



Republic of the Philippines
Department of Education
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MATATAG K TO 10 CURRICULUM OF THE K TO 12 PROGRAM

ENGLISH GRADES 2-10

THE SHAPE OF THE CURRICULA FOR LANGUAGES

1. INTRODUCTION

This Shaping Paper provides a substantial overview of the curricula for languages in the K to 12 Program. It presents the following: 1) background and rationale for learning languages; 2) key concepts and principles of the design of the Languages curricula and language education; and 3) organization and structure of the curricula for languages. Additionally, it discusses pedagogy and assessment and key considerations for the development of the curricula for languages.

1.1.BACKGROUND AND RATIONALE FOR LEARNING LANGUAGES

The Languages curricula, anchored on the principles of the first language-based multilingual education, underscore the importance of learning the first language (L1) of the learners and additional languages, such as Filipino and English, in order to communicate effectively with others and to develop an understanding of the world around them.

Learning languages allows learners to expand their horizons and provides them with opportunities to communicate with others, allowing them to understand, interpret, and create meaning in their relationships and cultural experiences. It enables them to develop their thinking, expression, appreciation, and reflection on their experiences and participation in society.

Further, learning languages contributes to strengthening capabilities for social, economic, and international development, which contributes to the development of rich linguistic and cultural resources (ACARA, 2012). For Indigenous peoples/communities, learning their own language grounds them in the context of their community life and enables them to develop deeper recognition and understanding of their Indigenous knowledge systems and practices (DO 32, s. 2015). It also ensures full and effective participation and inclusion in society, as in the case of the Filipino Deaf community (RA 11106).

Specifically, learning languages:

- develops the ability to communicate and expands their literacy repertoires;
- improves understanding of the nature of language, culture, and processes of communication;
- fosters an appreciation and respect for diversity and openness to other perspectives;
- helps learners understand how languages and cultures shape their understanding of the world and of themselves, their own heritage, and their identity; and
- enhances creative and critical thinking skills as well as intellectual and analytic capacity.

2. THE DESIGN OF THE LANGUAGES CURRICULA

2.1. LANGUAGES AS LEARNING AREAS IN THE K TO 12 CURRICULUM

The development of the Languages curricula recognizes the role of the L1 as the language and literacy resource that the child knows best and can use most effectively, in order to establish a strong foundation for further education and literacy development. Becoming literate in the first language, according to the recent World Bank policy paper (2021), promotes learning outcomes in the L1 and in the subsequent second language (L2), as well as in other academic subjects, and promotes the development of general cognitive abilities. Further, basic literacy in the L1 can facilitate the learning of a second language (World Bank, 2021). Consistent with recent research, the use of the L1 provides the best foundation for the development of initial literacy and learning in the first years of formal schooling, which in turn results in better educational outcomes (Barron, 2012; Kosonen & Young, 2009; Ocampo, 2006; UNESCO, 2016).

The Languages Shaping Paper guides the development of the learning areas for languages, including Mother Tongue, Filipino and English. It introduces two new learning areas for L1 education in Grade 1:

- The Language learning area gives emphasis to the development of oral language skills for communication in the learner's first language to provide a bridge for the transition to literacy and learning in the other content areas. The development of the Language learning area recognizes the role of the L1 as a resource that learners can use to establish a strong foundation for literacy development and further education. It recognizes the status of the more than 180 languages in the country, including sign and visual languages, and the languages of Indigenous groups and communities.
- The Reading and Literacy learning area aims to develop foundational reading skills essential for early literacy. These goals include building phonemic awareness, decoding skills, and sight word recognition to facilitate reading in the first language.

The new design of the Languages curricula reorganizes the language offerings in the K to 10 Curriculum. Language and Reading and Literacy learning areas are offered in Grade 1, while Filipino and English are offered simultaneously starting in Grade 2. The foundation established by the Language, and Reading and Literacy learning areas in L1 will help learners to transition to the language of schooling or cognitive and academic language proficiency (CALP) in Filipino and English. Filipino and English subjects in Grade 2 continue to build on what the learners have learned in their first language and then transition to further developing literacy in Filipino and English and in other learning areas or subjects.

Grade 1	Grade 2	Grade 3
	English	English
	Filipino	Filipino
Reading and Literacy Language		

Figure 1. *The Language Offerings in K to 3*

The interplay among the languages in the K to 12 Program is made apparent in the Multilingual Education Model below:

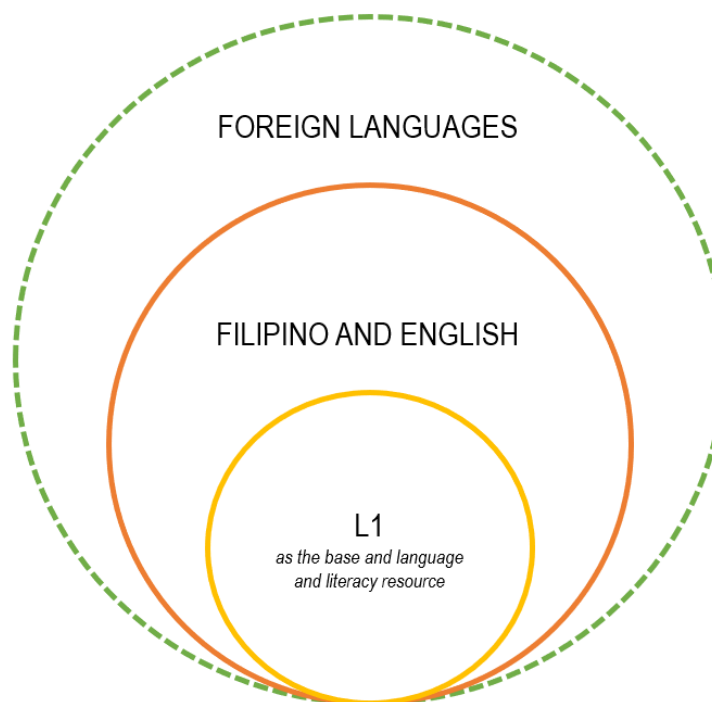


Figure 2. *The Multilingual Education Model as introduced in the K to 12 Curriculum*

The diagram is informed by Cummins' (1981) idea of linguistic interdependence and common underlying proficiency, where skills and metalinguistic knowledge acquired while learning one language may be utilized in the process of learning another language. Subsequent research identified a number of features learned in L1 that can be used to learn a new language:

1. similar features (e.g., letter and letter sounds; words that have the same pronunciation and meaning, and the similarities in how the words are sequenced in a sentence;
2. concept knowledge (e.g., book and print knowledge); and
3. basic literacy skills (e.g., blending sounds to make/read words, automaticity in letter/sound knowledge).

2.2.THE AIMS AND GOALS OF THE CURRICULUM

Collectively, the Languages curricula aim to produce young Filipino learners who are literate (i.e., critical thinkers, readers, and writers), communicatively competent, and culturally aware. Through the curriculum, learners are able to use language appropriately, think critically, and communicate effectively in various social contexts. In turn, they are able to contribute productively to their community and to the larger society as multilingual, multiliterate, and intercultural citizens of the country, while developing a deep sense of cultural identity.

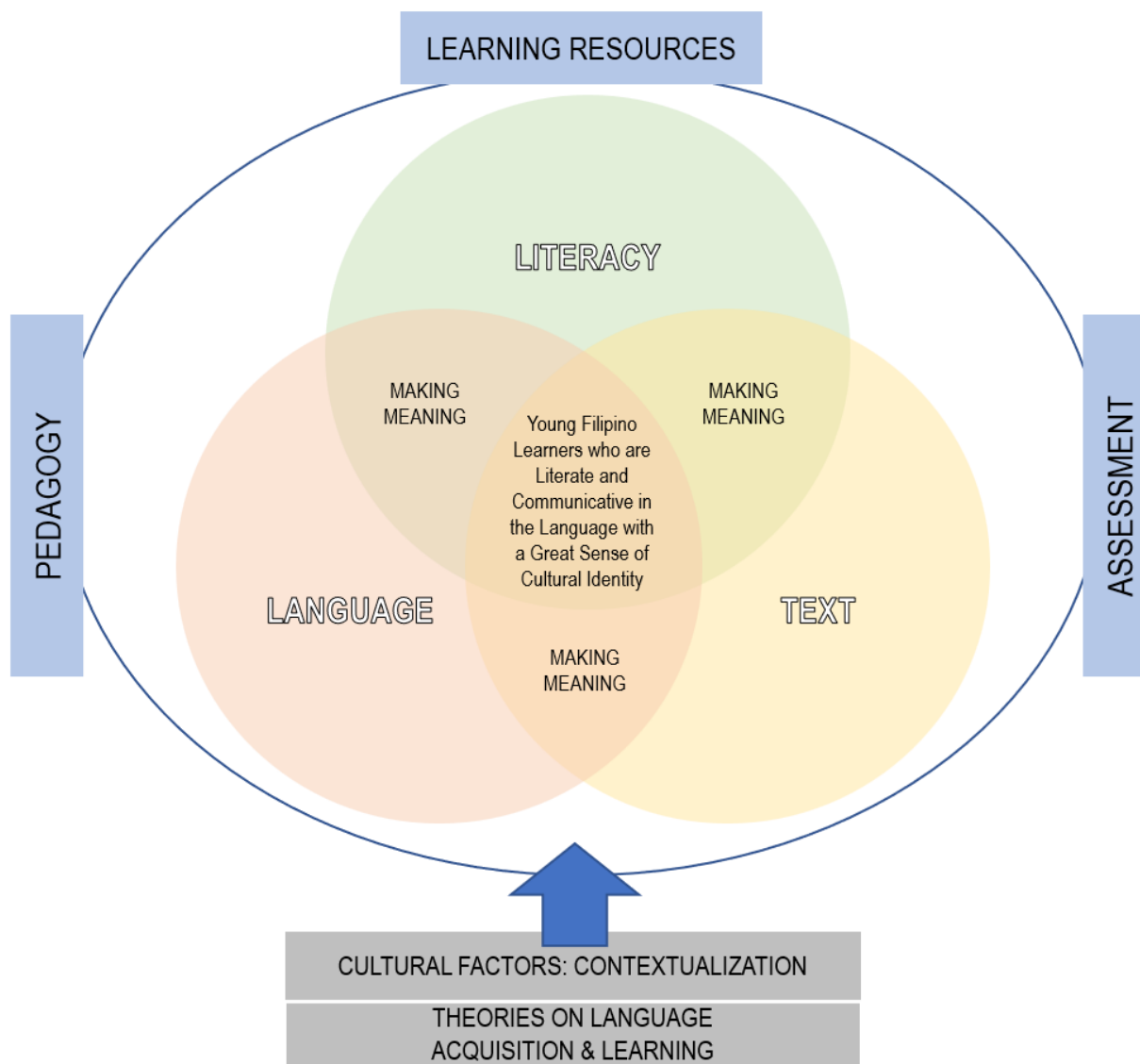


Figure 3. *The Languages curricula Framework*

In particular, the goals of the subject offerings are to achieve:

1. Literacy, which refers to the ability to identify, understand, interpret, create, communicate, and compute using printed and written materials, including digital and multimedia texts, associated with varying contexts, which entails active engagement with language to acquire, construct, reconstruct, and communicate meaning (UNESCO, 2018).
2. Communicative competence, which refers to the synthesis of knowledge of grammatical, sociolinguistic, discourse, and strategic competencies in a language.
3. Cultural identity, which refers to the feeling of pride in belonging to a cultural group that is fully accepted and appreciated by all other cultural groups of the nation. This sense of pride in belongingness contributes in part to one's self-concept, self-esteem, and position of equal standing in society.

In order to attain these goals, the curriculum, its delivery through pedagogy, learning resources, and assessment are informed by sound theories on language acquisition and learning and are influenced by the learner's culture. Therefore, contextualization, through the meaningful inclusion of the local culture, which includes knowledge systems, belief systems, literature, mores, and norms, plays a key role in the successful implementation and assessment of the curriculum.

2.3. STRUCTURE OF THE LEARNING AREAS

2.3.1. BIG IDEAS

A big idea refers to “a concept, theme, or issue that gives meaning and connection to discrete facts and skills” (Wiggins & McTighe, 2005, p. 5) that should serve as the focal point of curricula, instruction, and assessment. The big ideas serve as a “linchpin” that connects the dots and the one that holds related ideas together, making it essential for understanding (Wiggins & McTighe, 2005, p. 66).

Some of the big ideas in learning languages are as follows:

1. Oral language development in the early years provides a bridge to literacy development in schooling.
2. Language is a tool for communication and for learning in all other learning areas.
3. Learners develop knowledge about language and the relationships between language and culture through learning to communicate in the languages.

The Big Ideas serve as the basis for the three, interrelated domains of the Languages curricula: Language, Literacy, and Text.

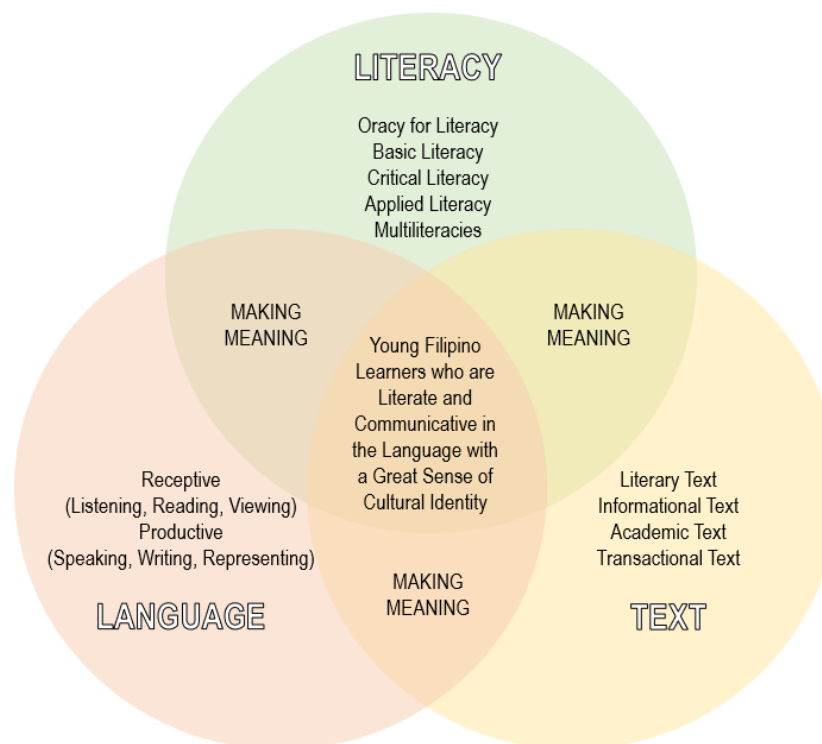


Figure 4. Organizing Domains of the Big Ideas in the Language Curricula

Each domain has its distinctive goals, body of knowledge, and skills, but each interweaves with the others, making them interdependent. The three-domain curricula of the languages areas provide a rich resource for learning in other fields. They contribute to the essential literacy requirements in these fields and support the development of academic reading, viewing, writing, speaking, and listening as well as assisting the learner to communicate socially and culturally with confidence. Knowledge of the nature of language and culture in L1 and L2, alongside an understanding of the ways language is used in different contexts, equips learners with the means to construct, understand, and evaluate texts for different purposes.

Literacy refers not only to the ability to read and write meaningfully through language and text but also includes multiliteracies, which cover various means of communication using multi-modal texts and multimedia, which highlight visuals and embedded texts. The literacy domain refers to understanding and creating texts in a variety of settings and for different purposes, through the macroskills: speaking, listening, reading, and writing. This domain ensures that knowledge about language is put to practical

use. It aims to develop appropriateness, accuracy, confidence, and efficacy first in L1 and later in Filipino and English. Literacy development involves conscious attention and focused learning and is cognitively demanding in L2. This requires different levels of support through scaffolding according to the learner's needs. Literacy development across the learning areas involves extending literacy development in both L1 and L2.

Language is a tool for communication and the foundation of all learning and of all other literacies. It anchors one's cultural identity while learning multiple languages promotes cultural awareness. Culture is enriched by the distinct features of its language. In the Language domain, learners learn about languages and how they work. As they learn about language and learn through language, they develop communicative skills, grammatical knowledge, and cultural understandings to interact with others, appropriately and accurately, and with cultural sensitivity. They learn about vocabulary and the patterns of the language as they draw on knowledge and awareness of multiple languages and their functions.

Language from the first to the last key stage is introduced and developed through exposure to various texts ranging from simple to complex. This ensures gradual acquisition and learning of the knowledge and skills required for the learner's academic requirements and beyond. Learners need to be explicitly and systematically taught foundational knowledge about the sounds, symbols, words, structures, meaning and usage from their knowledge of L1. Teaching grammar should help learners "meet the demands of reading, understanding, speaking, and writing texts that describe, narrate, analyze, explain, recount, and argue (Nolasco, personal communication, November 26, 2021)."

Text refers to written, spoken, or multimodal forms of communication used in meaningful contexts. Multimodal texts combine language with other systems for communicating, for example, print with visual images, animation, soundtracks, and spoken word as in film or computer presentation media. Texts provide opportunities for learning about important aspects of human experience and about aesthetic value. Many of the tasks that learners undertake in and out of school involve literary texts, informational texts, and transactional texts.

2.3.2. PROGRESSION ACROSS KEY STAGES

As the grade level progresses, the focus in domain shifts – from Literacy in the first key stage (Kindergarten to Grade 3), Language in the second key stage (Grades 4-6), to Text in the third key stage (Grades 7 to 10).

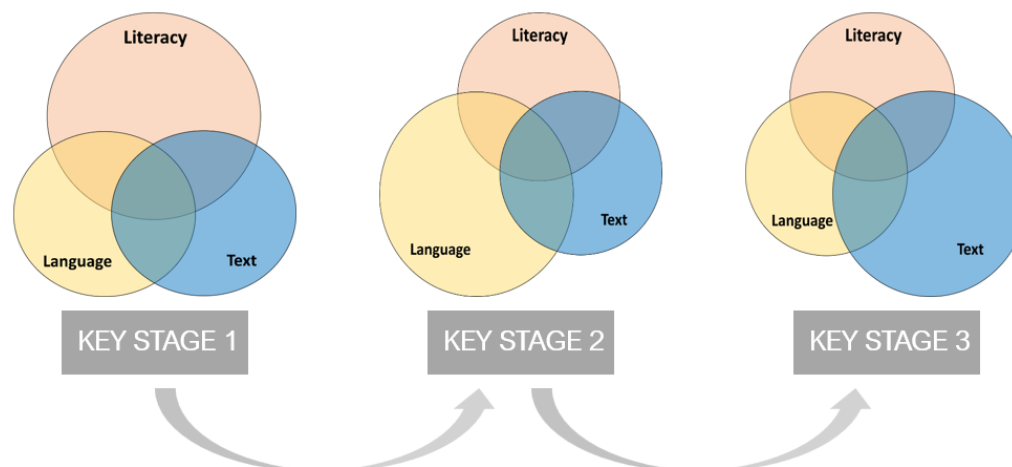


Figure 5. *Shifting Big Ideas in the Key Stages*

This means that there is a certain focus domain for each key stage but does not discount the other domains. Instead, it allows the other domains to support the learning and development in the focus domain, which in turn supports learning in the next domain. Hence, the focus of instruction shifts from one key stage to another, enabling a spiraling of the curriculum which builds on the previous stage/s.

2.3.2.1. KEY STAGE 1

The Languages curricula offered in Key Stage 1 (KS1) primarily develop learners' literacy by focusing on different literacy domains. It consists of three reading stages: (1) emergent literacy in Kindergarten; (2) beginning reading in Grade 1; and (3) rapid growth and development in Grades 2 and 3.

The main goal of Key Stage 1 is for young learners to develop their basic literacy skills and fluency in their use of L1, Filipino and English (oral and written) in understanding and expressing familiar and developmentally- and grade-level appropriate texts (70% narrative and 30% informational). At the end of Key Stage 1, learners are expected to be able to use their conversational language skills in day-to-day activities and their academic language in understanding and discussing various specific contents and in the learning areas.

The following are the essential subdomains for developing literacy in KS1:

- Oral Language
- Phonological Awareness
- Phonics
- Word Study
- Grammar Awareness
- Vocabulary
- Comprehending and Analyzing Texts
- Creating and Composing Texts

The latter three continue to develop throughout the school years as learning in the content areas becomes more specialized (Dougherty Stahl, 2011). A salient feature of the revised curriculum for Key Stage 1 is its emphasis on fluency in all macroskills or the ability to listen, speak, read, and write accurately, quickly, smoothly, and with appropriate expression (Rasinski, 2014). This is illustrated through the integration of learning competencies that develop fluency in all the subdomains.

The figure below schematically shows the intricate relationship of these domains pivotal to the realization of making every Filipino learner literate, starting in Key Stage 1 (Kindergarten to Grade 3).

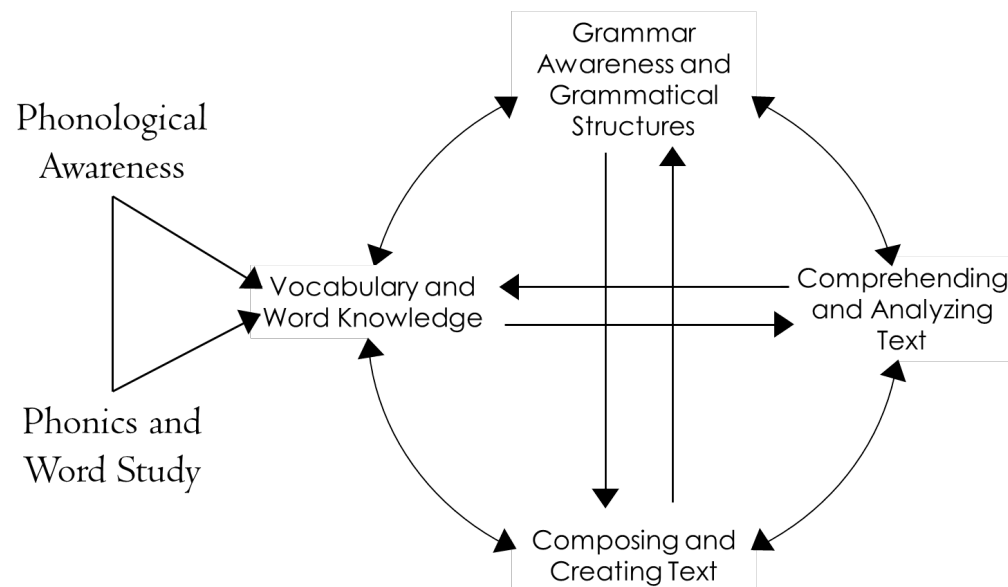


Figure 6. *Conceptual Framework of Key Stage 1*

2.3.2.2. KEY STAGE 2

The focus of Key Stage 2 is for learners to apply their basic literacy skills developed in Key Stage 1 in using the language (i.e., receptive and productive skills) through meaningful, developmentally-, and grade-level appropriate texts (50% narrative and 50% informational).

In Key Stage 2 (Grade 4 to Grade 6), the Filipino and English learning areas develop learners’ applied and critical literacy skills. Applied Literacy is the ability to think about particular ways of doing reading and writing with the purpose of achieving communicative goals in a socially appropriate manner. It is a useful tool for understanding literature, culture, and other disciplines. Critical Literacy is a critical thinking skill that involves the questioning and examination of ideas, and the skills to synthesize, analyze, interpret, evaluate, and respond to texts. It is the ability to evaluate the veracity of information and make connections and judgments of the relevance of information. See Figure 7 below.

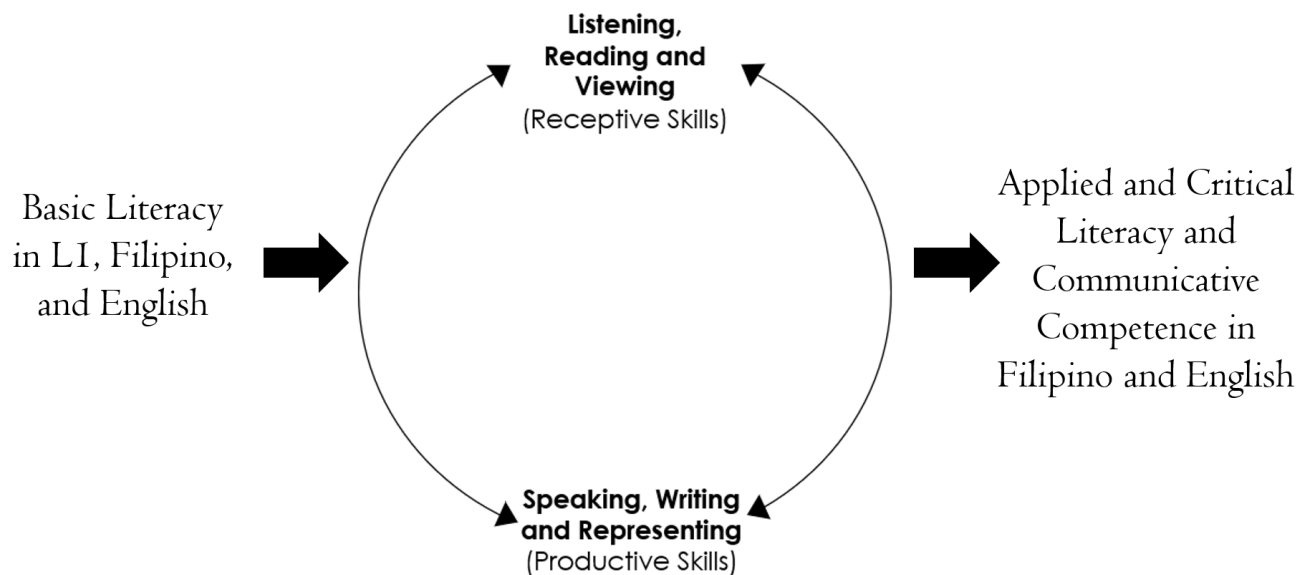


Figure 7. *Conceptual Framework of Key Stage 2*

2.3.2.3. KEY STAGE 3

Finally, by the third key stage, Filipino and English learning areas shall contribute to the development of learners’ multiliteracies or the ability to understand and communicate in diverse settings through written, visual, audio, gestural, tactile, and spatial modes of meaning.

The focus of KS3 is the application of learners’ literacy skills (basic, critical, applied) and their knowledge about language (communicative competence in Filipino and English), to critically evaluate, create and publish a variety of texts (spoken, written, multimodal) to express ideas, concepts, and meaning from developmentally- and grade-level appropriate themes/topics (70% informational and 30% narrative). Therefore, those learning competencies that support text evaluation, production, and publishing using the learners’ literacy skills and communicative skills are the focus of instruction in this key stage. See the figure below.

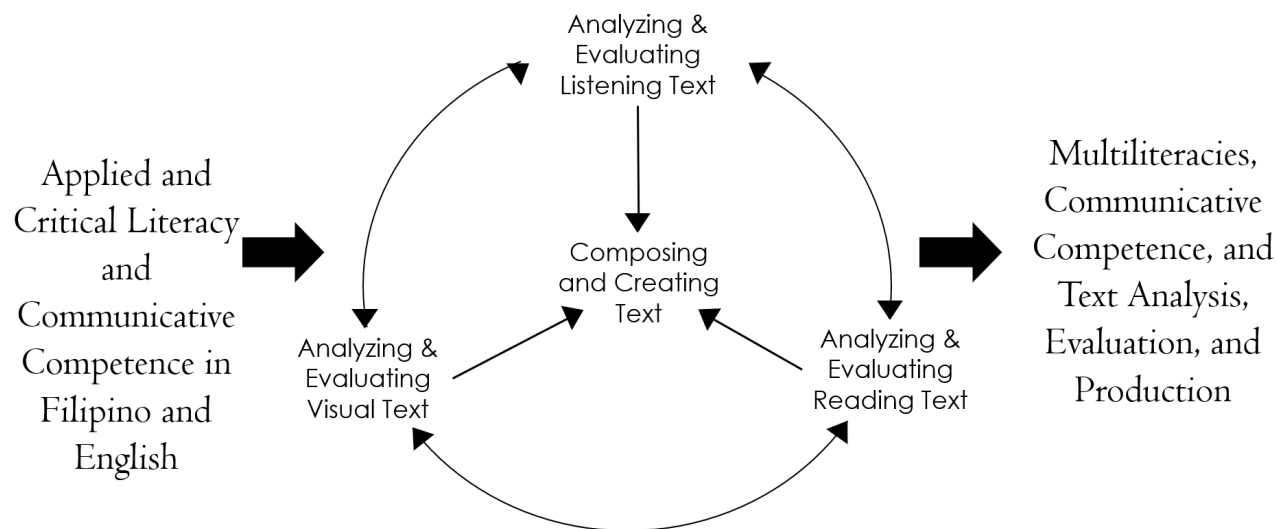


Figure 8. *Conceptual Framework of Key Stage 3*

2.4. CURRICULUM STANDARDS

There are different levels of curriculum standards in the Languages curricula: 1) learning area standards; 2) key stage standards; and 3) grade level standards.

2.4.1. LEARNING AREA STANDARDS

TABLE 1
The Learning Area Standards of the Languages curricula

LEARNING AREA	LEARNING AREA STANDARDS
Language G1	Learners demonstrate oracy in L1; use oral and visual language in interacting with others, developing and expressing ideas; engage with and respond to various texts based on real-life experiences; use high frequency and content-specific words; and understand how languages and culture are related.
Reading and Literacy G1	Learners demonstrate basic literacy in their first language; decode high frequency and basic content-specific words to develop language for learning; understand how words are used in simple sentences to get and express meaning; and comprehend, respond to, and create narrative and informational texts based on real-life experiences.
Filipino G2-G10	Naipamamalas ng mag-aaral ang literasi, kakayahang komunikatibo, at mapanuring pag-unawa sa iba't ibang uri ng teksto at may lubos na pagpapahalaga sa wika, kultura, at panitikan tungo sa paglinang ng ika-21 siglong mga kasanayan para sa kapaki-pakinabang na pagganap bilang makabansa at global na mamamayan.
English G2-G10	Learners demonstrate proficiency in using English in multiple modes to communicate effectively in a wide range of situations, with diverse audiences, and in various contexts. They use their language skills to facilitate and enhance learning across different content areas. They critically analyze, appreciate, and respond to a wide array of literary and informational texts, utilizing these resources to broaden their understanding, perspectives, and creativity. Learners also actively engage in activities and discussions that encourage a deep appreciation and understanding of their cultural heritage, instilling a sense of pride and identity that fosters cultural literacy and promote mutual respect and understanding in diverse social and educational environments.

**For Language and Reading and Literacy, the Learning Area Standards also serve as Key Stage Standards and Grade Level Standards*

2.4.2. KEY STAGE STANDARDS

TABLE 2
The Key Stage Standards of the Languages curricula

KEY STAGE 1	KEY STAGE 2	KEY STAGE 3
By the end of Grade 3, learners are becoming literate and increasingly fluent in the use of English, with L1 as a literacy resource in understanding and expressing familiar and developmentally-appropriate texts. They are able to use their conversational language skills in day-to-day activities and their first language in understanding and discussing content in the learning areas; and take pride in their cultural heritage.	By the end of Grade 6, learners have mastered their basic literacy and are developing applied and critical literacy. They demonstrate a level of communicative competence in English which enables them to engage effectively in a variety of situations and for a variety of audiences, contexts, and purposes, including learning of other content areas; and take pride in their cultural heritage.	By the end of Grade 10, learners can critically analyze and evaluate the style, form, and features of literary, informational texts (non-journalistic, journalistic, and academic texts), and transactional texts. They are able to compose and publish a range of multimedia texts for a variety of meanings, purposes, and audiences, including learning in other content areas; and take pride in their cultural heritage.

2.5.SPIRAL PROGRESSION

Given the nature of language acquisition and learning, the Languages curricula are inherently spiral in their approach to introducing and developing competencies. Spiral progression refers to the process by which basic or general concepts are first learned; then a more complex and sophisticated version of these concepts is revisited in the subsequent grades. The process strengthens retention and enhances deeper learning of topics and skills. It also allows learners to learn topics and skills appropriate to their developmental and cognitive levels.

The learning competencies, which recur throughout the grade levels, are classified according to the different learning subdomains, each representing a Big Idea or a combination of Big Ideas and involving a set of language-related knowledge and skills. The table below shows the subdomains:

TABLE 3
The Subdomains of the Languages curricula

KEY STAGE 1	
Language for Interacting with Others Language for Developing and Expressing Ideas Appreciating Languages Interacting with Texts Creating Oral Texts	Phonological Awareness Phonics and Word Study Vocabulary and Word Knowledge Grammar Awareness and Grammatical Structures Comprehending and Analyzing Texts Creating and Composing Texts
KEY STAGE 2	
Listening and Reading Speaking and Writing Viewing and Representing	
KEY STAGE 3	
Literary Texts Informational Texts Academic Texts Transactional Texts	

The Languages curricula streamline the previous set of subdomains (formerly referred to as “domains”) in the 2016 Language Curriculum Guides. This paradigm shift simplifies the curriculum and provides more focus on the Big Ideas and essential learning competencies. Correspondingly, such a move addresses the concern about curriculum congestion as subdomains of the same nature are merged. The new layout of the Languages curricula also allows for better curriculum flexibility as it discards the previous rigid format, which limits users to a certain set and combination of LCs per week. As an alternative, users are presented with the learning duration (in quarters) for each competency from which they may create learning episodes for a combination of competencies to be taught or learned. In addition, the new format shows how the language curricula are inherently spiral or cumulative. The mapping of competencies, particularly how each progresses across blocks of time, is clearly displayed in the scope and sequence charts.

TABLE 4
Sample Layout of the Language Curricula for Key Stage 1

SUBDOMAINS	LEARNING COMPETENCIES	GRADE 2				GRADE 3				
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Phonics and Word Study <i>(sounds to print)</i>	Identify sight words.									
	1 Grade 2 level-appropriate	L	L	L	L					
		S	S	S	S					
		R	R	R	R					
		W*	W*	W*	W*					
	2 Grade 3 level-appropriate					L	L	L	L	
						S	S	S	S	
						R	R	R	R	
						W	W	W	W	
	Identify alphabet letter names.	L								
		S								
		R								
		W*								
	Read words accurately and automatically according to word patterns (initial, final, medial).									
	1 CVC words	L	L	L						
		S	S	S						
		R	R	R						
W*		W*	W*							
2 CVCe words		L	L	L						
		S	S	S						
		R	R	R						
		W*	W*	W*						
3 CVVC words		L	L	L						
		S	S	S						
		R	R	R						
		W*	W*	W*						
4 CVCC words			L	L	L					
			S	S	S					
			R	R	R					
			W*	W*	W					
5 CCVC words (clusters and diphthongs)			L	L	L					
			S	S	S					
			R	R	R					
			W*	W*	W					
6 VCV words				L	L	L				
				S	S	S				
				R	R	R				
				W*	W	W				
7 VCCV words				L	L	L				
				S	S	S				
				R	R	R				
				W*	W	W				

The basic tenet behind spiral progression in curriculum development is that learning is facilitated by a curriculum whose structure progresses in complexity (vertical articulation) and extends to a range of applications (horizontal articulation). The following discussion shows how the Languages curricula exemplify spiral progression in their vertical and horizontal articulation.

2.5.1. VERTICAL ARTICULATION

As has been established, the Languages curricula are anchored on a number of theories which posit that language acquisition and learning are active processes that begin at birth and continue recursively throughout life. Learners enhance their language abilities by using what they know in new and more complex contexts and with increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language and understanding. By learning and incorporating new language structures into their repertoires and using them in a variety of contexts, learners develop language proficiency and ultimately attain the curriculum standards. This spiral process of language acquisition and learning is replicated and more clearly expressed in the new Languages curricula.

Spiral progression is evident in the Languages curricula as it is structured by distributing learning over time. The same concepts are revisited repeatedly, but at a higher level each time. This helps learners develop a deep, long-lasting understanding of the material. In the example below, it can be seen how spiral progression unfolds in the domain of literary text comprehension:

Grades 1 to 3: Learners begin by learning the basics of story elements. They learn how to identify important parts of a story such as the characters, setting, and events. This forms the foundation for their future learning.

Grades 4 to 6: Building on their previous knowledge, learners now start to analyze stories more deeply. They learn about "story grammar," which means they are not just identifying characters, settings, and events, but also understanding how these elements interact and drive the plot.

Grades 7 to 10: Learners further refine their skills by learning how to analyze literary texts as expressions of individual or communal values within various contexts. Building on their knowledge of story grammar, they now take a deeper look at literary text elements such as conflict, character and characterization, plot, writer's style, tone and mood, point of view and narrative techniques, etc.

At each grade level, learners are building on what they have learned, revisiting similar concepts but in more depth and complexity. Over time, this allows learners to develop a rich and nuanced understanding of literary analysis.

2.5.2. HORIZONTAL ARTICULATION

Horizontal articulation refers to the quality of a curriculum to complement and integrate with another seamlessly or coherently. This is a feature of the Grade 1 Language and Reading and Literacy learning areas. Furthermore, initial review of the new K to 10 curriculum reveals that majority of the learning areas acknowledge the importance of the competencies developed by the Languages curricula and their role in providing prerequisite skills and knowledge to effectively meet the language and literacy demands in each subject area.

2.6. DEVELOPMENT OF 21ST CENTURY SKILLS

The Languages curricula were designed to equip learners with 21st century skills or the knowledge, attitudes, and competencies needed to prepare for and succeed in work and life in the 21st century (DepEd, 2019). The table shows examples of the skills, competencies, or attributes under the 21st century skills.

TABLE 5
The 21st Century Skills in Languages curricula

COMMUNICATION SKILLS	LIFE AND CAREER SKILLS	INFORMATION, MEDIA, AND TECHNOLOGY SKILLS	LEARNING AND INNOVATION SKILLS
Teamwork	Informed Decision-Making	Visual Literacy	Creativity
Collaboration	Adaptive Leadership	Information Literacy	Openness
Interpersonal Skills	Intercultural Understanding	Media Literacy	Critical Thinking
Intrapersonal Skills	Self-Discipline	Technology Literacy	Problem Solving
Interactive Communication	Future Orientation	Digital Literacy	Reflective Thinking
Non-Verbal Communication	Resilience and Adversity Management		
Communicating in Diverse Environments			

The following are examples of 21st century skills in the Languages curricula:

Critical Thinking: The Languages curricula involve reading and analyzing various texts, including literature, informational texts, and persuasive texts. This encourages learners to think critically, evaluate information, analyze arguments, and form

reasoned opinions. Examples are skills on drawing conclusions, making generalizations, and distinguishing facts from opinion in Key Stage 2.

Creativity: The Languages curricula nurture creativity by allowing learners to express themselves through writing, storytelling, and other forms of creative expression. Learners can explore their imagination, experiment with language, and develop their unique voice. The subdomain on Viewing and Representing greatly contributes to extracting the creative genius in each learner. An example of this is the skill on Creating a visual text drawn from visual elements learned.

Collaboration: Group projects, debates, and presentations in a language subject foster collaboration skills. Learners learn to work together, listen to different perspectives, negotiate ideas, and contribute effectively to group discussions.

