observe politeness at all times EN5A-IVf-17 Show tactfulness when communicating with others

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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
			(TLE)						Point of view EN5VC- IVf - 7.3 Propagandas	
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
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	EN5OL-IVi-4 Use verbal and non-verbal cues in a TV			EN5F-IVi-1.6 EN5F-IVi-1.3 EN5F-IVi-1.7 EN5F-IVi-	EN5SS-IVi-2.3 Conduct short research			EN5VC- IVi - 2.4 Make connections	EN5A-IVi-16 Observe politeness at all times

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
	from various text types	broadcast			1.14 Observe accuracy, appropriate rate, proper expressions and correct pronunciation in dramatic readings and presentations	projects on a self-selected topic			between information viewed and personal experiences	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 rate, proper expressions and correct pronunciation in dramatic readings and presentations	EN5SS-IVj-2.3 Conduct short research projects on a self-selected topic			EN5VC- IVj - 2.4 Make connections between information viewed and personal experiences	EN5A-IVj-16 Observe politeness at all times EN5A-IVj-17 Show tactfulness when communicating with others

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Grade 5 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
LC - Listening Comprehension		
1Q		
Note significant details	EN5LC-Ia-2.1	1. MISOSA ENG5 – Noting Details. 2. *English for You and Me (Language) 6. 2008. pp 3, 8, 14, 21, 37, 38, 44, 50, 54, 60, 64, 69, 77, 84, 91, 94, 100, 106, 112, 120, 127, 133, 139, 156, 162.
Identify the elements of literary texts	EN5LC-Ib-2.17.1 EN5LC-Ic-2.17.2 EN5LC-Id-2.17.3	1. *Fun in English 4. 1999. pp 20, 21, 22, 23. 2. *English for You and Me (Language) 6. 2008. pp 100.
Analyze sound devices (onomatopoeia, alliteration, assonance)	EN5LC-Ie-2.11.1/2.11.2/2.11.3	*English for All Times 6. 1999. pp 105, 144-146.
Infer the speaker’s tone, mood and purpose	EN5LC-If-2.8.1/2.8.2/2.8.3	1. *Fun in English 4. 1999. pp 166, 167. 2. *English for All Times 5. 1999. pp 142, 184.
Distinguish reality from fantasy	EN5LC-Ig-2.3 EN5LC-Ih-2.3	1. *Fun in English 4. 1999. pp 185, 187. 2. *English for All Times 5. 1999. pp 171, 200. 3. *English for All Times 6. 1999. pp 72.
2Q		
Identify informational text-types	EN5LC-IIb-3.19 EN5LC-IIc-3.19	*English for All Times 5. 1999. pp 44.
Distinguish fact from opinion	EN5LC-IIId-2.10 EN5LC-IIe-2.10	1. *Fun in English 4. 1999. pp 209. 2. *English for All Times 5. 1999. pp 218-219. 3. *English for You and Me (Reading) 6. 2008. pp 31.
3Q		
Distinguish fact from opinion	EN5LC-IIIa-2.10	1. *English for All Times 5. 1999. pp 48-49, 75, 103-104. 2. *English for You and Me (Reading) 6. 2008. pp 31.
Provide evidence to support understanding	EN5LC-IIIa-2.15 EN5LC-IIIb-2.15 EN5LC-IIIc-2.15	*English for All Times 5. 1999. pp 7, 18, 31, 44, 65, 75, 82, 91-92, 103-104, 131-132, 141-142, 163, 173, 200, 211, 223.
Infer the speaker’s tone, mood and purpose	EN5LC-IIId-2.8.1/2.8.2/2.8.3 EN5LC-IIIE-2.8.1/2.8.2/2.8.3 EN5LC-IIIf-2.8.1/2.8.2/2.8.3	1. *Fun in English 4. 1999. pp 166, 167. 2. *English for All Times 5. 1999. pp 18, 184.
Identify point-of-view	EN5LC-IIIg-3.17 EN5LC-IIIf-3.17 EN5LC-IIIi-3.17 EN5LC-IIIj-3.17	*English for All Times 5. 1999. pp 18, 184.
4Q		