In general, the Languages curricula focus on developing learners' oral and written communication skills. They provide opportunities for learners to practice expressing their ideas, opinions, and emotions effectively and to engage in meaningful conversations and discussions. As early as the first key stage, under the subdomain Creating and Composing, learners are encouraged to express their ideas about their experiences: oneself and family, school, community, physical environment, region, etc. Likewise, in KS3, learners may perform a drama or a one act play to give life to their published original literary text. This may provide opportunity for group work and collaboration.

Information Literacy: The Languages curricula promote information literacy skills by teaching learners how to find, evaluate, and use information from various sources. Learners learn to assess the credibility and reliability of sources, identify bias, and synthesize information to support their ideas.

Media Literacy: In today's digital world, media literacy is essential. The Languages curricula incorporate media analysis and critique, teaching learners to critically examine media messages, understand media bias, and develop media literacy skills to navigate and interpret different forms of media. Specifically, LCs on journalistic style of writing heightens the learners' awareness of the good and bad use of media as they get exposed to writing news, features, editorials and the like while considering the structure for clarity and purpose. Analyzing real-world issues through informational texts, also add up to strengthening media literacy.

Digital Literacy: The language curricula can integrate digital technologies and tools for research, writing, and communication. Learners learn to navigate digital platforms, use digital tools effectively, and practice responsible and ethical digital citizenship. The skills in Viewing and Representing in KS2 explicitly broaden the channels through which learners can learn and use various modalities, particularly the use of technology. From identifying multi-media elements to creating a multimedia text drawn from what was learned, digital literacy is promoted consistently across the curriculum.

By engaging with language, literature, and communication, the language offerings provide a foundation for developing important 21st century skills such as communication, critical thinking, creativity, collaboration, information literacy, media literacy, and digital literacy. Generally, the interplay of these 21st century skills is best shown in the teaching-learning process in the course of instructional delivery as well as in the culmination activities that serve as critical evidence of learning.

2.7. SOCIAL ISSUES AND GOVERNMENT THRUSTS

An important feature of the K to 12 curriculum is flexibility, which guarantees and allows for the contextualization of learning based on the realities of the learners' locality. The contextualization of learning experiences ensures that education is responsive and relevant to the learners and their community, thereby addressing concerns that urgently demand stakeholders' mobility and action. One way to practice contextualization is to integrate social issues and government thrusts by identifying entry points in the curriculum document or guide.

In the case of language learning areas, such content may be incorporated and reinforced in the form of curriculum delivery or instruction. The development of language and literacy provides learners with the knowledge and skills to engage diverse contexts, topics, and issues of local and national interest. Learners draw on their language and literacy skills to become active social citizens, contributing to the expansion of ideas which matter in their lives and the lives of their communities. As a learning area that serves as a vehicle for developing content knowledge, skills, and cultural values, the resources or texts used in the language subjects may tackle a variety of social issues and government thrusts. Doing so strengthens the essential messages intended for Filipino learners to realize.

3. PEDAGOGY AND ASSESSMENT

3.1. PEDAGOGICAL PRINCIPLES

Pedagogy is central to the effective implementation of Languages curricula, which emphasize the development of communicative competence, literacy, and cultural identity in learners. To achieve these goals and address global needs for developing language competence, language teachers must draw on a range of pedagogical approaches that give diverse levels of support at different points in the learning process. More specifically, the pedagogy of the language subjects must embrace the principles of multilingualism and translanguaging. Translanguaging is the process by which learners use their entire linguistic repertoires to make meaning in the classroom. It recognizes the value of learners' Mother Tongue or first language as a resource for learning and facilitates the development of literacy skills across languages.

In the context of the Languages curricula, translanguaging supports the development of language proficiency by allowing learners to draw on their knowledge of their L1 to learn the target language. As such, the pedagogy of the language subjects must encourage schema building by assisting learners in accessing and using their knowledge of their L1 and helping them recognize its importance in the process of second language acquisition by providing opportunities for first language use in the classroom (Rea & Mercuri, 2006).

In addition to the use of L1, pedagogy in the language subjects should also promote the development of translanguaging skills among learners (i.e., pedagogical translanguaging). This involves creating a classroom environment that encourages learners to use all of their linguistic resources, including L1, to communicate and make meaning. It also involves supporting learners in developing the metalinguistic awareness necessary to understand and navigate the complexities of multiple languages and dialects.

Relative to this, the Languages curricula emphasize that teachers employ pedagogical practices that engage and motivate learners to become autonomous learners (Rosenberg, 2013). Language learning should give premium to meaningful activities propelled by learners' real-life needs and stimulating their desire to communicate. Learning activities should also cultivate learners' creativity, critical thinking skills and learning-to-learn skills. Learners' ability to remember, understand, apply, and evaluate knowledge should be fostered.

The best teaching method for language learners, according to Krashen's second language acquisition theory, is to deliver communicative and comprehensible input to the learners (Krashen, 1985). Instruction should be explicit (Goldenberg, 2006; Norris & Ortega, 2000) and comprehensible (Thompson, 2004; Bayley, 2009). Effective literacy instruction should include a combination of teaching techniques such as systematic and explicit reading instruction with consistent feedback, guided reading, teaching-learning strategies, and free reading (AYP, 2011). Teachers should provide learners with goal-directed opportunities to interact with each other to build specific content knowledge and skills (Sherris, 2008). Interactive use of language promotes opportunities for learners to be more conscious of their language use and to process language at a deeper level. The teacher as a facilitator of learning, guides and assists learners to learn for themselves.

The Gradual Release of Responsibility Model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling to joint responsibility between teachers and learners, to independent practice and application by the learner (Pearson & Gallagher, 1983). This model provides a structure for teachers to move from assuming "all the responsibility for performing a task . . . to a situation in which the learners assume all of the responsibility" (Duke & Pearson, 2002).

Fisher and Frey's (2008) own implementation of the gradual release of responsibility has four components:

1. **Explicit or Focused Instruction.** Here, the teacher takes most of the responsibility. He or she establishes the purpose of the lesson and models his or her thinking. The purpose should be based on the expected learning outcomes, such as standards, and be clearly communicated to learners.
2. **Guided Instruction.** Here, the teacher and learners share responsibility. The teacher focuses on releasing responsibility to learners while providing instructional scaffolds to ensure that learners are successful. Questions, prompts, and cues are given to facilitate learner understanding.
3. **Collaborative Learning or Productive Group Work.** Learners work in groups with teacher guidance to produce something related to the topic at hand. This provides learners with an opportunity to consolidate their understanding before they apply it independently.
4. **Independent Learning.** Finally, learners apply what they have learned in class and outside of class. Many independent learning tasks are used as formative assessments, designed to check for understanding and to identify needs for reteaching.

These components can be used in any order, as long as every lesson contains all four of them. Teachers should design their lessons in such a way that learners can work together to understand what they read by listening, speaking, reading, and writing collaboratively. They should engage learners in extended interactive learning to develop depth and complexity of understanding of the language.

3.1.1. PEDAGOGY ACROSS KEY STAGES

As the focus of the curriculum shifts from one key stage to another, so should the pedagogies used by the teacher:

3.1.1.1. KEY STAGE 1: Focus on Literacy

The pedagogy for literacy in the Languages curricula is constructed around a one-way developmental approach to foster learners' skills in reading, writing, listening, and speaking. This approach incorporates both explicit and implicit instructional methods, with a particular emphasis on translanguaging strategies. In this pedagogical approach, teachers are encouraged to utilize the learners' first language as an invaluable resource, employing it as a bridge to scaffold their understanding of diverse texts. This comes into play particularly when new concepts or vocabulary are introduced, thereby rendering comprehension more accessible for the learners.

This approach acknowledges that literacy skills development is a progressive journey, rather than a destination. It is understood that learners require exposure to a wide spectrum of texts and genres to cultivate their literacy competencies fully. Thus, by incorporating the one-way developmental approach into teaching, the curricula respect and leverage the linguistic background of learners to facilitate literacy skill-building, emphasizing that the process is as important as the end product.

Teaching the New Language Learning Areas

Separating the curricula for Language and Reading and Literacy allows for more focused instruction in each area and helps ensure that learners develop the specific skills they need to be successful readers, writers, and communicators. However, it is important to ensure that the delivery of the curricula is complementary, so that learners can see the connections between language and reading literacy and understand how they work together to support effective communication.

Teaching Language

The Language learning area focuses on the development of oral language in the first language for expression and communication. Oral language is the foundation of literacy instruction and starts to be developed at home as children interact with people in the household. Strong oral language is the foundation for learning reading (Chang, Taylor, Rastle, & Monaghan, 2020).

To strengthen and build on the learner's oral L1 proficiency, the following strategies may be employed by teachers and schools:

Providing play activities: Participating with others in play allows for exchanging ideas, simulations, and socialization. Teachers and teacher aides mingle among the children during playtime asking questions, listening to conversations, extending discussion, providing a language model, introducing language games for phonemic awareness, and nurturing their attempts at expressing themselves.

Conducting varied discourses and verbal performances: Activities such as reciting poems, verses, group discussions, reporting, posing questions, role-playing/dramatizing, dialogues, debates, narrating, reporting, singing, and chanting expose learners to the language forms and vocabulary. These provide opportunities to practice the language.

Expanding the learner's vocabulary to include L1 academic terms in various content areas like shapes, colors, numbers, operations, height, weight, distance, parts of the body, synonyms, antonyms, homonyms, homographs, hyponyms, community, community helpers, landforms, natural resources: Building vocabulary would include associating words with real objects and pictures.

Motivating learners to engage with texts: One goal of developing oral language among learners is to prepare them to connect the oral language to printed symbols (Pado, 2012). One step in that direction would involve motivating learners to engage with spoken texts in their first language.

Ways to develop motivation to listen and engage with texts would include providing age-appropriate, appropriate, and exciting materials for children. Young learners love stories, especially when they are told through pictures. Connect listening to texts to their interests and their needs, like the need to understand environmental prints, such as labels, billboards, and signs on the streets and vehicles, listening to notes sent by family members and friends in distant places, and listening to nursery rhymes, songs, poems, and chants.

Teaching Reading and Literacy

Shared Reading: This involves the teacher reading aloud to the class while learners follow along, pointing to words and pictures as they appear. This helps learners learn how to follow text from left to right and top to bottom, and how to use context clues to understand unfamiliar words.

Guided Reading: In this approach, the teacher works with small groups of learners to read a book that is at their instructional level. The teacher provides support and guidance as learners read, helping them to build reading fluency, comprehension, vocabulary, and grammar skills.

Independent Reading: This involves giving learners time to read on their own, either silently or aloud. Teachers can provide a variety of reading materials that are appropriate for learners' reading levels and interests.

Phonics Instruction: Phonics is the relationship between letters and sounds, and it is an important component of learning to read. Phonics instruction can involve teaching learners to recognize letter-sound correspondences, how to blend sounds together to form words, and how to break words down into individual sounds.

Vocabulary Instruction: Building vocabulary is essential for reading comprehension. Teachers can use various strategies to teach vocabulary, such as introducing new words in context, using graphic organizers to help learners understand word meanings, and incorporating vocabulary games and activities into lessons.

Comprehension Strategies: In addition to phonics and vocabulary, learners need to develop strategies for understanding what they read. Teachers can teach comprehension strategies such as predicting, questioning, summarizing, and making connections to help learners better understand and remember what they read.

Interactive Read-Alouds: This involves the teacher reading a story aloud while stopping periodically to engage learners in conversation and discussion about the story. This helps learners develop critical thinking skills and promotes a deeper understanding of the text.

3.1.1.2. KEY STAGE 2: Focus on Language

The pedagogy for language in the Languages curricula focuses on developing learners' communicative competence. The approach espoused is the Communicative Language Teaching (CLT) approach, which emphasizes the importance of using language for meaningful communication. Instruction in this key stage urges learners to engage in a variety of communicative tasks that reflect real-life situations, such as participating in group discussions, giving presentations, and writing emails. Teachers are encouraged to create a supportive and interactive classroom environment that promotes communication and collaboration among learners. Additionally, teachers continue to recognize the importance of the learners' first language in the process of acquiring a target language through the use of translanguaging strategies to facilitate the development of learners' communicative competence (Savignon, 1987).

3.1.1.3. KEY STAGE 3: Focus on Text

The pedagogy for text in the Languages curricula is designed to develop learners' critical reading and writing skills. The approach used is a genre-based approach, which focuses on the study of different text types and the language features that characterize them. Instruction in this key stage emphasizes the importance of exposing learners to a variety of texts, including authentic texts of different genres, to develop their understanding of text structures and language features. Teachers are encouraged to use explicit teaching of text features and modeling of text types as a way to support learners' understanding and use of language. Additionally, teachers continue to recognize the importance of the learners' first language in the process of developing critical reading and writing skills through the use of translanguaging strategies to scaffold learners' understanding of text features and to support their analysis and interpretation of texts.

3.2. LANGUAGE ASSESSMENT

The importance of assessment in learning and teaching cannot be overstated. It should be effectively used to support the holistic development of our learners. In addition to the curriculum and its standards, assessment should be used to keep track of learners' progress in the development of 21st century skills. Assessment practices should go beyond summative evaluation and move towards a more holistic approach (DepEd, 2015). An in-depth discussion on assessment in the DepEd is found in DepEd Order No. 8, s. 2015: Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program.

When developing language lessons and assessments, teachers need to consider the use of literary and informational literary texts. Learners should be provided with substantial exposure to different text types and purposes as well as various forms of discourse,

such as creative, technical, and scientific at specific points in the learning period (i.e., KS1: 70% literary, 30% informational texts; KS2: 50% literary, 50% informational texts; KS3: 30% literary, 70% informational texts).

Assessment practices need to be authentic (Frey, Schmitt, & Allen, 2012). Authentic assessment occurs when a teacher observes a learner in the process of working on something real, provides feedback, monitors the learner's use of the feedback, and adjusts instruction and evaluation accordingly. Portfolios, journals, authentic tasks, anecdotal records, self-evaluation/student reflections, peer evaluation, and rubrics are some of the assessment tools that may be used for formative and summative purposes.

Similar to the instructional practices observed in the delivery of the language curricula, translanguaging can also play a significant role in language assessment as it recognizes the multilingual and multifaceted nature of language use. It allows learners to draw on their linguistic resources in order to demonstrate their understanding and knowledge in a language. Translanguaging can also provide a more accurate and comprehensive picture of a learner's language proficiency by allowing them to use their L1 or other languages they know alongside the target language.

More specifically, translanguaging can play a substantial role in informal assessments, such as through classroom discussions or group work. Teachers can encourage learners to use their L1 or other languages they know to facilitate communication and understanding. This can not only help with language development but also foster a more inclusive classroom environment where learners feel valued and can contribute to discussions in their own language.

3.2.1. ASSESSMENT ACROSS KEY STAGES

Assessment is a critical component of any curriculum, as it provides a measure of learners' progress and achievement, informs instruction and learning, and guides future decision-making. In the Languages curricula, assessment is designed to be aligned with the curriculum standards and the Big Ideas of Literacy, Language, and Text:

3.2.1.1. KEY STAGE 1: Focus on Literacy

Assessment for literacy focuses on measuring learners' ability to read, write, listen, and speak in the language, as well as their ability to comprehend and interpret texts. Assessment in this domain should be authentic and meaningful, incorporating real-world or authentic texts and literary or imaginative texts with tasks that reflect the diverse contexts and purposes for which language is used. Assessments should also be aligned with the curriculum standards, measuring learners' progress in acquiring the necessary knowledge, skills, and dispositions related to literacy. Some sample assessment activities in this stage include:

Assessment in Language

Observing and documenting children’s learning: Teachers can observe and document learners’ language document using anecdotal records and audio and video recordings. This will help them understand how learners use their language and their level of understanding of their language. It is also important that they observe them in different contexts, e.g., formal and informal, during play or in front of the class. Teachers can also observe and document learners’ interests, motivation, and engagement with different types of texts. Teachers can consider the following questions while observing and documenting learners:

- Is the learner listening attentively during the activity (e.g., shared reading)?
- Does the learner respond to or react to texts in any way (e.g., answers questions, makes gestures, actions, laughs at the funny parts)?
- Does the learner intentionally choose a text/book, or just flip through it and move on to the next?

Retelling: Teachers can ask the learners to retell the story using picture books as visual cues. Picture books help create “real readers” as they introduce them to big ideas, critical thinking, and the notion of making meaning together (Primary Language Curriculum: Support Material for Teachers, <https://www.curriculumonline.ie/>). Teachers can evaluate learners’ understanding of the story by asking the following questions:

- Is the learner able to demonstrate an understanding of the story by retelling it?
- Is the learner able to retell it in a logical sequence?
- Is the learner able to identify key points when retelling the story?

Oral assessments: Teachers can also use tools like oral prompts, role-playing, and oral interviews to assess learners’ oral language development.

Assessment in Reading and Literacy

Running Records: This is an informal assessment tool used to measure a learner’s reading fluency, accuracy, and comprehension. A teacher listens to learners read aloud from a selected text and records any errors, miscues, and self-corrections. This allows the teacher to determine the learner’s reading level and identify areas of difficulty.

Retelling: This is an assessment strategy that requires learners to retell a story or passage they have just listened to or read. This helps teachers to assess a learner’s comprehension of the text, their ability to sequence events, and to identify any misunderstandings or gaps in their understanding.

Vocabulary Assessments: Vocabulary assessments can be given in a variety of formats including matching, fill-in-the-blank, and multiple-choice. These assessments can be used to measure a student's knowledge of key vocabulary words related to the text they are listening to or reading.

Comprehension Questions: Asking learners to answer comprehension questions related to the text they are reading or listening to can be an effective way to assess their understanding of the text. Teachers can ask questions that require learners to recall information, make inferences, draw conclusions, and evaluate the text.

Performance-Based Assessments: Performance-based assessments can be used to assess a student's ability to apply their reading and listening skills to real-world situations. For example, learners may be asked to read a procedural text and follow the instructions to make a paper sculpture (origami), or to read a story and write a summary.

3.2.1.2. KEY STAGE 2: Focus on Language

Assessment for language focuses on measuring learners' ability to use language effectively and appropriately in different contexts, including personal, social, and academic settings. Assessment in this domain should reflect the principles of translanguaging, recognizing the value of learners' first language as a resource for second language acquisition. Assessments should also measure learners' progress in developing their sociolinguistic competence, including their knowledge of grammar, vocabulary, pronunciation, and discourse strategies.

3.2.1.3. KEY STAGE 3: Focus on Text

Assessment for text focuses on measuring learners' ability to comprehend, analyze, and create different types of texts, including literary, informational, and digital texts. Assessment in this domain should be multimodal, incorporating various forms of text, such as print, visual, and digital, and measuring learners' ability to use different modes and media to communicate effectively. Assessments should also measure learners' progress in developing their critical literacy skills, including their ability to analyze and interpret texts critically, and to use texts to construct and communicate meaning effectively.

STANDARDS OF THE ENGLISH CURRICULUM

1. LEARNING AREA STANDARD

Learners demonstrate proficiency in using English in multiple modes to communicate effectively in a wide range of situations, with diverse audiences, and in various contexts. They use their language skills to facilitate and enhance learning across different content areas. They critically analyze, appreciate, and respond to a wide array of literary and informational texts, utilizing these resources to broaden their understanding, perspectives, and creativity. Learners also actively engage in activities and discussions that encourage a deep appreciation and understanding of their cultural heritage, instilling a sense of pride and identity that fosters cultural literacy and promote mutual respect and understanding in diverse social and educational environments.

2. KEY STAGE STANDARDS

KEY STAGE 1	KEY STAGE 2	KEY STAGE 3
By the end of Grade 3, learners are becoming literate and increasingly fluent in the use of English, with L1 as a literacy resource in understanding and expressing familiar and developmentally-appropriate texts. They are able to use their conversational language skills in day-to-day activities and their first language in understanding and discussing content in the learning areas; and take pride in their cultural heritage.	By the end of Grade 6, learners have mastered their basic literacy and are developing applied and critical literacy. They demonstrate a level of communicative competence in English which enables them to engage effectively in a variety of situations and for a variety of audiences, contexts, and purposes, including learning of other content areas; and take pride in their cultural heritage.	By the end of Grade 10, learners can critically analyze and evaluate the style, form, and features of literary, informational (non-journalistic, journalistic, and academic texts), and transactional texts. They are able to compose and publish a range of multimedia texts for a variety of meanings, purposes, and audiences, including learning in other content areas; and take pride in their cultural heritage.

3. GRADE LEVEL STANDARDS



GRADE LEVEL	GRADE LEVEL STANDARDS
G2	The learners demonstrate oracy in English, with L1 as a literacy resource; decode high frequency words and some content-specific words; develop vocabulary for conversational use and content learning; understand how words are used in simple sentences to get and express meaning; and comprehend, respond to, create, and compose developmentally-appropriate and content-specific texts.
G3	The learners demonstrate basic literacy in English, with L1 as a literacy resource; expand their vocabulary for conversational use and content learning, using high frequency and content-specific words; use simple and compound sentences to get and express meaning; and comprehend, analyze, create, and compose developmentally-appropriate and content-specific texts.
G4	The learners demonstrate basic and applied and critical literacy in developing receptive and productive skills; understand how literal and implied meanings are used in literary and informational texts; compose narrative and expository texts with simple, compound, and some complex sentences; use verbal and non-verbal cues for clarity of purpose and meaning appropriate to age, gender, and culture; and use visual elements to derive meaning and evaluate the cultural appropriateness of visual texts.
G5	The learners demonstrate applied and critical literacy in further developing receptive and productive skills; understand how literal and implied meanings are used in literary and informational texts; compose narrative and expository texts with simple, compound, and complex sentences; fill out a variety of forms accurately; use tone and mood, and verbal and non-verbal cues for clarity of purpose and meaning appropriate to age, gender, and culture; use visual elements to derive meaning and evaluate cultural appropriateness of visual texts; and understand multimedia elements and how they affect the meaning of multimedia texts.
G6	The learners demonstrate applied and critical literacy in consolidating receptive and productive skills; use literal and implied meanings in composing literary and informational texts; use a range of reference materials to compose narrative, expository, and persuasive texts with simple, compound, and complex sentences; create simple survey forms for specific purposes; use tone and mood, and verbal and non-verbal cues for clarity of purpose and meaning appropriate to age, gender and culture; and use visual and multimedia elements to derive meaning from and produce multimedia texts for specific purposes.
G7	The learners use their multiliteracies and communicative competence in evaluating Philippine literature, and informational and transactional texts; and create texts in various modalities for a variety of purposes, meanings, and target audiences, which reflect their local and national identity.
G8	The learners use their multiliteracies and communicative competence in evaluating Afro-Asian literature, and informational and transactional texts; and create texts in various modalities for a variety of

	purposes, meanings, and target audiences, which reflect their expanding cultural identity (Philippines and Afro-Asia).
G9	The learners use their multiliteracies and communicative competence in evaluating Anglo-American literature, and informational and transactional texts; and create texts in various modalities for a variety of purposes, meanings, and target audiences, which reflect their expanding cultural identity (Philippines, Afro-Asia, and Anglo-America).
G10	The learners use their multiliteracies and communicative competence in evaluating World literature, and informational and transactional texts; and create texts in various modalities for a variety of purposes, meanings, and target audiences, which reflect their expanding cultural identity (Philippines, Afro-Asia, Anglo-America, and the World).

ENGLISH CURRICULUM GUIDE

**MACRO SCOPE AND SEQUENCE OF ESSENTIAL LEARNING COMPETENCIES
KEY STAGE 1**

Legend:

 Listening
 Reading

 Speaking
 Writing

SUBDOMAINS	LEARNING COMPETENCIES	GRADE 2				GRADE 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Phonological Awareness	Recognize rhymes in chants, poems, and stories heard.	L	L	L	L				
		S	S	S	S				
	Segment onset and rime.	L	L	L	L				
		S	S	S	S				
Phonics and Word Study <i>(sounds to print)</i>	Identify sight words.								
	1 Grade 2 level-appropriate	L	L	L	L				
		S	S	S	S				
		R	R	R	R				
		W*	W*	W*	W*				
	2 Grade 3 level-appropriate					L	L	L	L
						S	S	S	S
						R	R	R	R
						W	W	W	W
	Identify alphabet letter names.	L							
		S							
		R							
W*									
Read words accurately and automatically according to word patterns (initial, final, medial).									

1	CVC words	L	L	L				
		S	S	S				
		R	R	R				
		W*	W*	W*				
2	CVCe words		L	L	L			
			S	S	S			
			R	R	R			
			W*	W*	W*			
3	CVVC words		L	L	L			
			S	S	S			
			R	R	R			
			W*	W*	W*			
4	CVCC words			L	L	L		
				S	S	S		
				R	R	R		
				W*	W*	W		
5	CCVC words (clusters and diphthongs)			L	L	L		
				S	S	S		
				R	R	R		
				W*	W*	W		
6	VCV words				L	L	L	
					S	S	S	
					R	R	R	
					W*	W	W	
7	VCCV words				L	L	L	
					S	S	S	
					R	R	R	
					W*	W	W	

Vocabulary and Word Knowledge <i>(words)</i>	Identify high-frequency words accurately.		L	L	L	L	L	L	L	L	
			S	S	S	S	S	S	S	S	
			R	R	R	R	R	R	R	R	
			W*	W*	W*	W*	W	W	W	W	
	Use vocabulary referring to:										
	1	oneself and family	L								
			S								
			R								
			W*								
	2	school		L							
			S								
			R								
			W*								
3	community			L							
				S							
				R							
				W*							
4	physical environment				L						
					S						
					R						
					W*						
5	regional themes					L	L				
						S	S				
						R	R				
						W	W				
6	national themes							L	L		
								S	S		
								R	R		

3	words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives)	L	L	L	L	L	L	L	L
		S	S	S	S	S	S	S	S
		R	R	R	R	R	R	R	R
				W*	W*	W	W	W	W
4	a personal pronouns	L	L	L	L				
		S	S	S	S				
		R	R	R	R				
		W*	W*	W*	W*				
	b interrogative pronouns		L	L	L	L			
			S	S	S	S			
			R	R	R	R			
			W*	W*	W*	W			
	c possessive pronouns			L	L	L	L		
				S	S	S	S		
				R	R	R	R		
				W*	W*	W	W		
	d demonstrative pronouns				L	L	L	L	
					S	S	S	S	
					R	R	R	R	
					W*	W	W	W	
Identify the synonyms and antonyms of words.					L	L	L	L	L
					S	S	S	S	S
					R	R	R	R	R
					W*	W	W	W	W
Read words correctly for meaning (based on word patterns).		L	L	L	L	L	L	L	L
		S	S	S	S	S	S	S	S
		R	R	R	R	R	R	R	R

	Write words legibly and correctly (based on word patterns).	L	L	L	L	L	L	L	L	
		S	S	S	S	S	S	S	S	
		R	R	R	R	R	R	R	R	
		W*	W*	W*	W*	W	W	W	W	
	Identify roots of high frequency words (nouns, verbs, and adjectives).					L	L	L	L	
						S	S	S	S	
						R	R	R	R	
						W	W	W	W	
Grammar Awareness and Grammatical Structures <i>(sentences)</i>	Identify sentences and non-sentences.	L	L	L	L	L	L	L	L	
		S	S	S	S	S	S	S	S	
		R	R	R	R	R	R	R	R	
	Use simple sentences to express ideas about oneself, family, school, community, physical environment, regional themes, national themes, and content-specific topics.	L	L	L	L	L	L	L	L	
		S	S	S	S	S	S	S	S	
		R	R	R	R	R	R	R	R	
		W*	W*	W*	W*	W	W	W	W	
	Use simple sentences with proper intonation (pitch, juncture, rhythm).	L	L	L	L	L	L	L	L	
		S	S	S	S	S	S	S	S	
		R	R	R	R	R	R	R	R	
	Sequence words to represent meaning in simple sentences.									
	1	telling sentences (declarative)	L	L	L	L	L	L	L	L
			S	S	S	S	S	S	S	S
				R	R	R	R	R	R	R
					W*	W*	W	W	W	W
2	asking sentences (interrogative)	L	L	L	L	L	L	L	L	
		S	S	S	S	S	S	S	S	
			R	R	R	R	R	R	R	
				W*	W*	W	W	W	W	
3	commanding and requesting sentences (imperative)			L	L	L	L	L	L	

										S	S	S	S	S	S
											R	R	R	R	R
											W*	W	W	W	W
4	exclamatory sentences									L	L	L	L	L	L
										S	S	S	S	S	S
											R	R	R	R	R
											W*	W	W	W	W
Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).															
1	telling sentences (declarative)									L	L	L	L	L	L
										S	S	S	S	S	S
											R	R	R	R	R
											W*	W*	W	W	W
2	asking sentences (interrogative)									L	L	L	L	L	L
										S	S	S	S	S	S
											R	R	R	R	R
											W*	W*	W	W	W
3	commanding and requesting sentences (imperative)										L	L	L	L	L
										S	S	S	S	S	S
											R	R	R	R	R
											W*	W	W	W	W
4	exclamatory sentences									L	L	L	L	L	L
										S	S	S	S	S	S
											R	R	R	R	R
											W*	W	W	W	W
Use correct capitalization and punctuation for simple sentences.															
1	telling sentences (declarative)									L	L	L	L	L	L
										S	S	S	S	S	S
											R	R	R	R	R

				S	S	S	S	S	S	S	S	S	
				R	R	R	R	R	R	R	R	R	
								W	W	W	W		
Comprehend informational texts.													
Note significant details in grade-level informational texts.													
1	a	at least 3 details		L	L	L	L						
				S	S	S	S						
					R	R	R						
						W*	W*						
	b	at least 4 details				L	L	L	L				
						S	S	S	S				
						R	R	R	R				
							W*	W	W				
	c	at least 5 details							L	L	L	L	
									S	S	S	S	
									R	R	R	R	
									W	W	W	W	
2	Identify problem and solution.		L	L	L	L	L	L	L	L	L		
			S	S	S	S	S	S	S	S	S		
					R	R	R	R	R	R	R		
							W	W	W	W	W		
Identify text types.													
3	a	time order and procedural		L	L	L	L	L	L	L	L	L	
				S	S	S	S	S	S	S	S	S	
					R	R	R	R	R	R	R	R	
	b	description				W*	W*	W	W	W	W	W	
						L	L	L	L	L	L	L	
						S	S	S	S	S	S	S	
			R	R	R	R	R	R	R	R			

										W	W	W	W	
										L	L	L	L	
	c	explanation								S	S	S	S	
										R	R	R	R	
										W	W	W	W	
	4	Draw conclusions.								L	L	L	L	
										S	S	S	S	
										R	R	R	R	
										W	W	W	W	
Creating and Composing Texts <i>(discourse)</i>		Use common expressions and polite greetings appropriate to a given situation.	S	S	S	S	S	S	S	S	S	S	S	
			W*	W*	W*	W*	W	W	W	W	W	W	W	
		Use own words in retelling myths, legends, fables, and narrative poems.	S	S	S	S	S	S	S	S	S	S	S	
			W*	W*	W*	W*	W	W	W	W	W	W	W	
		Express ideas about one's experiences:												
	1	oneself and family	S											
			W*											
	2	school		S										
				W*										
	3	community			S									
				W*										
4	physical environment				S									
					W*									
5	regional themes					S	S							
						W	W							
6	national themes							S	S			S	S	
								W	W			W	W	
7	content-specific topics	S	S	S	S	S	S	S	S	S	S	S	S	
				W*	W*	W	W	W	W	W	W	W	W	

Use basic sight words, high frequency, and content-specific words.		S	S	S	S	S	S	S	S
		W*	W*	W*	W*	W	W	W	W
Compose texts to react to the character, setting, or events in a story.		S	S	S	S	S	S	S	S
				W*	W*	W	W	W	W
Compose texts to react to a topic.		S	S	S	S	S	S	S	S
				W*	W*	W	W	W	W
Make a summary of narrative text.		S	S	S	S	S	S	S	S
				W*	W*	W	W	W	W
Express ideas using text types:									
1	time order and procedural	S	S	S	S	S	S	S	S
				W*	W*	W	W	W	W
2	description					S	S	S	S
						W	W	W	W
3	explanation					S	S	S	S
						W	W	W	W

LEGEND:

W*- Copying and Guided Writing in response to Comprehension Questions

W - Creating and Composing

GRADE 2

GRADE LEVEL STANDARD

The learners demonstrate oracy in English, with L1 as a literacy resource; decode high frequency words and some content-specific words; develop vocabulary for conversational use and content learning; understand how words are used in simple sentences to get and express meaning; and comprehend, respond to, create, and compose developmentally-appropriate and content-specific texts.

QUARTER 1

CONTENT STANDARDS	The learners demonstrate phonological awareness and phonic knowledge in decoding developmentally-appropriate words; and understand and create simple sentences to express meaning about oneself, family, and everyday topics.
PERFORMANCE STANDARDS	The learners use phonological, phonic, and alphabet knowledge to read/write words accurately; decode high frequency words and some content-specific vocabulary; use phrases or simple sentences to express ideas about oneself, family, and everyday topics; and read grade level sentences with appropriate speed, accuracy, and expression.

SUBDOMAINS	LEARNING COMPETENCIES	MACRO SKILLS			
		L	S	R	W
Phonological Awareness	EN2PA-I-1 Recognize rhymes in chants, poems, and stories heard.	L	S		
	EN2PA-I-2 Segment onset and rime.	L	S		
Phonics and Word Study <i>(sounds to words)</i>	EN2PWS-I-1 Identify Grade 2 level-appropriate sight words.	L	S	R	W*
	EN2PWS-I-2 Identify alphabet letter names.	L	S	R	W*
	EN2PWS-I-3 Read words accurately and automatically according to word patterns (initial, final, medial): CVC words	L	S	R	W*
Vocabulary and Word Knowledge <i>(words)</i>	EN2VWK-I-1 Identify high-frequency words accurately.	L	S	R	W*
	EN2VWK-I-2 Use vocabulary referring to:				
	1 oneself and family	L	S	R	W*
	2 content-specific topics	L	S	R	W*
	EN2VWK-I-3 Use content-specific words in Mathematics (basic symbols and terminologies).	L	S	R	W*

	EN2VWK-I-4 Identify words with different functions.							
	1	words that label persons, places, things, animals, events, ideas, and emotions (naming words - nouns)						
		a. common and proper nouns	L	S	R	W*		
		b. gender	L	S	R	W*		
	2	words that label actions (doing words - verbs)	L	S	R			
	3	words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives)	L	S	R			
	4	words that replace persons, places, things, animals, events, ideas, and emotions: personal pronouns	L	S	R	W*		
EN2VWK-I-5 Read words correctly for meaning (based on word patterns).				L	S	R		
EN2VWK-I-6 Write words legibly and correctly (based on word patterns).				L	S	R	W*	
Grammar Awareness and Grammatical Structures <i>(sentences)</i>	EN2GAGS-I-1 Identify sentences and non-sentences.				L	S	R	
	EN2GAGS-I-2 Use simple sentences to express ideas about oneself and family.				L	S	R	W*
	EN2GAGS-I-3 Use simple sentences with proper intonation (pitch, juncture, rhythm).				L	S	R	
	EN2GAGS-I-4 Sequence words to represent meaning in simple sentences.							
	1	telling sentences (declarative)	L	S				
	2	asking sentences (interrogative)	L	S				
	EN2GAGS-I-5 Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).							
	1	telling sentences (declarative)	L	S				
	2	asking sentences (interrogative)	L	S				
	EN2GAGS-I-6 Use correct capitalization and punctuation for simple sentences.							
	1	telling sentences (declarative)	L	S				
	2	asking sentences (interrogative)	L	S				
	EN2GAGS-I-7 Identify discourse markers for a given text type: time order and procedural.				L	S		

Comprehending and Analyzing Text <i>(discourse)</i>	EN2CAT-I-1 Read grade level sentences with appropriate speed, accuracy, and expression.		L	S	R		
	EN2CAT-I-2 Comprehend stories.						
	1	Note important elements from stories (characters, setting, events).	L	S	R	W*	
	2	Sequence at least three events.	L	S			
	3	Identify the problem and solution in stories.	L	S			
	4	Infer the character's feelings and traits.	L	S			
	5	Relate story events to one's experience.	L	S			
	6	Identify cause and effect of events.	L	S			
	7	Predict possible ending.	L	S			
	8	Give a summary.	L	S	R		
	EN2CAT-I-3 Comprehend informational texts.						
1	Note at least three significant details in informational texts.	L	S				
2	Identify problem and solution.	L	S				
3	Identify text types: time order and procedural.	L	S				
Creating and Composing Text <i>(discourse)</i>	EN2CCT-I-1 Use common expressions and polite greetings appropriate to a given situation.			S		W*	
	EN2CCT-I-2 Use own words in retelling myths, legends, fables, and narrative poems.			S		W*	
	EN2CCT-I-3 Express ideas about one's experiences.						
	1	oneself and family		S		W*	
	2	content-specific topics		S			
	EN2CCT-I-4 Use basic sight words, high frequency, and content-specific words.			S		W*	
	EN2CCT-I-5 Compose texts to react to the character, setting, or events in a story.			S			
	EN2CCT-I-6 Compose texts to react to a topic.			S			
	EN2CCT-I-7 Make a summary of narrative text.			S			
EN2CCT-I-8 Express ideas using text types: time order and procedural.			S				

GRADE 2 – QUARTER 2

CONTENT STANDARDS	The learners demonstrate development in decoding high frequency words and content-specific vocabulary; and understand and create simple sentences in getting and expressing meaning about their school and everyday topics.
PERFORMANCE STANDARDS	The learners use their developing word knowledge to recognize sight words; decode high frequency words and content-specific vocabulary; use simple sentences to express ideas and narrate personal experiences about their school and content-specific topics; and read grade level sentences with appropriate speed, accuracy, and expression.

SUBDOMAINS	LEARNING COMPETENCIES	MACRO SKILLS			
		L	S	R	W
Phonological Awareness	EN2PA-II-1 Recognize rhymes in chants, poems, and stories heard.	L	S		
	EN2PA-II-2 Segment onset and rime.	L	S		
Phonics and Word Study <i>(sounds to words)</i>	EN2PWS-II-1 Identify Grade 2 level-appropriate sight words.	L	S	R	W*
	EN2PWS-II-2 Read words accurately and automatically according to word patterns (initial, final, medial).				
	1 CVC words	L	S	R	W*
	2 CVCe words	L	S	R	W*
	3 CVVC words	L	S	R	W*
Vocabulary and Word Knowledge <i>(words)</i>	EN2VWK-II-1 Identify high-frequency words accurately.	L	S	R	W*
	EN2VWK-II-2 Use vocabulary referring to:				
	1 school	L	S	R	W*
	2 content-specific topics	L	S	R	W*
	EN2VWK-II-3 Use content-specific words in Mathematics (basic symbols and terminologies).	L	S	R	W*
	EN2VWK-II-4 Identify words with different functions.				
	1 words that label persons, places, things, animals, events, ideas, and emotions (naming words - nouns)				
	a. common and proper nouns	L	S	R	W*

		b. gender	L	S	R	W*	
	2	words that label actions (doing words - verbs)	L	S	R		
	3	words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives)	L	S	R		
	4	words that replace persons, places, things, animals, events, ideas, and emotions					
		a. personal pronouns	L	S	R	W*	
		b. interrogative pronouns	L	S	R	W*	
		EN2VWK-II-5 Read words correctly for meaning (based on word patterns).		L	S	R	
	EN2VWK-II-6 Write words legibly and correctly (based on word patterns).		L	S	R	W*	
Grammar Awareness and Grammatical Structures <i>(sentences)</i>	EN2GAGS-II-1 Identify sentences and non-sentences.		L	S	R		
	EN2GAGS-II-2 Use simple sentences to express ideas about school.		L	S	R	W*	
	EN2GAGS-II-3 Use simple sentences with proper intonation (pitch, juncture, rhythm).		L	S	R		
	EN2GAGS-II-4 Sequence words to represent meaning in simple sentences.						
	1	telling sentences (declarative)	L	S	R		
	2	asking sentences (interrogative)	L	S	R		
	EN2GAGS-II-5 Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).						
	1	telling sentences (declarative)	L	S	R		
	2	asking sentences (interrogative)	L	S	R		
	EN2GAGS-II-6 Use correct capitalization and punctuation for simple sentences.						
	1	telling sentences (declarative)	L	S	R		
	2	asking sentences (interrogative)	L	S	R		
	EN2GAGS-II-7 Identify discourse markers for a given text type: time order and procedural.		L	S	R		
	Comprehending and Analyzing Text <i>(discourse)</i>	EN2CAT-II-1 Read grade level sentences with appropriate speed, accuracy, and expression.		L	S	R	
EN2CAT-II-2 Comprehend stories.							
1		Note important elements from stories (characters, setting, events).	L	S	R	W*	

	2	Sequence at least three events.	L	S	R		
	3	Identify the problem and solution in stories.	L	S			
	4	Infer the character’s feelings and traits.	L	S			
	5	Relate story events to one’s experience.	L	S			
	6	Identify cause and effect of events.	L	S			
	7	Predict possible ending.	L	S			
	8	Give a summary.	L	S	R		
	EN2CAT-II-3 Comprehend informational texts.						
	1	Note at least three significant details in informational texts.	L	S	R		
	2	Identify problem and solution.	L	S			
3	Identify text types: time order and procedural.	L	S	R			
Creating and Composing Text <i>(discourse)</i>	EN2CCT-II-1 Use common expressions and polite greetings appropriate to a given situation.			S		W*	
	EN2CCT-II-2 Use own words in retelling myths, legends, fables, and narrative poems.			S		W*	
	EN2CCT-II-3 Express ideas about one’s experiences.						
	1	school		S		W*	
	2	content-specific topics		S			
	EN2CCT-II-4 Use basic sight words, high frequency, and content-specific words.			S		W*	
	EN2CCT-II-5 Compose texts to react to the character, setting, or events in a story.			S			
	EN2CCT-II-6 Compose texts to react to a topic.			S			
	EN2CCT-II-7 Make a summary of narrative text.			S			
EN2CCT-II-8 Express ideas using text types: time order and procedural.			S				

GRADE 2 – QUARTER 3

CONTENT STANDARDS	The learners demonstrate ongoing development in decoding high frequency words and content-specific vocabulary; and understand and create simple sentences in getting and expressing meaning about their community and content-specific topics.
PERFORMANCE STANDARDS	The learners use their developing word knowledge to recognize sight words; decode high frequency words and content-specific vocabulary; use simple sentences to express ideas and narrate personal experiences about their community and content-specific topics; and read grade level sentences with appropriate speed, accuracy, and expression.

SUBDOMAINS	LEARNING COMPETENCIES	MACRO SKILLS			
		L	S	R	W
Phonological Awareness	EN2PA-III-1 Recognize rhymes in chants, poems, and stories heard.	L	S		
	EN2PA-III-2 Segment onset and rime.	L	S		
Phonics and Word Study <i>(sounds to words)</i>	EN2PWS-III-1 Identify Grade 2 level-appropriate sight words.	L	S	R	W*
	EN2PWS-III-2 Read words accurately and automatically according to word patterns (initial, final, medial).				
	1 CVC words	L	S	R	W*
	2 CVCe words	L	S	R	W*
	3 CVVC words	L	S	R	W*
	4 CVCC words	L	S	R	W*
5 CCVC words (clusters and diphthongs)	L	S	R	W*	
Vocabulary and Word Knowledge <i>(words)</i>	EN2VWK-III-1 Identify high-frequency words accurately.	L	S	R	W*
	EN2VWK-III-2 Use vocabulary referring to:				
	1 community	L	S	R	W*
	2 content-specific topics	L	S	R	W*
	EN2VWK-III-3 Use content-specific words in Mathematics (basic symbols and terminologies).	L	S	R	W*
EN2VWK-III-4 Identify words with different functions.					

	1	words that label persons, places, things, animals, events, ideas, and emotions (naming words - nouns)					
		a. common and proper nouns	L	S	R	W*	
			b. gender	L	S	R	W*
	2	words that label actions (doing words - verbs)	L	S	R	W*	
	3	words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives)	L	S	R	W*	
	4	words that replace persons, places, things, animals, events, ideas, and emotions					
		a. personal pronouns	L	S	R	W*	
		b. interrogative pronouns	L	S	R	W*	
			c. possessive pronouns	L	S	R	W*
			EN2VWK-III-5 Read words correctly for meaning (based on word patterns).	L	S	R	
		EN2VWK-III-6 Write words legibly and correctly (based on word patterns).	L	S	R	W*	
Grammar Awareness and Grammatical Structures <i>(sentences)</i>		EN2GAGS-III-1 Identify sentences and non-sentences.	L	S	R		
		EN2GAGS-III-2 Use simple sentences to express ideas about community.	L	S	R	W*	
		EN2GAGS-III-3 Use simple sentences with proper intonation (pitch, juncture, rhythm).	L	S	R		
		EN2GAGS-III-4 Sequence words to represent meaning in simple sentences.					
	1	telling sentences (declarative)	L	S	R	W*	
	2	asking sentences (interrogative)	L	S	R	W*	
	3	commanding and requesting sentences (imperative)	L	S			
	4	exclamatory sentences	L	S			
		EN2GAGS-III-5 Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).					
	1	telling sentences (declarative)	L	S	R	W*	
	2	asking sentences (interrogative)	L	S	R	W*	
	3	commanding and requesting sentences (imperative)	L	S			
	4	exclamatory sentences	L	S			
		EN2GAGS-III-6 Use correct capitalization and punctuation for simple sentences.					

	1	telling sentences (declarative)	L	S	R	W*	
	2	asking sentences (interrogative)	L	S	R	W*	
	3	commanding and requesting sentences (imperative)	L	S			
	4	exclamatory sentences	L	S			
	EN2GAGS-III-7 Identify discourse markers for a given text type.						
	1	time order and procedural	L	S	R	W*	
	2	description	L	S	R		
Comprehending and Analyzing Text <i>(discourse)</i>	EN2CAT-III-1 Read grade level sentences with appropriate speed, accuracy, and expression.		L	S	R		
	EN2CAT-III-2 Comprehend stories.						
	1	Note important elements from stories (characters, setting, events).	L	S	R	W*	
	2	Sequence at least three to four events.	L	S	R		
	3	Identify the problem and solution in stories.	L	S	R		
	4	Infer the character’s feelings and traits.	L	S	R		
	5	Relate story events to one’s experience.	L	S	R		
	6	Identify cause and effect of events.	L	S	R		
	7	Predict possible ending.	L	S	R		
	8	Give a summary.	L	S	R		
	EN2CAT-III-3 Comprehend informational texts.						
	1	Note at least three to four significant details in informational texts.	L	S	R		
	2	Identify problem and solution.	L	S	R		
	3	Identify text types.	L	S	R	W*	
a. time order and procedural		L	S	R	W*		
	b. description	L	S	R			
Creating and Composing Text <i>(discourse)</i>	EN2CCT-III-1 Use common expressions and polite greetings appropriate to a given situation.			S		W*	
	EN2CCT-III-2 Use own words in retelling myths, legends, fables, and narrative poems.			S		W*	

	EN2CCT-III-3 Express ideas about one’s experiences.			
	1	community	S	W*
	2	content-specific topics	S	W*
	EN2CCT-III-4 Use basic sight words, high frequency, and content-specific words.			
	EN2CCT-III-5 Compose texts to react to the character, setting, or events in a story.			
	EN2CCT-III-6 Compose texts to react to a topic.			
	EN2CCT-III-7 Make a summary of narrative text.			
	EN2CCT-III-8 Express ideas using text types: time order and procedural.			

GRADE 2 – QUARTER 4

CONTENT STANDARDS	The learners demonstrate ongoing development in decoding high frequency words and content-specific vocabulary; understand and create simple sentences in getting and expressing meaning about their environment and content-specific topics.
PERFORMANCE STANDARDS	The learners use their developing word knowledge to recognize sight words; decode high frequency words and content-specific vocabulary; use simple sentences to express ideas and narrate personal experiences about their environment and content-specific topics; and read grade level sentences with appropriate speed, accuracy, and expression.

SUBDOMAINS	LEARNING COMPETENCIES	MACRO SKILLS			
		L	S	R	W
Phonological Awareness	EN2PA-IV-1 Recognize rhymes in chants, poems, and stories heard.	L	S		
	EN2PA-IV-2 Segment onset and rime.	L	S		
Phonics and Word Study <i>(sounds to words)</i>	EN2PWS-IV-1 Identify Grade 2 level-appropriate sight words.	L	S	R	W*
	EN2PWS-IV-2 Read words accurately and automatically according to word patterns (initial, final, medial).				
	1 CVCe words	L	S	R	W*
	2 CVVC words	L	S	R	W*
	3 CVCC words	L	S	R	W*
	4 CCVC words (clusters and diphthongs)	L	S	R	W*
	5 VCV words	L	S	R	W*
6 VCCV words	L	S	R	W*	
Vocabulary and Word Knowledge <i>(words)</i>	EN2VWK-IV-1 Identify high-frequency words accurately.	L	S	R	W*
	EN2VWK-IV-2 Use vocabulary referring to:				
	1 physical environment	L	S	R	W*
	2 content-specific topics	L	S	R	W*
	EN2VWK-IV-3 Use content-specific words.	L	S	R	W*
1 Mathematics (basic symbols and terminologies)	L	S	R	W*	

	2	Science (basic terminologies)	L	S	R	W*	
	EN2VWK-IV-4 Identify words with different functions.						
	1	words that label persons, places, things, animals, events, ideas, and emotions (naming words - nouns)					
		a. common and proper nouns	L	S	R	W*	
		b. gender	L	S	R	W*	
	2	words that label actions (doing words - verbs)	L	S	R	W*	
	3	words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives)	L	S	R	W*	
	4	words that replace persons, places, things, animals, events, ideas, and emotions					
		a. personal pronouns	L	S	R	W*	
		b. interrogative pronouns	L	S	R	W*	
		c. possessive pronouns	L	S	R	W*	
		d. demonstrative pronouns	L	S	R	W*	
	EN2VWK-IV-5 Identify the synonyms and antonyms of words.						
	EN2VWK-IV-6 Read words correctly for meaning (based on word patterns).						
	EN2VWK-IV-7 Write words legibly and correctly (based on word patterns).						
Grammar Awareness and Grammatical Structures <i>(sentences)</i>	EN2GAGS-IV-1 Identify sentences and non-sentences.						
	EN2GAGS-IV-2 Use simple sentences to express ideas about environment.						
	EN2GAGS-IV-3 Use simple sentences with proper intonation (pitch, juncture, rhythm).						
	EN2GAGS-IV-4 Sequence words to represent meaning in simple sentences.						
	1	telling sentences (declarative)	L	S	R	W*	
	2	asking sentences (interrogative)	L	S	R	W*	
	3	commanding and requesting sentences (imperative)	L	S	R	W*	
	4	exclamatory sentences	L	S	R	W*	
	EN2GAGS-IV-5 Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).						
	1	telling sentences (declarative)	L	S	R	W*	

	2	asking sentences (interrogative)	L	S	R	W*	
	3	commanding and requesting sentences (imperative)	L	S	R	W*	
	4	exclamatory sentences	L	S	R	W*	
	EN2GAGS-IV-6 Use correct capitalization and punctuation for simple sentences.						
	1	telling sentences (declarative)	L	S	R	W*	
	2	asking sentences (interrogative)	L	S	R	W*	
	3	commanding and requesting sentences (imperative)	L	S	R	W*	
	4	exclamatory sentences	L	S	R	W*	
	EN2GAGS-IV-7 Identify discourse markers for a given text type.						
	1	time order and procedural	L	S	R	W*	
2	description	L	S	R			
Comprehending and Analyzing Text <i>(discourse)</i>	EN2CAT-IV-1 Read grade level sentences with appropriate speed, accuracy, and expression.		L	S	R		
	EN2CAT-IV-2 Comprehend stories.						
	1	Note important elements from stories (characters, setting, events).	L	S	R	W*	
	2	Sequence at least three to four events.	L	S	R	W*	
	3	Identify the problem and solution in stories.	L	S	R		
	4	Infer the character’s feelings and traits.	L	S	R		
	5	Relate story events to one’s experience.	L	S	R		
	6	Identify cause and effect of events.	L	S	R		
	7	Predict possible ending.	L	S	R		
	8	Give a summary.	L	S	R		
	EN2CAT-IV-3 Comprehend informational texts.						
	1	Note at least three to four significant details in informational texts.	L	S	R	W*	
	2	Identify problem and solution.	L	S	R		
	3	Identify text types.	L	S	R	W*	
		a. time order and procedural	L	S	R	W*	
b. description		L	S	R			

Creating and Composing Text <i>(discourse)</i>	EN2CCT-IV-1 Use common expressions and polite greetings appropriate to a given situation.		S	W*
	EN2CCT-IV-2 Use own words in retelling myths, legends, fables, and narrative poems.		S	W*
	EN2CCT-IV-3 Express ideas about one’s experiences.			
	1	physical environment	S	W*
	2	content-specific topics	S	W*
	EN2CCT-IV-4 Use basic sight words, high frequency, and content-specific words.		S	W*
	EN2CCT-IV-5 Compose texts to react to the character, setting, or events in a story.		S	W*
	EN2CCT-IV-6 Compose texts to react to a topic.		S	W*
	EN2CCT-IV-7 Make a summary of narrative text.		S	W*
EN2CCT-IV-8 Express ideas using text types: time order and procedural.		S	W*	

GRADE 3

GRADE LEVEL STANDARD

The learners demonstrate basic literacy in English, with L1 as a literacy resource; expand their vocabulary for conversational use and content learning, using high frequency and content-specific words; use simple and compound sentences to get and express meaning; and comprehend, analyze, create, and compose developmentally-appropriate and content-specific texts.

QUARTER 1

CONTENT STANDARDS	The learners demonstrate expanding vocabulary and understanding of high frequency words and content-specific vocabulary; understand and create simple and compound sentences for comprehending, analyzing, creating, and composing texts about regional themes and content-specific topics.
PERFORMANCE STANDARDS	The learners use their expanding vocabulary of high-frequency and content-specific words, and simple and compound sentences to comprehend, create, and compose narrative and informational texts about regional themes and content-specific topics; and read grade level texts with appropriate speed, accuracy, and expression.

SUBDOMAINS	LEARNING COMPETENCIES	MACRO SKILLS			
		L	S	R	W
Phonics and Word Study <i>(sounds to words)</i>	EN3PWS-I-1 Identify Grade 3 level-appropriate sight words.	L	S	R	W
	EN3PWS-I-2 Read words accurately and automatically according to word patterns (initial, final, medial).				
	1 CVCC words	L	S	R	W
	2 CCVC words (clusters and diphthongs)	L	S	R	W
	3 VCV words	L	S	R	W
Vocabulary and Word Knowledge <i>(words)</i>	4 VCCV words	L	S	R	W
	EN3VWK-I-1 Identify high-frequency words accurately.	L	S	R	W
	EN3VWK-I-2 Use vocabulary referring to:				
	1 regional themes	L	S	R	W
	2 content-specific topics	L	S	R	W
Vocabulary and Word Knowledge <i>(words)</i>	EN3VWK-I-3 Use content-specific words.	L	S	R	W
	1 Mathematics (basic symbols and terminologies)	L	S	R	W

	2	Science (basic terminologies)	L	S	R	W	
	EN3VWK-I-4 Identify words with different functions.						
	1	words that label actions (doing words - verbs)	L	S	R	W	
	2	words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives)	L	S	R	W	
	3	words that replace persons, places, things, animals, events, ideas, and emotions					
		a.	interrogative pronouns	L	S	R	W
		b.	possessive pronouns	L	S	R	W
		c.	demonstrative pronouns	L	S	R	W
	EN3VWK-I-5 Identify the synonyms and antonyms of words.						
	EN3VWK-I-6 Read words correctly for meaning (based on word patterns).						
	EN3VWK-I-7 Write words legibly and correctly (based on word patterns).						
	EN3VWK-I-8 Identify roots of high frequency words (nouns, verbs, and adjectives).						
	Grammar Awareness and Grammatical Structures <i>(sentences)</i>	EN3GAGS-I-1 Identify sentences and non-sentences.					
EN3GAGS-I-2 Use simple sentences to express ideas about regional themes.							
EN3GAGS-I-3 Use simple sentences with proper intonation (pitch, juncture, rhythm).							
EN3GAGS-I-4 Sequence words to represent meaning in simple sentences.							
1		telling sentences (declarative)	L	S	R	W	
2		asking sentences (interrogative)	L	S	R	W	
3		commanding and requesting sentences (imperative)	L	S	R	W	
4		exclamatory sentences	L	S	R	W	
EN3GAGS-I-5 Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).							
1		telling sentences (declarative)	L	S	R	W	
2		asking sentences (interrogative)	L	S	R	W	
3		commanding and requesting sentences (imperative)	L	S	R	W	
4		exclamatory sentences	L	S	R	W	

	EN3GAGS-I-6 Use correct capitalization and punctuation for simple sentences.					
	1	telling sentences (declarative)	L	S	R	W
	2	asking sentences (interrogative)	L	S	R	W
	3	commanding and requesting sentences (imperative)	L	S	R	W
	4	exclamatory sentences	L	S	R	W
	EN3GAGS-I-7 Identify discourse markers for a given text type.					
	1	time order and procedural	L	S	R	W
	2	Description	L	S	R	W
	3	explanation	L	S	R	W
	Comprehending and Analyzing Text <i>(discourse)</i>	EN3CAT-I-1 Read grade level sentences with appropriate speed, accuracy, and expression.		L	S	R
EN3CAT-I-2 Comprehend stories.						
1		Note important elements from stories (characters, setting, events).	L	S	R	W
2		Sequence at least four to five events.	L	S	R	W
3		Identify the problem and solution in stories.	L	S	R	W
4		Infer the character’s feelings and traits.	L	S	R	W
5		Relate story events to one’s experience.	L	S	R	W
6		Identify cause and effect of events.	L	S	R	W
7		Predict possible ending.	L	S	R	W
8		Give a summary.	L	S	R	W
EN3CAT-I-3 Comprehend informational texts.						
1		Note at least four to five significant details in informational texts.	L	S	R	W
2		Identify problem and solution.	L	S	R	W
3		Identify text types.	L	S	R	W
		a. time order and procedural	L	S	R	W
		b. description	L	S	R	W
		c. explanation	L	S	R	W
4	Draw conclusions.	L	S	R	W	

<p>Creating and Composing Text <i>(discourse)</i></p>	EN3CCT-I-1 Use common expressions and polite greetings appropriate to a given situation.		S	W
	EN3CCT-I-2 Use own words in retelling myths, legends, fables, and narrative poems.		S	W
	EN3CCT-I-3 Express ideas about one’s experiences.			
	1	regional themes	S	W
	2	content-specific topics	S	W
	EN3CCT-I-4 Use basic sight words, high frequency, and content-specific words.		S	W
	EN3CCT-I-5 Compose texts to react to the character, setting, or events in a story.		S	W
	EN3CCT-I-6 Compose texts to react to a topic.		S	W
	EN3CCT-I-7 Make a summary of narrative text.		S	W
	EN3CCT-I-8 Express ideas using text types.		S	W
	1	time order and procedural	S	W
	2	description	S	W
	3	explanation	S	W

GRADE 3 – QUARTER 2

CONTENT STANDARDS	The learners demonstrate expanding vocabulary and understanding of high frequency words and content-specific vocabulary; understand and create simple and compound sentences for comprehending, analyzing, creating, and composing texts about regional themes and content-specific topics.
PERFORMANCE STANDARDS	The learners use their expanding vocabulary of high-frequency and content-specific words, and simple and compound sentences to comprehend, create, and compose narrative and informational texts about regional themes and content-specific topics; and read grade level texts with appropriate speed, accuracy, and expression.

SUBDOMAINS	LEARNING COMPETENCIES	MACRO SKILLS			
		L	S	R	W
Phonics and Word Study <i>(sounds to words)</i>	EN3PWS-II-1 Identify Grade 3 level-appropriate sight words.	L	S	R	W
	EN3PWS-II-2 Read words accurately and automatically according to word patterns (initial, final, medial).				
	1 VCV words	L	S	R	W
	2 VCCV words	L	S	R	W
Vocabulary and Word Knowledge <i>(words)</i>	EN3VWK-II-1 Identify high-frequency words accurately.	L	S	R	W
	EN3VWK-II-2 Use vocabulary referring to:				
	1 regional themes	L	S	R	W
	2 content-specific topics	L	S	R	W
	EN3VWK-II-3 Use content-specific words.				
	1 Mathematics (basic symbols and terminologies)	L	S	R	W
	2 Science (basic terminologies)	L	S	R	W
	EN3VWK-II-4 Identify words with different functions.				
	1 words that label actions (doing words - verbs)	L	S	R	W
	2 words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives)	L	S	R	W
	3 words that replace persons, places, things, animals, events, ideas, and emotions				
a. possessive pronouns	L	S	R	W	
b. demonstrative pronouns	L	S	R	W	

	EN3VWK-II-5 Identify the synonyms and antonyms of words.	L	S	R	W	
	EN3VWK-II-6 Read words correctly for meaning (based on word patterns).	L	S	R		
	EN3VWK-II-7 Write words legibly and correctly (based on word patterns).	L	S	R	W	
	EN3VWK-II-8 Identify roots of high frequency words (nouns, verbs, and adjectives).	L	S	R	W	
Grammar Awareness and Grammatical Structures <i>(sentences)</i>	EN3GAGS-II-1 Identify sentences and non-sentences.	L	S	R		
	EN3GAGS-II-2 Use simple sentences to express ideas about regional themes.	L	S	R	W	
	EN3GAGS-II-3 Use simple sentences with proper intonation (pitch, juncture, rhythm).	L	S	R		
	EN3GAGS-II-4 Sequence words to represent meaning in simple sentences.					
	1	telling sentences (declarative)	L	S	R	W
	2	asking sentences (interrogative)	L	S	R	W
	3	commanding and requesting sentences (imperative)	L	S	R	W
	4	exclamatory sentences	L	S	R	W
	EN3GAGS-II-5 Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).					
	1	telling sentences (declarative)	L	S	R	W
	2	asking sentences (interrogative)	L	S	R	W
	3	commanding and requesting sentences (imperative)	L	S	R	W
	4	exclamatory sentences	L	S	R	W
	EN3GAGS-II-6 Use correct capitalization and punctuation for simple sentences.					
	1	telling sentences (declarative)	L	S	R	W
	2	asking sentences (interrogative)	L	S	R	W
	3	commanding and requesting sentences (imperative)	L	S	R	W
	4	exclamatory sentences	L	S	R	W
	EN3GAGS-II-7 Identify in a compound sentence:					
	1	the two independent clauses in a compound sentence	L	S	R	W
	2	the joining word in a compound sentence (coordinating conjunction)	L	S	R	W
	3	the doers and the actions in the two clauses	L	S	R	W

	EN3GAGS-II-8 Use correct capitalization and punctuation in compound sentences.	L	S	R	W	
	EN3GAGS-II-9 Identify discourse markers for a given text type.					
	1	time order and procedural	L	S	R	W
	2	description	L	S	R	W
	3	explanation	L	S	R	W
Comprehending and Analyzing Text <i>(discourse)</i>	EN3CAT-II-1 Read grade level sentences with appropriate speed, accuracy, and expression.	L	S	R		
	EN3CAT-II-2 Comprehend stories.					
	1	Note important elements from stories (characters, setting, events).	L	S	R	W
	2	Sequence at least four to five events.	L	S	R	W
	3	Identify the problem and solution in stories.	L	S	R	W
	4	Infer the character's feelings and traits.	L	S	R	W
	5	Relate story events to one's experience.	L	S	R	W
	6	Identify cause and effect of events.	L	S	R	W
	7	Predict possible ending.	L	S	R	W
	8	Give a summary.	L	S	R	W
	EN3CAT-II-3 Comprehend informational texts.					
	1	Note at least four to five significant details in informational texts.	L	S	R	W
	2	Identify problem and solution.	L	S	R	W
	3	Identify text types.	L	S	R	W
		a. time order and procedural	L	S	R	W
b. description		L	S	R	W	
	c. explanation	L	S	R	W	
4	Draw conclusions.	L	S	R	W	
	EN3CCT-II-1 Use common expressions and polite greetings appropriate to a given situation.		S		W	

<p>Creating and Composing Text <i>(discourse)</i></p>	EN3CCT-II-2 Use own words in retelling myths, legends, fables, and narrative poems.		S		W	
	EN3CCT-II-3 Express ideas about one’s experiences.					
	1	regional themes		S		W
	2	content-specific topics		S		W
	EN3CCT-II-4 Use basic sight words, high frequency, and content-specific words.			S		W
	EN3CCT-II-5 Compose texts to react to the character, setting, or events in a story.			S		W
	EN3CCT-II-6 Compose texts to react to a topic.			S		W
	EN3CCT-II-7 Make a summary of narrative text.			S		W
	EN3CCT-II-8 Express ideas using text types.			S		W
	1	time order and procedural		S		W
	2	description		S		W
	3	explanation		S		W

GRADE 3 – QUARTER 3

CONTENT STANDARDS	The learners demonstrate expanding vocabulary and understanding of high frequency words and content-specific vocabulary; understand and create simple and compound sentences for comprehending, analyzing, creating, and composing texts about national themes and content-specific topics.
PERFORMANCE STANDARDS	The learners use their expanding vocabulary of high-frequency and content-specific words, and simple and compound sentences to comprehend, create, and compose narrative and informational texts about national themes and content-specific topics; and read grade level texts with appropriate speed, accuracy, and expression.

SUBDOMAINS	LEARNING COMPETENCIES	MACRO SKILLS			
		L	S	R	W
Phonics and Word Study <i>(sounds to words)</i>	EN3PWS-III-1 Identify Grade 3 level-appropriate sight words.	L	S	R	W
	EN3VWK-III-1 Identify high-frequency words accurately.	L	S	R	W
Vocabulary and Word Knowledge <i>(words)</i>	EN3VWK-III-2 Use vocabulary referring to:				
	1 national themes	L	S	R	W
	2 content-specific topics	L	S	R	W
	EN3VWK-III-3 Use content-specific words.				
	1 Mathematics (basic symbols and terminologies)	L	S	R	W
	2 Science (basic terminologies)	L	S	R	W
	EN3VWK-III-4 Identify words with different functions.				
	1 words that label actions (doing words - verbs)	L	S	R	W
	2 words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives)	L	S	R	W
	3 words that replace persons, places, things, animals, events, ideas, and emotions: demonstrative pronouns	L	S	R	W
	EN3VWK-III-5 Identify the synonyms and antonyms of words.	L	S	R	W
	EN3VWK-III-6 Read words correctly for meaning (based on word patterns).	L	S	R	

	EN3VWK-III-7 Write words legibly and correctly (based on word patterns).	L	S	R	W	
	EN3VWK-III-8 Identify roots of high frequency words (nouns, verbs, and adjectives).	L	S	R	W	
Grammar Awareness and Grammatical Structures (sentences)	EN3GAGS-III-1 Identify sentences and non-sentences.	L	S	R		
	EN3GAGS-III-2 Use simple sentences to express ideas about national themes.	L	S	R	W	
	EN3GAGS-III-3 Use simple sentences with proper intonation (pitch, juncture, rhythm).	L	S	R		
	EN3GAGS-III-4 Sequence words to represent meaning in simple sentences.					
	1	telling sentences (declarative)	L	S	R	W
	2	asking sentences (interrogative)	L	S	R	W
	3	commanding and requesting sentences (imperative)	L	S	R	W
	4	exclamatory sentences	L	S	R	W
	EN3GAGS-III-5 Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).					
	1	telling sentences (declarative)	L	S	R	W
	2	asking sentences (interrogative)	L	S	R	W
	3	commanding and requesting sentences (imperative)	L	S	R	W
	4	exclamatory sentences	L	S	R	W
	EN3GAGS-III-6 Use correct capitalization and punctuation for simple sentences.					
	1	telling sentences (declarative)	L	S	R	W
	2	asking sentences (interrogative)	L	S	R	W
	3	commanding and requesting sentences (imperative)	L	S	R	W
	4	exclamatory sentences	L	S	R	W
	EN3GAGS-III-7 Identify in a compound sentence:					
	1	the two independent clauses in a compound sentence	L	S	R	W
	2	the joining word in a compound sentence (coordinating conjunction)	L	S	R	W
	3	the doers and the actions in the two clauses	L	S	R	W
EN3GAGS-III-8 Use correct capitalization and punctuation in compound sentences.						
		L	S	R	W	

	EN3GAGS-III-9 Identify discourse markers for a given text type.							
	1	time order and procedural	L	S	R	W		
	2	description	L	S	R	W		
	3	explanation	L	S	R	W		
Comprehending and Analyzing Text <i>(discourse)</i>	EN3CAT-III-1 Read grade level sentences with appropriate speed, accuracy, and expression.				L	S	R	
	EN3CAT-III-2 Comprehend stories.							
	1	Note important elements from stories (characters, setting, events).	L	S	R	W		
	2	Sequence at least five events.	L	S	R	W		
	3	Identify the problem and solution in stories.	L	S	R	W		
	4	Infer the character's feelings and traits.	L	S	R	W		
	5	Relate story events to one's experience.	L	S	R	W		
	6	Identify cause and effect of events.	L	S	R	W		
	7	Predict possible ending.	L	S	R	W		
	8	Give a summary.	L	S	R	W		
	EN3CAT-III-3 Comprehend informational texts.							
	1	Note at least five significant details in informational texts.	L	S	R	W		
	2	Identify problem and solution.	L	S	R	W		
	3	Identify text types.	L	S	R	W		
		a. time order and procedural	L	S	R	W		
		b. description	L	S	R	W		
	c. explanation	L	S	R	W			
4	Draw conclusions.	L	S	R	W			
Creating and Composing Text <i>(discourse)</i>	EN3CCT-III-1 Use common expressions and polite greetings appropriate to a given situation.					S		W
	EN3CCT-III-2 Use own words in retelling myths, legends, fables, and narrative poems.					S		W
	EN3CCT-III-3 Express ideas about one's experiences.							

	1	national themes		S		W
	2	content-specific topics		S		W
		EN3CCT-III-4 Use basic sight words, high frequency, and content-specific words.		S		W
		EN3CCT-III-5 Compose texts to react to the character, setting, or events in a story.		S		W
		EN3CCT-III-6 Compose texts to react to a topic.		S		W
		EN3CCT-III-7 Make a summary of narrative text.		S		W
		EN3CCT-III-8 Express ideas using text types.		S		W
	1	time order and procedural		S		W
	2	description		S		W
	3	explanation		S		W

GRADE 3 – QUARTER 4

CONTENT STANDARDS	The learners demonstrate expanding vocabulary and understanding of high frequency words and content-specific vocabulary; understand and create simple and compound sentences for comprehending, analyzing, creating, and composing texts about national themes and content-specific topics.
PERFORMANCE STANDARDS	The learners use their expanding vocabulary of high-frequency and content-specific words, and simple and compound sentences to comprehend, create, and compose narrative and informational texts about national themes and content-specific topics; and read grade level texts with appropriate speed, accuracy, and expression.

SUBDOMAINS	LEARNING COMPETENCIES	MACRO SKILLS			
		L	S	R	W
Phonics and Word Study <i>(sounds to words)</i>	EN3PWS-IV-1 Identify Grade 3 level-appropriate sight words.	L	S	R	W
	EN3VWK-IV-1 Identify high-frequency words accurately.	L	S	R	W
Vocabulary and Word Knowledge <i>(words)</i>	EN3VWK-IV-2 Use vocabulary referring to:				
	1 national themes	L	S	R	W
	2 content-specific topics	L	S	R	W
	EN3VWK-IV-3 Use content-specific words.				
	1 Mathematics (basic symbols and terminologies)	L	S	R	W
	2 Science (basic terminologies)	L	S	R	W
	EN3VWK-IV-4 Identify words with different functions.				
	1 words that label actions (doing words - verbs)	L	S	R	W
	2 words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives)	L	S	R	W
	EN3VWK-IV-5 Identify the synonyms and antonyms of words.	L	S	R	W
	EN3VWK-IV-6 Read words correctly for meaning (based on word patterns).	L	S	R	
	EN3VWK-IV-7 Write words legibly and correctly (based on word patterns).	L	S	R	W

Grammar Awareness and Grammatical Structures <i>(sentences)</i>	EN3VWK-IV-8 Identify roots of high frequency words (nouns, verbs, and adjectives).	L	S	R	W	
	EN3GAGS-IV-1 Identify sentences and non-sentences.	L	S	R		
	EN3GAGS-IV-2 Use simple sentences to express ideas about national themes.	L	S	R	W	
	EN3GAGS-IV-3 Use simple sentences with proper intonation (pitch, juncture, rhythm).	L	S	R		
	EN3GAGS-IV-4 Sequence words to represent meaning in simple sentences.					
	1	telling sentences (declarative)	L	S	R	W
	2	asking sentences (interrogative)	L	S	R	W
	3	commanding and requesting sentences (imperative)	L	S	R	W
	4	exclamatory sentences	L	S	R	W
	EN3GAGS-IV-5 Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).					
	1	telling sentences (declarative)	L	S	R	W
	2	asking sentences (interrogative)	L	S	R	W
	3	commanding and requesting sentences (imperative)	L	S	R	W
	4	exclamatory sentences	L	S	R	W
	EN3GAGS-IV-6 Use correct capitalization and punctuation for simple sentences.					
	1	telling sentences (declarative)	L	S	R	W
	2	asking sentences (interrogative)	L	S	R	W
	3	commanding and requesting sentences (imperative)	L	S	R	W
	4	exclamatory sentences	L	S	R	W
	EN3GAGS-III-7 Identify in a compound sentence:					
	1	the two independent clauses in a compound sentence	L	S	R	W
	2	the joining word in a compound sentence (coordinating conjunction)	L	S	R	W
	3	the doers and the actions in the two clauses	L	S	R	W
	EN3GAGS-III-8 Use correct capitalization and punctuation in compound sentences.					
			L	S	R	W
	EN3GAGS-IV-9 Identify discourse markers for a given text type.					