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
Restate sentences heard in one's own words	EN5LC-IVa-3.11 EN5LC-IVb-3.11 EN5LC-IVc-3.11 EN5LC-IVd-3.11 EN5LC-IVe-3.11	*English for You and Me (Language) 6. 2008. pp 74, 158.
OL - Oral Language		
2Q		
Provide accurate instructions	EN5OL-IIa-1.13.1	1. *English for All Times 5. 1999. pp 175-177. 2. *English for You and Me 6 (Language). 2008. pp 26.
Give precise information on a given topic	EN5OL-IIb-1.26	*English for All Times 5. 1999. pp 3, 16, 18, 42, 50, 63, 72, 80, 88, 98, 117, 128, 138, 150, 160, 171, 180, 194, 206, 220.
Ask questions to check understanding of information presented	EN5OL-IIc-1.3.1	*English for You and Me 6 (Language). 2008. pp 3, 8, 14, 21, 37, 38, 40, 50, 54, 60, 64, 69, 77, 84, 91, 94, 100, 106, 112, 120, 127, 133, 139, 156, 162.
Provide evidence to support opinion/fact	EN5OL-IIf-3.5.1	*English for All Times 5. 1999. pp 75, 103-104.
V - Vocabulary Development		
1Q		
Infer the meaning of unfamiliar words (compound) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5V-Ia-12 and 13 EN5V-Ib-12 and 13	1. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 2. BEAM-DLP5 Module 3 – Decoding Words with Prefixes. 3. BEAM-DLP5 Module 4 – Decoding Words with Suffixes. 4. BEAM-DLP5 Module 8 – Using Synonyms. 5. BEAM-DLP5 Module 9 – Using Antonyms. 6. *Fun in English 4. 1999. pp 56, 63, 69, 85, 96-97, 124. 7. *English for You and Me 4 (Reading). 2011. pp 38-42. 3. *English for All Times 5. 1999. pp 18, 37-39, 45, 53, 57-61, 68, 104-105, 120, 153-155, 173, 184, 200, 211. 8. *English for All Times 6. 1999. pp 35, 45, 46, 47, 51, 79, 117. 9. *English for You and Me 6 (Reading). 2008. pp 10, 12.
Infer the meaning of unfamiliar words (affixes) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5V-Ic-12 and 13 EN5V-Id-12 and 13	*English for You and Me 4 (Reading). 2011. pp 32-36.
Clarify meaning of words using dictionaries, thesaurus, and/or online resources	EN5V-Ii-8.1/8.2/8.3 EN5V-Ij-8.1/8.2/8.3	1. BEAM-DLP4 Module 6 – Using the Dictionary. 2. BEAM-DLP5 Module 5 – Using the Dictionary (Guide Words; Multiple Meaning; Choosing the Correct Word). 3. *Fun in English 4. 1999. pp 160-161, 204-205. 4. *English for You and Me 4 (Reading). 2011. pp 7-10. 5. *English for All Times 5. 1999. pp 53. 6. *English for All Times 6. 1999. pp 73, 74, 106, 107.
2Q		
Identify different meanings of content specific words (denotation and connotation) (Health)	EN5V-IIg-20.1.3 EN5V-IIg-20.2.3 ---	1. *English for You and Me 4 (Reading). 2011. pp 16-21.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
	EN5V-IIh-20.1.3 EN5V-IIh-20.2.3	
3Q		
Infer the meaning of unfamiliar words (compound, affixed) based on	EN5V-IIIa-20.3 EN5V-IIIb-20.3 EN5V-IIIc-20.3 EN5V-IIId-20.3	<ol style="list-style-type: none"> *Fun in English 4. 1999. pp 56, 63, 69, 85, 96-97, 124. *English for All Times 6. 1999. pp 45-47, 184. *English for All Times 5. 1999. pp 18, 37-39, 45, 53, 57-61, 68, 104-105, 120, 153-155, 173, 184, 200, 211. *English for You and Me 6 (Language). 2008. pp 59. *English for You and Me 6 (Reading). 2008. pp 10, 12.
given context clues (Synonyms/Antonyms word parts) and	EN5V-IIIa-20.4 EN5V-IIIb-20.4 EN5V-IIIc-20.4 EN5V-IIId-20.4	<ol style="list-style-type: none"> BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. BEAM-DLP5 Module 8 – Using Synonyms. BEAM-DLP5 Module 9 – Using Antonyms. *English for All Times 6. 1999. pp 35, 51, 79, 117. *Fun in English 4. 1999. pp 96-97, 124.
given context clues (Synonyms/Antonyms word parts) and	EN5V-IIIe-20.4 EN5V-IIIf-20.4	<ol style="list-style-type: none"> BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. BEAM-DLP5 Module 8 – Using Synonyms. BEAM-DLP5 Module 9 – Using Antonyms.
RC - Reading Comprehension		
1Q		
Infer the theme of literary text	EN5RC-Ib-2.9.1	<ol style="list-style-type: none"> MISOSA ENG6 - Making Inferences. *English for You and Me 4 (Reading). 2011. pp 31-32, 37-38.
Summarize narrative texts based on elements -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, middle and ending)	EN5RC-Ic-2.23 EN5RC-Id-2.23	<ol style="list-style-type: none"> *Fun in English 4. 1999. pp 23. *English for All Times 6. 1999. pp 51-55. *English for You and Me 6 (Reading). 2008. pp 94.
Analyze a 2-stanza poem in terms of its elements (rhymes, sound devices, imagery and figurative language)	EN5RC-Ie-6	<ol style="list-style-type: none"> *English for You and Me 4 (Reading). 2011. pp 2-6, 67-68, 73-75. *English for You and Me 6 (Reading). 2008. pp 94.
Analyze figures of speech (simile, metaphor, personification, hyperbole) in a given text	EN5RC-If-2.3 EN5RC-Ig-2.3 EN5RC-Ih-2.3	*English for All Times 6. 1999. pp 210.
2Q		
Identify main idea, key sentences and supporting details of a given paragraph	EN5RC-IIa-2.21 EN5RC-IIb-2.21	<ol style="list-style-type: none"> *Fun in English 4. 1999. pp 34, 35, 36, 41, 47, 50. *English for You and Me 4 (Reading). 2011. pp 46-51, 54-58. *English for You and Me 6 (Reading). 2008. pp 103.
Distinguish text-types according to purpose -To classify or describe	EN5RC-IIc-3.2.1 EN5RC-IId-3.2.1	<ol style="list-style-type: none"> *English for You and Me 4 (Language). 2011. pp 147-148. *English for You and Me 6 (Language). 2008. pp 4-5.
-To recall a series of events/information	EN5RC-IIe-3.2.2	*English for You and Me 4 (Language). 2011. pp 45-46, 111-112.
-To explain	EN5RC-IIf-3.2.3	*English for You and Me 4 (Reading). 2011. pp 23-26.
Make an outline from a selection read	EN5RC-IIh-2.15.1 EN5RC-IIi-2.15.1	<ol style="list-style-type: none"> *English for You and Me 4 (Reading). 2011. pp 96-97, 100. *English for All Times 6. 1999. pp 204-205.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
3Q		
Distinguish text-types according to features (structural and language) -Problem and solution -Cause and effect	EN5RC-IIIb-3.2.5 EN5RC-IIIc-3.2.5 EN5RC-IIId-3.2.4	*English for You and Me 4 (Reading). 2011. pp 14-16, 64-65, 70-71, 77-80, 98-99, 119-123, 136-137, 140, 160.
-Comparison and Contrast	EN5RC-IIIe-3.2.6 EN5RC-IIIf-3.2.6	1. *Fun in English 4. 1999. pp 97-101, 124-125. 2. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 138-139. 3. *English for All Times 6. 1999. pp 60.
	EN5RC-IIIg-3.2.7 EN5RC-IIIf-3.2.7	*English for You and Me 4 (Language). 2011. pp 155-164.
4Q		
Distinguish text-types according to features (structural and language) -Enumeration -Time-order (sequence, recounts, process)	EN5RC-IVa-3.2.8 EN5RC-IVb-3.2.8	*English for You and Me 4 (Language). 2011. pp 13, 18-19.
Use appropriate graphic organizers in texts read	EN5RC-IVc-3.2.9 EN5RC-IVd-3.2.9	1. *Fun in English 4. 1999. pp 70, 71-72. 2. *English for You and Me 4 (Language). 2011. pp 13, 18-19, 20-21. 3. *English for All Times 6. 1999. pp 236-237.
	EN5RC-IVe-2.15.2	*English for You and Me 4 (Language). 2011. pp 43, 48, 78, 80, 85, 92, 94, 99-102, 143, 163, 176-177, 180-181.
F - Oral Reading Fluency		
SS - Study Strategy		
2Q		
Use card catalog to locate resources -Dictionaries	EN5SS-IIb-1.5.3	1. MISOSA English 6 – Using the Card Catalogue. 2. *English for All Times 6. 1999. pp 85-87.
Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5SS-IIc-1.4	1. BEAM-DLP4 Module 6 – Using the Dictionary. 2. *English for All Times 6. 1999. pp 73-74, 106-107.
	EN5SS-IIh-1.8	MISOSA English 6 – Organizing Ideas.
G - Grammar		
1Q		
Compose clear and coherent sentences using appropriate grammatical structures: -Aspects of Verbs	EN5G-Ia-3.3 EN5G-Ib-3.3	*English for You and Me 4 (Language). 2011. pp 120-125, 130-138.
2Q		
-kinds of adjectives	EN5G-IIe-5.3	*English for You and Me 4 (Language). 2011. pp 149-154.
-order of adjectives	EN5G-IIf-5.5	
-degrees of adjectives	EN5G-IIg-5.2	*English for You and Me 4 (Language). 2011. pp 155-164.
-subordinate and coordinate conjunctions	EN5G-IIh-8.3	
3Q		
Compose clear and coherent sentences using appropriate	EN5G-IIIa-7.3.1	*English for You and Me 4 (Language). 2011. pp 173-178.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
grammatical structures: -Prepositions		
-Prepositional phrases	EN5G-IIIa-7.3.2	*English for You and Me 4 (Language). 2011. pp 173-178.
Use a particular kind of sentence for a specific purpose and audience -asking permission	EN5G-IIIa-1.8.1	*English for You and Me 4 (Language). 2011. pp 83-85, 90-95.
-following and giving directions	EN5G-IIIe-1.8.4	1. BEAM-DLP4 Module 10 – Writing Sentences/Paragraphs Giving Simple Directions in Doing Something. 2. *Fun in English 4. 1999. pp 192, 193, 194, 197. 3. *English for You and Me 4 (Language). 2011. pp 12-17. 4. *English for All Times 6. 1999. pp 161-163.
-giving information	EN5G-III f-1.8.8	1. *English for You and Me 4 (Language). 2011. pp 90-95.
-making explanation	EN5G-III g-1.8.9	1. *English for You and Me 4 (Language). 2011. pp 90-95.
4Q		
Use compound sentences to show -cause and effect	EN5G-IVa-1.8.1 EN5G-IVb-1.8.1	1. *Fun in English 4. 1999. pp 97-101, 124-125. 2. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 138-139.
-problem – solution relationship of ideas	EN5G-IVc-1.8.2 EN5G-IVd-1.8.2	1. *English for You and Me 4 (Reading). 2011. pp 14-16, 64-65, 70-71, 77-80, 98-99, 119-123, 136-137, 140, 160.
Use complex sentences to show -cause and effect	EN5G-IVe-1.9.1 EN5G-IVf-1.9.1	1. *Fun in English 4. 1999. pp 97-101, 124-125. 2. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 138-139.
-problem – solution relationship of ideas	EN5G-IVg-1.9.2 EN5G-IVh-1.9.2	1. *English for You and Me 4 (Reading). 2011. pp 14-16, 64-65, 70-71, 77-80, 98-99, 119-123, 136-137, 140, 160.
WC - Writing/Composition		
1Q		
Plan a two to three-paragraph composition using an outline/other graphic organizers	EN5WC-Ia-1.1.6.1 EN5WC-Ib-1.1.6.1	1. *English for You and Me 4 (Reading). 2011. pp 118. 2. *English for You and Me 4 (Language). 2011. pp 18-19, 110.
Revise writing for clarity - correct spelling	EN5WC-Ie-1.8.2	1. *English for You and Me 4 (Reading). 2011. pp 6. 2. *English for You and Me 4 (Language). 2011. pp 6, 10.
-punctuation marks	EN5WC-If-1.8.1	1. *English for You and Me 4 (Language). 2011. pp 8-9, 75-79, 81, 89.
2Q		
Plan a two to three-paragraph composition using an outline/other graphic organizers	EN5WC-IIa-1.1.6.1	1. *English for All Times 6. 1999. pp 172-179.
Write paragraphs showing -cause and effect	EN5WC-IIb-2.2.5 EN5WC-IIc-2.2.5	1. *Fun in English 4. 1999. pp 97-98, 99, 101, 124-125. 2. *English for All Times 6. 1999. pp 60.
Distinguish among forms (kinds and descriptions) Fill-out forms accurately (school forms, deposit and withdrawal slips, etc.)	EN5WC-IIj-3.7	1. BEAM-DLP5 Module 12. 2. *English for All Times 6. 1999. pp 141.
3Q		
Plan a two to three-paragraph composition using an outline/other graphic organizers	EN5WC-III d-1.1.6.1	*English for All Times 6. 1999. pp 172-179.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
4Q		
Plan a two to three-paragraph composition using an outline/other graphic organizers	EN5WC-IVc-1.1.6.1	*English for All Times 6. 1999. pp 172-179.

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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	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	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 EN6A-Ia-17 Show tactfulness when communicating with others EN6A-Ia-18 Show openness to criticism
2	EN6LC-Ib-2.3.6 Analyze sound devices (personification) in a text heard	EN6OL-Ib-1.17 Relate an experience appropriate to the occasion	EN6V-Ib-12.4.2.1 Infer meaning of idiomatic expressions using -affixes	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)	EN6F-Ib-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%		EN6G-Ib-2.3.2 Compose clear and coherent sentences using appropriate grammatical structures: -Pluralization of irregular nouns	EN6WC-Ib-2.2.2 Write a 3-line 4-stanza poem	EN6VC-Ib-5.1.2 Describe different forms and conventions of film and moving pictures (blocking)	EN6A-Ib-16 Observe politeness at all times EN6A-Ib-17 Show tactfulness when communicating with others

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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
				devices, imagery and figurative language)						EN6A-Ib-18 Show openness to criticism
3	EN6LC-Ic-2.3.8 EN6LC-Ic-2.3.7 Analyze sound devices (irony and hyperbole) in a text heard	EN6OL-Ic-1.17 Relate an experience appropriate to the occasion	EN6V-Ic-12.4.1.1 Infer meaning of idiomatic expressions using -roots	EN6RC-Ic-6.5 EN6RC-Ic-6.6 EN6RC-Ic-6.7 Determine tone, mood, and purpose of the author	EN6F-Ic-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%		EN6G-Ic-3.2 Compose clear and coherent sentences using appropriate grammatical structures: -tenses of verbs		EN6VC-Ic-5.1.3 Describe different forms and conventions of film and moving pictures (direction)	EN6A-Ic-16 Observe politeness at all times EN6A-Ic-17 Show tactfulness when communicating with others EN6A-Ic-18 Show openness to criticism
4	EN6LC-Id-2.11.1 EN6LC-Id-2.11.2 EN6LC-Id-2.11.3 Infer the speaker’s tone, mood and purpose	EN6OL-Id-1.17 Relate an experience appropriate to the occasion	EN6V-Id-12.3.2 EN6V-Id-12.4.1.2 EN6V-Id-12.4.2.2 Infer meaning of figurative language using -context clues -affixes and roots -other strategies	EN6RC-Id-6.8 EN6RC-Id-6.9 Analyze figures of speech (simile, metaphor)	EN6F-Id-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%		EN6G-Id-3.3 Compose clear and coherent sentences using appropriate grammatical structures: -aspects of verbs		EN6VC-Id-5.1.4 Describe different forms and conventions of film and moving pictures (characterization)	EN6A-Id-16 Observe politeness at all times EN6A-Id-17 Show tactfulness when communicating with others EN6A-Id-18 Show openness to criticism
5	EN6LC-Ie-2.11.1 EN6LC-Ie-2.11.2 EN6LC-Ie-		EN6V-Ie-12.3.2 EN6V-Ie-12.4.1.2 EN6V-Ie-	EN6RC-Ie-6.10 EN6RC-Ie-6.11 Analyze	EN6F-Ie-1.8.1 Read with automaticity grade level		EN6G-Ie-3.6 Compose clear and coherent sentences using		EN6VC-Ie-5.1.5 Describe different forms and	EN6A-Ie-16 Observe politeness at all times

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
	2.11.3 Infer the speaker's tone, mood and purpose		12.4.2.2 Infer meaning of figurative language using -context clues -affixes and roots -other strategies	figures of speech (hyperbole, irony)	frequently occurring content area words		appropriate grammatical structures: -modals		conventions of film and moving pictures (acting)	EN6A-Ie-17 Show tactfulness when communicating with others EN6A-Ie-18 Show openness to criticism
6	EN6LC-If-2.11.1 EN6LC-If-2.11.2 EN6LC-If-2.11.3 Infer the speaker's tone, mood and purpose			EN6RC-If-6.12 Analyze figures of speech (culture-based euphemism)	EN6F-If-1.8.1 Read with automaticity grade level frequently occurring content area words		EN6G-If-4.4.1 EN6G-If-4.4.3 EN6G-If-4.4.2 Compose clear and coherent sentences using appropriate grammatical structures: -Pronoun-reference agreement (number, case, gender)		EN6VC-If-5.1.6 Describe different forms and conventions of film and moving pictures (dialog)	EN6A-If-16 Observe politeness at all times EN6A-If-17 Show tactfulness when 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	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:		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

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
				-Characters (Heroes and Villains)			-Pronoun- reference agreement (number, case, gender)			Show openness to criticism
8				EN6RC-Ih- 2.24.3 Evaluate narratives based on how the author developed the elements: -Plot (chronological- sequential, en medias res, flashback)	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 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	EN6A-Ii-16 Observe politeness at all times EN6A-Ii-17 Show tactfulness when communicating with others EN6A-Ii-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
									materials (Urban or Rural; Affluent or Poor)	
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 grammatical structures: -Subject-verb agreement		EN6VC-Ij-3.3.1 EN6VC-Ij-3.3.2 EN6VC-Ij-3.3.3 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)	EN6A-Ij-16 Observe politeness at all times EN6A-Ij-17 Show tactfulness when communicating with others EN6A-Ij-18 Show openness to criticism

K to 12 BASIC EDUCATION CURRICULUM

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 according to audience and purpose	EN6V-IIa-12.3.3 EN6V-IIa-12.4.1.3 EN6V-IIa-12.4.2.3 Infer meaning of borrowed words and content specific terms using -context clues -affixes and roots -other strategies (Math)	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: -Order and degrees of regular adjectives	EN6WC-IIa-3.7 Fill-out forms accurately and efficiently (biodata, application forms, etc.)	EN6VC-IIa-3.7 Infer the target audience	EN6A-IIa-16 Observe politeness at all times EN6A-IIa-17 Show tactfulness when 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

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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
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 (Health)	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
4	EN6LC-IIId-2.2 Note down relevant information from text heard	EN6OL-IIId-5 Share brief impromptu remarks about topics of interest	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)	EN6RC-IIId-5.5 Note significant details of informational texts	EN6F-IIId-1.6 EN6F-IIId-1.3 EN6F-IIId-1.7 Read grade level text with accuracy, appropriate rate and proper expression	EN6SS-IIId-1.7 Gather relevant information from various sources -Online references	EN6G-IIId-6.7 Compose clear and coherent sentences using appropriate grammatical structures: -Adverbs of frequency	EN6WC-IIId-2.2.6 Write a 4-paragraph composition showing -comparison and contrast	EN6VC-IIId-3.8 Infer purpose of the visual media	EN6A-IIId-16 Observe politeness at all times EN6A-IIId-17 Show tactfulness when communicating with others EN6A-IIId-18 Show openness to criticism
5	EN6LC-IIe-2.2 Note down relevant information from text heard	EN6OL-IIe-5 Share brief impromptu remarks about topics of interest	EN6V-IIe-12.3.3 EN6V-IIe-12.4.1.3 EN6V-IIe-12.4.2.3 Infer meaning of borrowed		EN6F-IIe-2.9 Self-correct when reading	EN6SS-IIe-3 Organize information from primary sources in preparation for writing, reporting and	EN6G-IIe-6.8 Compose clear and coherent sentences using appropriate grammatical structures:	EN6WC-IIe-1.8.2 EN6WC-IIe-1.8.1 EN6WC-IIe-1.8.3 Revise writing for clarity		EN6A-IIe-16 Observe politeness at all times EN6A-IIe-17 Show tactfulness