	1	time order and procedural	L	S	R	W
	2	description	L	S	R	W
	3	explanation	L	S	R	W
Comprehending and Analyzing Text <i>(discourse)</i>	EN3CAT-IV-1 Read grade level sentences with appropriate speed, accuracy, and expression.		L	S	R	
	EN3CAT-IV-2 Comprehend stories.					
	1	Note important elements from stories (characters, setting, events).	L	S	R	W
	2	Sequence at least five events.	L	S	R	W
	3	Identify the problem and solution in stories.	L	S	R	W
	4	Infer the character’s feelings and traits.	L	S	R	W
	5	Relate story events to one’s experience.	L	S	R	W
	6	Identify cause and effect of events.	L	S	R	W
	7	Predict possible ending.	L	S	R	W
	8	Give a summary.	L	S	R	W
	EN3CAT-IV-3 Comprehend informational texts.					
	1	Note at least five significant details in informational texts.	L	S	R	W
	2	Identify problem and solution.	L	S	R	W
	3	Identify text types.	L	S	R	W
		a. time order and procedural	L	S	R	W
b. description		L	S	R	W	
	c. explanation	L	S	R	W	
4	Draw conclusions.	L	S	R	W	
Creating and Composing Text <i>(discourse)</i>	EN3CCT-IV-1 Use common expressions and polite greetings appropriate to a given situation.			S		W
	EN3CCT-IV-2 Use own words in retelling myths, legends, fables, and narrative poems.			S		W
	EN3CCT-IV-3 Express ideas about one’s experiences.					
	1	national themes		S		W

	2	content-specific topics		S		W
		EN3CCT-IV-4 Use basic sight words, high frequency, and content-specific words.		S		W
		EN3CCT-IV-5 Compose texts to react to the character, setting, or events in a story.		S		W
		EN3CCT-IV-6 Compose texts to react to a topic.		S		W
		EN3CCT-IV-7 Make a summary of narrative text.		S		W
		EN3CCT-IV-8 Express ideas using text types.		S		W
	1	time order and procedural		S		W
	2	description		S		W
	3	explanation		S		W

**MACRO SCOPE AND SEQUENCE OF ESSENTIAL LEARNING COMPETENCIES
KEY STAGE 2**

SUBDOMAINS	LEARNING COMPETENCIES		GRADE 4				GRADE 5				GRADE 6				
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Listening and Reading <i>(receptive skills)</i>	Comprehend literary texts.														
	1	noting important elements (story grammar)	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	
	2	identifying author's/speaker's point of view													
		a	first person	ü	ü	ü	ü								
		b	second person	ü	ü	ü	ü								
		c	third person (omniscient)	ü	ü	ü	ü								
	3	sequencing events													
		a	at least 6 events	ü	ü	ü	ü								
		b	at least 7 events					ü	ü	ü	ü				
		c	at least 8 events								ü	ü	ü	ü	
	4	identifying type of plot													
		a	sequential	ü	ü	ü	ü	ü	ü						
		b	flashback							ü	ü	ü	ü	ü	ü
	5	analyzing sound devices													
		a	onomatopoeia	ü	ü	ü	ü	ü							
		b	alliteration		ü	ü	ü	ü							
		c	assonance			ü	ü	ü							
		d	consonance				ü	ü							
	6	analyzing figures of speech to get and clarify meaning													
		a	simile			ü	ü	ü	ü						
b		metaphor				ü	ü	ü	ü						
c		personification					ü	ü	ü	ü					
	d	hyperbole						ü	ü	ü	ü				

	e	irony										ü	ü	ü	ü
7	inferring														
	a	setting, theme, genre	ü	ü	ü	ü									
	b	character's feelings and traits					ü	ü	ü	ü					
	c	author's purpose, message, target audience									ü	ü	ü	ü	
8	making predictions														
	a	outcomes of events	ü	ü	ü	ü									
	b	character's possible decision/action					ü	ü	ü	ü					
	c	possible ending									ü	ü	ü	ü	
9	drawing conclusions		ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü
10	identifying the main idea		ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü
11	summarizing story events		ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü
12	differentiating fantasy from reality		ü	ü	ü	ü									
13	applying the important story elements to one's schema														
	a	relating story to one's experiences	ü	ü	ü	ü									
	b	evaluating possibility of an event happening in real life					ü	ü	ü	ü					
	c	learning vicariously from the text									ü	ü	ü	ü	
Comprehend informational texts.															
1	noting important information through outlining (topic, main idea, supporting details)														
	a	inductive organization (pyramid)	ü	ü	ü	ü									
	b	deductive organization (inverted pyramid)					ü	ü	ü	ü					
	c	inductive-deductive organization (diamond)									ü	ü	ü	ü	
2	identifying text types														
	a	enumeration-description	ü	ü											
	b	time order: chronology		ü	ü										
	c	time order: procedural		ü	ü										
	d	recount			ü	ü									

		e	explanation					ü	ü	ü	ü				
		f	news report					ü	ü	ü	ü				
		g	persuasive									ü	ü	ü	ü
	3	identifying author's purpose													
		a	entertain	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü
		b	inform, explain, describe	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü
		c	persuade									ü	ü	ü	ü
	4	drawing conclusions		ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	
	5	making generalizations						ü	ü	ü	ü	ü	ü	ü	
	6	making a summary		ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	
	7	distinguishing fact from opinion (statements of facts, opinions, and fact-based statements of opinion)				ü	ü	ü	ü	ü	ü	ü	ü	ü	
	8	identifying propaganda technique used to persuade audience to further an idea or agenda													
		a	name calling or labelling										ü		
		b	glittering generalities										ü		
		c	transfer										ü		
d		testimonies/testimonials											ü		
e		plain folks											ü		
f		bandwagon											ü		
g		fear												ü	
h		half-truths or spin												ü	
i		bad logic/unwarranted extrapolation												ü	
j	card stacking												ü		
Speaking and Writing <i>(productive skills)</i>	Use words with literal (denotative) and implied (connotative) meanings in sentences.														
	1	using context clues													
		a	synonyms	ü	ü										
b	antonyms	ü	ü												

		c	definition			ü	ü													
		d	exemplification			ü	ü													
		e	analogy					ü	ü	ü	ü									
		f	appositive						ü	ü										
		g	general gist/sense							ü	ü									
		h	punctuation								ü	ü								
	2	using structural analysis																		
		a	root words		ü	ü	ü	ü												
		b	prefixes																	
			un-, in-, il-, ir-, im-, mis-, dis-			ü														
			non-, anti-, de-, mal-, sub-, a-, under-				ü													
			re-, ex-, super-, inter-, intra-, mid-					ü												
			pre-, post-, semi-, over-, fore-, trans-						ü											
			uni-, mono-, bi-, tri-, quad-, multi-, poly-						ü											
		c	suffixes																	
			-able, -en, -ful, -ion, -less, -er, -or, -ly, -ible, -ness			ü														
			-dom, -ity/-ty, -ment, -ship, -wise, -al, -age, -ious/-ous				ü													
			noun-forming suffixes					ü												
			adjective-forming suffixes						ü											
			verb-forming suffixes							ü										
	adverb-forming suffixes								ü											
	d		compound words		ü															
	3	using general references (print and online)																		
a		dictionary						ü												
b		glossary							ü											

	c	thesaurus							ü							
	d	encyclopedia								ü						
	e	almanac									ü					
	f	directories (acronyms and abbreviations used by organizations)										ü				
	g	handbooks and manuals											ü			
	Use tone and mood appropriately for one’s purpose, context, and target audience.															
	1	informal		ü	ü	ü	ü									
	2	formal						ü	ü	ü	ü					
	Compose appropriate sentences for clarity and coherence.															
	1	using subject-verb agreement														
		a	number of nouns													
			regular		ü	ü										
			irregular				ü	ü								
		b	kinds of nouns													
			mass, count		ü	ü										
collective, concrete, abstract						ü	ü	ü								
possessive, compound									ü	ü						
c		subject pronouns														
		personal		ü	ü											
		indefinite			ü	ü										
		possessive				ü	ü									
		demonstrative					ü	ü								
		relative						ü	ü							
	reflexive							ü	ü							
2	using kinds of verbs															
	a	action		ü	ü	ü	ü									
	b	helping				ü	ü	ü	ü							

	3	c	linking (and sense)				ü	ü	ü	ü					
		d	transitive					ü	ü	ü	ü				
		e	intransitive									ü	ü	ü	ü
	using tenses of verbs														
	3	a	simple												
			present	ü	ü	ü	ü								
			past	ü	ü	ü	ü								
			future	ü	ü	ü	ü								
		b	progressive												
			present					ü	ü	ü	ü				
			past					ü	ü	ü	ü				
		future					ü	ü	ü	ü					
		c	perfect												
	present											ü	ü	ü	ü
	past											ü	ü	ü	ü
	future											ü	ü	ü	ü
	4	using active and passive voices			ü	ü	ü	ü							
	5	using adjectives													
		a	descriptive/qualitative or attributive	ü											
		b	quantitative/numeral		ü										
c		degrees of regular adjectives			ü										
d		degrees of irregular adjectives			ü										
e		series (quality, size, shape, color)				ü									
f	series (determiner, quantity, quality, size, shape, color)					ü									
6	using prepositional phrases as adjective (adjectival phrase)										ü	ü			
7	using adverbs														

	a	manner					ü							
	b	time						ü						
	c	place						ü						
	d	frequency							ü					
	e	intensity							ü					
	f	degrees of regular adverbs								ü				
	g	degrees of irregular adverbs								ü				
	h	order of adverbs (manner, place, frequency, time, purpose)									ü			
8	using prepositional phrases as adverbs (adverbial phrase)											ü	ü	
9	using complement													
	a	noun						ü	ü	ü	ü	ü	ü	
	b	pronoun							ü	ü	ü	ü	ü	
	c	adjective							ü	ü	ü	ü		
10	composing complex sentences		ü	ü	ü	ü								
11	composing compound-complex sentences						ü	ü	ü	ü	ü	ü	ü	
Produce text with introduction, body, and conclusion in conveying ideas.														
1	using introduction, body, and conclusion		ü	ü	ü	ü								
2	giving relevant information on a given topic						ü	ü	ü	ü				
3	providing evidence to support information										ü	ü	ü	
Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one's purpose, context, and target audience.														
1	using text types													
	a	narrative	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	
	b	enumeration-description	ü	ü										
	c	time order: chronology		ü	ü									
	d	time order: procedural		ü	ü									

	e	recount			ü	ü								
	f	explanation					ü	ü	ü	ü				
	g	news report					ü	ü	ü	ü				
	h	persuasive									ü	ü	ü	ü
	2	using friendly letters (e.g., excuse, invitation, gratitude, etc.)	ü	ü	ü	ü	ü	ü	ü	ü				
	Use appropriate non-verbal cues for clarity of context, purpose, and meaning.													
	1	using facial expressions	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü
	2	using gestures	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü
	3	using eye contact			ü	ü	ü	ü	ü	ü	ü	ü	ü	ü
	4	using haptics			ü	ü	ü	ü	ü	ü	ü	ü	ü	ü
	5	using posture					ü	ü	ü	ü	ü	ü	ü	ü
	6	using proxemics and blocking					ü	ü	ü	ü	ü	ü	ü	ü
	Fill out forms accurately.													
	1	personal data forms					ü	ü						
	2	school forms					ü	ü						
	3	bank forms							ü	ü				
	4	composite/government forms							ü	ü				
	Create simple survey forms based on purpose.													
	1	personal data information (print)										ü		
	2	open-ended survey forms (print)											ü	
3	interview survey forms (oral)												ü	
4	online survey forms (digital)												ü	
Viewing and Representing	Identify visual elements.													
	1	using lines												
		a	straight	ü										
		b	diagonal and zigzag	ü										
c	thin, thick, broken, and dotted	ü												

	2	using shapes													
		a	geometric		ü										
		b	Organic		ü										
		c	Abstract		ü										
	3	using colors (general meaning of colors)			ü										
	4	using space (three-dimensional, four-dimensional, and proportional)				ü									
	5	using layout (margin, grid, header, slide bar)					ü								
	6	using directionality (linear, overlapping shapes)						ü							
	Derive meaning based on the visual elements.														
	1	interpreting lines, shapes, and colors used to convey meaning	ü	ü	ü	ü									
	2	interpreting images/ideas that are explicitly used to influence viewers (symbolism)	ü	ü	ü	ü									
	3	interpreting tone and mood (colors, space, layout, directionality)					ü	ü	ü	ü					
	4	identifying the purpose of the visual text	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü
	5	analyzing how visual elements contribute to the meaning of a text					ü	ü	ü	ü	ü	ü	ü	ü	ü
	6	interpreting images/ideas that are explicitly used to influence viewers													
		a	stereotypes on age and gender					ü	ü	ü	ü				
	b	stereotypes on socio-economic status					ü	ü	ü	ü					
Identify real or make-believe, fact or non-fact images.		ü	ü	ü	ü										
Evaluate cultural appropriateness of visual elements.						ü	ü	ü	ü	ü	ü	ü	ü	ü	
Create a visual text drawn from visual elements learned.					ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	
Identify multimedia elements.															

	1	text (headlines, subtitles, slogans)	ü	ü											
	2	graphics (photographs, drawings, graphs, illustrations, icons, etc.)			ü	ü									
	3	audio (dialogue, recorded narration, music, sound effects)					ü	ü							
	4	video (clip, film, tv ads, slide show, etc.)							ü	ü	ü	ü	ü		
	5	animation (two-dimensional, three-dimensional)									ü	ü	ü	ü	
	Derive meaning for multimedia elements learned.														
	1	identifying the author’s purpose					ü	ü	ü	ü	ü	ü	ü	ü	
	2	analyzing how multimedia elements contribute to the meaning of a text									ü	ü	ü	ü	
	3	determining ideas that are explicitly used to influence viewers													
		a	author’s point of view/stand									ü	ü	ü	ü
		b	propaganda technique used									ü	ü	ü	ü
	Create a multimedia text drawn from multimedia elements learned.										ü	ü	ü	ü	

GRADE 4

GRADE LEVEL STANDARD

The learners demonstrate basic and applied and critical literacy in developing receptive and productive skills; understand how literal and implied meanings are used in literary and informational texts; compose narrative and expository texts with simple, compound, and some complex sentences; use verbal and non-verbal cues for clarity of purpose and meaning appropriate to age, gender, and culture; and use visual elements to derive meaning and evaluate the cultural appropriateness of visual texts.

QUARTER 1

CONTENT STANDARDS	The learners demonstrate their expanding vocabulary knowledge and grammatical awareness, comprehension of literary and informational texts, and composing and creating processes; and their receptive and productive skills in order to produce age-appropriate and gender-responsive texts based on one’s purpose, context, and target audience.
PERFORMANCE STANDARDS	The learners apply comprehension of literary and informational texts and produce narrative and expository texts (enumeration-description) based on their purpose, context (mealtimes and birthdays), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

SUBDOMAINS	LEARNING COMPETENCIES		
Listening and Reading <i>(receptive skills)</i>	EN4LR-I-1 Comprehend literary texts.		
	1	noting important elements (story grammar)	
	2	identifying author's/speaker’s point of view	
		a	first person
		b	second person
	c	third person (omniscient)	
	3	sequencing at least 6 events	
	4	identifying type of plot: sequential	
	5	analyzing sound devices: onomatopoeia	
6	inferring: setting, theme, genre		
7	making predictions: outcomes of events		

	8	drawing conclusions	
	9	identifying the main idea	
	10	summarizing story events	
	11	differentiating fantasy from reality	
	12	applying the important story elements to one’s schema: relating story to one’s experiences	
	EN4LR-I-2 Comprehend informational texts.		
	1	noting important information through outlining (topic, main idea, supporting details): inductive organization (pyramid)	
	2	identifying text types: enumeration-description	
	3	identifying author’s purpose	
		a	entertain
		b	inform, explain, describe
4	drawing conclusions		
5	making a summary		
Speaking and Writing <i>(productive skills)</i>	EN4SW-I-1 Use words with literal (denotative) and implied (connotative) meanings in sentences.		
	1	using context clues	
		a	synonyms
		b	antonyms
	2	using structural analysis	
		a	root words
		b	prefixes: un-, in-, il-, ir-, im- mis-, dis-
		c	suffixes: -able, -en, -ful, -ion, -less, -er, -or, -ly, -ible, -ness
		d	compound words
	EN4SW-I-2 Use tone and mood appropriately for one’s purpose, context, and target audience: informal.		
	EN4SW-I-3 Compose appropriate sentences for clarity and coherence.		
1	using subject-verb agreement		
	a	number of nouns: regular	
	b	kinds of nouns: mass, count	

		c	subject pronouns: personal	
	2		using kinds of verbs: action	
	3	a	using tenses of verbs	
			simple	
			present	
			past	
				future
	4		using active and passive voices	
	5		using adjectives: descriptive/qualitative or attributive	
	6		composing complex sentences	
	EN4SW-I-4 Produce text with introduction, body, and conclusion in conveying idea: using introduction, body, and conclusion.			
	EN4SW-I-5 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one’s purpose, context, and target audience.			
	1		using text types	
		a	narrative	
		b	enumeration-description	
	2		using friendly letters (e.g., excuse, invitation, gratitude, etc.)	
EN4SW-I-6 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.				
1		using facial expressions		
2		using gestures		
Viewing and Representing	EN4VR-I-1 Identify visual elements.			
	1		using lines	
		a	straight	
		b	diagonal and zigzag	
		c	thin, thick, broken, and dotted	
EN4VR-I-2 Derive meaning based on the visual elements.				
1		interpreting lines, shapes, and colors used to convey meaning		

	2	interpreting images/ideas that are explicitly used to influence viewers (symbolism)
	3	identifying the purpose of the visual text
	EN4VR-I-3 Identify real or make-believe, fact or non-fact images.	
	EN4VR-I-4 Identify multimedia elements: text (headlines, subtitles, slogans).	

GRADE 4 – QUARTER 2

CONTENT STANDARDS	The learners demonstrate their expanding vocabulary knowledge and grammatical awareness, comprehension of literary and informational texts, and composing and creating processes; and their receptive and productive skills in order to produce age-appropriate and gender-responsive texts based on their purpose, context, and target audience.
PERFORMANCE STANDARDS	The learners apply comprehension of literary and informational texts and produce narrative and expository texts (enumeration-description, time order: chronology and procedural) based on their purpose, context (christenings and weddings), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

SUBDOMAINS	LEARNING COMPETENCIES		
Listening and Reading <i>(receptive skills)</i>	EN4LR-II-1 Comprehend literary texts.		
	1	noting important elements (story grammar)	
	2	identifying author's/speaker's point of view	
		a	first person
		b	second person
	c	third person (omniscient)	
	3	sequencing at least 6 events	
	4	identifying type of plot: sequential	
	5	analyzing sound devices	
		a	onomatopoeia
	b	alliteration	
	6	inferring: setting, theme, genre	
7	making predictions: outcomes of events		
8	drawing conclusions		
9	identifying the main idea		
10	summarizing story events		
11	differentiating fantasy from reality		
12	applying the important story elements to one's schema: relating story to one's experiences		

	EN4LR-II-2 Comprehend informational texts.		
	1	noting important information through outlining (topic, main idea, supporting details): inductive organization (pyramid)	
	2	identifying text types	
		a	enumeration-description
		b	time order: chronology
		c	time order: procedural
	3	identifying author’s purpose	
		a	entertain
		b	inform, explain, describe
	4	drawing conclusions	
5	making a summary		
Speaking and Writing <i>(productive skills)</i>	EN4SW-II-1 Use words with literal (denotative) and implied (connotative) meanings in sentences.		
	1	using context clues	
		a	synonyms
		b	antonyms
	2	using structural analysis	
		a	root words
		b	prefixes: non-, anti-, de-, mal-, sub-, a-, under-
		c	suffixes: -dom, -ity/-ty, -ment, -ship, -wise, -al, -age, -ious/-ous
	EN4SW-II-2 Use tone and mood appropriately for one’s purpose, context, and target audience: informal.		
	EN4SW-II-3 Compose appropriate sentences for clarity and coherence.		
	1	using subject-verb agreement	
a		number of nouns: regular	
b		kinds of nouns: mass, count	
c		subject pronouns	
	personal		
	indefinite		

	2	using kinds of verbs: action	
	3	using tenses of verbs	
		a	simple
			present
			past
		future	
	4	using active and passive voices	
	5	using adjectives: quantitative/numeral	
	6	composing complex sentences	
	EN4SW-II-4 Produce text with introduction, body, and conclusion in conveying ideas: using introduction, body, and conclusion.		
	EN4SW-II-5 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one’s purpose, context, and target audience.		
	1	using text types	
		a	narrative
		b	enumeration-description
		c	time order: chronology
d		time order: procedural	
2	using friendly letters (e.g., excuse, invitation, gratitude, etc.)		
EN4SW-II-6 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.			
1	using facial expressions		
2	using gestures		
Viewing and Representing	EN4VR-II-1 Identify visual elements.		
	1	using shapes	
		a	geometric
		b	organic
		c	abstract
EN4VR-II-2 Derive meaning based on the visual elements.			

	1	interpreting lines, shapes, and colors used to convey meaning
	2	interpreting images/ideas that are explicitly used to influence viewers (symbolism)
	3	identifying the purpose of the visual text
	EN4VR-II-3 Identify real or make-believe, fact or non-fact images.	
	EN4VR-II-4 Identify multimedia elements: text (headlines, subtitles, slogans).	

GRADE 4 – QUARTER 3

CONTENT STANDARDS	The learners demonstrate their expanding knowledge of vocabulary and grammatical structures, literal and inferential comprehension of literary and informational texts, and composing and creating processes; and apply their receptive and productive skills in order to produce culture-specific texts based on their purpose, context, and target audience.
PERFORMANCE STANDARDS	The learners apply literal and inferential comprehension of literary and informational texts and produce culture-specific narrative and expository texts (time order: chronology and procedural, recount) based on their purpose, context (funerals and symposia), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

SUBDOMAINS	LEARNING COMPETENCIES		
Listening and Reading <i>(receptive skills)</i>	EN4LR-III-1 Comprehend literary texts.		
	1	noting important elements (story grammar)	
	2	identifying author's/speaker's point of view	
		a	first person
		b	second person
		c	third person (omniscient)
	3	sequencing at least 6 events	
	4	identifying type of plot: sequential	
	5	analyzing sound devices	
		a	onomatopoeia
		b	alliteration
	c	assonance	
6	analyzing figures of speech to get and clarify meaning: simile		
7	inferring: setting, theme, genre		
8	making predictions: outcomes of events		
9	drawing conclusions		
10	identifying the main idea		
11	summarizing story events		

	12	differentiating fantasy from reality	
	13	applying the important story elements to one’s schema: relating story to one’s experiences	
EN4LR-III-2 Comprehend informational texts.			
	1	noting important information through outlining (topic, main idea, supporting details): inductive organization (pyramid)	
	2	identifying text types	
		a time order: chronology	
		b time order: procedural	
	3	c recount	
		identifying author’s purpose	
		a entertain	
	4	b inform, explain, describe	
		drawing conclusions	
	5	making a summary	
	6	distinguishing fact from opinion (statements of facts, opinions, and fact-based statements of opinion)	
	EN4SW-III-1 Use words with literal (denotative) and implied (connotative) meanings in sentences.		
	1	using context clues	
a definition			
b exemplification			
2	using structural analysis		
	a root words		
	b prefixes: re-, ex-, super-, inter-, intra-, mid-		
3	c suffixes: noun-forming suffixes		
	EN4SW-III-2 Use tone and mood appropriately for one’s purpose, context, and target audience: informal.		
EN4SW-III-3 Compose appropriate sentences for clarity and coherence.			
1	using subject-verb agreement		
	a number of nouns: irregular		

	b	kinds of nouns: collective, concrete, abstract	
		subject pronouns	
	c	indefinite	
		possessive	
	2	using kinds of verbs	
		a	action
		b	Helping
	3	using tenses of verbs	
		a	simple
			present
			past
			future
	4	using active and passive voices	
	5	using adjectives	
		a	degrees of regular adjectives
		b	degrees of irregular adjectives
	6	composing complex sentences	
	EN4SW-III-4 Produce text with introduction, body, and conclusion in conveying ideas: using introduction, body, and conclusion.		
	EN4SW-III-5 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one's purpose, context, and target audience.		
	1	using text types	
a		narrative	
b		time order: chronology	
c		time order: procedural	
d		recount	
2	using friendly letters (e.g., excuse, invitation, gratitude, etc.)		
EN4SW-III-6 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.			

	1	using facial expressions
	2	using gestures
	3	using eye contact
	4	using haptics
Viewing and Representing	EN4VR-III-1 Identify visual elements: using colors (general meaning of colors)	
	EN4VR-III-2 Derive meaning based on the visual elements.	
	1	interpreting lines, shapes, and colors used to convey meaning
	2	interpreting images/ideas that are explicitly used to influence viewers (symbolism)
	3	identifying the purpose of the visual text
	EN4VR-III-3 Identify real or make-believe, fact or non-fact images.	
	EN4VR-III-4 Identify multimedia elements: graphics (photographs, drawings, graphs, illustrations, icons, etc.).	

GRADE 4 – QUARTER 4

CONTENT STANDARDS	The learners demonstrate their expanding knowledge of vocabulary and grammatical structures, literal and inferential comprehension of literary and informational texts, and composing and creating processes; and apply their receptive and productive skills in order to produce culture-specific texts based on their purpose, context, and target audience.
PERFORMANCE STANDARDS	The learners apply literal and inferential comprehension of literary and informational texts and produce culture-specific narrative and expository texts (recount) based on their purpose, context (national holidays), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

SUBDOMAINS	LEARNING COMPETENCIES		
Listening and Reading <i>(receptive skills)</i>	EN4LR-IV-1 Comprehend literary texts.		
	1	noting important elements (story grammar)	
	2	identifying author's/speaker's point of view	
		a	first person
		b	second person
		c	third person (omniscient)
	3	sequencing at least 6 events	
	4	identifying type of plot: sequential	
	5	analyzing sound devices	
		a	onomatopoeia
		b	alliteration
		c	assonance
		d	consonance
	6	analyzing figures of speech to get and clarify meaning	
		a	simile
	b	metaphor	
7	inferring: setting, theme, genre		
8	making predictions: outcomes of events		

	9	drawing conclusions	
	10	identifying the main idea	
	11	summarizing story events	
	12	differentiating fantasy from reality	
	13	applying the important story elements to one’s schema: relating story to one’s experiences	
	EN4LR-IV-2 Comprehend informational texts.		
	1	noting important information through outlining (topic, main idea, supporting details): inductive organization (pyramid)	
	2	identifying text types: recount	
	3	identifying author’s purpose	
		a entertain	
	b	inform, explain, describe	
	4	drawing conclusions	
	5	making a summary	
6	distinguishing fact from opinion (statements of facts, opinions, and fact-based statements of opinion)		
Speaking and Writing <i>(productive skills)</i>	EN4SW-IV-1 Use words with literal (denotative) and implied (connotative) meanings in sentences.		
		using context clues	
	1	a	definition
		b	exemplification
	2		using structural analysis
		a	root words
		b	prefixes
			pre-, post-, semi-, over-, fore-, trans-
		uni-, mono-, bi-, tri-, quad-, multi-, poly-	
	c	suffixes: adjective-forming suffixes	
EN4SW-IV-2 Use tone and mood appropriately for one’s purpose, context, and target audience: informal.			
EN4SW-IV-3 Compose appropriate sentences for clarity and coherence.			

	1	using subject-verb agreement	
		a number of nouns: irregular	
		b kinds of nouns: collective, concrete, abstract	
		c	subject pronouns
			possessive demonstrative
	2	using kinds of verbs	
		a Action	
		b helping	
		c linking (and sense)	
	3	using tenses of verbs	
		a	simple present past future
			4 using active and passive voices
			5 using adjectives: series (quality, size, shape, color)
			6 composing complex sentences
	EN4SW-IV-4 Produce text with introduction, body, and conclusion in conveying ideas: using introduction, body, and conclusion.		
	EN4SW-IV-5 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one’s purpose, context, and target audience.		
	1	using text types	
		a narrative b recount	
	2	using friendly letters (e.g., excuse, invitation, gratitude, etc.)	
	EN4SW-IV-6 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.		
	1	using facial expressions	

	2	using gestures
	3	using eye contact
	4	using haptics
Viewing and Representing	EN4VR-IV-1 Identify visual elements: using space (three-dimensional, four-dimensional, and proportional).	
	EN4VR-IV-2 Derive meaning based on the visual elements.	
	1	interpreting lines, shapes, and colors used to convey meaning
	2	interpreting images/ideas that are explicitly used to influence viewers (symbolism)
	3	identifying the purpose of the visual text
	EN4VR-IV-3 Identify real or make-believe, fact or non-fact images.	
	EN4VR-IV-4 Create a visual text drawn from visual elements learned.	
	EN4VR-IV-5 Identify multimedia elements: graphics (photographs, drawings, graphs, illustrations, icons, etc.).	

GRADE 5

GRADE LEVEL STANDARD

The learners demonstrate applied and critical literacy in further developing receptive and productive skills; understand how literal and implied meanings are used in literary and informational texts; compose narrative and expository texts with simple, compound, and complex sentences; fill out a variety of forms accurately; use tone and mood, and verbal and non-verbal cues for clarity of purpose and meaning appropriate to age, gender, and culture; use visual elements to derive meaning and evaluate cultural appropriateness of visual texts; and understand multimedia elements and how they affect the meaning of multimedia texts.

QUARTER 1

CONTENT STANDARDS	The learners demonstrate their expanding vocabulary knowledge as used in formal and informal situations; growing knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; and developing skills in composing and creating text in order to produce culture-appropriate texts based on their purpose, context, and target audience.
PERFORMANCE STANDARDS	The learners apply literal, inferential, and critical comprehension of literary and informational texts and produce culture-appropriate texts: narrative and expository texts (explanation, news report) based on their purpose, context (national holidays), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

SUBDOMAINS	LEARNING COMPETENCIES		
Listening and Reading <i>(receptive skills)</i>	EN5LR-I-1 Comprehend literary texts.		
	1	noting important elements (story grammar)	
	2	sequencing at least 7 events	
	3	identifying type of plot: sequential	
	4	analyzing sound devices	
		a	onomatopoeia
		b	alliteration
c		assonance	

	d	consonance
5		analyzing figures of speech to get and clarify meaning
	a	simile
	b	metaphor
	c	personification
6		inferring: character's feelings and traits
7		making predictions: character's possible decision/action
		drawing conclusions
		identifying the main idea
		summarizing story events
		applying the important story elements to one's schema: evaluating possibility of an event happening in real life
EN5LR-I-2 Comprehend informational texts.		
1		noting important information through outlining (topic, main idea, supporting details): deductive organization (inverted pyramid)
2		identifying text types
	a	explanation
	b	news report
3		identifying author's purpose
	a	entertain
	b	inform, explain, describe
4		drawing conclusions
5		making generalizations
6		making a summary
7		distinguishing fact from opinion (statements of facts, opinions, and fact-based statements of opinion)
Speaking and Writing <i>(productive skills)</i>	EN5SW-I-1 Use words with literal (denotative) and implied (connotative) meanings in sentences.	
	1	using context clues: analogy
	2	using structural analysis

	a	suffixes: verb-forming suffixes
3		using general references (print and online): dictionary
EN5SW-I-2 Use tone and mood appropriately for one’s purpose, context, and target audience: formal.		
EN5SW-I-3 Compose appropriate sentences for clarity and coherence.		
		using subject-verb agreement
	a	kinds of nouns: collective, concrete, abstract
1		subject pronouns
	b	demonstrative
		Relative
		using kinds of verbs
2	a	helping
	b	linking (and sense)
	c	Transitive
		using tenses of verbs
3		progressive
	a	present
		past
		future
4		using adjectives: series (determiner, quantity, quality, size, shape, color)
5		using adverbs: manner
6		composing compound-complex sentences
EN5SW-I-4 Produce text with introduction, body, and conclusion in conveying ideas: giving relevant information on a given topic.		
EN5SW-I-5 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one’s purpose, context, and target audience.		
1		using text types
	a	narrative

		b	explanation
		c	news report
	2	using friendly letters (e.g., excuse, invitation, gratitude, etc.)	
	EN5SW-I-6 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.		
	1	using facial expressions	
	2	using gestures	
	3	using eye contact	
	4	using haptics	
	5	using posture	
	6	using proxemics and blocking	
	EN5SW-I-7 Fill out forms accurately.		
	1	personal data forms	
	2	school forms	
	Viewing and Representing	EN5VR-I-1 Identify visual elements: using layout (margin, grid, header, slide bar).	
EN5VR-I-2 Derive meaning based on the visual elements.			
1		interpreting tone and mood (colors, space, layout, directionality)	
2		identifying the purpose of the visual text	
3		analyzing how visual elements contribute to the meaning of a text	
4		interpreting images/ideas that are explicitly used to influence viewers	
		a	stereotypes on age and gender
		b	stereotypes on socio-economic status
EN5VR-I-3 Evaluate cultural appropriateness of visual elements.			
EN5VR-I-4 Create a visual text drawn from visual elements learned.			
EN5VR-I-5 Identify multimedia elements: audio (dialogue, recorded narration, music, sound effects).			
EN5VR-I-6 Derive meaning for multimedia elements learned: identifying the author’s purpose.			

GRADE 5 – QUARTER 2

CONTENT STANDARDS	The learners demonstrate their expanding vocabulary knowledge as used in formal and informal situations; growing knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; and developing skills in composing and creating text in order to produce culture-appropriate texts based on their purpose, context, and target audience.
PERFORMANCE STANDARDS	The learners apply literal, inferential, and critical comprehension of literary and informational texts and produce culture-appropriate texts: narrative and expository texts (explanation, news report) based on their purpose, context (Ramadan), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

SUBDOMAINS	LEARNING COMPETENCIES		
Listening and Reading <i>(receptive skills)</i>	EN5LR-II-1 Comprehend literary texts.		
	1	noting important elements (story grammar)	
	2	sequencing at least 7 events	
	3	identifying type of plot: sequential	
	4	analyzing figures of speech to get and clarify meaning	
		a	simile
		b	metaphor
		c	personification
	d	hyperbole	
	5	inferring: character's feelings and traits	
	6	making predictions: character's possible decision/action	
	7	drawing conclusions	
	8	identifying the main idea	
9	summarizing story events		
10	applying the important story elements to one's schema: evaluating possibility of an event happening in real life		
EN5LR-II-2 Comprehend informational texts.			

	1	noting important information through outlining (topic, main idea, supporting details): deductive organization (inverted pyramid)
	2	identifying text types
		a explanation
		b news report
	3	identifying author's purpose
		a Entertain
		b inform, explain, describe
	4	drawing conclusions
5	making generalizations	
6	making a summary	
7	distinguishing fact from opinion (statements of facts, opinions, and fact-based statements of opinion)	
Speaking and Writing <i>(productive skills)</i>	EN5SW-II-1 Use words with literal (denotative) and implied (connotative) meanings in sentences.	
	1	using context clues
		a analogy
		b appositive
	2	using structural analysis
		a suffixes: adverb-forming suffixes
	3	using general references (print and online): glossary
	EN5SW-II-2 Use tone and mood appropriately for one's purpose, context, and target audience: formal.	
	EN5SW-II-3 Compose appropriate sentences for clarity and coherence.	
	1	using subject-verb agreement
		a kinds of nouns: possessive, compound
		subject pronouns
b relative		
reflexive		
2	using kinds of verbs	

		a	helping	
		b	linking (and sense)	
		c	transitive	
	3	a	using tenses of verbs	
			progressive	
			present	
			past	
			future	
	4	using adverbs		
		a	time	
		b	place	
	5	using complement: noun		
	6	composing compound-complex sentences		
	EN5SW-II-4 Produce text with introduction, body, and conclusion in conveying ideas: giving relevant information on a given topic.			
	EN5SW-II-5 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one's purpose, context, and target audience.			
	1	using text types		
		a	narrative	
		b	explanation	
		c	news report	
	2	using friendly letters (e.g., excuse, invitation, gratitude, etc.)		
EN5SW-II-6 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.				
1	using facial expressions			
2	using gestures			
3	using eye contact			
4	using haptics			
5	using posture			

	6	using proxemics and blocking	
	EN5SW-II-7 Fill out forms accurately.		
	1	personal data forms	
	2	school forms	
Viewing and Representing	EN5VR-II-1 Identify visual elements: using directionality (linear, overlapping shapes).		
	EN5VR-II-2 Derive meaning based on the visual elements.		
	1	interpreting tone and mood (colors, space, layout, directionality)	
	2	identifying the purpose of the visual text	
	3	analyzing how visual elements contribute to the meaning of a text	
		interpreting images/ideas that are explicitly used to influence viewers	
	4	a	stereotypes on age and gender
		b	stereotypes on socio-economic status
	EN5VR-II-3 Evaluate cultural appropriateness of visual elements.		
	EN5VR-II-4 Create a visual text drawn from visual elements learned.		
	EN5VR-II-5 Identify multimedia elements: audio (dialogue, recorded narration, music, sound effects).		
EN5VR-II-6 Derive meaning for multimedia elements learned: identifying the author's purpose.			

GRADE 5 – QUARTER 3

CONTENT STANDARDS	The learners demonstrate their expanding vocabulary knowledge as used in formal and informal situations; growing knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; and developing skills in composing and creating text in order to produce culture-appropriate texts based on one's purpose, context, and target audience.
PERFORMANCE STANDARDS	The learners apply literal, inferential, and critical comprehension of literary and informational texts and produce culture-appropriate texts: narrative and expository texts (explanation, news report) based on their purpose, context (Chinese New Year), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

SUBDOMAINS	LEARNING COMPETENCIES		
Listening and Reading <i>(receptive skills)</i>	EN5LR-III-1 Comprehend literary texts.		
	1	noting important elements (story grammar)	
	2	sequencing at least 7 events	
	3	identifying type of plot: flashback	
	4	analyzing figures of speech to get and clarify meaning	
		a	metaphor
		b	personification
	c	hyperbole	
	5	inferring: character's feelings and traits	
	6	making predictions: character's possible decision/action	
	7	drawing conclusions	
	8	identifying the main idea	
9	summarizing story events		
10	applying the important story elements to one's schema: evaluating possibility of an event happening in real life		
EN5LR-III-2 Comprehend informational texts.			

	1	noting important information through outlining (topic, main idea, supporting details): deductive organization (inverted pyramid)
	2	identifying text types
		a explanation
		b news report
	3	identifying author's purpose
		a entertain
		b inform, explain, describe
4	drawing conclusions	
5	making generalizations	
6	making a summary	
7	distinguishing fact from opinion (statements of facts, opinions, and fact-based statements of opinion)	
Speaking and Writing <i>(productive skills)</i>	EN5SW-III-1 Use words with literal (denotative) and implied (connotative) meanings in sentences.	
	1	using context clues
		a analogy
		b appositive
		c general gist/sense
	2	using general references (print and online): thesaurus
	EN5SW-III-2 Use tone and mood appropriately for one's purpose, context, and target audience: formal.	
	EN5SW-III-3 Compose appropriate sentences for clarity and coherence.	
	1	using subject-verb agreement
		a kinds of nouns: possessive, compound
		b subject pronouns: reflexive
	2	using kinds of verbs
a linking (and sense)		
	b transitive	
3	using tenses of verbs	

	a	progressive	
		present	
		past	
		future	
	4	a	using adverbs
		b	frequency
	5	a	intensity
		b	using complement
	5	a	noun
		b	pronoun
	6		composing compound-complex sentences
	EN5SW-III-4 Produce text with introduction, body, and conclusion in conveying ideas: giving relevant information on a given topic.		
	EN5SW-III-5 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one’s purpose, context, and target audience.		
	1		using text types
		a	narrative
		b	explanation
		c	news report
	2		using friendly letters (e.g., excuse, invitation, gratitude, etc.)
	EN5SW-III-6 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.		
	1		using facial expressions
2		using gestures	
3		using eye contact	
4		using haptics	
5		using posture	
6		using proxemics and blocking	
EN5SW-III-7 Fill out forms accurately.			

	1	bank forms	
	2	composite/government forms	
Viewing and Representing	EN5VR-III-1 Derive meaning based on the visual elements.		
	1	interpreting tone and mood (colors, space, layout, directionality)	
	2	identifying the purpose of the visual text	
	3	analyzing how visual elements contribute to the meaning of a text	
	4	interpreting images/ideas that are explicitly used to influence viewers	
		a	stereotypes on age and gender
		b	stereotypes on socio-economic status
	EN5VR-III-2 Evaluate cultural appropriateness of visual elements.		
	EN5VR-III-3 Create a visual text drawn from visual elements learned.		
	EN5VR-III-4 Identify multimedia elements: video (clip, film, tv ads, slide show, etc.).		
EN5VR-III-5 Derive meaning for multimedia elements learned: identifying the author's purpose.			

GRADE 5 – QUARTER 4

CONTENT STANDARDS	The learners demonstrate their expanding vocabulary knowledge as used in formal and informal situations; growing knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts, and developing skills in composing and creating text in order to produce culture-appropriate texts based on one's purpose, context, and target audience.
PERFORMANCE STANDARDS	The learners apply literal, inferential, and critical comprehension of literary and informational texts and produce culture-appropriate texts: narrative and expository texts (explanation, news report) based on their purpose, context (Indigenous People and regional celebrations), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

SUBDOMAINS	LEARNING COMPETENCIES	
Listening and Reading <i>(receptive skills)</i>	EN5LR-IV-1 Comprehend literary texts.	
	1 noting important elements (story grammar)	
	2 sequencing at least 7 events	
	3 identifying type of plot: flashback	
	4	analyzing figures of speech to get and clarify meaning
		a personification
	b hyperbole	
	5 inferring: character's feelings and traits	
	6 making predictions: character's possible decision/action	
	7 drawing conclusions	
	8 identifying the main idea	
	9 summarizing story events	
	10 applying the important story elements to one's schema: evaluating possibility of an event happening in real life	
EN5LR-IV-2 Comprehend informational texts.		
1 noting important information through outlining (topic, main idea, supporting details): deductive organization (inverted pyramid)		

	2	identifying text types	
		a explanation	
		b news report	
	3	identifying author’s purpose	
		a entertain	
		b inform, explain, describe	
	4	drawing conclusions	
	5	making generalizations	
6	making a summary		
7	distinguishing fact from opinion (statements of facts, opinions, and fact-based statements of opinion)		
Speaking and Writing <i>(productive skills)</i>	EN5SW-IV-1 Use words with literal (denotative) and implied (connotative) meanings in sentences.		
	1	using context clues	
		a analogy	
		b general gist/sense	
		c punctuation	
	2	using general references (print and online): encyclopedia	
	EN5SW-IV-2 Use tone and mood appropriately for one’s purpose, context, and target audience: formal.		
	EN5SW-IV-3 Compose appropriate sentences for clarity and coherence.		
	1	using kinds of verbs: transitive	
	2	using tenses of verbs	
		a	progressive
			present
			past
future			
3	using adverbs		
	a degrees of regular adverbs		
	b degrees of irregular adverbs		

	4	using complement	
		a	noun
		b	pronoun
		c	adjective
	5	composing compound-complex sentences	
	EN5SW-IV-4 Produce text with introduction, body, and conclusion in conveying ideas: giving relevant information on a given topic.		
	EN5SW-IV-5 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one’s purpose, context, and target audience.		
	1	using text types	
		a	narrative
		b	explanation
		c	news report
	2	using friendly letters (e.g., excuse, invitation, gratitude, etc.)	
	EN5SW-IV-6 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.		
	1	using facial expressions	
	2	using gestures	
	3	using eye contact	
	4	using haptics	
5	using posture		
6	using proxemics and blocking		
EN5SW-IV-7 Fill out forms accurately.			
1	bank forms		
2	composite/government forms		
Viewing and Representing	EN5VR-IV-1 Derive meaning based on the visual elements.		
	1	interpreting tone and mood (colors, space, layout, directionality)	
	2	identifying the purpose of the visual text	
	3	analyzing how visual elements contribute to the meaning of a text	

		interpreting images/ideas that are explicitly used to influence viewers
	4	a stereotypes on age and gender
		b stereotypes on socio-economic status
	EN5VR-IV-2 Evaluate cultural appropriateness of visual elements.	
	EN5VR-IV-3 Create a visual text drawn from visual elements learned.	
	EN5VR-IV-4 Identify multimedia elements: video (clip, film, tv ads, slide show, etc.).	
	EN5VR-IV-5 Derive meaning for multimedia elements learned: identifying the author’s purpose.	
EN5VR-IV-6 Create a multimedia text drawn from multimedia elements learned.		