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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
			words and content specific terms using -context clues -affixes and roots -other strategies (ICT terms)			similar academic tasks in collaboration with others	-Adverbs of manner	- correct spelling - appropriate punctuation marks -transition/ signal words		when communicating with others EN6A-IIe-18 Show openness to criticism
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-IIIf-5 Share brief impromptu remarks about topics of interest			EN6F-IIIf-1.6 EN6F-IIIf-1.3 EN6F-IIIf-1.7 Read grade level text with accuracy, appropriate rate and proper expression		EN6G-IIIf-7.3.1 EN6G-IIIf-7.3.2 Compose clear and coherent sentences using appropriate grammatical structures: -Prepositions and prepositional phrases	EN6WC-IIIf-1.8.2 EN6WC-IIIf-1.8.1 EN6WC-IIIf-1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words		EN6A-IIIf-16 Observe politeness at all times EN6A-IIIf-17 Show tactfulness when communicating with others EN6A-IIIf-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
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 grammatical structures: -Subordinate and coordinate conjunctions			EN6A-IIj-16 Observe politeness at all times EN6A-IIj-17 Show tactfulness when communicating with others

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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
										EN6A-IIIj-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</i> <i>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 devices used by speakers	EN6OL-IIIb-1.28 Make a stand based on informed opinion	EN6V-IIIb-8.3 Clarify meaning of words using online resources	EN6RC-IIIb-3.2.9 Distinguish text-types according to purpose and language features -Time-order (sequence, recounts, process)	EN6F-IIIb-1.6 EN6F-IIIb-1.3 EN6F-IIIb-1.7 Read grade level text with accuracy, appropriate rate and proper expression	EN6SS-IIIb-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN6SS-IIIb-1.8.2 Use a particular kind of sentence for a specific purpose and audience -responding to questions	EN6WC-IIIb-2.2.10 Write a 3-paragraph editorial article	EN6VC-IIIb-6.1 EN6VC-IIIb-6.2 Identify real or make-believe, fact or non-fact images	EN6A-IIIb-16 Observe politeness at all times EN6A-IIIb-17 Show tactfulness when communicating with others EN6A-IIIb-18

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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
										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
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	EN6SS-IIIe-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks	EN6SS-IIIe-1.8.10 Use a particular kind of sentence for a specific purpose and audience -expressing opinions/	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

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

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

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FOURTH QUARTER

Grade Level Standards	The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life's purposes.									
Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	EN6LC-IVa-3.1.14 Restate portions of a text heard to clarify meaning	EN6OL-IVa-3.6 Summarize information conveyed through discussion	EN6V-IVa-12.3.3 EN6V- IVa - 12.4.1.3 EN6V- IVa - 12.4.2.3 Infer meaning of borrowed words using -context clues -affixes and roots -other strategies	EN6RC-IVa-3.2.6 Distinguish text-types according to purpose and language features -Cause and effect	EN6F-IVa-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%	EN6SS-IVa-1.8 Take down relevant notes	EN6SS-IVa-1.8 Use various types and kinds of sentences for effective communication of information/ ideas (compound sentences)	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
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	EN6OL-IVc-3.6 Summarize information	EN6V- IVc - 12.4.1.3 Infer meaning of borrowed	EN6RC-IVc-3.2.5 Distinguish text-types	EN6F-IVc-2.9 Self-correct when reading	EN6SS-IVc-5 List primary and secondary sources of	EN6SS-IVc-1.10 Use various types and kinds	EN6WC-IVc-1.8.2 EN6WC-IVc-1.8.1	EN6VC-IVc-7.1 EN6VC-IVc-7.2	EN6A-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 Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
	to clarify meaning	conveyed through discussion	words using roots	according to purpose and language features -Problem and solution		information Revise writing for correctness/validity of information	of sentences for effective communication of information/ideas (compound, complex sentences)	EN6WC-IVc-1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/signal words	EN6VC-IVc-7.3 Determine images/ideas that are explicitly used to influence viewers (Stereotypes, Point of view, Propagandas)	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 -Problem and solution	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 (compound, complex sentences)	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 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	EN6OL-IVf-3.6	EN6V-IVf-12.3.3	EN6RC-IVf-2.15.2	EN6F-IVf-3.5 EN6F- IVf -	EN6SS-IVf-2.3	EN6SS-IVf-1.10	EN6WC-IVf-1.8.2	EN6VC-IVf-1.4	EN6A-IVf-16 Observe

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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
	Summarize the information from a text heard	Summarize information conveyed through discussion	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	Use appropriate graphic organizers in texts read	3.2 EN6F- IVf - 3.6 EN6F- IVf - 3.11 Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication group task	Conduct short research projects on a relevant issue	Use various types and kinds of sentences for effective communication of information/ ideas (compound, complex sentences)	EN6WC-IVf- 1.8.1 EN6WC-IVf- 1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words	Make connections between information viewed and personal experiences	politeness at all times EN6A-IVf-17 Show tactfulness when communicating with others EN6A-IVf-18 Show openness to criticism
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	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	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,	EN6WC-IVh- 1.8.2 EN6WC-IVh- 1.8.1 EN6WC-IVh- 1.8.3 Revise writing for clarity - correct spelling	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

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

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Grade 6 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
LC - Listening Comprehension		
1Q		
Analyze sound devices (onomatopoeia, alliteration, assonance, personification, irony and hyperbole) in a text heard	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	<ol style="list-style-type: none"> *English for All Times 6. 1999. pp 144-146. *English for You and Me 6 (Reading). 2011. pp 51-52. *English Arts I. 2000. pp 40-44, 187.
Analyze sound devices (personification) in a text heard	EN6LC-Ib-2.3.6	<ol style="list-style-type: none"> *English for You and Me 6 (Reading). 2011. pp 51. *English Arts I. 2000. pp 40, 43-44, 186-188.
Analyze sound devices (irony and hyperbole) in a text heard	EN6LC-Ic-2.3.7 EN6LC-Ic-2.3.8	<ol style="list-style-type: none"> BEAM-DLP6 Module 13 – Using Figurative Language Simile, Metaphor, Hyperbole. *English for You and Me 6 (Reading). 2011. pp 52. *English Arts I. 2000. pp 44.
Infer the speaker's tone, mood and purpose	EN6LC-Id-2.11.1 EN6LC-Id-2.11.2 EN6LC-Id-2.11.3 --- EN6LC-Ie-2.11.2 EN6LC-Ie-2.11.3 --- EN6LC-If-2.11.1 EN6LC-If-2.11.2 EN6LC-If-2.11.3	<ol style="list-style-type: none"> BEAM-DLP6 Module 12 – Using the Plural Form of Nouns. BEAM-DLP6 Module 51 – Determining the Purpose of the Author. MISOSA English 6 – Determining the Purpose of the Author. *English for All Times 5. 1999. pp 135. *English Expressways 5. 2010. pp 137. *English Arts I. 2000. pp 26, 27, 249.
OL - Oral Language		
V - Vocabulary Development		
1Q		
Infer meaning of idiomatic expressions using -context clues	EN6V-Ia-12.3.1	<ol style="list-style-type: none"> BEAM-DLP6 Module 8 – Decoding Meaning of Unfamiliar Words Using Context. BEAM-DLP6 Module 12 – Common Idioms. *English Arts I. 2000. pp 80, 81, 99, 100, 148, 149.
-affixes	EN6V-Ib-12.4.2.1	<ol style="list-style-type: none"> BEAM-DLP6 Module 5 – Words with Affixes – Prefixes. BEAM-DLP6 Module 6 – Words with Affixes – Suffixes. *English Arts I. 2000. pp. 205-207
Infer meaning of figurative language using -context clues	EN6V-Id-12.3.2 EN6V-Ie-12.3.2	<ol style="list-style-type: none"> BEAM-DLP6 Module 13 – Using Figurative Language. *English Arts I. 2000. pp 80, 81, 99, 100, 148, 149, 205-207.
-affixes and roots	EN6V-Id-12.4.1.2 EN6V-Ie-12.4.1.2	<ol style="list-style-type: none"> BEAM-DLP6 Module 13 – Using Figurative Language. *English Arts I. 2000. pp 80, 81, 99, 100, 148, 149, 205-207.
-other strategies	EN6V-Id-12.4.2.2 EN6V-Ie-12.4.2.2	<ol style="list-style-type: none"> BEAM-DLP6 Module 13 – Using Figurative Language. *English Arts I. 2000. pp 80, 81, 99, 100, 148, 149, 205-207.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
2Q		
Infer meaning of borrowed words and content specific terms using (Math) -context clues	EN6V-IIa-12.3.3	*English Arts I. 2000. pp 46-47, 118-120.
-affixes and roots	EN6V-IIa-12.4.1.3	*English Arts I. 2000. pp 46-47, 118-120.
-other strategies	EN6V-IIa-12.4.2.3	*English Arts I. 2000. pp 46-47, 118-120.
3Q		
Clarify meaning of words using dictionaries, thesaurus	EN6V-IIIa-8.1 EN6V-IIIa-8.2	1. MISOSA ENG6 – Using a Dictionary. 2. *English Expressways 5. 2010. pp 45, 46, 113.
Infer meaning of borrowed words using -context clues -affixes and roots -other strategies	EN6V-IIIc-12.3.3 EN6V-IIIc-12.4.1.3	1. *English for All Times 6. 1999. pp 28, 29, 94-95. 2. *English for You and Me 6 (Reading). 2011. pp 9-10, 11-12.
-prefix	EN6V-IIIe-12.4.2.3	1. *English for All Times 5. 1999. pp. 78-79. 2. *English Expressways 5. 2010. pp 78-79. 3. *English for All Times 6. 1999. pp 94-95. 4. *English for You and Me 6 (Reading). 2011. pp 9-10.
-suffix	EN6V-III f-12.4.2.3	1. *English for All Times 5. 1999. pp. 110, 166. 2. *English Expressways 5. 2010. pp 109, 110. 3. *English for All Times 6. 1999. pp 28-29. 4. *English for You and Me 6 (Reading). 2011. pp 11-12.
Infer meaning of content specific terms using -context clues	EN6V-IIIg-12.3.3 EN6V-IIIh-12.3.3 EN6V-IIIi-12.3.3 EN6V-IIIj-12.3.3	1. *English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166. 2. *English for All Times 6. 1999. pp 184-185.
-affixes and roots	EN6V-IIIg-12.4.1.3 EN6V-IIIh-12.4.1.3 EN6V-IIIi-12.4.1.3 EN6V-IIIj-12.4.1.3	1. *English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166. 2. *English for All Times 6. 1999. pp 28, 29, 94-95. 3. *English for You and Me 6 (Reading). 2011. pp 9-10, 11-12.
-other strategies	EN6V-IIIg-12.4.2.3 EN6V-IIIh-12.4.2.3 EN6V-IIIi-12.4.2.3 EN6V-IIIj-12.4.2.3	*English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166.
4Q		
-affixes and roots	EN6V-IVa-12.4.1.3 EN6V-IVb-12.4.1.3	1. *English for All Times 6. 1999. pp 28, 29, 94-95. 2. *English for You and Me 6 (Reading). 2011. pp 9-10, 11-12.
-prefix	EN6V-IVd-12.4.2.3	1. *English for All Times 5. 1999. pp. 78-79. 2. *English Expressways 5. 2010. pp 78-79. 3. *English for All Times 6. 1999. pp 94-95. 4. *English for You and Me 6 (Reading). 2011. pp 9-10.
-suffix	EN6V-IVe-12.4.2.3	1. *English for All Times 5. 1999. pp. 110, 166.