GRADE 6

GRADE LEVEL STANDARD

The learners demonstrate applied and critical literacy in consolidating receptive and productive skills; use literal and implied meanings in composing literary and informational texts; use a range of reference materials to compose narrative, expository, and persuasive texts with simple, compound, and complex sentences; create simple survey forms for specific purposes; use tone and mood, and verbal and non-verbal cues for clarity of purpose and meaning appropriate to age, gender and culture; and use visual and multimedia elements to derive meaning from and produce multimedia texts for specific purposes.

QUARTER 1

CONTENT STANDARDS	The learners demonstrate their word knowledge as used in formal and informal situations; knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; composing and creating text skills; and knowledge of non-verbal cues and propaganda techniques in order to produce culture-based texts based on one’s purpose, context, and target audience.
PERFORMANCE STANDARDS	The learners apply literal, inferential, and critical comprehension of literary and informational texts; produce culture-based texts: narrative, expository, and persuasive texts appropriate for their purpose, context (Indigenous People and regional celebrations), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

SUBDOMAINS	LEARNING COMPETENCIES		
Listening and Reading <i>(receptive skills)</i>	EN6LR-I-1 Comprehend literary texts.		
	1	noting important elements (story grammar)	
	2	sequencing at least 8 events	
	3	identifying type of plot: flashback	
	4	analyzing figures of speech to get and clarify meaning	
		a	hyperbole
		b	irony
5	inferring: author’s purpose, message, target audience		

	6	making predictions: possible ending	
	7	drawing conclusions	
	8	identifying the main idea	
	9	summarizing story events	
	10	applying the important story elements to one’s schema: learning vicariously from the text	
	EN6LR-I-2 Comprehend informational texts.		
	1	noting important information through outlining (topic, main idea, supporting details): inductive-deductive organization (diamond)	
	2	identifying text types: persuasive	
	3	identifying author’s purpose	
		a	entertain
		b	inform, explain, describe
		c	persuade
	4	drawing conclusions	
	5	making generalizations	
	6	making a summary	
7	distinguishing fact from opinion (statements of facts, opinions, and fact-based statements of opinion)		
8	identifying propaganda technique used to persuade audience to further an idea or agenda		
	a	name calling or labelling	
	b	glittering generalities	
	c	transfer	
Speaking and Writing <i>(productive skills)</i>	EN6SW-I-1 Use words with literal (denotative) and implied (connotative) meanings in sentences.		
	1	using context clues: punctuation	
	2	using general references (print and online): almanac	
	EN6SW-I-2 Compose appropriate sentences for clarity and coherence.		
	1	using kinds of verbs: intransitive	
	2	using tenses of verbs	

	a	perfect	
		present	
		past	
		future	
	3	using prepositional phrases as adjective (adjectival phrase)	
	4	using adverbs: order of adverbs (manner, place, frequency, time, purpose)	
	5	using complement	
a		noun	
b		pronoun	
	c	adjective	
6	composing compound-complex sentences		
	EN6SW-I-3 Produce text with introduction, body, and conclusion in conveying ideas: providing evidence to support information.		
	EN6SW-I-4 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one's purpose, context, and target audience.		
	1	using text types	
		a	narrative
		b	persuasive
	EN6SW-I-5 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.		
	1	using facial expressions	
	2	using gestures	
	3	using eye contact	
	4	using haptics	
	5	using posture	
	6	using proxemics and blocking	
EN6SW-I-6 Create simple survey forms based on purpose: personal data information (print).			
Viewing and Representing	EN6VR-I-1 Derive meaning based on the visual elements.		
	1	identifying the purpose of the visual text	
	2	analyzing how visual elements contribute to the meaning of a text	

	EN6VR-I-2 Evaluate cultural appropriateness of visual elements.	
	EN6VR-I-3 Create a visual text drawn from visual elements learned.	
	EN6VR-I-4 Identify multimedia elements.	
	1	video (clip, film, tv ads, slide show, etc.)
	2	animation (two-dimensional, three-dimensional)
	EN6VR-I-5 Derive meaning for multimedia elements learned.	
	1	identifying the author's purpose
	2	analyzing how multimedia elements contribute to the meaning of a text
		determining ideas that are explicitly used to influence viewers
	3	a author's point of view/stand
		b propaganda technique used
	EN6VR-I-6 Create a multimedia text drawn from multimedia elements learned.	

GRADE 6 – QUARTER 2

CONTENT STANDARDS	The learners demonstrate their word knowledge as used in formal and informal situations; knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; composing and creating text skills; and knowledge of non-verbal cues and propaganda techniques in order to produce culture-based texts based on one’s purpose, context, and target audience.
PERFORMANCE STANDARDS	The learners apply literal, inferential, and critical comprehension of literary and informational texts; produce culture-based texts: narrative, expository, and persuasive texts appropriate for their purpose, context (Indigenous People and regional celebrations), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

SUBDOMAINS	LEARNING COMPETENCIES	
Listening and Reading <i>(receptive skills)</i>	EN6LR-II-1 Comprehend literary texts.	
	1	noting important elements (story grammar)
	2	sequencing at least 8 events
	3	identifying type of plot: flashback
	4	analyzing figures of speech to get and clarify meaning: irony
	5	inferring: author’s purpose, message, target audience
	6	making predictions: possible ending
	7	drawing conclusions
	8	identifying the main idea
	9	summarizing story events
	10	applying the important story elements to one’s schema: learning vicariously from the text
	EN6LR-II-2 Comprehend informational texts.	
	1	noting important information through outlining (topic, main idea, supporting details): inductive-deductive organization (diamond)
	2	identifying text types: persuasive
3	identifying author’s purpose	

	a	entertain	
	b	inform, explain, describe	
	c	persuade	
	4	drawing conclusions	
	5	making generalizations	
	6	making a summary	
	7	distinguishing fact from opinion (statements of facts, opinions, and fact-based statements of opinion)	
	8	identifying propaganda technique used to persuade audience to further an idea or agenda	
		a	testimonies/ testimonials
b		plain folks	
	c	bandwagon	
<p>Speaking and Writing <i>(productive skills)</i></p>	EN6SW-II-1 Use words with literal (denotative) and implied (connotative) meanings in sentences.		
	1	using general references (print and online): directories (acronyms and abbreviations used by organizations)	
	EN6SW-II-2 Compose appropriate sentences for clarity and coherence.		
	1	using kinds of verbs: intransitive	
	2	using tenses of verbs	
		a	perfect
			present
			past
			future
	3	using prepositional phrases as adjective (adjectival phrase)	
	4	using complement	
		a	noun
		b	pronoun
	c	adjective	
5	composing compound-complex sentences		

	EN6SW-II-3 Produce text with introduction, body, and conclusion in conveying ideas: providing evidence to support information.	
	EN6SW-II-4 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one’s purpose, context, and target audience.	
		using text types
	1	a narrative
		b persuasive
	EN6SW-II-5 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.	
	1	using facial expressions
	2	using gestures
	3	using eye contact
	4	using haptics
	5	using posture
	6	using proxemics and blocking
	EN6SW-II-6 Create simple survey forms based on purpose: open-ended survey forms (print).	
	Viewing and Representing	EN6VR-II-1 Derive meaning based on the visual elements.
1		identifying the purpose of the visual text
2		analyzing how visual elements contribute to the meaning of a text
EN6VR-II-2 Evaluate cultural appropriateness of visual elements.		
EN6VR-II-3 Create a visual text drawn from visual elements learned.		
EN6VR-II-4 Identify multimedia elements.		
1		video (clip, film, tv ads, slide show, etc.)
2		animation (two-dimensional, three-dimensional)
EN6VR-II-5 Derive meaning for multimedia elements learned.		
1		identifying the author’s purpose
2		analyzing how multimedia elements contribute to the meaning of a text
3	determining ideas that are explicitly used to influence viewers	
a	author’s point of view/stand	

	b	propaganda technique used
	EN6VR-II-6 Create a multimedia text drawn from multimedia elements learned.	

GRADE 6 – QUARTER 3

CONTENT STANDARDS	The learners demonstrate their word knowledge as used in formal and informal situations; knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; composing and creating text skills; and knowledge of non-verbal cues and propaganda techniques in order to produce culture-based texts based on one’s purpose, context, and target audience.
PERFORMANCE STANDARDS	The learners apply literal, inferential, and critical comprehension of literary and informational texts; produce culture-based texts: narrative, expository, and persuasive texts appropriate for their purpose, context (Indigenous People and regional celebrations), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

SUBDOMAINS	LEARNING COMPETENCIES	
Listening and Reading <i>(receptive skills)</i>	EN6LR-III-1 Comprehend literary texts.	
	1	noting important elements (story grammar)
	2	sequencing at least 8 events
	3	identifying type of plot: flashback
	4	analyzing figures of speech to get and clarify meaning: irony
	5	inferring: author’s purpose, message, target audience
	6	making predictions: possible ending
	7	drawing conclusions
	8	identifying the main idea
	9	summarizing story events
	10	applying the important story elements to one’s schema: learning vicariously from the text
	EN6LR-III-2 Comprehend informational texts.	
	1	noting important information through outlining (topic, main idea, supporting details): inductive-deductive organization (diamond)
	2	identifying text types: persuasive
	3	identifying author’s purpose
a entertain		

		b	inform, explain, describe		
		c	persuade		
	4		drawing conclusions		
	5		making generalizations		
	6		making a summary		
	7		distinguishing fact from opinion (statements of facts, opinions, and fact-based statements of opinion)		
	8			identifying propaganda technique used to persuade audience to further an idea or agenda	
		a		fear	
b			half-truths or spin		
Speaking and Writing <i>(productive skills)</i>	EN6SW-III-1 Use words with literal (denotative) and implied (connotative) meanings in sentences.				
	1		using general references (print and online): handbooks and manuals		
	EN6SW-III-2 Compose appropriate sentences for clarity and coherence.				
	1		using kinds of verbs: intransitive		
	2			using tenses of verbs	
		a		perfect	
					present
					past
			future		
	3		using prepositional phrases as adverbs (adverbial phrase)		
	4			using complement	
		a		noun	
		b		pronoun	
c			adjective		
5		composing compound-complex sentences			
EN6SW-III-3 Produce text with introduction, body, and conclusion in conveying ideas: providing evidence to support information.					

	EN6SW-III-4 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one’s purpose, context, and target audience.	
		using text types
	1	a narrative
		b persuasive
	EN6SW-III-5 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.	
	1	using facial expressions
	2	using gestures
	3	using eye contact
	4	using haptics
	5	using posture
	6	using proxemics and blocking
	EN6SW-III-6 Create simple survey forms based on purpose: interview survey forms (oral).	
	Viewing and Representing	EN6VR-III-1 Derive meaning based on the visual elements.
1		identifying the purpose of the visual text
2		analyzing how visual elements contribute to the meaning of a text
EN6VR-III-2 Evaluate cultural appropriateness of visual elements.		
EN6VR-III-3 Create a visual text drawn from visual elements learned.		
EN6VR-III-4 Identify multimedia elements.		
1		video (clip, film, tv ads, slide show, etc.)
2		animation (two-dimensional, three-dimensional)
EN6VR-III-5 Derive meaning for multimedia elements learned.		
1		identifying the author’s purpose
2		analyzing how multimedia elements contribute to the meaning of a text
		determining ideas that are explicitly used to influence viewers
3		a author’s point of view/stand
	b propaganda technique used	
EN6VR-III-6 Create a multimedia text drawn from multimedia elements learned.		

GRADE 6 – QUARTER 4

CONTENT STANDARDS	The learners demonstrate their word knowledge as used in formal and informal situations; knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; composing and creating text skills; and knowledge of non-verbal cues and propaganda techniques in order to produce culture-based texts based on one’s purpose, context, and target audience.
PERFORMANCE STANDARDS	The learners apply literal, inferential, and critical comprehension of literary and informational texts; produce culture-based texts: narrative, expository, and persuasive texts appropriate for their purpose, context (Indigenous People and regional celebrations), and target audience, using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

SUBDOMAINS	LEARNING COMPETENCIES	
Listening and Reading <i>(receptive skills)</i>	EN6LR-IV-1 Comprehend literary texts.	
	1	noting important elements (story grammar)
	2	sequencing at least 8 events
	3	identifying type of plot: flashback
	4	analyzing figures of speech to get and clarify meaning: irony
	5	inferring: author’s purpose, message, target audience
	6	making predictions: possible ending
	7	drawing conclusions
	8	identifying the main idea
	9	summarizing story events
	10	applying the important story elements to one’s schema: learning vicariously from the text
	EN6LR-IV-2 Comprehend informational texts.	
	1	noting important information through outlining (topic, main idea, supporting details): inductive-deductive organization (diamond)
	2	identifying text types: persuasive
	3	identifying author’s purpose a entertain

		b	inform, explain, describe
		c	persuade
	4	drawing conclusions	
	5	making generalizations	
	6	making a summary	
	7	distinguishing fact from opinion (statements of facts, opinions, and fact-based statements of opinion)	
	8	identifying propaganda technique used to persuade audience to further an idea or agenda	
a		bad logic/unwarranted extrapolation	
b		card stacking	
	EN6SW-IV-1 Compose appropriate sentences for clarity and coherence.		
	1	using kinds of verbs: intransitive	
	2	using tenses of verbs	
		a	perfect
			present
			past
		future	
	3	using prepositional phrases as adverbs (adverbial phrase)	
	4	using complement	
		a	noun
		b	pronoun
		c	adjective
	5	composing compound-complex sentences	
	EN6SW-IV-2 Produce text with introduction, body, and conclusion in conveying ideas: providing evidence to support information.		
	EN6SW-IV-3 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one's purpose, context, and target audience.		
1	using text types		
	a	narrative	

		b	persuasive
	EN6SW-IV-4 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.		
	1	using facial expressions	
	2	using gestures	
	3	using eye contact	
	4	using haptics	
	5	using posture	
	6	using proxemics and blocking	
EN6SW-IV-5 Create simple survey forms based on purpose: online survey forms (digital).			
Viewing and Representing	EN6VR-IV-1 Derive meaning based on the visual elements.		
	1	identifying the purpose of the visual text	
	2	analyzing how visual elements contribute to the meaning of a text	
	EN6VR-IV-2 Evaluate cultural appropriateness of visual elements.		
	EN6VR-IV-3 Create a visual text drawn from visual elements learned.		
	EN6VR-IV-4 Identify multimedia elements.		
	1	video (clip, film, tv ads, slide show, etc.)	
	2	animation (two-dimensional, three-dimensional)	
	EN6VR-IV-5 Derive meaning for multimedia elements learned.		
	1	identifying the author's purpose	
	2	analyzing how multimedia elements contribute to the meaning of a text	
	3	determining ideas that are explicitly used to influence viewers	
		a	author's point of view/stand
		b	propaganda technique used
	EN6VR-IV-6 Create a multimedia text drawn from multimedia elements learned.		

**MACRO SCOPE AND SEQUENCE OF ESSENTIAL LEARNING COMPETENCIES
KEY STAGE 3**

LITERARY TEXT

LEARNING COMPETENCIES		GRADE 7	GRADE 8	GRADE 9	GRADE 10	
		<i>QUARTERS 1 & 2</i>	<i>QUARTER 1</i>	<i>QUARTER 1</i>	<i>QUARTER 1</i>	
		TEXT FOCI				
		POETRY, PROSE, AND DRAMA (including FILM)				
Evaluating literary texts						
Analyze literary texts as expressions of individual or communal values within:						
1	structural context					
	a	conflict				
		character vs. character	ü	ü	ü	ü
		character vs. society	ü	ü	ü	ü
		character vs. nature/environment	ü	ü	ü	ü
		character vs. self		ü	ü	ü
	b	character	ü	ü	ü	ü
	c	characterization	ü	ü	ü	ü
	d	plot				
		linear and flashback	ü	ü		
		parallel		ü	ü	
		episodic			ü	
		in medias res				ü
	e	spectacle, dialogue, and music			ü	ü
f	rhyme and meter	ü	ü	ü	ü	
g	diction	ü	ü	ü	ü	
h	tone and mood	ü	ü	ü	ü	
i	style	ü	ü	ü	ü	

	j	patterns and motifs	ü	ü	ü	ü
	k	figures of speech and sound devices	ü	ü	ü	ü
	l	point of view and narrative techniques	ü	ü	ü	ü
	m	organic unity	ü	ü	ü	ü
	n	sign and referent			ü	ü
	o	binary opposition			ü	ü
2		biographical context	ü	ü	ü	ü
3		historical context	ü	ü	ü	ü
4		sociocultural context	ü	ü	ü	ü
5	linguistic context					
	a	deictic				
		speaker/narrator and time		ü		
		speaker/narrator and place		ü		ü
		speaker/narrator and situation		ü		ü
	b	co-text			ü	ü
c	collocation			ü	ü	
6		psychological context			ü	ü
Analyze the maxims, universal truths, and philosophies presented in the literary text as a means of valuing other people and their various circumstances in life.			ü	ü	ü	ü
Publishing an original literary text that reflects culture						
Identify one’s meaning and purpose in selecting the type of literary text for composition.			ü	ü	ü	ü
Compose literary texts using appropriate structure.			ü	ü	ü	ü
Revise the literary texts for coherence and cohesion.			ü	ü	ü	ü
Publish an original literary text that reflects culture:						
1		poem/prose	ü	ü		
2		script for a one-act play			ü	
3		short film				ü

INFORMATIONAL TEXT

LEARNING COMPETENCIES	GRADE 7		GRADE 8			GRADE 9			GRADE 10			
	Q3	Q4	Q2	Q3	Q4	Q2	Q3	Q4	Q2	Q3	Q4	
	TEXT FOCI											
	EXPOSITORY TEXT, NEWS AND PRESS RELEASES, FEATURES	EXPOSITORY ESSAY	PERSUASIVE TEXT	OPINION EDITORIALS, SPORTS AND SCIENCE & TECHNOLOGY STORIES	EXPOSITORY ESSAY	ARGUMENTATIVE TEXT	LITERATURE REVIEW	DOCUMENTARIES AND VLOGS	RESEARCH REPORT BASED ON LITERATURE REVIEW			
Evaluating informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function												
Examine text structures for clarity of meaning and purpose:												
1	non-journalistic texts											
	a	expository text										
		sequence/process	ü									
		comparison-contrast	ü									
		cause and effect	ü									
	problem and solution	ü										
	b	persuasive text		ü								
c	argumentative text					ü	ü					
2	journalistic texts											
	a	news and press releases	ü									
	b	features	ü									

	c	opinion editorials				ü						
	d	sports articles as news, features, and editorials				ü						
	e	science and technology articles as news, features, and editorials				ü						
	f	documentaries and vlogs								ü		
3	academic texts											
	a	expository essay		ü			ü					
	b	literature review							ü			
	c	research report									ü	ü
	Examine linguistic features as tools to achieve organizational efficiency in informational texts: -diction and style -transition devices -sentence structure and function		ü	ü	ü	ü	ü	ü	ü	ü	ü	ü
	Analyze the use of discipline-specific words, voice, technical terms in research, and conceptual, operational, and expanded definition of words.			ü			ü		ü		ü	ü

Examine how visual elements are used as tools to achieve the intended meaning of informational texts: -vectors (for scientific, mathematical, or technical topics) and viewpoint -technical editing -animations	ü		ü	ü		ü	ü		ü		
Extract significant information.	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü
Analyze the real-world issues/occurrences presented in informational texts.	ü		ü	ü		ü	ü		ü		
Analyze supporting evidence to validate assertions and counterclaims: -factual knowledge -statistical inferences -informed opinion -personal testimony		ü	ü		ü	ü	ü	ü		ü	ü
Distinguish facts from claims/opinions:											
1	statements of facts	ü									
2	statements of opinions	ü									
3	statements of fact-based opinions	ü									
4	self-evidence			ü		ü					
5	anecdotal evidence			ü		ü					

6	argument from authority			ü			ü					
7	empirical evidence			ü			ü					
Evaluate claims explicitly or implicitly made in a text: -claim of fact -claim of value -claim of policy			ü	ü		ü	ü					
Analyze propaganda techniques used in informational texts for political correctness:												
1	testimonials vs. plain folks	ü										
2	stereotyping vs. fear appeals	ü										
3	bandwagon vs. glittering generalities			ü								
4	transfer propaganda techniques vs. half truths			ü								
5	name calling vs. card stacking						ü					
6	ad nauseum propaganda vs. appeal to justice						ü					
Analyze persuasive techniques to support an argument: -ethos -logos -pathos				ü			ü	ü				

Draw inferences and conclusions to formulate sound judgment: -author’s purpose and meaning -target audience: hypothetical vs. real, experts vs. laypeople, managerial vs. rank-and-file	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü
Analyze how non-linear texts represent and/or summarize the contents of informational texts:											
1 graphs	ü										
2 charts	ü										
3 infographics	ü										
4 graphical organizers	ü										
5 photographs				ü							
6 cartoons/sketches				ü							
Determine the veracity of the information presented: -credibility of the author -accuracy of information -relevance -timeliness -objectivity -coverage	ü			ü					ü		
Analyze textual evidence to support an argument/general statement: -quoting -paraphrasing -summarizing	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü

Assess the quality of journalistic articles based on standard development principles: -simplicity and brevity -precision -objectivity and factuality -fairness and balance -ethics	ü			ü					ü		
Synthesize significant information.	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü
<i>Publishing a multimodal informational text for one’s purpose and target audience</i>											
Identify the text type appropriate for one’s topic, purpose, and target audience.	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü
Organize significant information using various technique.	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü
Determine one’s thesis as the central idea of the paper.	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü
Compose the informational text based on the chosen text type.	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü
Apply multimodal elements appropriate to the chosen text delivery/ies.	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü
Revise the text for coherence.	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü	ü

Revise the text for cohesion (diction, syntax, and style).		ü	ü	ü	ü	ü	ü	ü	ü	ü	ü
Edit the text for textual consistency.		ü	ü	ü	ü	ü	ü	ü	ü	ü	ü
Publish a multimodal informational text for one's purpose and target audience:											
1	expository text, news and press releases, and features	ü									
2	expository essay		ü			ü					
3	persuasive text			ü							
4	opinion editorials, sports and science and technology stories				ü						
5	argumentative text					ü	ü				
6	literature review							ü			
7	documentaries and vlogs								ü		
8	research report									ü	ü

TRANSACTIONAL TEXT

LEARNING COMPETENCIES		GRADE 7	GRADE 8	GRADE 9	GRADE 10
		QUARTER 4		QUARTER 3	
<i>Evaluating letters for clarity of purpose and meaning</i>					
Analyze distinguishing features of informal and formal correspondences to infer sender’s meaning and purpose across modalities.					
1	letter of request	ü			
2	letter of inquiry		ü		
3	letter of complaint			ü	
4	letter of application				ü
Analyze milieus influencing the structure and rhetoric of informal and formal correspondences across modalities: -parts and formats -organizational patterns -politeness strategies (etiquette)		ü	ü	ü	ü
Examine the sender’s voice for clarity of purpose and meaning: -diction -style -tone and register -point of view -sentence structure		ü	ü	ü	ü
Examine how ethics is established in transmitting informal and formal correspondences across modalities.		ü	ü	ü	ü
<i>Sending letters to communicate with and respond to senders</i>					
Identify one’s purpose and meaning in writing letters.		ü	ü	ü	ü
Compose a letter of request.		ü			
Compose a letter of inquiry.			ü		
Compose a letter of complaint.				ü	

Compose a letter of application.				ü
Revise for coherence and cohesion.	ü	ü	ü	ü
Edit for consistency of diction, style, tone and register, point of view, and grammar.	ü	ü	ü	ü
Send correspondences to communicate with and respond to senders within the bounds of ethics.	ü	ü	ü	ü

GRADE 7

GRADE LEVEL STANDARD

The learners use their multiliteracies and communicative competence in evaluating Philippine literature, and informational and transactional texts; and create texts in various modalities for a variety of purposes, meanings, and target audiences, which reflect their local and national identity.

QUARTER 1

CONTENT STANDARDS	The learners demonstrate their multiliteracies and communicative competence in evaluating Philippine literature (poetry) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect local and national identity.
PERFORMANCE STANDARDS	The learners analyze the style, form, and features of Philippine poetry (lyric, narrative, dramatic); evaluate poetry for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (poem) that represents their meaning, purpose, and target audience, and reflects their local and national identity.

LEARNING COMPETENCIES		
TEXT FOCI		
POETRY, PROSE, AND DRAMA		
<i>Evaluating literary texts</i>		
EN7LIT-I-1 Analyze literary texts as expressions of individual or communal values within:		
1		structural context
	a	conflict
		character vs. character
		character vs. society
		character vs. nature/environment
	b	character
	c	characterization
d	plot: linear and flashback	

	e	rhyme and meter
	f	diction
	g	tone and mood
	h	style
	i	patterns and motifs
	j	figures of speech and sound devices
	k	point of view and narrative techniques
	l	organic unity
2		biographical context
3		historical context
4		sociocultural context
EN7LIT-I-2 Analyze the maxims, universal truths, and philosophies presented in the literary text as a means of valuing other people and their various circumstances in life.		
<i>Publishing an original literary text that reflects culture</i>		
EN7LIT-I-3 Identify one’s meaning and purpose in selecting the type of literary text for composition.		
EN7LIT-I-4 Compose literary texts using appropriate structure.		
EN7LIT-I-5 Revise the literary texts for coherence and cohesion.		
EN7LIT-I-6 Publish an original literary text that reflects culture: poem.		

GRADE 7 – QUARTER 2

CONTENT STANDARDS	The learners demonstrate their multiliteracies and communicative competence in evaluating Philippine literature (prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect local and national identity.
PERFORMANCE STANDARDS	The learners analyze the style, form, and features of Philippine prose (short story and novel); evaluate prose for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (short story) that represents their meaning, purpose, and target audience, and reflects their local and national identity.

LEARNING COMPETENCIES	
TEXT FOCI	
POETRY, PROSE, AND DRAMA	
<i>Evaluating literary texts</i>	
EN7LIT-II-1 Analyze literary texts as expressions of individual or communal values within:	
1	structural context
	a
	conflict
	character vs. character
	character vs. society
	character vs. nature/environment
	b
	character
	c
	characterization
	d
	plot: linear and flashback
e	
rhyme and meter	
f	
diction	
g	
tone and mood	
h	
style	
i	
patterns and motifs	
j	
figures of speech and sound devices	

	k	point of view and narrative techniques
	l	organic unity
2		biographical context
3		historical context
4		sociocultural context
EN7LIT-II-2 Analyze the maxims, universal truths, and philosophies presented in the literary text as a means of valuing other people and their various circumstances in life.		
<i>Publishing an original literary text that reflects culture</i>		
EN7LIT-II-3 Identify one's meaning and purpose in selecting the type of literary text for composition.		
EN7LIT-II-4 Compose literary texts using appropriate structure.		
EN7LIT-II-5 Revise the literary texts for coherence and cohesion.		
EN7LIT-II-6 Publish an original literary text that reflects culture: short story.		

GRADE 7 – QUARTER 3

CONTENT STANDARDS	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (expository texts and journalistic texts: news and press releases, and features) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational texts.
PERFORMANCE STANDARDS	The learners analyze the style, form, and features of informational texts (expository texts, news and press releases, and features); evaluate informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (expository texts, news and press releases, and features) using appropriate forms and structures that represent their meaning, purpose, and target audience.

<p style="text-align: center;">LEARNING COMPETENCIES</p> <p style="text-align: center;">TEXT FOCI</p> <p style="text-align: center;">EXPOSITORY TEXT, NEWS AND PRESS RELEASES, FEATURES</p>		
<p style="text-align: center;"><i>Evaluating informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function</i></p>		
<p>EN7INF-III-1 Examine text structures for clarity of meaning and purpose:</p>		
1		non-journalistic texts
	a	expository text
		sequence/process
		comparison-contrast
		cause and effect
	problem and solution	
2		journalistic texts
	a	news and press releases
	b	features
<p>EN7INF-III-2 Examine linguistic features as tools to achieve organizational efficiency in informational texts: -diction and style</p>		

-transition devices -sentence structure and function	
EN7INF-III-3 Examine how visual elements are used as tools to achieve the intended meaning of informational texts: -vectors (for scientific, mathematical, or technical topics) and viewpoint -technical editing -animations	
EN7INF-III-4 Extract significant information.	
EN7INF-III-5 Analyze the real-world issues/occurrences presented in informational texts.	
EN7INF-III-6 Distinguish facts from claims/opinions:	
1	statements of facts
2	statements of opinions
3	statements of fact-based opinions
EN7INF-III-7 Analyze propaganda techniques used in informational texts for political correctness:	
1	testimonials vs. plain folks
2	stereotyping vs. fear appeals
EN7INF-III-8 Draw inferences and conclusions to formulate sound judgment: -author’s purpose and meaning -target audience: hypothetical vs. real, experts vs. laypeople, managerial vs. rank-and-file	
EN7INF-III-9 Analyze how non-linear texts represent and/or summarize the contents of informational texts:	
1	graphs
2	charts
3	infographics
4	graphical organizers

<p>EN7INF-III-10 Determine the veracity of the information presented:</p> <ul style="list-style-type: none"> -credibility of the author -accuracy of information -relevance -timeliness -objectivity -coverage
<p>EN7INF-III-11 Analyze textual evidence to support an argument/general statement:</p> <ul style="list-style-type: none"> -quoting -paraphrasing -summarizing
<p>EN7INF-III-12 Assess the quality of journalistic articles based on standard development principles:</p> <ul style="list-style-type: none"> -simplicity and brevity -precision -objectivity and factuality -fairness and balance -ethics
<p>EN7INF-III-13 Synthesize significant information.</p>
<p><i>Publishing a multimodal informational text for one’s purpose and target audience</i></p>
<p>EN7INF-III-14 Identify the text type appropriate for one’s topic, purpose, and target audience.</p>
<p>EN7INF-III-15 Organize significant information using various technique.</p>
<p>EN7INF-III-16 Determine one’s thesis as the central idea of the paper.</p>
<p>EN7INF-III-17 Compose the informational text based on the chosen text type.</p>
<p>EN7INF-III-18 Apply multimodal elements appropriate to the chosen text delivery/ies.</p>
<p>EN7INF-III-19 Revise the text for coherence.</p>
<p>EN7INF-III-20 Revise the text for cohesion (diction, syntax, and style).</p>
<p>EN7INF-III-21 Edit the text for textual consistency.</p>
<p>EN7INF-III-22 Publish a multimodal informational text for one’s purpose and target audience: expository text, news and press releases, and features.</p>

GRADE 7 – QUARTER 4

CONTENT STANDARDS	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (academic text: expository essays) and transactional texts (letter of request) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational and transactional texts.
PERFORMANCE STANDARDS	The learners analyze the style, form, and features of informational texts (expository essays) and transactional texts (letter of request); evaluate informational and transactional texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (expository essays) and transactional texts (letter of request) using appropriate forms and structures that represent their meaning, purpose, and target audience.

<p>LEARNING COMPETENCIES</p> <p>TEXT FOCUS</p> <p>EXPOSITORY ESSAY</p>	
<p><i>Evaluating informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function</i></p>	
	<p>EN7INF-IV-1 Examine text structures for clarity of meaning and purpose:</p>
	<p>academic text: expository essay</p>
	<p>EN7INF-IV-2 Examine linguistic features as tools to achieve organizational efficiency in informational texts:</p> <ul style="list-style-type: none"> -diction and style -transition devices -sentence structure and function
	<p>EN7INF-IV-3 Analyze the use of discipline-specific words, voice, technical terms in research, and conceptual, operational, and expanded definition of words.</p>
	<p>EN7INF-IV-4 Extract significant information.</p>
	<p>EN7INF-IV-5 Analyze supporting evidence to validate assertions and counterclaims:</p> <ul style="list-style-type: none"> -factual knowledge -statistical inferences -informed opinion -personal testimony

<p>EN7INF-IV-6 Evaluate claims explicitly or implicitly made in a text: -claim of fact -claim of value -claim of policy</p>
<p>EN7INF-IV-7 Draw inferences and conclusions to formulate sound judgment: -author’s purpose and meaning -target audience: hypothetical vs. real, experts vs. laypeople, managerial vs. rank-and-file</p>
<p>EN7INF-IV-8 Analyze textual evidence to support an argument/general statement: -quoting -paraphrasing -summarizing</p>
<p>EN7INF-IV-9 Synthesize significant information.</p>
<p><i>Publishing a multimodal informational text for one’s purpose and target audience</i></p>
<p>EN7INF-IV-10 Identify the text type appropriate for one’s topic, purpose, and target audience.</p>
<p>EN7INF-IV-11 Organize significant information using various technique.</p>
<p>EN7INF-IV-12 Determine one’s thesis as the central idea of the paper.</p>
<p>EN7INF-IV-13 Compose the informational text based on the chosen text type.</p>
<p>EN7INF-IV-14 Apply multimodal elements appropriate to the chosen text delivery/ies.</p>
<p>EN7INF-IV-15 Revise the text for coherence.</p>
<p>EN7INF-IV-16 Revise the text for cohesion (diction, syntax, and style).</p>
<p>EN7INF-IV-17 Edit the text for textual consistency.</p>
<p>EN7INF-IV-18 Publish a multimodal informational text for one’s purpose and target audience: expository essay.</p>
<p style="text-align: center;">TEXT FOCUS TRANSACTIONAL TEXT: LETTER OF REQUEST</p>
<p><i>Evaluating letters for clarity of purpose and meaning</i></p>
<p>EN7TRAN-IV-1 Analyze distinguishing features of informal and formal correspondences to infer sender’s meaning and purpose across modalities: letter of request.</p>

<p>EN7TRAN-IV-2 Analyze milieus influencing the structure and rhetoric of informal and formal correspondences across modalities: -parts and formats -organizational patterns -politeness strategies (etiquette)</p>
<p>EN7TRAN-IV-3 Examine the sender’s voice for clarity of purpose and meaning: -diction -style -tone and register -point of view -sentence structure</p>
<p>EN7TRAN-IV-4 Examine how ethics is established in transmitting informal and formal correspondences across modalities.</p>
<p><i>Sending letters to communicate with and respond to senders</i></p>
<p>EN7TRAN-IV-5 Identify one’s purpose and meaning in writing letters.</p>
<p>EN7TRAN-IV-6 Compose a letter of request.</p>
<p>EN7TRAN-IV-7 Revise for coherence and cohesion.</p>
<p>EN7TRAN-IV-8 Edit for consistency of diction, style, tone and register, point of view, and grammar.</p>
<p>EN7TRAN-IV-9 Send correspondences to communicate with and respond to senders within the bounds of ethics.</p>

GRADE 8

GRADE LEVEL STANDARD

The learners use their multiliteracies and communicative competence in evaluating Afro-Asian literature, and informational and transactional texts; and create texts in various modalities for a variety of purposes, meanings, and target audiences, which reflect their expanding cultural identity (Philippines and Afro-Asia).

QUARTER 1

CONTENT STANDARDS	The learners demonstrate their multiliteracies and communicative competence in evaluating Afro-Asian literature (poetry and prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect their expanding cultural identity.
PERFORMANCE STANDARDS	The learners analyze the style, form, and features of Afro-Asian literature (poetry and prose); evaluate literary texts for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (poem or prose) that represents their meaning, purpose, and target audience, and reflects their expanding cultural identity.

LEARNING COMPETENCIES		
TEXT FOCI		
POETRY, PROSE, AND DRAMA		
<i>Evaluating literary texts</i>		
ENSLIT-I-1 Analyze literary texts as expressions of individual or communal values within:		
1	structural context	
	a	conflict
		character vs. character
		character vs. society
		character vs. nature/environment
		character vs. self
	b	character
c	characterization	

		plot
	d	linear and flashback
		parallel
	e	rhyme and meter
	f	diction
	g	tone and mood
	h	style
	i	patterns and motifs
	j	figures of speech and sound devices
	k	point of view and narrative techniques
	l	organic unity
2		biographical context
3		historical context
4		sociocultural context
		linguistic context: deictic
5		speaker/narrator and time
		speaker/narrator and place
		speaker/narrator and situation
ENSLIT-I-2 Analyze the maxims, universal truths, and philosophies presented in the literary text as a means of valuing other people and their various circumstances in life.		
<i>Publishing an original literary text that reflects culture</i>		
ENSLIT-I-3 Identify one’s meaning and purpose in selecting the type of literary text for composition.		
ENSLIT-I-4 Compose literary texts using appropriate structure.		
ENSLIT-I-5 Revise the literary texts for coherence and cohesion.		
ENSLIT-I-6 Publish an original literary text that reflects culture: poem/prose.		

GRADE 8 – QUARTER 2

CONTENT STANDARDS	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (persuasive texts) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational texts.
PERFORMANCE STANDARDS	The learners analyze the style, form, and features of informational texts (persuasive texts); evaluate informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (persuasive texts) using appropriate forms and structures that represent their meaning, purpose, and target audience.