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

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

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

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

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

**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	EN7RC-I-a-7: Use the appropriate reading style (scanning, skimming, speed reading, intensive reading etc.) for one's purpose EN7SS-I-a-1.5.2: Scan for specific information	EN7LC-I-a-5: Recognize prosodic features: volume, projection, pitch, stress, intonation, juncture, and speech rate that serve as carriers of meaning EN7LC-I-a-5.1: Listen for important points signalled by <u>volume</u> , projection, pitch, stress, intonation, juncture, and rate of speech EN7LC-I-a-5.2: Note the changes in <u>volume</u> , projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning	EN7VC-I-a-8: Use structural analysis to determine the meaning of unfamiliar words or expressions from the material viewed	EN7V-I-a-22: Distinguish between slang and colloquial expressions in conversations EN7V-I-a-22.1: Distinguish features of colloquial language (fillers, contractions, etc.) and slang	EN7LT-I-a-1: Discover literature as a means of connecting to a significant past EN7LT-I-a-2: Describe the different literary genres during the pre-colonial period EN7LT-I-a-2.1: Identify the distinguishing features of proverbs, myths, and legends	EN7WC-I-a-4: Distinguish between oral and written language use EN7WC-I-a-4.1: Recognize the common purposes for writing	EN7F-I-a-3.11: Observe the correct production of vowel and consonant sounds, diphthongs, blends, glides, etc. 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	EN7G-I-a-11: Observe correct subject-verb agreement
2	EN7SS-I-b-1.5.1: Skim for major	EN7LC-I-b-5.1: Listen for important	EN7VC-I-b-8: Use structural analysis	EN7V-I-b-22.1: Distinguish features	EN7LT-I-b-1: Discover literature	EN7WC-I-b-4.2: Differentiate literary	EN7OL-I-b1.14: Use appropriate	EN7G-I-b-11: Observe correct

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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
	ideas using headings as guide	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	to determine the meaning of unfamiliar words or expressions from the material viewed	of colloquial language (fillers, contractions, etc.) and slang	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	writing from academic writing	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	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, pitch, <u>stress</u> , intonation, juncture, and rate of speech EN7LC-I-d-5.2: Note the changes in	EN7VC-I-d-6: Identify the genre of a material viewed (such as movie clip, trailer, news flash, internet-based program, documentary, video, etc.)	EN7V-I-d-10.2: Use appropriate idiomatic expressions in a variety of basic interpersonal communicative situations	EN7LT-I-d-1: Discover literature as a means of connecting to a significant past. EN7LT-I-d-2.2.2: Explain the literary devices used	EN7WC-I-d-4.3: Identify basic features and kinds of paragraph	EN7OL-I-d-1.14.3: Use the correct stress (primary, secondary, tertiary and weak) when reading passages	EN7G-I-d-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
		volume, projection, pitch, <u>stress</u> , intonation, juncture, and rate of speech that affect meaning						
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, documentary, 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, intonation, <u>juncture</u> , and rate of speech that affect meaning	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 and with statements	EN7G-I-f-11: Observe correct subject-verb agreement
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, juncture, and <u>rate of speech</u>	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	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	EN7G-I-g-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
		EN7LC-I-g-5.2: Note the changes in volume, projection, pitch, stress, intonation, juncture, and <u>rate of speech</u> that affect meaning			and differences of the featured selections in relation to the theme		information- seeking questions, option questions and with statements	
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, projection, pitch, stress, intonation, juncture, and rate of speech</u> EN7LC-I-h-5.2: Note the changes in <u>volume, projection, pitch, stress, intonation, juncture, and 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
9	EN7RC-I-i-14: Follow directions using a map	EN7LC-I-i-5.1: Listen for important points signaled by <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u> EN7LC-I-i-5.2: Note the changes in <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u> that affect meaning	EN7VC-I-i-10: Determine the truthfulness and accuracy of the material viewed	EN7V-I-i-22.3: Explain the predominance of colloquial and idiomatic expressions in oral communication	EN7LT-I-i-1: Discover literature as a means of connecting to a significant past EN7LT-I-i-3: Explain how a selection may be influenced by culture, history, environment, or other factors	EN7WC-I-i-2.2: Retell a chosen myth or legend in a series of simple paragraphs	EN7OL-I-i-1.14.5: Observe and use correct juncture/phrasing and rate of speech when reading sample passages (prose or poetry)	EN7G-I-i-11: Observe correct subject-verb agreement
10	Culminating Task							

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SECOND QUARTER

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

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	EN7SS-II-a-1: Use appropriate mechanisms/tools in the library for locating resources EN7SS-II-a-1.5.3: Use the <u>card catalog</u> , the online public access catalog, or electronic search engine to locate specific resources	EN7LC-II-a-6: Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to EN7LC-II-a-6.1: Extract information from the text listened to	EN7VC-II-a-1/2: <u>Note details, sequence, and relationships of ideas and events</u>	EN7V-II-a-10.1: Discriminate between literal and figurative language EN7V-II-a-10.1.1: Classify sample texts into literal or figurative	EN7LT-II-a-4: Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways EN7LT-II-a-4.1: Identify the distinguishing features of literature during the Period of Apprenticeship	EN7WC-II-a-5: Extract information from a text using a <u>summary</u> , <u>precis</u> , and paraphrase	EN7OL-II-a-4: Use verbal and non verbal cues in conversations, dialogs, and interviews EN7OL-II-a-4.1: Use appropriate verbal and non-verbal cues when developing, maintaining and ending conversations and dialogs	EN7G-II-a-1: Use phrases, clauses, and sentences appropriately and meaningfully
2	EN7SS-II-b-1.5.3: Use the card catalog, <u>the online public access catalog</u> , or electronic search engine to locate specific resources	EN7LC-II-b-3.3: Recognize main/key ideas	EN7VC-II-b-1/2: <u>Note details, sequence, and relationships of ideas and events</u>	EN7V-II-b-10.1.1: Classify sample texts into literal or figurative	EN7LT-II-b-4: Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways EN7LT-II-b-4.2: Identify the	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 ending conversations and dialogs	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
					distinguishing features of poems and short stories			
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 (simile <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 sensory images used	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
5	EN7SS-II-e-1.3/1.4: Get information from the different parts	EN7LC-II-e-4: Recognize signals/ cues to determine the order of ideas/	EN7VC-II-e-11: Narrate events chronologically/ <u>Arrange ideas</u>	EN7V-II-e-10.1.2: Identify figures of speech that show	EN7LT-II-e-4: Discover the conflicts presented in literary selections	EN7WC-II-e-5.1: Identify key ideas	EN7OL-II-e-3.7: Use appropriate techniques and strategies when	EN7G-II-e-1: Use phrases, clauses, and sentences appropriately and

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	of a book and <u>from general references in the library</u>	events	<u>logically</u> based on a material viewed	comparison (simile metaphor, <u>personification</u>)	and the need to resolve those conflicts in non-violent ways EN7LT-II-0-2.2.2: Explain the literary devices used		asking questions and eliciting answers	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 relation to the theme	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
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> , oxymoron, <u>paradox</u>)	EN7LT-II-h-4: Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-	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	EN7G-II-h-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
					violent ways EN7LT-II-h-3: Explain how a selection may be influenced by culture, history, environment, or other factors		conversations and dialogs	
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							

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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.
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 made about a text	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 EN7LT-III-b-5.2: Identify the	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 forum and in a debate	EN7G-III-b-1: Link sentences using logical connectors that signal chronological and logical sequence and summation

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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
					distinguishing features of revolutionary songs, poems, short stories, drama, and novels			
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 <u>panel discussion</u> , 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 <u>forum</u> 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) relations in a selection	EN7LT-III-e-5: Discover literature as a tool to assert one's unique identity and to better understand other people EN7LT-III-e-2.2.2: Explain literary devices used	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 interview, a panel discussion, in a forum and in a <u>debate</u>	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
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 EN7LT-III-h-3: Explain how a selection may be influenced by culture, history, environment, and other factors	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
9	EN7RC-III-i-2.1.7: React to	EN7LC-III-i-2.5: Formulate	EN7VC-III-i-14: Make a stand on the	EN7V-III-i-13.11.2: Identify	EN7LT-III-i-5: Discover literature	EN7WC-III-i-2.2.15: Compose a	EN7OL-III-i-1.3.1: Raise	EN7G-III-i-3: Use the past and past

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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
	assertions made by the author in the text	predictions about the contents of the text	material viewed	words or expressions with part-whole (partitive) relations	as a tool to assert one's unique identity and to better understand other people EN7LT-III-i-3: Explain how a selection may be influenced by culture, history, environment, and other factors	personal letter to a friend, relative, and other people	sensible, challenging thought provoking questions in public forums/panel discussions, etc.	perfect tenses correctly in varied contexts
10	Culminating Task							

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	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	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	EN7G-IV-a-4: Use imperatives and prepositions when giving instructions

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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
		focusing on their unique verbal and non-verbal cues			EN7LT-IV-a-6.1: Identify the distinguishing features of selected literary genres during the Contemporary Period		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	
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	EN7LC-IV-d-2.7: Sequence a series	EN7VC-IV-d-15: Compare content of	EN7V-IV-d-23: Analyze	EN7LT-IV-d-6: Discover through	EN7WC-IV-d-1.1.6: Organize	EN7OL-IV-d-1.7: Orally narrate	EN7G-IV-d-5: Use verbs when giving

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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
	between general and specific statements	of events mentioned in the text listened to	materials viewed to other sources of information (print and radio)	relationships presented in analogies EN7V-IV-d-23.1: Supply other words or expressions that complete an analogy	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	information about a chosen subject using a one step topic outline	events in factual and personal recounts using appropriate verbal and non-verbal cues	information and making explanations
5	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, and how</i> questions
7	EN7RC-IV-g-10.4: Cite evidence to support a general statement EN7RC-IV-g-3.1.13: Make a	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	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	EN7G-IV-g-6.2: Formulate <i>who, what, when, where, why, and 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
	stand				EN7LT-IV-g-2.3: Draw similarities and differences of the featured selections in relation to the theme		narrating events in personal or factual recounts	
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-i-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							

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Grade 7 Tagged Materials

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

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

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		2. BEAM ENG 7 Module 1 – Life's Values. 3. *English Arts I. 2000. pp 237, 238.
Organize information read into an outline	EN7RC-IV-h-2.15.1	1. *English for All Times 6. 1999. pp 172-179. 2. *English Arts I. 2000. pp 197, 198. 3. *English Expressways II. 2007. pp 91-95, 238-239.
LC - Listening Comprehension		
1Q		
Recognize prosodic features: volume, projection, pitch, stress, intonation, juncture, and speech rate that serve as carriers of meaning	EN7LC-I-a-5	1. *English for You and Me 6 (Language). 2011. pp 2-3. 2. *English Expressways II. 2007. pp 12, 44, 64-65, 184-186, 211.
Listen for important points signalled by <u>volume</u> , projection, pitch, stress, intonation, juncture, and rate of speech	EN7LC-I-a-5.1	1. BEAM ENG 7 – Sharing Appreciation in Correct English.
Note the changes in <u>volume</u> , projection, pitch, stress, intonation, juncture, and rate of speech that affect meaning	EN7LC-I-a-5.2	1. BEAM ENG 7 – Sharing Appreciation in Correct English.
Listen for important points signalled by volume, projection, <u>pitch</u> , stress, intonation, juncture, and rate of speech	EN7LC-I-c-5.1	1. *English Arts I. 2000. pp 10.
Note the changes in volume, projection, <u>pitch</u> , stress, intonation, juncture, and rate of speech that affect meaning	EN7LC-I-c-5.2	1. *English Arts I. 2000. pp 10.
Listen for important points signalled by volume, projection, pitch, <u>stress</u> , intonation, juncture, and rate of speech	EN7LC-I-d-5.1	1. BEAM ENG 7 - Appreciation of Various Literary Types. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function. 3. *English for You and Me 6 (Reading). 2011. pp 2-3. 4. *English Arts I. 2000. pp 10, 11.
Note the changes in volume, projection, pitch, <u>stress</u> , intonation, juncture, and rate of speech that affect meaning	EN7LC-I-d-5.2	1. BEAM ENG 7 - Appreciation of Various Literary Types. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function. 3. *English for You and Me 6 (Reading). 2011. pp 2-3. 4. *English Arts I. 2000. pp 10, 11.
Listen for important points signalled by volume, projection, pitch, stress, <u>intonation</u> , juncture, and rate of speech	EN7LC-I-e-5.1	1. BEAM ENG 7 - Appreciation of Various Literary Types. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function. 3. *English for You and Me 6 (Reading). 2011. pp 2-3. 4. *English Arts I. 2000. pp. 10, 11, 238, 239.
Note the changes in volume, projection, pitch, stress, <u>intonation</u> , juncture, and rate of speech that affect meaning	EN7LC-I-e-5.2	1. BEAM ENG 7 - Appreciation of Various Literary Types. 2. BEAM ENG 7 – Using Appropriate Rhetorical Function. 3. *English for You and Me 6 (Reading). 2011. pp 2-3. 4. *English Arts I. 2000. pp 11, 31, 32.
Listen for important points signaled by volume, projection, <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and rate of speech	EN7LC-I-f-5.1	1. *English for You and Me 6 (Reading). 2011. pp 2-3
Note the changes in volume, projection, pitch, stress,	EN7LC-I-f-5.2	1. *English for You and Me 6 (Reading). 2011. pp 2-3

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

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

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

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

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

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

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

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 viewed</u> 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 features of	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

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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
					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 <u>by 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 <u>sentence outline 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 <u>by 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 particular literary selection EN8LT-Id-	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