<p>LEARNING COMPETENCIES</p> <p>TEXT FOCUS</p> <p>PERSUASIVE TEXT</p>	
<p><i>Evaluating informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function</i></p>	
<p>ENSINF-II-1 Examine text structures for clarity of meaning and purpose:</p>	
	<p>non-journalistic text: persuasive text</p>
<p>ENSINF-II-2 Examine linguistic features as tools to achieve organizational efficiency in informational texts:</p> <ul style="list-style-type: none"> -diction and style -transition devices -sentence structure and function 	
<p>ENSINF-II-3 Examine how visual elements are used as tools to achieve the intended meaning of informational texts:</p> <ul style="list-style-type: none"> -vectors (for scientific, mathematical, or technical topics) and viewpoint -technical editing -animations 	
<p>ENSINF-II-4 Extract significant information.</p>	
<p>ENSINF-II-5 Analyze the real-world issues/occurrences presented in informational texts.</p>	

ENSINF-II-6 Analyze supporting evidence to validate assertions and counterclaims: -factual knowledge -statistical inferences -informed opinion -personal testimony	
ENSINF-II-7 Distinguish facts from claims/opinions:	
1	self-evidence
2	anecdotal evidence
3	argument from authority
4	empirical evidence
ENSINF-II-8 Evaluate claims explicitly or implicitly made in a text: -claim of fact -claim of value -claim of policy	
ENSINF-II-9 Analyze propaganda techniques used in informational texts for political correctness:	
1	bandwagon vs. glittering generalities
2	transfer propaganda techniques vs. half truths
ENSINF-II-10 Analyze persuasive techniques to support an argument: -ethos -logos -pathos	
ENSINF-II-11 Draw inferences and conclusions to formulate sound judgment: -author’s purpose and meaning -target audience: hypothetical vs. real, experts vs. laypeople, managerial vs. rank-and-file	
ENSINF-II-12 Analyze textual evidence to support an argument/general statement: -quoting -paraphrasing -summarizing	
ENSINF-II-13 Synthesize significant information.	

<i>Publishing a multimodal informational text for one's purpose and target audience</i>	
EN8INF-II-14	Identify the text type appropriate for one's topic, purpose, and target audience.
EN8INF-II-15	Organize significant information using various technique.
EN8INF-II-16	Determine one's thesis as the central idea of the paper.
EN8INF-II-17	Compose the informational text based on the chosen text type.
EN8INF-II-18	Apply multimodal elements appropriate to the chosen text delivery/ies.
EN8INF-II-19	Revise the text for coherence.
EN8INF-II-20	Revise the text for cohesion (diction, syntax, and style).
EN8INF-II-21	Edit the text for textual consistency.
EN8INF-II-22	Publish a multimodal informational text for one's purpose and target audience: persuasive text.

GRADE 8 – QUARTER 3

CONTENT STANDARDS	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (journalistic texts: opinion editorials, sports, and Science and Technology articles) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational texts.
PERFORMANCE STANDARDS	The learners analyze the style, form, and features of informational texts (opinion editorials, sports, and Science and Technology articles); evaluate informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (opinion editorials, sports, and Science and Technology articles) using appropriate forms and structures that represent their meaning, purpose, and target audience.

<p>LEARNING COMPETENCIES</p> <p>TEXT FOCI</p> <p>OPINION EDITORIALS, SPORTS AND SCIENCE & TECHNOLOGY ARTICLES</p>									
<p><i>Evaluating informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function</i></p>									
<p>ENSINF-III-1 Examine text structures for clarity of meaning and purpose:</p>									
1	<table border="1"> <tr> <td data-bbox="394 852 416 890"></td> <td data-bbox="416 852 1843 890">journalistic texts</td> </tr> <tr> <td data-bbox="394 890 416 928">a</td> <td data-bbox="416 890 1843 928">opinion editorials</td> </tr> <tr> <td data-bbox="394 928 416 967">b</td> <td data-bbox="416 928 1843 967">sports articles as news, features, and editorials</td> </tr> <tr> <td data-bbox="394 967 416 1005">c</td> <td data-bbox="416 967 1843 1005">science and technology articles as news, features, and editorials</td> </tr> </table>		journalistic texts	a	opinion editorials	b	sports articles as news, features, and editorials	c	science and technology articles as news, features, and editorials
	journalistic texts								
a	opinion editorials								
b	sports articles as news, features, and editorials								
c	science and technology articles as news, features, and editorials								
<p>ENSINF-III-2 Examine linguistic features as tools to achieve organizational efficiency in informational texts:</p> <ul style="list-style-type: none"> -diction and style -transition devices -sentence structure and function 									
<p>ENSINF-III-3 Examine how visual elements are used as tools to achieve the intended meaning of informational texts:</p> <ul style="list-style-type: none"> -vectors (for scientific, mathematical, or technical topics) and viewpoint -technical editing -animations 									

ENSINF-III-4 Extract significant information.	
ENSINF-III-5 Analyze the real-world issues/occurrences presented in informational texts.	
ENSINF-III-6 Draw inferences and conclusions to formulate sound judgment: -author’s purpose and meaning -target audience: hypothetical vs. real, experts vs. laypeople, managerial vs. rank-and-file	
ENSINF-III-7 Analyze how non-linear texts represent and/or summarize the contents of informational texts:	
5	photographs
6	cartoons/sketches
ENSINF-III-8 Determine the veracity of the information presented: -credibility of the author -accuracy of information -relevance -timeliness -objectivity -coverage	
ENSINF-III-9 Analyze textual evidence to support an argument/general statement: -quoting -paraphrasing -summarizing	
ENSINF-III-10 Assess the quality of journalistic articles based on standard development principles: -simplicity and brevity -precision -objectivity and factuality -fairness and balance -ethics	
ENSINF-III-11 Synthesize significant information.	
<i>Publishing a multimodal informational text for one’s purpose and target audience</i>	
ENSINF-III-12 Identify the text type appropriate for one’s topic, purpose, and target audience.	

ENSINF-III-13 Organize significant information using various technique.
ENSINF-III-14 Determine one's thesis as the central idea of the paper.
ENSINF-III-15 Compose the informational text based on the chosen text type.
ENSINF-III-16 Apply multimodal elements appropriate to the chosen text delivery/ies.
ENSINF-III-17 Revise the text for coherence.
ENSINF-III-18 Revise the text for cohesion (diction, syntax, and style).
ENSINF-III-19 Edit the text for textual consistency.
ENSINF-III-20 Publish a multimodal informational text for one's purpose and target audience: opinion editorials, sports and science and technology articles.

GRADE 8 – QUARTER 4

CONTENT STANDARDS	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (academic text: expository essays) and transactional texts (letter of inquiry) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational and transactional texts.
PERFORMANCE STANDARDS	The learners analyze the style, form, and features of informational texts (expository essays) and transactional texts (letter of inquiry); evaluate informational and transactional texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (expository essays) and transactional texts (letter of inquiry) using appropriate forms and structures that represent their meaning, purpose, and target audience.

<p>LEARNING COMPETENCIES</p> <p>TEXT FOCUS</p> <p>EXPOSITORY ESSAY</p>	
<p><i>Evaluating informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function</i></p>	
	<p>ENSINF-IV-1 Examine text structures for clarity of meaning and purpose:</p>
	<p>academic text: expository essay</p>
	<p>ENSINF-IV-2 Examine linguistic features as tools to achieve organizational efficiency in informational texts:</p> <ul style="list-style-type: none"> -diction and style -transition devices -sentence structure and function
	<p>ENSINF-IV-3 Analyze the use of discipline-specific words, voice, technical terms in research, and conceptual, operational, and expanded definition of words.</p>
	<p>ENSINF-IV-4 Extract significant information.</p>
	<p>ENSINF-IV-5 Analyze supporting evidence to validate assertions and counterclaims:</p> <ul style="list-style-type: none"> -factual knowledge -statistical inferences -informed opinion -personal testimony

<p>EN8INF-IV-6 Evaluate claims explicitly or implicitly made in a text: -claim of fact -claim of value -claim of policy</p>
<p>EN8INF-IV-7 Draw inferences and conclusions to formulate sound judgment: -author’s purpose and meaning -target audience: hypothetical vs. real, experts vs. laypeople, managerial vs. rank-and-file</p>
<p>EN8INF-IV-8 Analyze textual evidence to support an argument/general statement: -quoting -paraphrasing -summarizing</p>
<p>EN8INF-IV-9 Synthesize significant information.</p>
<p><i>Publishing a multimodal informational text for one’s purpose and target audience</i></p>
<p>EN8INF-IV-10 Identify the text type appropriate for one’s topic, purpose, and target audience.</p>
<p>EN8INF-IV-11 Organize significant information using various technique.</p>
<p>EN8INF-IV-12 Determine one’s thesis as the central idea of the paper.</p>
<p>EN8INF-IV-13 Compose the informational text based on the chosen text type.</p>
<p>EN8INF-IV-14 Apply multimodal elements appropriate to the chosen text delivery/ies.</p>
<p>EN8INF-IV-15 Revise the text for coherence.</p>
<p>EN8INF-IV-16 Revise the text for cohesion (diction, syntax, and style).</p>
<p>EN8INF-IV-17 Edit the text for textual consistency.</p>
<p>EN8INF-IV-18 Publish a multimodal informational text for one’s purpose and target audience: expository essay.</p>
<p style="text-align: center;">TEXT FOCUS TRANSACTIONAL TEXT: LETTER OF INQUIRY</p>
<p><i>Evaluating letters for clarity of purpose and meaning</i></p>
<p>EN8TRAN-IV-1 Analyze distinguishing features of informal and formal correspondences to infer sender’s meaning and purpose across modalities: letter of inquiry.</p>

<p>ENSTRAN-IV-2 Analyze milieus influencing the structure and rhetoric of informal and formal correspondences across modalities:</p> <ul style="list-style-type: none"> -parts and formats -organizational patterns -politeness strategies (etiquette)
<p>ENSTRAN-IV-3 Examine the sender's voice for clarity of purpose and meaning:</p> <ul style="list-style-type: none"> -diction -style -tone and register -point of view -sentence structure
<p>ENSTRAN-IV-4 Examine how ethics is established in transmitting informal and formal correspondences across modalities.</p>
<p><i>Sending letters to communicate with and respond to senders</i></p>
<p>ENSTRAN-IV-5 Identify one's purpose and meaning in writing letters.</p>
<p>ENSTRAN-IV-6 Compose a letter of inquiry.</p>
<p>ENSTRAN-IV-7 Revise for coherence and cohesion.</p>
<p>ENSTRAN-IV-8 Edit for consistency of diction, style, tone and register, point of view, and grammar.</p>
<p>ENSTRAN-IV-9 Send correspondences to communicate with and respond to senders within the bounds of ethics.</p>

GRADE 9

GRADE LEVEL STANDARD

The learners use their multiliteracies and communicative competence in evaluating Anglo-American literature, and informational and transactional texts; and create texts in various modalities for a variety of purposes, meanings, and target audiences, which reflect their expanding cultural identity (Philippines, Afro-Asia, and Anglo-America).

QUARTER 1

CONTENT STANDARDS	The learners demonstrate their multiliteracies and communicative competence in evaluating Anglo-American literature (poetry, prose, and drama) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect their expanding cultural identity.
PERFORMANCE STANDARDS	The learners analyze the style, form, and features of Anglo-American literature (poetry, prose, and drama); evaluate literary texts for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (one-act play) that represents their meaning, purpose, and target audience, and reflects their expanding cultural identity.

LEARNING COMPETENCIES		
TEXT FOCI		
POETRY, PROSE, AND DRAMA		
<i>Evaluating literary texts</i>		
EN9LIT-I-1 Analyze literary texts as expressions of individual or communal values within:		
1	structural context	
	a	conflict
		character vs. character
		character vs. society
		character vs. nature/environment
		character vs. self
	b	character
c	characterization	

	d	plot
		parallel
		episodic
	e	spectacle, dialogue, and music
	f	rhyme and meter
	g	diction
	h	tone and mood
	i	style
	j	patterns and motifs
	k	figures of speech and sound devices
	l	point of view and narrative techniques
	m	organic unity
	n	sign and referent
	o	binary opposition
2		biographical context
3		historical context
4		sociocultural context
		linguistic context
5	a	co-text
	b	collocation
6		psychological context
<p>EN9LIT-I-2 Analyze the maxims, universal truths, and philosophies presented in the literary text as a means of valuing other people and their various circumstances in life.</p>		
<p><i>Publishing an original literary text that reflects culture</i></p>		
<p>EN9LIT-I-3 Identify one’s meaning and purpose in selecting the type of literary text for composition.</p>		
<p>EN9LIT-I-4 Compose literary texts using appropriate structure.</p>		
<p>EN9LIT-I-5 Revise the literary texts for coherence and cohesion.</p>		
<p>EN9LIT-I-6 Publish an original literary text that reflects culture: script for a one-act play.</p>		

GRADE 9 – QUARTER 2

CONTENT STANDARDS	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (argumentative texts) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational texts.
PERFORMANCE STANDARDS	The learners analyze the style, form, and features of informational texts (argumentative texts); evaluate informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (argumentative texts) using appropriate forms and structures that represent their meaning, purpose, and target audience.

LEARNING COMPETENCIES	
TEXT FOCUS	
ARGUMENTATIVE TEXT	
<i>Evaluating informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function</i>	
EN9INF-II-1 Examine text structures for clarity of meaning and purpose:	
	non-journalistic text: argumentative text
EN9INF-II-2 Examine linguistic features as tools to achieve organizational efficiency in informational texts:	
-diction and style	
-transition devices	
-sentence structure and function	
EN9INF-II-3 Examine how visual elements are used as tools to achieve the intended meaning of informational texts:	
-vectors (for scientific, mathematical, or technical topics) and viewpoint	
-technical editing	
-animations	
EN9INF-II-4 Extract significant information.	
EN9INF-II-5 Analyze the real-world issues/occurrences presented in informational texts.	

EN9INF-II-6 Analyze supporting evidence to validate assertions and counterclaims: -factual knowledge -statistical inferences -informed opinion -personal testimony	
EN9INF-II-7 Distinguish facts from claims/opinions:	
1	self-evidence
2	anecdotal evidence
3	argument from authority
4	empirical evidence
EN9INF-II-8 Evaluate claims explicitly or implicitly made in a text: -claim of fact -claim of value -claim of policy	
EN9INF-II-9 Analyze propaganda techniques used in informational texts for political correctness:	
1	name calling vs. card stacking
2	ad nauseum propaganda vs. appeal to justice
EN9INF-II-10 Analyze persuasive techniques to support an argument: -ethos -logos -pathos	
EN9INF-II-11 Draw inferences and conclusions to formulate sound judgment: -author’s purpose and meaning -target audience: hypothetical vs. real, experts vs. laypeople, managerial vs. rank-and-file	
EN9INF-II-12 Analyze textual evidence to support an argument/general statement: -quoting -paraphrasing -summarizing	
EN9INF-II-13 Synthesize significant information.	

<i>Publishing a multimodal informational text for one's purpose and target audience</i>
EN9INF-II-14 Identify the text type appropriate for one's topic, purpose, and target audience.
EN9INF-II-15 Organize significant information using various technique.
EN9INF-II-16 Determine one's thesis as the central idea of the paper.
EN9INF-II-17 Compose the informational text based on the chosen text type.
EN9INF-II-18 Apply multimodal elements appropriate to the chosen text delivery/ies.
EN9INF-II-19 Revise the text for coherence.
EN9INF-II-20 Revise the text for cohesion (diction, syntax, and style).
EN9INF-II-21 Edit the text for textual consistency.
EN9INF-II-22 Publish a multimodal informational text for one's purpose and target audience: argumentative text.

GRADE 9 – QUARTER 3

CONTENT STANDARDS	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (argumentative texts) and transactional texts (letter of complaint) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational and transactional texts.
PERFORMANCE STANDARDS	The learners analyze the style, form, and features of informational texts (argumentative texts) and transactional texts (letter of complaint); evaluate informational and transactional texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (argumentative texts) and transactional texts (letter of complaint) using appropriate forms and structures that represent their meaning, purpose, and target audience.

<p>LEARNING COMPETENCIES</p> <p>TEXT FOCUS</p> <p>ARGUMENTATIVE TEXT</p>	
<p><i>Evaluating informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function</i></p>	
	<p>EN9INF-III-1 Examine text structures for clarity of meaning and purpose:</p>
	<p>non-journalistic text: argumentative text</p>
	<p>EN9INF-III-2 Examine linguistic features as tools to achieve organizational efficiency in informational texts:</p> <ul style="list-style-type: none"> -diction and style -transition devices -sentence structure and function
	<p>EN9INF-III-3 Examine how visual elements are used as tools to achieve the intended meaning of informational texts:</p> <ul style="list-style-type: none"> -vectors (for scientific, mathematical, or technical topics) and viewpoint -technical editing -animations
	<p>EN9INF-III-4 Extract significant information.</p>
	<p>EN9INF-III-5 Analyze the real-world issues/occurrences presented in informational texts.</p>

<p>EN9INF-III-6 Analyze supporting evidence to validate assertions and counterclaims: -factual knowledge -statistical inferences -informed opinion -personal testimony</p>
<p>EN9INF-III-7 Analyze persuasive techniques to support an argument: -ethos -logos -pathos</p>
<p>EN9INF-III-8 Draw inferences and conclusions to formulate sound judgment: -author’s purpose and meaning -target audience: hypothetical vs. real, experts vs. laypeople, managerial vs. rank-and-file</p>
<p>EN9INF-III-9 Analyze textual evidence to support an argument/general statement: -quoting -paraphrasing -summarizing</p>
<p>EN9INF-III-10 Synthesize significant information.</p>
<p><i>Publishing a multimodal informational text for one’s purpose and target audience</i></p>
<p>EN9INF-III-11 Identify the text type appropriate for one’s topic, purpose, and target audience.</p>
<p>EN9INF-III-12 Organize significant information using various technique.</p>
<p>EN9INF-III-13 Determine one’s thesis as the central idea of the paper.</p>
<p>EN9INF-III-14 Compose the informational text based on the chosen text type.</p>
<p>EN9INF-III-15 Apply multimodal elements appropriate to the chosen text delivery/ies.</p>
<p>EN9INF-III-16 Revise the text for coherence.</p>
<p>EN9INF-III-17 Revise the text for cohesion (diction, syntax, and style).</p>
<p>EN9INF-III-18 Edit the text for textual consistency.</p>
<p>EN9INF-III-19 Publish a multimodal informational text for one’s purpose and target audience: argumentative text.</p>
<p>TEXT FOCUS</p>

TRANSACTIONAL TEXT: LETTER OF COMPLAINT	
<i>Evaluating letters for clarity of purpose and meaning</i>	
EN9TRAN-III-1	Analyze distinguishing features of informal and formal correspondences to infer sender's meaning and purpose across modalities: letter of complaint.
EN9TRAN-III-2	Analyze milieus influencing the structure and rhetoric of informal and formal correspondences across modalities: -parts and formats -organizational patterns -politeness strategies (etiquette)
EN9TRAN-III-3	Examine the sender's voice for clarity of purpose and meaning: -diction -style -tone and register -point of view -sentence structure
EN9TRAN-III-4	Examine how ethics is established in transmitting informal and formal correspondences across modalities.
<i>Sending letters to communicate with and respond to senders</i>	
EN9TRAN-III-5	Identify one's purpose and meaning in writing letters.
EN9TRAN-III-6	Compose a letter of complaint.
EN9TRAN-III-7	Revise for coherence and cohesion.
EN9TRAN-III-8	Edit for consistency of diction, style, tone and register, point of view, and grammar.
EN9TRAN-III-9	Send correspondences to communicate with and respond to senders within the bounds of ethics.

GRADE 9 – QUARTER 4

CONTENT STANDARDS	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (academic text: literature review) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational texts.
PERFORMANCE STANDARDS	The learners analyze the style, form, and features of informational texts (literature review); evaluate informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (literature review) using appropriate forms and structures that represent their meaning, purpose, and target audience.

<p>LEARNING COMPETENCIES</p> <p>TEXT FOCUS</p> <p>LITERATURE REVIEW</p>	
<p><i>Evaluating informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function</i></p>	
	<p>EN9INF-IV-1 Examine text structures for clarity of meaning and purpose:</p>
	<p>academic text: literature review</p>
	<p>EN9INF-IV-2 Examine linguistic features as tools to achieve organizational efficiency in informational texts:</p> <ul style="list-style-type: none"> -diction and style -transition devices -sentence structure and function
	<p>EN9INF-IV-3 Analyze the use of discipline-specific words, voice, technical terms in research, and conceptual, operational, and expanded definition of words.</p>
	<p>EN9INF-IV-4 Extract significant information.</p>
	<p>EN9INF-IV-5 Analyze supporting evidence to validate assertions and counterclaims:</p> <ul style="list-style-type: none"> -factual knowledge -statistical inferences -informed opinion -personal testimony

<p>EN9INF-IV-6 Draw inferences and conclusions to formulate sound judgment: -author’s purpose and meaning -target audience: hypothetical vs. real, experts vs. laypeople, managerial vs. rank-and-file</p>
<p>EN9INF-IV-7 Analyze textual evidence to support an argument/general statement: -quoting -paraphrasing -summarizing</p>
<p>EN9INF-IV-8 Synthesize significant information.</p>
<p><i>Publishing a multimodal informational text for one’s purpose and target audience</i></p>
<p>EN9INF-IV-9 Identify the text type appropriate for one’s topic, purpose, and target audience.</p>
<p>EN9INF-IV-10 Organize significant information using various technique.</p>
<p>EN9INF-IV-11 Determine one’s thesis as the central idea of the paper.</p>
<p>EN9INF-IV-12 Compose the informational text based on the chosen text type.</p>
<p>EN9INF-IV-13 Apply multimodal elements appropriate to the chosen text delivery/ies.</p>
<p>EN9INF-IV-14 Revise the text for coherence.</p>
<p>EN9INF-IV-15 Revise the text for cohesion (diction, syntax, and style).</p>
<p>EN9INF-IV-16 Edit the text for textual consistency.</p>
<p>EN9INF-IV-17 Publish a multimodal informational text for one’s purpose and target audience: literature review.</p>

GRADE 10

GRADE LEVEL STANDARD

The learners use their multiliteracies and communicative competence in evaluating World literature, and informational and transactional texts; and create texts in various modalities for a variety of purposes, meanings, and target audiences, which reflect their expanding cultural identity (Philippines, Afro-Asia, Anglo-America, and the World).

QUARTER 1

CONTENT STANDARDS	The learners demonstrate their multiliteracies and communicative competence in evaluating World literature (poetry, prose, and drama) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect their expanding cultural identity.
PERFORMANCE STANDARDS	The learners analyze the style, form, and features of World literature (poetry, prose, and drama); evaluate literary texts for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (short film) that represents their meaning, purpose, and target audience, and reflects their expanding cultural identity.

LEARNING COMPETENCIES		
TEXT FOCI		
POETRY, PROSE, AND DRAMA		
<i>Evaluating literary texts</i>		
EN1OLIT-I-1 Analyze literary texts as expressions of individual or communal values within:		
1		structural context
	a	conflict
		character vs. character
		character vs. society
		character vs. nature/environment
		character vs. self
	b	character
c	characterization	

	d	plot: in medias res
	e	spectacle, dialogue, and music
	f	rhyme and meter
	g	diction
	h	tone and mood
	i	style
	j	patterns and motifs
	k	figures of speech and sound devices
	l	point of view and narrative techniques
	m	organic unity
	n	sign and referent
	o	binary opposition
2		biographical context
3		historical context
4		sociocultural context
5		linguistic context
	a	deictic
		speaker/narrator and place
		speaker/narrator and situation
	b	co-text
c	collocation	
6		psychological context
EN10LIT-I-2 Analyze the maxims, universal truths, and philosophies presented in the literary text as a means of valuing other people and their various circumstances in life.		
<i>Publishing an original literary text that reflects culture</i>		
EN10LIT-I-3 Identify one’s meaning and purpose in selecting the type of literary text for composition.		
EN10LIT-I-4 Compose literary texts using appropriate structure.		
EN10LIT-I-5 Revise the literary texts for coherence and cohesion.		
EN10LIT-I-6 Publish an original literary text that reflects culture: short film.		

GRADE 10 – QUARTER 2

CONTENT STANDARDS	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (journalistic texts: documentaries and vlogs) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational texts.
PERFORMANCE STANDARDS	The learners analyze the style, form, and features of informational texts (documentaries and vlogs); evaluate informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (documentaries and vlogs) using appropriate forms and structures that represent their meaning, purpose, and target audience.

<p>LEARNING COMPETENCIES</p> <p>TEXT FOCI</p> <p>DOCUMENTARIES AND VLOGS</p>	
<p><i>Evaluating informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function</i></p>	
	<p>EN10INF-II-1 Examine text structures for clarity of meaning and purpose:</p>
	<p>journalistic texts: documentaries and vlogs</p>
	<p>EN10INF-II-2 Examine linguistic features as tools to achieve organizational efficiency in informational texts:</p> <ul style="list-style-type: none"> -diction and style -transition devices -sentence structure and function
	<p>EN10INF-II-3 Examine how visual elements are used as tools to achieve the intended meaning of informational texts:</p> <ul style="list-style-type: none"> -vectors (for scientific, mathematical, or technical topics) and viewpoint -technical editing -animations
	<p>EN10INF-II-4 Extract significant information.</p>
	<p>EN10INF-II-5 Analyze the real-world issues/occurrences presented in informational texts.</p>

<p>EN10INF-II-6 Draw inferences and conclusions to formulate sound judgment: -author’s purpose and meaning -target audience: hypothetical vs. real, experts vs. laypeople, managerial vs. rank-and-file</p>
<p>EN10INF-II-7 Determine the veracity of the information presented: -credibility of the author -accuracy of information -relevance -timeliness -objectivity -coverage</p>
<p>EN10INF-II-8 Analyze textual evidence to support an argument/general statement: -quoting -paraphrasing -summarizing</p>
<p>EN10INF-II-9 Assess the quality of journalistic articles based on standard development principles: -simplicity and brevity -precision -objectivity and factuality -fairness and balance -ethics</p>
<p>EN10INF-II-10 Synthesize significant information.</p>
<p><i>Publishing a multimodal informational text for one’s purpose and target audience</i></p>
<p>EN10INF-II-11 Identify the text type appropriate for one’s topic, purpose, and target audience.</p>
<p>EN10INF-II-12 Organize significant information using various technique.</p>
<p>EN10INF-II-13 Determine one’s thesis as the central idea of the paper.</p>
<p>EN10INF-II-14 Compose the informational text based on the chosen text type.</p>
<p>EN10INF-II-15 Apply multimodal elements appropriate to the chosen text delivery/ies.</p>
<p>EN10INF-II-16 Revise the text for coherence.</p>
<p>EN10INF-II-17 Revise the text for cohesion (diction, syntax, and style).</p>

EN10INF-II-18 Edit the text for textual consistency.

EN10INF-II-19 Publish a multimodal informational text for one's purpose and target audience: documentaries and vlogs.

GRADE 10 – QUARTER 3

CONTENT STANDARDS	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (research report [stage 1] based on literature review) and transactional texts (letter of application) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational and transactional texts.
PERFORMANCE STANDARDS	The learners analyze the style, form, and features of informational texts (research report based on literature review) and transactional texts (letter of application); evaluate informational and transactional texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (research report [stage 1] based on literature review) and transactional texts (letter of application) using appropriate forms and structures that represent their meaning, purpose, and target audience.

<p>LEARNING COMPETENCIES</p> <p>TEXT FOCUS</p> <p>RESEARCH REPORT BASED ON LITERATURE REVIEW</p>	
<p><i>Evaluating informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function</i></p>	
	<p>EN10INF-III-1 Examine text structures for clarity of meaning and purpose:</p>
	<p>academic text: research report</p>
	<p>EN10INF-III-2 Examine linguistic features as tools to achieve organizational efficiency in informational texts:</p> <ul style="list-style-type: none"> -diction and style -transition devices -sentence structure and function
	<p>EN10INF-III-3 Analyze the use of discipline-specific words, voice, technical terms in research, and conceptual, operational, and expanded definition of words.</p>
	<p>EN10INF-III-4 Extract significant information.</p>

<p>EN10INF-III-5 Analyze supporting evidence to validate assertions and counterclaims: -factual knowledge -statistical inferences -informed opinion -personal testimony</p>
<p>EN10INF-III-6 Draw inferences and conclusions to formulate sound judgment: -author’s purpose and meaning -target audience: hypothetical vs. real, experts vs. laypeople, managerial vs. rank-and-file</p>
<p>EN10INF-III-7 Analyze textual evidence to support an argument/general statement: -quoting -paraphrasing -summarizing</p>
<p>EN10INF-III-8 Synthesize significant information.</p>
<p><i>Publishing a multimodal informational text for one’s purpose and target audience</i></p>
<p>EN10INF-III-9 Identify the text type appropriate for one’s topic, purpose, and target audience.</p>
<p>EN10INF-III-10 Organize significant information using various technique.</p>
<p>EN10INF-III-11 Determine one’s thesis as the central idea of the paper.</p>
<p>EN10INF-III-12 Compose the informational text based on the chosen text type.</p>
<p>EN10INF-III-13 Apply multimodal elements appropriate to the chosen text delivery/ies.</p>
<p>EN10INF-III-14 Revise the text for coherence.</p>
<p>EN10INF-III-15 Revise the text for cohesion (diction, syntax, and style).</p>
<p>EN10INF-III-16 Edit the text for textual consistency.</p>
<p>EN10INF-III-17 Publish a multimodal informational text for one’s purpose and target audience: research report.</p>
<p style="text-align: center;">TEXT FOCUS TRANSACTIONAL TEXT: LETTER OF APPLICATION</p>
<p><i>Evaluating letters for clarity of purpose and meaning</i></p>
<p>EN10TRAN-III-1 Analyze distinguishing features of informal and formal correspondences to infer sender’s meaning and purpose across modalities: letter of application.</p>

<p>EN10TRAN-III-2 Analyze milieus influencing the structure and rhetoric of informal and formal correspondences across modalities: -parts and formats -organizational patterns -politeness strategies (etiquette)</p>
<p>EN10TRAN-III-3 Examine the sender’s voice for clarity of purpose and meaning: -diction -style -tone and register -point of view -sentence structure</p>
<p>EN10TRAN-III-4 Examine how ethics is established in transmitting informal and formal correspondences across modalities.</p>
<p><i>Sending letters to communicate with and respond to senders</i></p>
<p>EN10TRAN-III-5 Identify one’s purpose and meaning in writing letters.</p>
<p>EN10TRAN-III-6 Compose a letter of application.</p>
<p>EN10TRAN-III-7 Revise for coherence and cohesion.</p>
<p>EN10TRAN-III-8 Edit for consistency of diction, style, tone and register, point of view, and grammar.</p>
<p>EN10TRAN-III-9 Send correspondences to communicate with and respond to senders within the bounds of ethics.</p>

GRADE 10 – QUARTER 4

CONTENT STANDARDS	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (research report [stage 2] based on literature review) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational texts.
PERFORMANCE STANDARDS	The learners analyze the style, form, and features of informational texts (research report based on literature review); evaluate informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (research report [stage 2] based on literature review) using appropriate forms and structures that represent their meaning, purpose, and target audience.

LEARNING COMPETENCIES	
TEXT FOCUS	
RESEARCH REPORT BASED ON LITERATURE REVIEW	
<i>Evaluating informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function</i>	
EN10INF-IV-1	Examine text structures for clarity of meaning and purpose:
	academic text: research report
EN10INF-IV-2	Examine linguistic features as tools to achieve organizational efficiency in informational texts: -diction and style -transition devices -sentence structure and function
EN10INF-IV-3	Analyze the use of discipline-specific words, voice, technical terms in research, and conceptual, operational, and expanded definition of words.
EN10INF-IV-4	Extract significant information.
EN10INF-IV-5	Analyze supporting evidence to validate assertions and counterclaims: -factual knowledge -statistical inferences -informed opinion -personal testimony

<p>EN10INF-IV-6 Draw inferences and conclusions to formulate sound judgment: -author’s purpose and meaning -target audience: hypothetical vs. real, experts vs. laypeople, managerial vs. rank-and-file</p>
<p>EN10INF-IV-7 Analyze textual evidence to support an argument/general statement: -quoting -paraphrasing -summarizing</p>
<p>EN10INF-IV-8 Synthesize significant information.</p>
<p><i>Publishing a multimodal informational text for one’s purpose and target audience</i></p>
<p>EN10INF-IV-9 Identify the text type appropriate for one’s topic, purpose, and target audience.</p>
<p>EN10INF-IV-10 Organize significant information using various technique.</p>
<p>EN10INF-IV-11 Determine one’s thesis as the central idea of the paper.</p>
<p>EN10INF-IV-12 Compose the informational text based on the chosen text type.</p>
<p>EN10INF-IV-13 Apply multimodal elements appropriate to the chosen text delivery/ies.</p>
<p>EN10INF-IV-14 Revise the text for coherence.</p>
<p>EN10INF-IV-15 Revise the text for cohesion (diction, syntax, and style).</p>
<p>EN10INF-IV-16 Edit the text for textual consistency.</p>
<p>EN10INF-IV-17 Publish a multimodal informational text for one’s purpose and target audience: research report.</p>

GLOSSARY

TERMINOLOGIES IN THE SHAPING PAPER:

1. Academic Text. This is generally written with and often characterized by its formal style, objectivity, and use of technical terms. It is formal by avoiding casual or conversational language, such as contractions or informal vocabulary. It is objective by avoiding direct reference to people or feelings, and instead emphasizing objects, facts, and ideas. It is technical by using vocabulary specific to the discipline.
2. Applied Literacy. The ability to think about particular ways of doing reading and writing with the purpose of achieving communicative goals in a socially appropriate manner. It is a useful tool in understanding literature, culture, and other disciplines.
3. Appreciating Languages. Learners understand the similarities and differences between languages in their environment and that language is used in different ways to make meaning and to reflect cultural practices. They reflect on the connections between language and culture and how this shapes their identity.
4. Basic Literacy. Skills used for the initial learning of reading and writing.
5. Basic Sight Words. A collection of words that a child recognizes automatically by sight without any use of decoding strategies.
6. Communicative Competence. This refers to the ability to achieve communicative goals in a socially appropriate manner. It is organized and goal-oriented, i.e., it includes the ability to select and apply skills that are appropriate and effective in the respective context. It includes verbal and non-verbal behavior.
7. Comprehending and Analyzing Texts. Understanding, interpreting, and constructing meaning from texts by intentionally interacting with texts and studying their structures and features.
8. Content-specific vocabulary. Words that take on special meaning depending on the learning/subject areas.
9. Creating and Composing Texts. To express and produce meaning via oral, written and visual texts, by applying knowledge of vocabulary, visual elements, grammar, and text structures.
10. Creating Texts. Learners learn how to use their language in creating spoken and multimodal texts to narrate and share ideas and events using learnt vocabulary, images, and symbols. They are able to discuss different texts and reflect on how they relate to their own experiences, other texts, and other individuals or groups.
11. Critical Literacy. The central thinking skill that involves the questioning and examination of ideas, and the skills to synthesize, analyze, interpret, evaluate, and respond to texts; the ability to evaluate the veracity of information and make connections and judgements about the relevance of information.
12. Domains. These refer to the interrelated, interdependent, and organizing spheres of knowledge in the languages: Literacy, Language, and Texts, which represent a progression towards understanding key content in different learning areas (Charles, 2005).
13. Fluency. The ability to read, write or express oneself with appropriate speed, flow, accuracy, and expression.

14. Grammar Awareness and Grammatical Structures. Awareness or understanding of the structures, patterns and rules governing language as a system of meaning.
15. High Frequency Words. Words that are commonly used in daily conversations and written with multiple meanings, which vary depending on the context.
16. Informational Text. Nonfiction texts, including print, digital and multimedia, written with the intention of informing the reader about a specific topic. It is written using special text features such as visual representations that allow the reader to easily find key information and understand the main topic. Its typical examples are articles found in magazines, newspapers, science or history books, autobiographies, and instruction manuals.
17. Interacting with Texts. Learners listen to and learn how to recognize features of a story, for example, the characters, settings, and events in different types of stories, and discuss how they are presented in such texts. They recognize symbols in their environment and learn about their purposes and functions. They learn how to use icons, symbols and images, and other linguistic and multimodal elements to express ideas.
18. Language. It is the primary tool used in meaningful communication and serves as a conduit to achieving success in producing lifelong learners who are communicatively competent and culturally aware through exposure to multimodal texts.
19. Language for Developing and Expressing Ideas. Learners learn how sounds, words, and their combinations can be used to develop and communicate ideas. They acquire vocabulary and learn how to use their growing vocabulary meaningfully in various contexts.
20. Language for Interacting with Others. Learners use language for expression, communication, and building interpersonal relationships. They use language to express preferences, ideas, and feelings in spoken interactions. They also learn social conventions when interacting with others in informal and structured situations. They learn that language use varies depending on the purpose, relationships, social setting, and audience.
21. Literacy. It goes beyond the ability to read and write as it entails “developing knowledge and skills to confidently use language for learning and in communication” (ACARA, 2012).
22. Literary Text. Any written and/or spoken work, often fictional, distinguished by its cultural value that represents significant human experiences. Examples include poetry, prose (short story and novel), drama, theatre, film.
23. Macroskills. This refers to the primary, key, main, and largest skill set relative to a particular context. The four macro skills are reading, listening, writing, and speaking.
24. Multilingualism. This refers to the ability to use multiple languages.
25. Multimedia. The combined use of various forms of media, such as text, audio, video, graphics, and interactive elements, to convey information or tell a story. It involves the integration of different media formats to create a rich and engaging experience for the audience. Multimedia can be found in various forms, including websites, presentations, documentaries, digital publications, and interactive applications.
26. Multimodal. The combination of multiple modes of communicating a message. Modes include written language, spoken language, and patterns of meaning that are visual, audio, gestural, tactile, and spatial, among others, where every mode uses

unique semiotic resources to create meaning. Examples include picture books, textbooks, graphic novels, comics, and posters (multimodal) and film, animation, slide shows, e-posters, digital stories, and web pages (digital multimodal).
27. Oracy. The ability to express oneself in and understand spoken language; and use relevant oral language elements like phonological and phonemic awareness, vocabulary, and listening capacity to develop basic or beginning literacy.
28. Pedagogical Translanguaging. The use of planned instruction strategies from the learners' repertoire to develop language awareness and metalinguistic awareness (Cenoz and Gorter, 2020).
29. Phonics and Word Study. The relationship between letters and sounds, letter patterns, and sequences that represent various speech sounds (letter-sound correspondences, sound-symbol associations).
30. Phonological Awareness. The ability to recognize and manipulate the spoken parts of words and sentences.
31. Publish. The act of making a composition available to a particular audience.
32. Spoken Texts. These convey meaning through appropriate diction, effective choice of spoken discourse, and the use of grammatical conventions and prosodic features like stress, pitch, intonation, speech rate, juncture, and volume.
33. Story Grammar. The basic structure of a narrative text, including the basic elements of a story – the major character/s, setting, problem, reaction, consequence, and resolution; and the plot: exposition, rising action, climax, falling action, and conclusion or denouement.
34. Subdomains. These refer to the classification of learning competencies, which represents a Big Idea or a combination of Big Ideas and involving a respective set of language-related knowledge and skills.
35. Tasks. These enable learners to engage with and develop skills, knowledge, and understandings in constructive, cooperative, intentional, and authentic manners.
36. Text. This broadly refers to everything that has been written in a field or subject area categorized into informational and literary.
37. Themes. It is a central subject, message, or topic within a text or discourse.
38. Transactional Text. An umbrella term for non-fiction writing genres that intend to communicate information between individuals or groups for a specific purpose: to persuade, to argue, to advise, and/or to inform. Examples include letters, emails, speeches, among others.
39. Translanguaging. It is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential (Garcia, 2009).
40. Viewing and Representing. A set skill used in engaging with visual and multimedia texts to critically analyze and interpret them and respond to them in a thoughtful and informed way.
41. Vocabulary and Word Knowledge. The knowledge of words and their meanings in isolation and/or in context; understanding the parts and structure of words, and how they are used in spelling and to make meaning.
42. Written Texts. These convey meaning through words, sentences, and paragraphs that make up whole connected discourse that form text types categorized in terms of purpose, language, text features, and structures.