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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
					2.2.3: Determine <u>tone, mood, technique, and purpose</u> of the author			
5	EN8RC-Ie-7: Use the appropriate reading style (scanning, skimming, <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 <u>tone, mood, technique, and 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, skimming, <u>speed reading</u> , intensive reading etc.) for one's purpose	EN8LC-If-5.2: Note the changes in volume, projection, <u>pitch, stress, intonation, juncture</u> , 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 and expressions 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
7	EN8RC-Ig-7.1: Read intensively to determine the author's purpose	EN8LC-Ig-5.2: Note the changes in <u>volume, projection, pitch, stress, intonation, juncture</u> , and rate of speech 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 and 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	EN8WC-Ig-6: Organize notes taken from an expository text EN8WC-Ig-6.2: Arrange notes in <u>one-step word, phrase, and</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

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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
					and differences of the featured selections in relation to the theme	sentence outline <u>forms</u>		
8	EN8RC-Ih-7.1: Read intensively to determine the author's purpose	EN8LC-Ih-5.2: Note the changes in volume, projection, pitch, stress, <u>intonation</u> , juncture, and rate of speech 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</u> words 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, history, environment, or other factors</u>	EN8WC-Ih-6: Organize notes taken from an expository text EN8WC-Ih-6.2: Arrange notes in one-step word, <u>phrase</u> , and sentence outline <u>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 (scanning, skimming, speed reading, intensive reading <u>etc.</u>) for one's purpose	EN8LC-Ii-5.2: Note the changes in volume, projection, pitch, stress, intonation, <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</u> words 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, history, environment, or other factors</u>	EN8WC-Ii-6: Organize notes taken from an expository text EN8WC-Ii-6.2: Arrange notes in one-step word, phrase, 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 narrative texts</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 experiences and background knowledge</u></p>	<p>EN8LC-IIb-7: Employ appropriate listening skills and strategies suited to long descriptive and narrative texts</p> <p>EN8LC-IIb-6.2: Infer dominant thoughts and feelings expressed in the text listened to</p>	<p>EN8VC-IIb-1.3: Predict the gist of the material viewed based on the <u>title</u>, pictures, and excerpts</p> <p>EN8VC-IIb-17: Discern positive and <u>negative</u> messages conveyed in a material</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>EN8LT-IIb-9.2: Identify the distinguishing features of</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> <ul style="list-style-type: none"> • <u>general to particular</u> • claim and

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
			viewed		notable East Asian poems, <u>folktales</u> , and <u>short stories</u>			counterclaim <ul style="list-style-type: none"> • 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
5	EN8SS-IIe-1.2: Explain visual-verbal relationships illustrated in <u>tables</u> , graphs, and	EN8LC-IIe-7: Employ appropriate listening skills and strategies suited to	EN8VC-IIe-1.3: Predict the gist of the material viewed based on the title,	EN8V-IIe-24: Discriminate between literal	EN8LT-IIe-0-9: Appreciate literature as an art form inspired	EN8WC-IIe-2.2: Develop paragraphs that illustrate each text	EN8OL-IIe-2.6: Use appropriate non-verbal cues when delivering	EN8G-IIe-9: Use appropriate grammatical signals or expressions

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

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

K to 12 BASIC EDUCATION CURRICULUM

THIRD QUARTER

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> , dramas, 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 presented in the text listened to	EN8VC-IIIb-3.4/4.4/5.4: Determine the target audience of a material viewed	EN8V-IIIb-15.3: Explain the meaning of a word through structural analysis (<u>prefixes</u> , <u>roots</u> ,	EN8LT-IIIb-11: Identify the notable literary genres contributed by Southeast Asian	EN8WC-IIIb-1.1.6: Transcode information from a graphic organizer to a topic or sentence outline	EN8OL-IIIb-5: Observe the use of correct <u>stress</u> , <u>pitch</u> , and juncture when delivering a persuasive speech	EN8RC-IIIb-10: Share ideas using opinion-marking signals EN8G-IIIb-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
				suffixes)	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			
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 <u>stand</u> 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, <u>pitch</u> , 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
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	EN8SS-IIIe-1.6: Show respect for intellectual property rights by acknowledging	EN8OL-IIIe-1.14: Use appropriate persuasive devices	EN8G-IIIe-3.6: Use modals appropriately EN8G-IIIe-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
					of people with diverse backgrounds	citations made in an informative essay EN8SS-IIIe-1.6.3: Acknowledge sources by creating a bibliography		
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 of ideas</u> 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 <u>key ideas, tone,</u> 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
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 <u>relevance</u> and <u>worth of ideas</u> 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	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

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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
						EN8SS-IIIh-1.6.5: Use in-text citation		persuasive purposes
9	EN8RC-IIIi-12: Utilize coping reading strategies to process information in a text	EN8LC-IIIi-7.4: Determine various social, <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							

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	EN8VC-IVa-20: Analyze the elements that make up reality and	EN8V-IVa-15: Use various strategies in decoding the	EN8LT-IVa-13: Identify notable literary genres contributed by	EN8WC-IVa-3.4.1: Identify features of journalistic writing	EN8OL-IVa-3.11: Use the correct production of the sounds of English	EN8G-IVa-15: Use appropriate modifiers EN8G-IVa-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
		listened to	fantasy based on a material viewed	meaning of words	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		when delivering a <u>manuscript</u> or memorized speech in an oration, in a declamation or in a dramatic monologue	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 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	EN8WC-IVb-3.4.2: Distinguish among types of journalistic writing (<u>news report</u> , <u>opinion article</u> , feature article, and sports news article)	EN8OL-IVb-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 declamation or in a dramatic monologue	EN8G-IVb-13: Use active and passive constructions in journalistic contexts. EN8G-IVb-3: Use past and past perfect 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> ,	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 oration, 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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					drama, and short stories contributed by South and West Asian writers			
4	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, <u>drama</u> , and <u>short stories</u> contributed by South and West Asian writers	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 oration, in a declamation 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
5	EN8RC-IVe-13: Use text type knowledge (narrative in literature, 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	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

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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 EN8LT-IVf-2.2.4: Explain figurative language used			
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 EN8LT-IVg-2.2.5: Determine key ideas, tone, and purposes of the author	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 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 <u>manuscript</u> / <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

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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
								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							

Grade 8 Tagged Materials

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

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

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

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

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

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

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

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

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

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

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

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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> , journalistic, 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 how the elements specific to a selection	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 prosodic features of speech when delivering lines of poetry and prose in	EN9G-Ib-17: Use normal and inverted word order in creative writing EN9G-Ib-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning

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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
					build its theme		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	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, jazz chants and <u>raps</u> EN9F-Ic-3.1: Produce the correct beat and rhythm in delivering jazz chants and raps	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, juncture, stress</u> , intonation, rate of speech, volume and projection when delivering lines of poetry and prose in dramatic and conventional speech choirs	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 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,	EN9LT-Ie-14: Analyze literature as a means of discovering the self EN9LT-Ie-2.2.2: Explain	EN9WC-Ie-9: Compose forms of literary writing	EN9OL-Ie-1.14: Use the correct pitch, juncture, stress, <u>intonation, rate of speech, volume and projection</u> when	EN9G-Ie-17: Use normal and inverted word order in creative writing EN9G-Ie-1.6/1.7: Use appropriate punctuation marks

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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
				compounding, folk etymology, etc.)	the literary devices used		delivering lines of poetry and prose in dramatic and conventional speech choirs	and capitalization to convey meaning 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
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

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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	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							

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	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	EN9LT-IIa-15: Analyze literature as a means of valuing other people and their various circumstances in	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	EN9G-IIa-19: Use adverbs in narration.

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

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	pamphlets, <u>periodicals</u> , and audio-video recordings.	purpose.		styles a situation (intimate, casual, conversational, <u>consultative</u> , frozen).	their various circumstances in life. EN9LT-IIe-2.2.1: Express appreciation for sensory images used.	prose.	vowels sounds, consonant sounds, diphthongs, etc.	
5	EN9RC-IIe-19: Get information from various print media like brochures, pamphlets, periodicals, and <u>audio-video recordings</u> .	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 (intimate, casual, conversational, consultative, frozen).	EN9LT-IIe-15: Analyze literature as a means of valuing other people and their various circumstances in life. EN9LT-IIe-2.2.2: Explain the literary devices used.	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 a Readers Theatre or in a Chamber Theatre.	EN9G-IIe-20: Use conditionals in expressing arguments
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.

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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	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							

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

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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
	Express appreciation for sensory images used EN9LT-IIIIf-20.2: Explain the literary devices used	context or situation	material viewed	drama and theatre (like stage directions)	world EN9LT-IIIIf-2.3: Draw similarities and differences of the featured selections in relation to the theme	Use literary devices and techniques to craft a play synopsis	communication strategies	
7	EN9LT-IIIg-2.11: Determine tone, mood, technique, and purpose of the author	EN9LC-IIIg-2.10: Share personal opinion about the ideas listened to	EN9VC-IIIg-24: Provide critical feedback to the idea presented in the material viewed	EN9V-IIIg-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions)	EN9LT-IIIg-16: Analyze literature as a means of connecting to the world EN9LT-IIIg-3: Explain how a selection may be influenced by culture, history, environment, or other factors	EN9WC-IIIg-9: Compose forms of literary writing EN9WC-IIIg-9.5: Use literary devices and techniques to craft a play synopsis	EN9OL-IIIg-2: Use effective and appropriate non-verbal communication strategies	EN9G-IIIg-21: Use verbals.
8	EN9LT-IIIh-2.11: Determine tone, mood, technique, and purpose of the author	EN9LC-IIIh-12.1: Analyze the content and feeling levels of utterances in persuasive texts	EN9VC-IIIh-24: Provide critical feedback to the idea presented in the material viewed	EN9V-IIIh-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions)	EN9LT-IIIh-16: Analyze literature as a means of connecting to the world EN9LT-IIIh-3: Explain how a selection may be influenced by culture, history, environment, or other factors	EN9WC-IIIh-9: Compose forms of literary writing EN9WC-IIIh-9.5: Use literary devices and techniques to craft a play synopsis	EN9OL-IIIh-3.10: Use appropriate multi-media resources to accompany the oral delivery of lines	EN9G-IIIh-21: Use verbals.
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	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.

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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
					culture, history, environment, or other factors			
10	Culminating Task							

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	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	EN9G-IVa-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
					plays build its theme		full-length play	
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 EN9LT-IVb-17.1: Explain how the elements specific to full-length plays build its theme	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
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> , <u>obligation</u> , and <u>prohibition</u> .
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 <u>permission</u> , <u>obligation</u> , and <u>prohibition</u> .
5	EN9RC-IVe-2.18: Relate text content to particular social	EN9LC-IVe-8.8: Compare and contrast ideas listened to	EN9VC-IVe-1.3/2.3: Formulate	EN9V-IVe-29: Get familiar with the technical	EN9LT-IVe-17: Analyze literature as a means of	EN9WC-IVe-11: Compose a play review	EN9OL-IVe-2: Employ effective and appropriate	EN9G-IVe-23: Express <u>permission</u> , <u>obligation</u> , and

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	issues, concerns, or dispositions in real life		predictions based on the material viewed	vocabulary for drama and theater (like stage directions)	understanding unchanging values in a changing world EN9LT-IVe-2.2.2: Explain the literary devices used		non-verbal communication strategies	<u>prohibition</u> writing an evaluation
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,	EN9LC-IVh-2.15: Judge the validity of the evidence listened	EN9VC-IVh-14: Take a stand on critical issues	EN9V-IVh-29: Get familiar with the technical	EN9LT-IVh-17: Analyze literature as a means of	EN9WC-IVh-11: Compose a play review	EN9OL-IVh-3.10: Use appropriate multi-media	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
	soundness of author's reasoning, and the effectiveness of the presentation	to	brought up in the material viewed	vocabulary for drama and theater (like stage directions)	understanding unchanging values in a changing world EN9LT-IVh-2.3: Draw similarities and differences of the featured selections in relation to the theme		resources appropriately, effectively and efficiently	
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							

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Grade 9 Tagged Materials

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

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

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

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

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

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

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
Use the appropriate and effective speech conventions expected of speech choir presentations.	EN9F-Ih-3.14 EN9F-Ii-3.14	*English Arts III. 2000. pp 190-191.
2Q		
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.	EN9F-IIa-3.7 EN9F-IIb-3.7	*English Arts III. 2000. pp 158-159.
Use the correct production of English sounds: vowels sounds, consonant sounds, diphthongs, etc.	EN9F-IIc-3.11.1 EN9F-IId-3.11.1	1. *English Expressways II. 2007. pp 79-81. 2. *English Arts III. 2000. pp 81-82, 95-96, 105, 114-115, 133-134.
3Q		
Employ varied verbal and non-verbal strategies while performing in a one-act play	EN9F-IIIa-3.7	
Produce the English sounds correctly and effectively when delivering lines in a one-act play.	EN9F-IIIa-3.11 EN9F-IIIb-3.11	*English Arts III. 2000. pp 227-233, 269-277.
Use the appropriate prosodic features of speech when delivering lines in a one-act play	EN9F-IIIc-5 EN9F-IIId-5 EN9F-IIIE-5	*English Arts III. 2000. pp 227-233, 269-277.
Use effective and appropriate non-verbal communication strategies	EN9F-IIIf-2 EN9F-IIIg-2	1. *English Arts III. 2000. pp 209. 2. *English Expressways III. 2007. pp 294-296.
4Q		
Employ effective and appropriate non-verbal communication strategies	EN9F-IVc-2 EN9F-IVd-2 EN9F-IVe-2	*English Expressways III. 2007. pp 294-296.
G- Grammar Awareness		
2Q		
Use adverbs in narration.	EN9G-IIa-19 EN9G-IIb-19 EN9G-IIc-19	*English Expressways II. 2007. pp 196-197.
Use past conditionals in expressing arguments.	EN9G-IIh-20 EN9G-IIi-20	*English Expressways III. 2007. pp 242-244.
4Q		
Change direct to indirect speech and vice versa	EN9G-IVf-1 EN9G-IVg-1	*English Arts III. 2000. pp 96-99.

**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
3	EN10RC-Ic-2.15.2: Determine the effect	EN10LC-Ic-4: Determine the	EN10VC-Ic-1.4/2.4: Determine	EN10V-Ic-13.9: Differentiate	EN10LT-Ic-2.2: Explain how the	EN10WC-Ic-12.2: Formulate a	EN10OL-Ic-3.16: Describe the	EN10G-Ic-26: Using words and

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Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	implicit and explicit signals, verbal, as well as non-verbal, used by the speaker to highlight significant points	how connected events contribute to the totality of a material viewed	formal from informal definitions of words	elements specific to a genre contribute to the theme of a particular literary selection EN10LT-Ic-2.2.2: Explain the literary devices used	statement of opinion or assertion	techniques in effective public speaking	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 insights with previous learnings	EN10LC-If-14.2: Determine the roles of discourse markers (e.g. conjunctions, gambits, adverbs) in	EN10VC-If-25: Express insights based on the ideas presented in the material viewed	EN10V-If-13.9: Differentiate formal from informal definitions of	EN10LT-If-2.2: Explain how the elements specific to a genre contribute to the	EN10WC-If-12.3: Compose a persuasive text of three paragraphs expressing one's	EN10OL-If-3.16.1: Employ the techniques in public speaking in a sample public	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
		signaling the functions of statements made		words	theme of a particular literary selection. EN10LT-If-2.2.3: Determine tone, mood, technique, and purpose of the author	stand on an issue	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							

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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 appreciation for	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
					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, mood, technique, and purpose of the author	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
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							

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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 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 the literary	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
					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 preparing a	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	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-IV-b-2.2.2: Explain the literary	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
					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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Grade 10 Tagged Materials

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

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

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

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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.

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B

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

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

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

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

bullying - any deliberate action that inflicts physical
or psychological harm

C

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

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

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

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

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

characters – people involved in the story

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

comedy - a theatrical work that is intentionally humorous

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

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

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

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

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

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

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

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

craft - a job or activity that requires special skill

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

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D

depict - to represent or characterize in words; describe

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

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

discourse - denotes written and spoken communications

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

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

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

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

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

dramatic poetry - poetic forms that articulates emotions or feelings

dynamic - always active or changing

E

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

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

exposition - detailed information revealing the facts of a plot

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

F

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

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

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

G

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

genre - the main types of literary form

H

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

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

I

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

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

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

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

L

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

M

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

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

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

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

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

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

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

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

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

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

mood - the feeling the reader gets when reading

N

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

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

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

O

octet - first eight lines of a sonnet

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

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

P

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

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

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

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

pantomime - the telling of a story without words

participle - is a verbal that functions as an adjective

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

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

play bill - a poster announcing a theatrical performance

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

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

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

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

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

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

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

props – the objects used onstage in the play

protagonist – the central or main figure of a story

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

R

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

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

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

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

renewed - to make new or as if new again

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

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

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

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

rite - an established, ceremonious, usually religious act

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

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S

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

T

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

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

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

U

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

V

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

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

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

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

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CODE BOOK LEGEND

Sample: **EN4G-If-2.5**

LEGEND		SAMPLE	
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

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