TERMINOLOGIES IN THE ENGLISH CURRICULUM GUIDE (KEY STAGE 1):

1. Basic Literacy. Skills used for the initial learning of reading and writing.
2. Basic Sight Words. A collection of words that a child recognizes automatically by sight without any use of decoding strategies.
3. Comprehending and Analyzing Texts. Understanding, interpreting, and constructing meaning from texts by intentionally interacting with texts and studying their structures and features.
4. Content-specific Words. Words that take on special meaning depending on the learning/subject areas.
5. Creating and Composing Texts. Expressing and producing meaning via oral, written, and visual texts, by applying knowledge of vocabulary, visual elements, grammar, and text structures.
6. Fluency. The ability to read, write or express oneself with appropriate speed, flow, accuracy, and expression.
7. Grammar Awareness and Grammatical Structures. Awareness or understanding of the structures, patterns and rules governing language as a system of meaning.
8. High Frequency Words. Words that are commonly used in daily conversations and written with multiple meanings, which vary depending on the context.
9. Oracy. The ability to express oneself in and understand spoken language; and use relevant oral language elements like phonological and phonemic awareness, vocabulary, and listening capacity to develop basic or beginning literacy.
10. Phonics and Word Study. The relationship between letters and sounds; letter patterns and sequences that represent various speech sounds (letter-sound correspondences, sound-symbol associations).
11. Phonological Awareness. The ability to recognize and manipulate the spoken parts of words and sentences.
12. Root. The core of a word that contains fundamental meaning.
13. Vocabulary and Word Knowledge. The knowledge of words and their meanings in isolation and/or in context; understanding the parts and structure of words, and how they are used in spelling and to make meaning.

TERMINOLOGIES IN THE ENGLISH CURRICULUM GUIDE (KEY STAGE 2):

1. Applied Literacy. The ability to think about particular ways of doing reading and writing with the purpose of achieving communicative goals in a socially appropriate manner. It is a useful tool in understanding literature, culture, and other disciplines.
2. Critical Literacy. The central thinking skill that involves the questioning and examination of ideas, and the skills to analyze, interpret, synthesize, evaluate, and respond to texts; the ability to evaluate the veracity of information and make connections and judgments about the relevance of information.
3. Expository Text. A type of text which presents factual information in a logical and structured manner, with the goal of explaining, describing, or informing the reader about a particular topic; academic and informational texts are often examples of expository text types.

4. Multimedia. Any form of communication that uses more than one medium of expression; this includes combinations of conventional and digital media, cartoons, posters, audio-visual materials, slide presentations, films, and online publications.
5. Multimedia Text. Content which combines different forms of media, such as text, images, audio, video, animations, and interactive elements into a single presentation.
6. News Report. A type of informational text with a common format used in journalism to present factual information about current events.
7. Propaganda Techniques. Methods used to influence people's opinions and beliefs through various forms of media, including advertising, politics, and media messaging. These techniques are often used to manipulate people's emotions and perceptions and can be used in both positive and negative ways.
8. Story Grammar. The basic structure of a narrative text, including the basic elements of a story – the major character/s, setting, problem, reaction, consequence, and resolution; and the plot: exposition, rising action, climax, falling action, and conclusion or denouement.
9. Viewing and Representing. A set skill used in engaging with visual and multimedia texts to critically analyze and interpret them and respond to them in a thoughtful and informed way.

TERMINOLOGIES IN THE ENGLISH CURRICULUM GUIDE (KEY STAGE 3):

1. Academic Text. A text that is generally written with and often characterized by its formal style, objectivity, and use of technical terms. It is formal by avoiding casual or conversational language, such as contractions or informal vocabulary. It is objective by avoiding direct reference to people or feelings, and instead emphasizing objects, facts, and ideas. It is technical by using vocabulary specific to the discipline.
2. Argumentative Text. A text that presents a balanced, evidence-based analysis of a topic. It relies on logical reasoning and facts, aiming to enlighten readers rather than to emotionally sway them. While both argumentative and persuasive texts aim to convince, argumentative texts use evidence and logical reasoning for an objective argument while persuasive texts use emotional appeals and bias for the audience (reader or listener) to adopt a particular view or take a specific course of action.
3. Edit. The act of refining a composition to bring out conformity to a standard or to suit a particular purpose (cohesion).
4. Informational Text. A nonfiction text, including print, digital and multimedia, written with the intention of informing the reader about a specific topic. It may use special text features such as visual representations that allow the reader to easily find key information and understand the main topic. Its typical examples are articles found in magazines, newspapers, science or history books, autobiographies, and instruction manuals.
5. Journalistic Text. A piece of writing produced by journalists for news media organizations. It encompasses news articles, features, opinion pieces, and other written materials created with the purpose of informing, analyzing, or providing commentary on current events, issues, or topics of public interest. Journalistic texts often adhere to specific standards of accuracy, objectivity, fairness, and integrity, following the principles of journalism ethics. They are typically characterized by

<p>concise and clear writing style, focusing on delivering factual information and maintaining the highest level of journalistic integrity.</p>
<p>6. Journalistic Vlog. The type of journalism that uses video and audio content to convey information and/or commentaries on issues and current events. It includes digitally published news magazines, video commentaries, and mobile/citizen journalism.</p>
<p>7. Literary Text. Any written and/or spoken work, often fictional, distinguished by its cultural value that represents significant human experiences. Examples include poetry, prose (short story and novel), drama, theatre, film.</p>
<p>8. Multimedia. The combined use of various forms of media, such as text, audio, video, graphics, and interactive elements, to convey information or tell a story. It involves the integration of different media formats to create a rich and engaging experience for the audience. Multimedia can be found in various forms, including websites, presentations, documentaries, digital publications, and interactive applications.</p>
<p>9. Multimodal. The combination of multiple modes of communicating a message. Modes include written language, spoken language, and patterns of meaning that are visual, audio, gestural, tactile, and spatial, among others, where every mode uses unique semiotic resources to create meaning. Examples include picture books, textbooks, graphic novels, comics, and posters (multimodal) and film, animation, slide shows, e-posters, digital stories, and web pages (digital multimodal).</p>
<p>10. Persuasive Text. A text that aims to sway readers emotionally to adopt a specific viewpoint or action, often using emotive language, anecdotes, and personal experiences. While both persuasive and argumentative texts aim to convince, persuasive texts use emotional appeals and bias, while argumentative texts use evidence and logical reasoning for an objective argument.</p>
<p>11. Publish. The act of making a composition available to a particular audience.</p>
<p>12. Revise. The act of examining and improving the coherence of the composition (purpose, meaning, and relevant information).</p>
<p>13. Transactional Text. An umbrella term for non-fiction writing genres that intend to communicate information between individuals or groups for a specific purpose: to persuade, to argue, to advise, and/or to inform. Examples include letters, emails, speeches, among others.</p>

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APPENDIX 1 HOW TO USE THE ENGLISH CURRICULUM GUIDE

The complete English Curriculum includes the Shaping Paper for the Languages, Curriculum Guides, and Appendices. The Shaping Paper (SP) provides a comprehensive background that covers the Languages Curricula - Language, Reading and Literacy, English, and Filipino. It discusses the design of the languages curricula, the structure of the language learning areas, curriculum standards, pedagogy, and assessment. It is necessary for users of the Curriculum Guide to read the Shaping Paper first to better understand, thus appreciate the revised curriculum for English.

ON THE NEW CURRICULUM GUIDE FORMAT

- Learning competencies (LCs) are organized according to subdomains which are anchored on the organizing domains of the Big Ideas: Literacy, Language, and Text. The format of the curriculum guides (CGs) differs across key stages. In Key Stage (KS) 1, the focus is on the Literacy domain:

SUBDOMAINS	LEARNING COMPETENCIES	MACRO SKILLS			
		L	S	R	W
Phonological Awareness	EN2PA-I-1 Recognize rhymes in chants, poems, and stories heard.	L	S		
	EN2PA-I-2 Segment onset and rime.	L	S		
Phonics and Word Study <i>(sounds to words)</i>	EN2PWS-I-1 Identify Grade 2 level-appropriate sight words.	L	S	R	W*
	EN2PWS-I-2 Identify alphabet letter names.	L	S	R	W*
	EN2PWS-I-3 Read words accurately and automatically according to word patterns (initial, final, medial): CVC words	L	S	R	W*
Vocabulary and Word Knowledge <i>(words)</i>	EN2VWK-I-1 Identify high-frequency words accurately.	L	S	R	W*
	EN2VWK-I-2 Use vocabulary referring to:				
	1 oneself and family	L	S	R	W*
	2 content-specific topics	L	S	R	W*
	EN2VWK-I-3 Use content-specific words in Mathematics (basic symbols and terminologies).	L	S	R	W*
	EN2VWK-I-4 Identify words with different functions.				
	words that label persons, places, things, animals, events, ideas, and emotions (naming words - nouns)				
	1 a. common and proper nouns	L	S	R	W*
	b. gender	L	S	R	W*
	2 words that label actions (doing words - verbs)	L	S	R	
	3 words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives)	L	S	R	
	4 words that replace persons, places, things, animals, events, ideas, and emotions: personal pronouns	L	S	R	W*
	EN2VWK-I-5 Read words correctly for meaning (based on word patterns).	L	S	R	
EN2VWK-I-6 Write words legibly and correctly (based on word patterns).	L	S	R	W*	
Grammar Awareness and Grammatical Structures <i>(sentences)</i>	EN2GAGS-I-1 Identify sentences and non-sentences.	L	S	R	
	EN2GAGS-I-2 Use simple sentences to express ideas about oneself and family.	L	S	R	W*
	EN2GAGS-I-3 Use simple sentences with proper intonation (pitch, juncture, rhythm).	L	S	R	
	EN2GAGS-I-4 Sequence words to represent meaning in simple sentences.				
	1 telling sentences (declarative)	L	S		
	2 asking sentences (interrogative)	L	S		
	EN2GAGS-I-5 Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).				
	1 telling sentences (declarative)	L	S		
	2 asking sentences (interrogative)	L	S		
	EN2GAGS-I-6 Use correct capitalization and punctuation for simple sentences.				
1 telling sentences (declarative)	L	S			
2 asking sentences (interrogative)	L	S			
EN2GAGS-I-7 Identify discourse markers for a given text type: time order and procedural.	L	S			
Comprehending and Analyzing Text <i>(discourse)</i>	EN2CAT-I-1 Read grade level sentences with appropriate speed, accuracy, and expression.	L	S	R	
	EN2CAT-I-2 Comprehend stories.				
	1 Note important elements from stories (characters, setting, events).	L	S	R	W*
	2 Sequence at least three events.	L	S		
	3 Identify the problem and solution in stories.	L	S		
	4 Infer the character's feelings and traits.	L	S		
	5 Relate story events to one's experience.	L	S		
	6 Identify cause and effect of events.	L	S		
	7 Predict possible ending.	L	S		
	8 Give a summary.	L	S	R	
EN2CAT-I-3 Comprehend informational texts.					
1 Note at least three significant details in informational texts.	L	S			
2 Identify problem and solution.	L	S			
3 Identify text types: time order and procedural.	L	S			
Creating and Composing Text <i>(discourse)</i>	EN2CCT-I-1 Use common expressions and polite greetings appropriate to a given situation.		S		W*
	EN2CCT-I-2 Use own words in retelling myths, legends, fables, and narrative poems.		S		W*
	EN2CCT-I-3 Express ideas about one's experiences.				
	1 oneself and family		S		W*
	2 content-specific topics		S		
	EN2CCT-I-4 Use basic sight words, high frequency, and content-specific words.		S		W*
	EN2CCT-I-5 Compose texts to react to the character, setting, or events in a story.		S		
	EN2CCT-I-6 Compose texts to react to a topic.		S		
EN2CCT-I-7 Make a summary of narrative text.		S			
EN2CCT-I-8 Express ideas using text types: time order and procedural.		S			

- As can be seen in the figure above, enumerated on the left are the subdomains of Literacy, which are unpacked into learning competencies that support literacy formation and development. In the process

of delivering the LCs, the CG identifies the macroskills (listening, speaking, reading, and writing) specifically targeted by a competency.

- As the focus shifts from Literacy in Key Stage 1 to Language in Key Stage 2, so do the subdomains which are now categorized according to the following: receptive skills (reading and listening), productive skills (speaking and writing), and viewing and representing.

SUBDOMAINS	LEARNING COMPETENCIES
Listening and Reading <i>(receptive skills)</i>	EN4LR-I-1 Comprehend literary texts.
	1 noting important elements (story grammar)
	identifying author's/speaker's point of view
	2 a first person
	b second person
	c third person (omniscient)
	3 sequencing at least 6 events
	4 identifying type of plot: sequential
	5 analyzing sound devices: onomatopoeia
	6 inferring: setting, theme, genre
	7 making predictions: outcomes of events
	8 drawing conclusions
	9 identifying the main idea
	10 summarizing story events
	11 differentiating fantasy from reality
	12 applying the important story elements to one's schema: relating story to one's experiences
	EN4LR-I-2 Comprehend informational texts.
	1 noting important information through outlining (topic, main idea, supporting details): inductive organization (pyramid)
	2 identifying text types: enumeration-description
	identifying author's purpose
	3 a entertain
	b inform, explain, describe
	4 drawing conclusions
	5 making a summary
Speaking and Writing <i>(productive skills)</i>	EN4SW-I-1 Use words with literal (denotative) and implied (connotative) meanings in sentences.
	using context clues
	1 a synonyms
	b antonyms
	using structural analysis
	a root words
	2 b prefixes: un-, in-, il-, ir-, im- mis-, dis-
	c suffixes: -able, -en, -ful, -ion, -less, -er, -or, -ly, -ible, -ness
	d compound words
	EN4SW-I-2 Use tone and mood appropriately for one's purpose, context, and target audience: informal.
	EN4SW-I-3 Compose appropriate sentences for clarity and coherence.
	using subject-verb agreement
	1 a number of nouns: regular
	b kinds of nouns: mass, count
	c subject pronouns: personal
	2 using kinds of verbs: action
	using tenses of verbs
	3 a simple
	present
	past
	future
	4 using active and passive voices
	5 using adjectives: descriptive/qualitative or attributive
	6 composing complex sentences
EN4SW-I-4 Produce text with introduction, body, and conclusion in conveying idea: using introduction, body, and conclusion.	
EN4SW-I-5 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one's purpose, context, and target audience.	
using text types	
1 a narrative	
b enumeration-description	
2 using friendly letters (e.g., excuse, invitation, gratitude, etc.)	
EN4SW-I-6 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.	
1 using facial expressions	
2 using gestures	
Viewing and Representing	EN4VR-I-1 Identify visual elements.
	using lines
	1 a straight
	b diagonal and zigzag
	c thin, thick, broken, and dotted
	EN4VR-I-2 Derive meaning based on the visual elements.
	1 interpreting lines, shapes, and colors used to convey meaning
	2 interpreting images/ideas that are explicitly used to influence viewers (symbolism)
	3 identifying the purpose of the visual text
	EN4VR-I-3 Identify real or make-believe, fact or non-fact images.
EN4VR-I-4 Identify multimedia elements: text (headlines, subtitles, slogans).	

- Similarly, and as seen in the figure above, each subdomain of learning is unpacked into competencies that correspond to the development of knowledge on Language.

5. Unlike in the previous key stages, in which the domains of Literacy and Language are explicitly referent to skills, the curriculum guide for Key Stage 3 classifies LCs according to text types: literary, informational, which includes academic, and transactional texts. Each of these subdomains enumerates the competencies needed by learners for the effective consumption and production of different text types.

LEARNING COMPETENCIES	
TEXT FOCI POETRY, PROSE, AND DRAMA	
Evaluating literary texts	
EN7LIT-I-1 Analyze literary texts as expressions of individual or communal values within:	
1	structural context
	conflict
	a character vs. character
	character vs. society
	character vs. nature/environment
	b character
	c characterization
	d plot: linear and flashback
	e rhyme and meter
	f diction
	g tone and mood
	h style
	i patterns and motifs
j figures of speech and sound devices	
k point of view and narrative techniques	
l organic unity	
2	biographical context
3	historical context
4	sociocultural context
EN7LIT-I-2 Analyze the maxims, universal truths, and philosophies presented in the literary text as a means of valuing other people and their various circumstances in life.	
Publishing an original literary text that reflects culture	
EN7LIT-I-3 Identify one's meaning and purpose in selecting the type of literary text for composition.	
EN7LIT-I-4 Compose literary texts using appropriate structure.	
EN7LIT-I-5 Revise the literary texts for coherence and cohesion.	
EN7LIT-I-6 Publish an original literary text that reflects culture: poem.	

6. The focus on Text in Key Stage 3 necessitates further classifying LCs into essential skills, which can be seen encircled in the figure above. Doing so allows users of the curriculum guide to see the progression from the Text domain to its respective subdomains and learning competencies.
7. The macro scope and sequence of essential learning competencies, found at the beginning of every key stage in the curriculum guide, provides a complete overview of the LCs across grade levels per key stage. In other words, it is a summary of all essential skills per key stage, showing the spiral progression of LCs across learning durations.

ON CURRICULUM DELIVERY

1. In Key Stages 1 and 2, each learning competency (LC) targets specific macroskills.

For example:

- EN2PA-I-2 Segment onset and rime. – *Listening and Speaking*
- EN4LR-I-1 Comprehend literary texts. – *Listening and Reading*

2. Most LCs are related and shall therefore be integrated; **no LC must be taught in isolation**. LCs should instead be taught simultaneously or in combination with other LCs.

For example:

- EN3VWK-IV-6 Read words correctly for meaning (based on word patterns).
 - EN3VWK-IV-7 Write words legibly and correctly (based on word patterns).
- EN2PA-II-2 Segment onset and rime.
 - EN2PWS-II-2 Read words accurately and automatically according to word patterns (initial, final, medial).

In the first two LCs under Vocabulary and Word Knowledge, the same words read should be the same words written.

Similarly, the two LCs under Phonological Awareness and Phonics and Word Study can be combined in the actual teaching-learning. The CVC pattern of a word for instance can be the same word used to segment the onset and rime.

3. Key Stage 3 focuses on the different types of texts. Each is further subdivided into two essential skills: *Evaluating and Publishing (or Sending)*. The former provides learners with the needed competencies in analyzing text structure and content. In the process of teaching LCs under *Evaluating*, teachers are advised to use exemplars so that learners are eventually guided on how to create (*Publish*) their original text. Therefore, LCs under *Publishing*, which details the process of producing a text, are delivered in conjunction with those under *Evaluating*. Correspondingly, the types of text learners are expected to produce are not limited to text reviews and critiques, but also include original multimodal texts.
4. The presentation of the revised CG shows the continuity of learning competencies across all key stages as each LC progresses from simple to complex.
5. An LC shall be taught within the quarter. However, the need for review of a particular LC may extend beyond the given quarter. In order to ensure the clear transition of competencies, the exit points in the previous grade level should serve as the entry points for the next grade level.
6. Removing the weeks that prescribe the learning duration for a specific LC provides teachers the leeway to either shorten or lengthen the time during which a competency is taught depending on the learner's need. The English Curriculum allows flexibility to ensure that learners get sufficient exposure to learning competencies that are most necessary to attain mastery. It must also be emphasized that flexibility is not tantamount to autonomy where teachers have the option refrain from teaching an LC. All LCs in the English Curriculum are essential in the attainment of the curriculum standards set for each grade level, key stage, and learning area.

APPENDIX 2A
LESSON EXEMPLAR FOR KEY STAGE 1: AN MT-BASED LESSON FOR TEACHING ENGLISH

Scope and Sequence for Grade 2 English Instructional Plans

Legend:

GMRC Good Moral and Right Conduct
Makabansa Sibika, Sining, Kultura, Kasaysayan at Kagalingang Pangkatawan

CAT Comprehending and Analyzing Text
PA Phonological Awareness
PWS Phonics and Word Study

VWK Vocabulary and Word Study
GAGS Grammar Awareness and Grammatical Structures
CCT Creating and Composing Texts

Quarter 1: Myself and My Family

Genre: Fable (prose and verse)

Informational and Factual Text: Time Order and Procedural

Learning Episode	Theme Integration		Content Integration		English Subdomains					
	GMRC	Makabansa	Science	Math	CAT	PA	PWS	VWK	GAGS	CCT
1 (Week 1-3)	<ul style="list-style-type: none"> Batayang Impormasyon ng Sarili (Tiwala sa sarili o (Self-confidence)) Pagkakaroon ng Sariling Kaibigan (Pagiging totoo o Sincerity) 	Katangiang Pisikal ng Tao	Sounds produced by animals	Whole numbers 0 to 100 Number line, block models, bar models	Comprehend stories. <ul style="list-style-type: none"> Note important elements from stories (story grammar) Sequence 3-event stories. Identify the problem and solution in the stories. Relate story events to one's experience. 	Recognize rhymes (initial and final) in chants, poems and stories heard. Segment onset and rime focusing on words with short vowels and consonants.	Identify Grade 2- appropriate sight words. Identify alphabet letter names.	Identify high-frequency words accurately. Use vocabulary referring to oneself and family. Use accurately low-frequency words. Identify words into classes (common and proper).	Identify sentences and non-sentences. Use simple sentences to express ideas about oneself and with proper expressions. Use simple declarative & interrogative sentences with proper intonation (pitch, juncture, rhythm). Sequence words to represent meaning in simple declarative & interrogative sentences.	Use common expressions and polite greetings appropriate to given situation (conversational). Express ideas about one's experiences and encounters (oneself and family). Express ideas about one's experiences and encounters (content-specific topics). Use basic sight words, high- and low frequency words. Express ideas using the focus text patterns.
2 (Week 4-6)	<ul style="list-style-type: none"> Sariling Paraan ng Pag-iimpok at Pagtitipid (Matiyaga o Perseverance) Sariling Paraan ng Pananalangin (Madasalin o Prayerful) 	Pangangailangan ng Tao	Sounds produced by vehicles	Ones and tens, value First to tenth Least to greatest, greatest to least	Comprehend informational texts. <ul style="list-style-type: none"> Note significant details in grade-level informational texts with at least 3 supporting details. Identify problem and solution. Identify text patterns. 				Identify the parts of simple declarative & interrogative sentences: subject and predicate. Use correct capitalization and punctuation for simple declarative & interrogative sentences.	
3 (Week 7-9)	<ul style="list-style-type: none"> Sariling Pagpapahalaga sa Mga Yaman mula sa Kapaligiran (Mapagpasalamat o Gratitude) Mga Sariling Karapatan bilang Bata (Basic Rights of a Child) 	Pangangailangan ng Tao	Sounds produced by musical instruments	Addition, addends, sum, plus Parenthesis grouping symbol Greater than, less than, equal					Identify discourse markers for a given text pattern.	

	(Mapagpasalamat o Gratitude)									
Week 10	Quarterly Assessment									

Literacy Text for Grade 2, Quarter 1, Learning Episode 1

A. Narrative Text

Elements	Listening Text in MT (Episode 1)	Listening Text for Filipino (Episode 2)	Listening Text for English (Episode 3)
Genre	Fable	Fable	Fable
Theme Integration	GMRC <ul style="list-style-type: none"> • Batayang Impormasyon ng Sarili (Tiwala sa sarili o (Self-confidence) • Pagkakaroon ng Sariling Kaibigan (Pagiging totoo o Sincerity) 	GMRC <ul style="list-style-type: none"> • Batayang Impormasyon ng Sarili (Tiwala sa sarili o (Self-confidence) • Pagkakaroon ng Sariling Kaibigan (Pagiging totoo o Sincerity) 	GMRC <ul style="list-style-type: none"> • Batayang Impormasyon ng Sarili (Tiwala sa sarili o (Self-confidence) • Pagkakaroon ng Sariling Kaibigan (Pagiging totoo o Sincerity)
	Makabansa: Katangiang Pisikal ng Tao	Makabansa: Katangiang Pisikal ng Tao	Makabansa: Katangiang Pisikal ng Tao
Content Integration	Science: Sounds produced by animals	Science: Sounds produced by animals	Science: Sounds produced by animals
	Mathematics <ul style="list-style-type: none"> • Whole numbers 0 to 100 • Number line, block models, bar models 	Mathematics <ul style="list-style-type: none"> • Whole numbers 0 to 100 • Number line, block models, bar models 	Mathematics <ul style="list-style-type: none"> • Whole numbers 0 to 100 • Number line, block models, bar models
Learning Competencies	Comprehend and Analyze Text <ul style="list-style-type: none"> • Note important elements from stories (story grammar) • Sequence 3-event stories. • Identify the problem and solution in the stories. • Relate story events to one's experience. 	Phonics and Word Study <ul style="list-style-type: none"> • Natutukoy ang sight words na kabilang sa Filipino • Nabibigkas ang mga tunog ng patinig at katinig Nabibigkas ang mga pantig na bumubuo sa mga salita	Phonic and Word Study <ul style="list-style-type: none"> • Identify Grade 2- appropriate sight words. • Identify alphabet letter names.
	Phonological Awareness <ul style="list-style-type: none"> • Recognize rhymes (initial and final) in chants, poems and stories heard. • Segment onset and rime focusing on words with short vowels and consonants. 	Vocabulary and Word Knowledge <ul style="list-style-type: none"> • Natutukoy nang wasto ang mga salitang madalas gamitin o high frequency • Nagagamit ang mga salitang gamitin o high frequency tungkol sa sarili at pamilya • Nakikilala ang mga salitang low frequency o hindi madalas gamitin sa iba't ibang asignatura (Makabansa at GMRC) • Natutukoy ang kahulugan ng mga salita ayon sa konteksto • Pantangi at pambalana 	Vocabulary and Word Knowledge <ul style="list-style-type: none"> • Identify high-frequency words accurately. • Use vocabulary referring to oneself and family. • Use accurately low-frequency words. Identify words into classes (common and proper).

Grade 2, Quarter 1, Learning Episode 1

Quarter 1 Standards

Content	The learners demonstrate phonological awareness and phonic knowledge in decoding developmentally-appropriate words; and understand and create simple sentences to express meaning about oneself, family, and everyday topics.
Performance	The learners use phonological, phonic, and alphabet knowledge to read/write words accurately; decode high frequency words and some content-specific vocabulary; use phrases or simple sentences to express ideas about oneself, family, and everyday topics; and read grade level sentences with appropriate speed, accuracy, and expression.

Daily Lesson Log for Week 1 (Narrative Text)

Elements		Day 1	Day 2	Day 3	Day 4	Day 5
		Comprehension				
		Oracy for Literacy	Oracy for Literacy	Skills	Skills	Skills
		Receptive Skill Development and Introduction of Concepts			Transitioning Oracy to Literacy	
Learning Competency		Comprehend and Analyze Text <ul style="list-style-type: none"> Note important elements from stories (story grammar) Sequence 3-event stories. Identify the problem and solution in the stories. Relate story events to one's experience. 	Comprehend and Analyze Text <ul style="list-style-type: none"> Note important elements from stories (story grammar) Sequence at least 3-event stories. Identify the problem and solution in the stories. Relate story events to one's experience. 	Phonological Awareness <ul style="list-style-type: none"> Recognize rhymes (initial and final) in chants, poems and stories heard. Segment onset and rime focusing on words with short vowels and consonants. Phonic and Word Study <ul style="list-style-type: none"> Identify Grade 2- appropriate sight words. Identify alphabet letter names. 	Vocabulary and Word Knowledge <ul style="list-style-type: none"> Identify high-frequency words accurately. Use vocabulary referring to oneself and family. Use accurately low-frequency words. Identify words into classes (common and proper). 	Grammar Awareness and Grammatical Structures <ul style="list-style-type: none"> Identify sentences and non-sentences. Use simple sentences to express ideas about oneself and with proper expressions. Use simple declarative & interrogative sentences with proper intonation (pitch, juncture, rhythm). Sequence words to represent meaning in simple declarative & interrogative sentences. Identify the parts of simple declarative & interrogative sentences: subject and predicate. Use correct capitalization and punctuation for simple declarative & interrogative sentences. Identify discourse markers for a given text pattern.
Learning Activities	Before	Sight Word Reading Pre-listening Activity	Sight Word Reading Pre-listening Activity	Sight Word Reading Jazz Chant	Sight Word Reading	Sight Word Reading

		Show pictures of the key concepts in the listening text.	Show pictures of the key concepts in the listening text.			
	During	Listening Activity Tell the story using picture books or wordless books.	Listening Activity Tell the story using picture books or wordless books.	Phonological Awareness Phonics & Word Study	Word Meaning Activity	Sequence the Words
	After	Post Listening Activity Sequence events in the story.	Post Listening Activity Sequence events in the story.	Phonological Awareness Phonics & Word Study	Word Classification Game	Talking Pictures

Grade 2, Quarter 1 Learning Episodes (LE)

LE1

Theme Integration	GMRC <ul style="list-style-type: none"> • Batayang Impormasyon ng Sarili (Tiwala sa sarili o (Self-confidence) • Pagkakaroon ng Sariling Kaibigan (Pagiging totoo o Sincerity)
Content Integration	Makabansa: Katangiang Pisikal ng Tao Science: Sounds produced by animals Mathematics <ul style="list-style-type: none"> • Whole numbers 0 to 100 • Number line, block models, bar models
Genre	Fable
Text Type	Time Order (Procedural)
Sentence Structure	Simple Sentence (Telling and Asking)

DAY 1

Learning Competencies	<ul style="list-style-type: none"> • Note important elements from stories (story grammar) • Sequence 3-event stories. • Identify the problem and solution in the stories. • Relate story events to one's experience.
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PRE-LISTENING ACTIVITY

Basic Sight Word Reading. Listen as I read to you the 10 Basic Sight Words for this week. Do not talk just listen. On the second time, I will read each word and you repeat after me. On third time, you read the words on your own.

Identify Grade 2- appropriate sight words.

a	and	away	look	make
me	you	all	am	like

Pre-Listening Activity. Before I read to you the story for this week, here are some guide questions for you to remember while listening to me. Here are the guide questions.

Antis kon basaèn èd sikayo so istorya tayod sayan simba, nirayay manumtumbok a tètèt para èd sikayo ya èbatan kayarin dèngèlèn so istorya.

Note important elements from stories (story grammar), Sequence 3-event stories., Identify the problem and solution in the stories. Relate story events to one's experience

Note to the teacher: Read each guide question twice and let the student repeat them.

1. What is the problem in the story? *Anto so problema èd istorya?*
2. Who created the problem in the story? *Siyopa so nanlapuan na problema?*
3. Who faces and solve the problem in the story? *Siyopa so inmarap tan nanresolba na problema na istorya?*
4. Where does the story take place? *Inèr agawa so istorya?*
5. When does the story take place? *Kapigan agawa so istorya?*
6. What situation in the story is similar to what happened to you in real life? *Anton sitwasyon èd istorya so agawa lad sika'd tuwan bilay?*

DURING LISTENING ACTIVITY

Listen as I tell a story. Look at the picture and tell me what you think the story is all about (Call random pupils to answer). Look at the characters in the picture, what do you think these characters are feeling? (Call random pupils to answer).

Dèngèl kayon maung èd istoryan bittaèn ko. Nèngnèng yo irayan ritrato tan ibaga yo nu anto so nipaakar to yan istorya.

Note important elements from stories (story grammar), Sequence 3-event stories., Identify the problem and solution in the stories. Relate story events to one's experience

Si Mario a Bakès

Nèn saman a panaon, walay sakèy ya bakès a manaayam èd arawin katakèlan. Sikato èt magalaw tan makapalèk a bakès. “Maabig a kabuwasan èd sikayon amin. Nèngnèng yo ak. Walay duwaran matak ya uusarèn kod pakanèngnèng, duwaran layag ya uusarèn kod pandèngèl, èlèng a pansingob, duwaran liman mankimèy, tan duwaran salin pangkiwas.” walay kumpiyansan imbaga nèn Mario. Say agto amta, walay kulang èd inkatuo to.

Sakèy agèw kabangon to, nanduruman tanol na ayèp so arèngèl tod kalibèr-libèr. Si Dana ya aso, “Aw, aw, aw!” ingkuwanto. Si Cathy ya pusa, “Meow, meow, meow!” so èbat to. Ag patalo si Belle ya siwit, “Twit, twit, twit!” so ingkuwanto. Si Ricky a lalong, “Tikti-laok!” maksil ya èyag to.

“Siyak kasi, antoy tanol ko?” maèrmèn ya tèpèt nèn Mario èd sarili to. Maplès a bimmatik tan manakis ta anunutan ton anggapo manaya so sarilin tanol to. Inasinggèran nèn Dana si Mario. “Aw! Aw! Akin èt maèrmèn ka Mario?”

“Arèngèl koy tanol mo. Nèpèg kasi a nawalaan ak na matdèm a ngipèn ta piyan naalig koy tanol mo? tèpet nèn Mario.

“Andi! Sikamiran aso èt walay sarili min tanol, Aw, aw, aw! Sikayon bakès, èt walay sarili yo mèt a tanol.” Ingkuwan nèn Dana. Anèngnèng nèn Cathy si Mario. “Meow! Akin èt maèrmèn ka Mario?”

“Arèngèl koy tanol mo. Nèpèg kasi a nawalaan ak na pinon bago ta piyan naalig koy tanol mo? tèpet nèn Mario.

“Andi! Sikamiran pusa èt walay sarili min tanol, Meow, meow, meow! Sikayon bakès, èt walay sarili yo mèt a tanol.” Ingkuwan nèn Cathy. Asabat nèn Belle si Mario. “Twit! Twit! Akin èt maèrmèn ka Mario?”

“Arèngèl koy tanol mo. Nèpèg kasi a nawalaan ak na angkèkèlag a payak ta piyan naalig koy tanol mo? tèpet nèn Mario. “Andi! Sikamiran siwit èt walay sarili min tanol. Twit, twit, twit! Sikayon bakès, èt walay sarili yo mèt a tanol.” Ingkuwan nèn Belle.

Maèrmèn ya intèwèk nèn Mario so ulo to. “Anto kasi so tanol ko? Inèr ko kasi naanap so tanol ko.”

Elements	
Title	Mario, the monkey <i>Si Mario a bakès</i>
Characters	Mario, the monkey; Dana, the dog; Cathy, the cat; Belle, the bird; Ricky, the rooster <i>Si Mario ya bakès, si Dana ya aso, si Cathy ya pusa, si Belle a siwit, si Ricky, ya lalong</i>
<ul style="list-style-type: none"> What is the major problem in the story? 	Mario, the monkey heard the different sounds of his animal friends. He was sad because he found out that he doesn't have a unique sound. <i>Arèngèl nèn Mario ya bakès so nanduruman tanol a manlalapud saray kakaaro to. Sikato èt maèrmèn lapud agto amta nu anto so gèndat a tanol to.</i>
<ul style="list-style-type: none"> When and where does the story take place? 	Once a upon a time, in the forest <i>Nèn saman a panaon, èd arawi'n katakèlan</i>
<ul style="list-style-type: none"> Who created the problem? 	Mario, the monkey created the problem because he cannot find his own sound. <i>Si Mario ya Bakès so nanggawa na problema lapud agto naanap so gèndat a tanol to.</i>

POST LISTENING ACTIVITY

Now, after listening to the story, let us go back to the guide questions (call random pupils to answer the post comprehension questions).

Kasumpal ya dëngèlèn so istorya, pawilèn tayo iramay tètèt.

1. What is the problem in the story? *Anto so problema èd istorya?*
2. Who created the problem in the story? *Siyopa so nanlapuan na problema?*
3. Who faces and solve the problem in the story? *Siyopa so inmarap tan nanresolba na problema na istorya?*
4. Where does the story take place? *Inër agawa so istorya?*
5. When does the story take place? *Kapigan agawa so istorya?*
6. What situation in the story is similar to what happened to you in real life? *Anton sitwasyon èd istorya so agawa lad sika'd tuwan bilay?*

SEQUENCING EVENTS. I have here 3 story boards. You will be grouped into three and recall the story you listened to. Then negotiate with the other 2 groups as to the sequence of the pictures based on the order of events of the story.

Walay taluran story boards, igrupu irayan storyboards base èd samay istorya ya nadngèl yo.

Sequence at least 3-event stories. (LS)

Storyboard 1	Storyboard 2	Storyboard 3
<i>Mario, the monkey is a playful and funny monkey who always greets his friends with pride and joy.</i>	<i>Mario, the monkey went around and heard the different sounds of his friends. He went to each of them, asked if he can imitate their sounds.</i>	<i>Mario, the monkey was sad because he found out that he doesn't have a unique sound.</i>
DAY 2		
Learning Competencies	<ul style="list-style-type: none">• Note important elements from stories (story grammar)• Sequence at least 3-event stories.• Identify the problem and solution in the stories.• Relate story events to one's experience.	

PRE-LISTENING ACTIVITY

Basic Sight Word Reading. Listen as I read to you the 10 Basic Sight Words for this week. Do not talk just listen. On the second time, I will read each word and you repeat after me. On third time, you read the words on your own. *Identify Grade 2- appropriate sight words.*

a	and	away	look	make
me	you	all	am	like

SEQUENCING EVENTS. I have here 3 story boards. You will be grouped into three and recall the story you listened to. Then negotiate with the other 2 groups as to the sequence of the pictures based on the order of events of the story.

Sequence at least 3-event stories. (LS)

Note to the Teacher: Teachers will explain English instructions further using Mother Tongue. Learners may also express their answers in Mother Tongue. Teachers should use these answers to bridge MT ideas/concepts to English. Here is a possible teacher-learner interaction during this part of the discussion.

Teacher: What do you think is the first event that happened in the story? *Anto so unaan ya agawa èd istorya?*

Student: Say unaan ya agawa èd istorya si Mario èt sakèy ya magalaw, makapalèk, tan maamigon bakès.

Teacher: That's right. *Let us now put your words in English. Magalaw in English is playful, makapalèk in English is funny, and maamigo in English is friendly. Your sentence is "Mario is a playful, funny and friendly monkey" in English.* Now, you repeat after me.

Student: Mario is a playful, funny, and friendly monkey.

Storyboard 1	Storyboard 2	Storyboard 3
<i>Mario, the monkey is a playful and funny monkey who always greets his friends with pride and joy.</i>	<i>Mario, the monkey went around and heard the different sounds of his friends. He went to each of them, asked if he can imitate their sounds.</i>	<i>Mario, the monkey was sad because he found out that he doesn't have a unique sound.</i>

Before I continue the story for this week, here are some guide questions for you to remember while listening to me. Here are the guide questions.

Note to the teacher: Read each guide question twice and let the student repeat them.

1. What is the problem in the story?
2. Who created the problem in the story?
3. Who faces and solve the problem in the story?
4. Where does the story take place?
5. When does the story take place?
6. How was the problem resolved?
7. What moral or lesson did you get from the story?
8. What situation in the story is similar to what happened to you in real life?

LISTENING ACTIVITY

Tell the story using picture books or wordless books.

Listening Activity. Listen as I read aloud to you the story. Look at the picture and tell me what you think the story is all about (Call random pupils to answer). Look at the characters in the picture, what do you think these characters are feeling? (Call random pupils to answer).

Note important elements from stories (story grammar), Sequence 3-event stories., Identify the problem and solution in the stories. Relate story events to one's experience

Elements	Major Events
• What is the major problem in the story?	Mario, the monkey heard the sounds of his animal friends. He doesn't have a sound and he wants one too.
• When and where does the story take place?	Once a upon a time, in the forest
• Who created the problem?	The one who created the problem in the story is Mario, the monkey.
• How is the major problem resolved?	Mario, the monkey realized that he doesn't need to imitate the sounds of his friends. He understood that each of them is special in their own way and that he can make his own unique sound.
• What is the moral or lesson the story?	The moral of the story is knowing yourself better and understanding that everyone is special in his/her own way.

POST LISTENING ACTIVITY Now, after listening to the story, let us go back to the guide questions (call random pupils to answer the post comprehension questions).

Now, after listening to the story, let us go back to the guide questions (call random pupils to answer the post comprehension questions).

1. What is the problem in the story?
2. Who created the problem in the story?
3. Who faces and solve the problem in the story?
4. Where does the story take place?
5. When does the story take place?
6. How was the problem resolved?
7. What moral or lesson did you get from the story?
8. What situation in the story is similar to what happened to you in real life?

SEQUENCING EVENTS. I have here 3 story boards. You will be grouped into three and recall the story you listened to. Then negotiate with the other 2 groups as to the sequence of the pictures based on the order of events of the story. *Sequence at least 3-event stories. (LS)*

<p>Story Board 1</p> <p><i>Mario, the monkey looked for his wise friend Ricky, the rooster. Mario asked Ricky how he could have a sound.</i></p>	<p>Story Board 2</p> <p><i>Mario, the monkey realized that he is different from his animal friends. He understood that he is special and that he can make his unique sound.</i></p>	<p>Story Board 3</p> <p><i>Mario, the monkey excitedly went home. He proudly told his parents that he discovered his own sound. Mother monkey and father monkey were happy and proud.</i></p>
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DAY 3	
<p>Learning Competencies</p>	<p>Phonological Awareness</p> <ul style="list-style-type: none"> Recognize rhymes (initial and final) in chants, poems and stories heard. Segment onset and rime focusing on words with short vowels and consonants. <p>Phonic and Word Study</p> <ul style="list-style-type: none"> Identify Grade 2- appropriate sight words. Identify alphabet letter names.

PRE-ACTIVITY

Basic Sight Word Reading. Listen as I read to you the 10 Basic Sight Words for this week. Do not talk just listen. On the second time, I will read each word and you repeat after me. On third time, you read the words on your own. *Identify Grade 2- appropriate sight words.*

a	and	away	look	make
me	you	all	am	like

Jazz Chant. Listen as I pronounce to you each word. Then on the second time, repeat after me as I point each of the words. Then, each group will be assigned a word to pronounce and clap the syllables and tempo or how to pronounce the word. *(All the phonological awareness, and phonics and word study ELCs)*

	Group 1	Group 2	Group 3	Group 4	Group 5
	dog	monkey	cat	rooster	bird
Word Level	dog, monkey, cat, rooster, bird, (2x) dog, monkey (2x) cat, rooster, (2x) bird (2x)				

Sentence Level	Dana helped Mario.	Mario likes swinging.	Cathy said meow, meow.	Ricky is so wise.	Belle flew away.
	Dana helped Mario. Mario likes swinging. Cathy said meow, meow. Ricky is so wise. Belle flew away.				

DURING ACTIVITY

Phonological Awareness: Listen as I read the chant. Then, identify which words rhyme. (initial and final)

Recognize rhymes (initial and final) in chants, poems and stories heard.

Mario wants to have a sound.
Dana has a sound.
Dana says arf arf!
Cathy has a sound.
Cathy says meow, meow!
Belle has a sound.
Belle says chirp, chirp!
Ricky has a sound.
Ricky says cock-a-doodle-doo!
What is my sound?
Mario asked himself.

Phonological Awareness: SOUND BOX. Listen to the words I say. Focus on the onset of each word. Identify the onset and change it to a different sound according the letter sound you picked from the box. After identifying all the onsets of all the words, let us focus on the rimes as I say the words. Identify the rime and change it to a different sound according to the letter sound you picked from the box.

Segment onsets and rimes

monkey	dog	cat	look	nose
mother	father	smell	three	hands
feet	tree	have	ears	home

Phonics & Word Study

Picture-Word Association. I will show you pictures and tell their labels. Then on the second time, I will show and tell the name of each picture and you repeat after me. On the third time, I will show you each picture, and you tell me its label.



Now that you know the labels of these pictures, listen to me this time how to pronounce these words. On the second time, I will show and pronounce each word and you repeat after me. Then on the third time, you read each word that I will show you.

monkey	dog	cat	look	nose
mother	father	smell	three	hands
feet	tree	teeth	ears	home

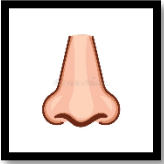


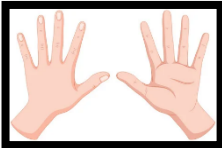

Now that we have read the following words, let us identify the letter names of initial and final letters of each word.

Identify alphabet letter names.

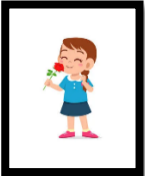



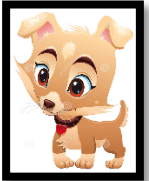
monkey	dog	cat	look	nose
mother	father	smell	three	hands
feet	tree	teeth	ears	home

POST ACTIVITY

A. I will read each picture in each line. Write the initial letter of the words.

1	2	3	4	5
				
___ose	___eeth	___ome	___ands	___eet

B. I will read each picture in each line. Write the final letter of the words.

1	2	3	4	5
				
sme___	ea___	mothe__	ca__	do__

Finally, I have here some jumbled letters. Arrange the letters to form words. These words are the words you learned today.

sdanh	
eykonm	
httee	
ogd	

omeh

DAY 4

Learning Competencies

Vocabulary and Word Knowledge

- Identify high-frequency words accurately.
- Use vocabulary referring to oneself and family.
- Use accurately low-frequency words.
- Identify words into classes (common and proper).

PRE-ACTIVITY

Basic Sight Word Reading. Listen as I read to you the 10 Basic Sight Words for this week. Do not talk just listen. On the second time, I will read each word and you repeat after me. On third time, you read the words on your own. *Identify Grade 2- appropriate sight words.*

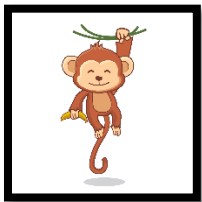
a	and	away	look	make
me	you	all	am	like

DURING ACTIVITY

Word Meaning Activity

Identify high-frequency words accurately.; Use vocabulary referring to oneself and family.; Use accurately low-frequency words.; Identify words into classes (common and proper).

This time, match the pictures to their words using the activity sheet. Draw a line to match the pictures to their words. Do not forget to write your names. If you do not know how to write your name, please raise your hand so I can approach you and help you write your name on the activity sheet.



nose



look



monkey



cat



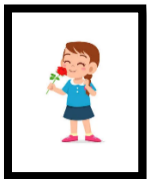
dog



hands



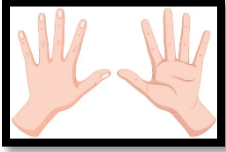
three



mother



father



smell



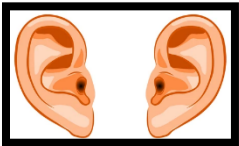
home



ears



tree



feet



teeth

POST ACTIVITY

Word Classification Game:

1. Listen to me as I read the following words.
2. Repeat after me.
3. Classify the following words according to their classes.

monkey	dog	cat	look	nose
mother	father	smell	three	hands
feet	tree	teeth	ears	home

people	animals	places	things	parts of the body	numbers	actions

4. Let us identify the characters from the story. Classify them into common and proper

characters	common	proper
Mario, the monkey		
Dana, the dog		
Cathy, the cat		
Belle, the bird		
Ricky, the rooster		

DAY 5

Learning Competencies

Grammar Awareness and Grammatical Structures

- Identify sentences and non-sentences.
- Use simple sentences to express ideas about oneself and with proper expressions.
- Use simple declarative & interrogative sentences with proper intonation (pitch, juncture, rhythm).
- Sequence words to represent meaning in simple declarative & interrogative sentences.
- Identify the parts of simple declarative & interrogative sentences: subject and predicate.
- Use correct capitalization and punctuation for simple declarative & interrogative sentences.

PRE-ACTIVITY

Basic Sight Word Reading. Listen as I read to you the 10 Basic Sight Words for this week. Do not talk just listen. On the second time, I will read each word and you repeat after me. On third time, you read the words on your own. *Identify Grade 2- appropriate sight words.*

a	and	away	look	make
me	you	all	am	like

Use two or more words from the list to form meaning.

Examples:

1. you and me
2. look away
3. make all
4. like me

DURING ACTIVITY

Identify sentences and non-sentences.

Here are some sentences from the story.

1. The dog helped the monkey.
2. The bird flew to the cornfield.
3. Mario looked for Ricky.

Look at the first sentence.

The dog helped the monkey. *The dog* is the one being talked about in the sentence. This is the subject.
S P *helped the monkey* tells something about the subject. This is the predicate.

They express clear and complete thought. They have subjects and predicates. All of these are called sentences. (Do the same for the numbers 2 and 3)

Look at the group of words below. Identify which are sentences and which are non-sentences.

1. you and me
2. Mario looked away.
3. make all
4. Dana likes me.

Let us identify whether the group of words are sentences or not. Look at number 1 - you and me – Does this have a subject? predicate?
(Do the same for numbers 2-4)

Sequence the Words:

- A. Listen as I read some sentences from the story.
- B. Rearrange the words in each number to form a simple sentence.
- C. Write the correct punctuation mark at the end of each sentence.

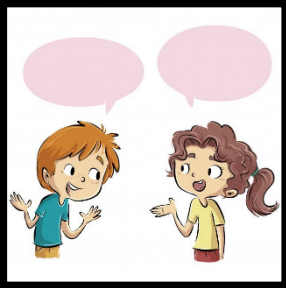


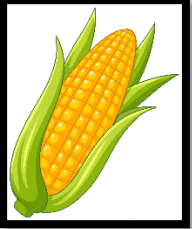



1. looked Mario his at eyes






2. _____
you are Where
3. _____
have to I my mother tell
4. _____
went home Mario back
5. _____
sound That great is

POST ACTIVITY

Talking Pictures:

1. Look at the series of pictures in each row in left column.
2. Try to replace each picture with the words you learned this week.
3. Write your answer in the right column.

	Pictures	Sentence Formed
1	Who + 	
2	 +  + 	
3	 +  + 	

4	 $+$  $+$ 	
5	What $+$  $+$ 	

Key-to-correction

1. Who are talking?
2. Ricky, the rooster eats corn.
3. Cathy, the cat drinks milk.
4. Belle, the bird flies to the cornfield.
5. What does Mario, the monkey eat?

APPENDIX 2B
LESSON EXEMPLARS FOR KEY STAGE 1:
LANGUAGE AND READING AND LITERACY

Lesson Plan in Language Grade 1

Topic: Sharing about Family through Symbols and Words

Duration: One session (50 minutes)

Content Standards:

The learners demonstrate developmentally-appropriate language for interacting with others in the classroom, and expressing meanings about familiar topics; they engage with and enjoy listening to a range of texts; and recognize familiar images, icons, and symbols in their environment.

Performance Standards:

The learners use their developing vocabulary to talk about themselves, their families, and other everyday topics; they follow teacher's instructions and answer questions. They listen to and respond to stories; and identify images, icons, and symbols from the environment and familiar texts.

Learning Competencies Covered:

- LANG1LIO-I-1 a. Talk about one's personal experiences (oneself and family)
- LANG1LIO-I-2 a. & b. Participate in classroom interactions using verbal and non-verbal responses (Respond to teacher's one-step instructions; Ask questions)
- LANG1LIO-I-3 a. & c. Use common and socially acceptable expressions (Use simple and appropriate personal greetings; Greet and respond appropriately to greetings)
- LANG1LDEI-I-1 a. Express ideas using a variety of symbols (oneself and family)
- LANG1LDEI-I-2 a. & c. Use words to represent ideas and events related to oneself and family (words that represent people, animals, objects, locations (naming words); words that represent qualities or attributes (describing words))
- LANG1LDEI-I-5 Participate in and contribute to group oral language activities (e.g., singing, chanting, sabayang bigkas).
- LANG1AL-I-1 Notice the features (e.g., sounds, intonation, signs) of their first language and other languages in one's context.
- LANG1IT-I-1 View and listen to a range of texts for enjoyment and interest.
- LANG1IT-I-2 Recognize icons and symbols in various texts found in familiar contexts (e.g., printed and digital texts, books, magazines, environmental print).

Objectives:

1. To talk about their personal experiences related to their family using verbal and non-verbal responses.
2. To use drawings, emojis, and words to express ideas about their family.
3. To participate in a group activity where they sing or chant about family.
4. To recognize and understand the importance of greetings and responding appropriately to them.

Before/Pre-Lesson Proper:

- **Activating Prior Knowledge:**
 - *Activity:* Quick quiz or a short discussion about their family members and common symbols or emojis they know.

- **Lesson Purpose/Intention:**
 - Introduce students to the idea of sharing about their family using various forms of expression including symbols, drawings, and words.
 - **Lesson Language Practice:**
 - Vocabulary words: family, greetings, emojis, drawings, symbols.
 - Sentence structures: "This is my [family member].", "Hello, [name].", "I feel [emotion] when I'm with my family."
-

During/Lesson Proper:

- **Reading the Key Idea/Stem:**
 - Show various symbols and images that represent family members and common greetings.
 - **Developing Understanding of the Key Idea/Stem:**
 - *Activity:* Family Drawing - Students will draw their family members and use emojis or symbols to express how they feel about each one.
 - *Discussion:* Talk about different types of greetings (hello, goodbye, good morning, etc.) and when to use them.
 - **Deepening Understanding of the Key Idea/Stem:**
 - *Activity:* Role Play - Students pair up and practice greeting each other and asking about their families using their drawings as a reference.
 - *Group Activity:* Sing or chant a simple song about family. This can be a known song or a new one introduced by the teacher.
-

After/Post-Lesson Proper:

- **Making Generalizations and Abstractions:**
 - *Discussion:* Reflect on the different ways they can talk about their family and how symbols can help express feelings and ideas.
 - **Evaluating Learning:**
 - *Activity:* Show & Tell - Each student presents their family drawing to the class, using the vocabulary and sentence structures they've learned to describe it.
 - **Additional Activities for Application or Remediation:**
 - *For Application:* Students can create a mini-book or a card about their family using drawings, symbols, and words.
 - *For Remediation:* Provide additional practice sheets with symbols and words related to family for students to match or color.
-

Lesson Plan in Reading and Literacy Grade 1

Topic: My Family and Me

Duration: One session (50 minutes)

Content Standards:

The learners demonstrate phonological awareness in decoding developmentally- and grade level-appropriate words; understand and create simple sentences to express meaning about oneself, family, and everyday topics (narrative and informational).

Performance Standards:

The learners use phonological and alphabetic knowledge to read/write words accurately with/for meaning and narrate personal experiences with family and content-specific topics.

Learning Competencies Covered:

- RL1PA-I-3 Identify rhyming words in nursery rhymes, poems, and chants
 - RL1PA-I-5 Identify initial sounds (vowels, consonants, and semi-vowels, if any)
 - RL1PWS-I-1 Produce the sound of the letters of L1
 - RL1PWS-I-4 Substitute individual sounds in simple words to make new words
 - RL1PWS-I-5 Sound out words accurately
 - RL1VWK-I-1 Use vocabulary referring to oneself and family
 - RL1VWK-I-2 a & b Identify words with different functions (naming and describing words): words that label persons, places, things, animals, actions, situations, ideas, and emotions; words that describe persons, places, things, animals, actions, situations, ideas, and emotions
 - RL1BPK-1-3 Read high frequency words accurately for meaning
 - RL1CAT-I-1 a & e Comprehend stories (Note important details in stories (character, setting, and events; Sequence stories with at least 3 events; Infer the character's feelings and traits; Predict possible ending; Relate story events to one's experience)
 - RL1CCT-I-1 a Narrate one's personal experiences (oneself and family)
-

Objectives:

1. Demonstrate phonological awareness by identifying rhyming words and initial sounds.
 2. Read and comprehend a short narrative about family.
 3. Narrate a personal experience related to family using simple sentences.
 4. Identify and write words related to family.
-

Before/Pre-Lesson Proper:

- **Activating Prior Knowledge:**
 - *Activity:* Sing a familiar nursery rhyme with the class.
 - **Lesson Purpose/Intention:**
 - Introduce students to phonological awareness concepts and provide an opportunity for them to express personal experiences about their family.
 - **Lesson Language Practice:**
 - Vocabulary words: family, rhyme, syllable, sound, letter.
-

During/Lesson Proper:

- **Reading the Key Idea/Stem:**
 - Read aloud a short narrative about a family, emphasizing rhyming words and intonation.
- **Developing Understanding of the Key Idea/Stem:**

- *Activity:* Rhyming Game - Students identify rhyming words from the narrative.
 - *Discussion:* Talk about different family members and roles.
 - **Deepening Understanding of the Key Idea/Stem:**
 - *Activity:* Phonological Awareness Practice - Use cards with images of family members. Students identify initial sounds of each word and segment the words into syllables.
 - *Narrative Activity:* Students narrate a personal experience about their family using guided prompts.
-

After/Post-Lesson Proper:

- **Making Generalizations and Abstractions:**
 - *Discussion:* Reflect on the importance of family and how different words and sounds help in expressing ideas about family.
 - **Evaluating Learning:**
 - *Activity:* Word Creation - Students will be given simple words related to family. They'll sound out the words and create new words by substituting individual sounds.
 - *Writing Activity:* Students write a few sentences about their family using words they've learned.
 - **Additional Activities for Application or Remediation:**
 - *For Application:* Create a mini family book using drawings and words.
 - *For Remediation:* Provide additional phonological awareness practice sheets for students to match rhyming words or segment words into syllables.
-

APPENDIX 3
WORD LISTS FOR KEY STAGE 1

Basic Sight Words

GRADE 2

a	and	away	look	make
me	you	all	am	like
must	new	there	they	this
funny	go	help	see	the
three	came	did	do	ran
ride	saw	with	yes	for

big	blue	can	my	not
one	are	at	ate	no
three	came	did	do	ran
ride	saw	with	yes	for
big	blue	can	my	not
one	are	at	ate	no

now	on	too	under	want
here	I	in	to	Two
up	eat	four	get	say
she	so	come	down	find
play	red	run	be	black
brown	our	out	please	was

well	went	is	it	jump
we	where	yellow	good	have
play	red	run	be	black
brown	our	out	please	was
well	went	is	it	jump
we	where	yellow	good	have

I	in	to	two	up
eat	four	get	say	she
so	come	down	find	play
red	run	be	black	brown
our	out	please	was	well
went	is	it	jump	we
where	yellow	good	have	he
soon	that	who	said	what
into	but	little	will	pretty
white				

a	and	away	look	make
me	you	all	am	like
must	new	there	they	this

funny	go	help	see	the
three	came	did	do	ran
ride	saw	with	yes	for
big	blue	can	my	not
one	are	at	ate	no
now	on	too	under	want
here	I	in	to	two
up	eat	four	get	say
she	so	come	down	find
play	red	run	be	black
brown	our	out	please	was
well	went	is	it	jump
we	where	yellow	good	have
he	soon	that	who	said
what	into	but	little	will
pretty	white			

after	again	walk	just	know
were	then	think	when	live
may	of	some	stop	take
an	any	as	every	fly
from	has	her	him	old
once	open	thank	them	ask

give	by	could	his	going
had	over	how	let	Put
round	after	again	walk	just
know	were	then	think	when
live	may	of	some	stop

an	any	as	every	fly
from	has	her	him	old
once	open	thank	them	ask
give	by	could	his	going
had	over	how	let	Put
round	take			

a	about	all	been	but
by	down	each	find	have
he	her	is	it	its
more	my	no	other	out
part	that	the	their	to
two	up	when	which	who

am	an	and	called	can
come	first	for	from	him
his	how	like	long	look
not	now	number	people	said
see	them	then	there	use

was	water	will	with	Words
are	as	at	could	day

did	get	go	had	I
if	in	made	make	many
of	on	one	she	so
some	these	they	this	way
we	were	would	write	you
be	into	than	do	may
time	has	or	what	your

always	around	because	been	before
best	both	buy	call	cold
does	don't	fast	first	five
found	gave	goes	green	its
made	many	off	or	pull
read	right	sing	sit	sleep

tell	their	these	those	upon
us	use	very	wash	which
why	wish	work	would	write
your	about	better	bring	carry
clean	cut	done	draw	drink
eight	fall	far	full	got

grow	hold	hot	hurt	if
keep	kind	laugh	light	long
much	myself	never	only	own
pick	seven	shall	show	six
small	start	ten	today	together
try	warm			

over	say	set	try	new
great	put	kind	sound	where
end	hand	take	help	does
picture	only	through	another	again
little	much	well	change	work
before	large	off	know	line

must	play	place	right	big
spell	years	too	even	air
live	means	such	away	me
old	because	animal	back	any
turn	house	give	same	here
point	most	tell	why	page

very	boy	ask	letter	after
follow	went	mother	things	came
men	answer	our	want	read

found	just	show	need	study
name	also	land	still	name
good	around	different	learn	good

GRADE 3

sentence	form	home	should	man
three	us	America	think	small
move	world	high	saw	important
miss	every	left	until	idea
near	don't	children	enough	add
few	side	eat	food	while

feet	face	between	along	car
watch	own	might	mile	far
below	close	night	Indian	country
something	walk	real	plant	seem
white	almost	plant	last	next
sea	let	last	school	hard

began	above	school	father	open
grow	girl	father	keep	example
took	sometimes	keep	tree	begin
river	mountains	tree	never	life
four	cut	start	always	carry
young	city	those	state	talk

earth	both	once	soon	eyes
paper	book	list	light	together
hear	song	thought	got	stop
being	head	group	without	leave
under	often	second	family	story
run	late	it's	body	order

listen	farm	music	red	wind
pulled	color	door	rock	draw
stand	sure	space	voice	sun
become	covered	seen	questions	top
fast	cold	fish	ship	several
cried	area	across	hold	plan

mark	today	himself	notice	dog
during	toward	south	horse	short
five	sing	birds	better	step
war	problem	best	morning	ground
complete	however	passed	fall	room
low	vowel	king	knew	hours

always	around	because	been	before
best	both	buy	call	cold
does	don't	fast	first	five
found	gave	goes	green	its
made	many	off	or	pull
read	right	sing	sit	sleep

tell	their	these	those	upon
us	use	very	wash	which
why	wish	work	would	write
your	about	better	bring	carry
clean	cut	done	draw	drink
eight	fall	far	full	got

grow	hold	hot	hurt	if
keep	kind	laugh	light	long
much	myself	never	only	own
pick	seven	shall	show	six
small	start	ten	today	together
try	warm			

over	say	set	try	new
great	put	kind	sound	where
end	hand	take	help	does
picture	only	through	another	again
little	much	well	change	work
before	large	off	know	line

must	play	place	right	big
spell	years	too	even	air
live	means	such	away	me
old	because	animal	back	any
turn	house	give	same	here
point	most	tell	why	page

very	boy	ask	letter	after
follow	went	mother	things	came
men	answer	our	want	read
found	just	show	need	study
name	also	land	still	name
good	around	different	learn	good

sentence	form	home	should	man
three	us	America	think	small
move	world	high	saw	important
miss	every	left	until	idea

near	don't	children	enough	add
few	side	eat	food	while

feet	face	between	along	car
watch	own	might	mile	far
below	close	night	Indian	country
something	walk	real	plant	seem
white	almost	plant	last	next
sea	let	last	school	hard

began	above	school	father	open
grow	girl	father	keep	example
took	sometimes	keep	tree	begin
river	mountains	tree	never	life
four	cut	start	always	carry
young	city	those	state	talk

earth	both	once	soon	eyes
paper	book	list	light	together
hear	song	thought	got	stop
being	head	group	without	leave
under	often	second	family	story
run	late	it's	body	order

listen	farm	music	red	wind
pulled	color	door	rock	draw
stand	sure	space	voice	sun
become	covered	seen	questions	top
fast	cold	fish	ship	several
cried	area	across	hold	plan

mark	today	himself	notice	dog
during	toward	south	horse	short
five	sing	birds	better	step
war	problem	best	morning	ground
complete	however	passed	fall	room
low	vowel	king	knew	hours

High Frequency Words

GRADE 2				
a	and	as	at	be
by	for	from	has	have
he	her	him	his	I
in	is	it	me	my
of	on	one	or	said
she	that	the	there	they
to	was	we	with	you
about	after	again	all	an
any	are	as	ask	by
could	day	did	do	each
even	every	find	from	get
go	had	has	have	he
her	Him	his	how	I
if	into	it	its	just
know	like	little	long	make
many	may	more	most	my
new	no	not	now	of
off	on	one	only	or
other	our	out	over	own
part	people	she	should	so
some	than	that	the	their
them	then	there	these	they
thing	think	this	to	too
up	us	use	very	want
was	we	well	went	were
what	when	where	which	who
will	with	would	year	you
your				

GRADE 3				
above	almost	also	always	among
another	because	before	believe	between
big	both	carry	certain	change
city	close	come	could	country
course	different	do	does	down
during	each	early	earth	end
enough	even	ever	eye	face
family	far	feel	few	finally
find	follow	food	friend	full
game	gave	get	girl	give
go	good	got	great	had
hand	hard	has	have	he
head	hear	help	high	hold
home	house	how	however	if
important	in	including	inside	instead
into	just	keep	kind	knew

how	last	learn	leave	left
let	life	light	like	line
list	little	live	long	look
low	made	make	man	many
may	mean	might	mile	miss
more	most	mother	move	much
name	need	never	new	next
night	not	now	number	off
often	old	once	only	open
out	over	own	page	part
people	place	plant	play	point
put	read	real	right	river
said	same	saw	school	second
see	seem	self	several	shall
should	show	side	simple	since
small	some	soon	sound	spell
start	study	state	still	such
take				

Note: Some high frequency words may also be considered as sight words.

Content-Specific Words in Mathematics

	Grade 1	Grade 2	Grade 3
Numbers	Q1: whole numbers 0 to 100 Q2: count by 2s, count by 5s, count by 10s Q3: coin, bills	Q1: whole numbers 101-1000 Q1: count by 100s Q1: expanded form Q3: odd, even	Q1: whole numbers 1001-10000 including words Q1: rounding numbers
Models	Q1: number line, block models, bar models	Q3: square grids, fraction tiles, fraction chart	Rounding number
Place value/ value	Q1: ones and tens, value	Q1: hundreds	Q1: thousands
ordinal numbers	Q1: first to tenth	Q1: eleventh to twentieth	Q1: twenty first to hundredth
fractions	Q3: $\frac{1}{2}$, $\frac{1}{4}$, numerator, denominator	Q3: similar fraction	Q3: equivalent, dissimilar fraction
Operations	Q1: addition, addends, sum, plus	Q2: regrouping Q2: multiples, equal quantity, inverse, multiplicand, multiplier, product, factors	
comparative words	Q1: greater than, less than, equal		
order/arrangement	Q1: least to greatest, greatest to least	Q1: increasing, decreasing	
relationships	Q2: equivalent expression		
grouping symbols	Q1: parenthesis Q4: square, rectangle, triangle, circle	Q3: half-circle, quarter-circle	Q3: point, line, line segment, ray, parallel, intersecting, perpendicular

Geometric shapes / terms	Q4: dimension, sides, corners, orientation, attribute	Q3: symmetry, tessellate, tessellation	Q3: congruent line segment
Units		Q4: meter, centimeter	Q3: gram, kilogram, milligram, liter, milliliter, kilometer
measuring instruments	Q4: length	Q4: perimeter, area	Q3: mass, capacity
graphs and tables	Q4: pictograph	Q4: analog, digital, elapsed time Q4: scale	Q4: single bar graph
properties		Q1: identity, commutative, associative property	Q2: distributive property
patterns	Q3: pattern		
Problem Solving		Q1: routine, non-routine	
Probability			Q4: probability

Content-Specific Words in Science

Grade 1

Competency in the Grade Level standards	Knowledge/skills needed	English	Filipino	MT
Identify external parts of animals and plants	Words that identify external parts of common animals and plants			
Tell the shape, color, texture, taste and size of things around them	Words that describe the shape, color, texture, taste, and size of objects			
Describe similarities and differences given two objects	Words used to show comparison and contrast			
Differentiate sounds produced by animals, vehicles, and musical instruments	Words that represent and describe the sounds produced by animals, vehicles, and musical instruments			
Describe the weather	Words that describe weather			

Grade 2

Competency in the Grade Level standards	Knowledge/skills needed	English	Filipino	MT
Compare two or more objects with reference to their properties	Words used to show comparison and contrast on the physical properties of objects			
Tell short stories about what they do, what they seen, or what they feel	Words that describe actions, adjectives that describes physical characteristics of objects, and feelings			

Grade 3

Competency in the Grade Level standards	Knowledge/skills needed	English	Filipino	MT
Characteristics of solids, liquids, and gas (mass, shape, hardness, volume, flexibility)	Words that describe mass, shape, hardness, volume, flexibility			

describe the movements of objects such as fast/slow, forward/backward, stretching/compressing	Words that describe rate and direction of motion such as fast/slow, forward/backward, stretching/compressing			
Describe the different nonliving things found in the environment	Words that describe nonliving things (rocks, air, wood, water, metal)			
Distinguish the different landforms and bodies of water found in the community	Words that describe landforms and bodies of water (like tall, deep, wide, etc.)			

APPENDIX 4
SUGGESTED READINGS FOR KEY STAGE 1: LITERARY TEXTS

GRADE 2

"The Very Hungry Caterpillar" by Eric Carle: This picture book follows the journey of a caterpillar as it eats its way through various types of food before transforming into a butterfly.

"Where the Wild Things Are" by Maurice Sendak: This is a story of imagination and adventure, following a young boy named Max who journeys to a land inhabited by wild creatures.

"The Giving Tree" by Shel Silverstein: A heartwarming tale of selfless love and sacrifice between a tree and a boy.

"If You Give a Mouse a Cookie" by Laura Numeroff: A whimsical story that explores the chain of events that might occur if a mouse is given a cookie.

"Corduroy" by Don Freeman: This story features a department store teddy bear that comes to life and seeks to find a missing button in the hope of being bought.

"Chicka Chicka Boom Boom" by Bill Martin Jr. and John Archambault: An alphabet rhyming book where the letters of the alphabet climb up a coconut tree.

"Green Eggs and Ham" by Dr. Seuss: A humorous and engaging story that encourages readers to try new things, even if they seem strange at first.

"The Rainbow Fish" by Marcus Pfister: A tale of a beautiful fish who learns about the joy of sharing.

"Madeline" by Ludwig Bemelmans: The story of a brave and independent girl who lives in a Paris boarding school.

"Stellaluna" by Janell Cannon: The journey of a baby bat who lands in a bird's nest and how she adapts and later reunites with her mother.

"The Tale of Peter Rabbit" by Beatrix Potter: This story features a mischievous rabbit and the trouble he encounters in Mr. McGregor's vegetable garden.

"Alexander and the Terrible, Horrible, No Good, Very Bad Day" by Judith Viorst: A relatable tale of a boy who experiences a series of misadventures throughout his day.

"The Snowy Day" by Ezra Jack Keats: The simple, charming story of a young boy experiencing the joy of a snowy day.

"Harold and the Purple Crayon" by Crockett Johnson: This is about a boy named Harold who creates his own adventures with a purple crayon.

"The Polar Express" by Chris Van Allsburg: A magical tale of a boy's Christmas Eve journey to the North Pole.

"Amelia Bedelia" by Peggy Parish: Amelia Bedelia takes everything literally, leading to humorous misunderstandings.

"Because of Winn-Dixie" by Kate DiCamillo: This story tells of a young girl and her big-hearted dog who help her make friends in the small Florida town.

"Ramona the Pest" by Beverly Cleary: A classic story about Ramona Quimby, a curious and feisty elementary school girl.

"Frog and Toad Are Friends" by Arnold Lobel: A collection of heartwarming stories about the adventures of best friends Frog and Toad.

"Little Bear" by Else Holmelund Minarik: This early reader book follows Little Bear's adventures and his mother's enduring love.

GRADE 3

"Charlotte's Web" by E.B. White: A touching story about the unlikely friendship between a pig named Wilbur and a spider named Charlotte.

"Stuart Little" by E.B. White: The adventures of a charming mouse named Stuart Little who lives with a human family in New York City.

"Sarah, Plain and Tall" by Patricia MacLachlan: A historical novel about a mail-order bride who moves from Maine to the Midwest to join a widower and his two children.

"The Magic Tree House" series by Mary Pope Osborne: A series that follows two children, Jack and Annie, who discover a magical tree house filled with books that transport them through time and space.

"The Boxcar Children" by Gertrude Chandler Warner: The story of four orphaned children who create a home for themselves in an abandoned boxcar in the forest.

"The Borrowers" by Mary Norton: A fantasy novel about tiny people who live in the walls and floors of an English house.

"Pippi Longstocking" by Astrid Lindgren: The escapades of an extraordinary girl with incredible strength and a talent for getting into mischief.

"Frindle" by Andrew Clements: A boy invents a new word and starts a battle with his language arts teacher and the school.

"The Phantom Tollbooth" by Norton Juster: A bored boy named Milo receives a magical tollbooth that transports him to a land where he learns the importance of education.

"James and the Giant Peach" by Roald Dahl: A boy embarks on a fantastical journey with insect friends in a giant peach.

APPENDIX 5
LESSON EXEMPLAR FOR KEY STAGE 2

Lesson Plan in English Grade 4

Topic: "A Birthday Celebration: Story, Symbols, and Sentences"

Duration: One session (50 minutes)

Content Standards:

The learners demonstrate their expanding vocabulary knowledge and grammatical awareness, comprehension of literary and informational texts, and composing and creating processes; and their receptive and productive skills in order to produce age-appropriate and gender-responsive texts based on one's purpose, context, and target audience.

Performance Standards:

The learners apply comprehension of literary and informational texts and produce narrative and expository texts (enumeration-description) based on their purpose, context (mealtimes and birthdays), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

Learning Competencies Covered:

- EN4LR-I-1 (1, 3, 7, 9): noting important elements (story grammar); sequencing at least 6 events; making predictions: outcomes of events; identifying the main idea
- EN4SW-I-2 Use tone and mood appropriately for one's purpose, context, and target audience: informal
- EN4SW-I-3 (1a, 2, 3a): using subject-verb agreement (number of nouns: regular); using kinds of verbs: action; using tenses of verbs (simple)
- EN4SW-I-4 Produce text with introduction, body, and conclusion in conveying idea: using introduction, body, and conclusion
- EN4SW-I-5 (1a) Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one's purpose, context, and target audience: using text types (narrative)
- EN4SW-I-6 (1, 2): Use appropriate non-verbal cues for clarity of context, purpose, and meaning: using facial expressions; using gestures
- EN4VR-I-1 Identify visual elements
- EN4VR-I-2 (1, 2, 3): Derive meaning based on the visual elements: interpreting lines, shapes, and colors used to convey meaning; interpreting images/ideas that are explicitly used to influence viewers (symbolism); identifying the purpose of the visual text
- EN4VR-I-3 Identify real or make-believe, fact or non-fact images
- EN4VR-I-4 Identify multimedia elements: text (headlines, subtitles, slogans)

Objectives:

1. To comprehend a short narrative text about a birthday celebration, identifying important story elements and making predictions about outcomes.
 2. To identify and interpret visual elements in the story, differentiating between reality and fantasy.
 3. To compose sentences using vocabulary from the story, emphasizing the use of tone, mood, and appropriate non-verbal cues.
-

Before/Pre-Lesson Proper:

- **Activating Prior Knowledge:**
 - *Activity:* Brief discussion about students' experiences during birthday celebrations.
 - **Lesson Purpose/Intention:**
 - Introduce students to the elements of a narrative and visual symbols while creating meaningful sentences.
 - **Lesson Language Practice:**
 - Vocabulary words: celebration, symbol, mood, plot, sequence, narrative.
-

During/Lesson Proper:

- **Reading the Key Idea/Stem:**
 - Read aloud a short narrative about a birthday celebration, using visual aids (illustrations or multimedia elements like text headlines or slogans) to complement the story.
 - **Developing Understanding of the Key Idea/Stem:**
 - *Activity:* Story Elements Chart - Students fill in a chart noting important elements like setting, characters, and plot.
 - *Discussion:* Analyze the author's purpose and point of view in the story.
 - **Deepening Understanding of the Key Idea/Stem:**
 - *Activity:* Visual Symbol Hunt - Students identify and interpret visual symbols in the story, differentiating between real and make-believe images.
 - *Group Activity:* Sentence Creation - In groups, students compose sentences about the story, focusing on using tone, mood, and proper subject-verb agreement. They'll also practice using non-verbal cues like facial expressions and gestures to convey meaning.
-

After/Post-Lesson Proper:

- **Making Generalizations and Abstractions:**
 - *Discussion:* Reflect on the power of narratives to convey experiences and how visual elements enhance comprehension.
 - **Evaluating Learning:**
 - *Activity:* Story Retell - Students will briefly retell the story in their own words, emphasizing the main events and using appropriate tone and mood. They will also identify and explain one visual symbol from the story.
 - **Additional Activities for Application or Remediation:**
 - *For Application:* Students can create a short illustrated narrative about their own birthday or another special event, using symbols and visual elements.
 - *For Remediation:* Provide additional reading passages with a focus on identifying story elements and interpreting visual symbols.
-

APPENDIX 6
SUGGESTED READINGS FOR KEY STAGE 2: LITERARY TEXTS

GRADE 4

"Tales of a Fourth Grade Nothing" by Judy Blume: Peter Hatcher deals with the antics of his troublesome younger brother, Fudge.

"The Lion, the Witch, and the Wardrobe" by C.S. Lewis: Four children travel through a wardrobe to the magical world of Narnia, where they battle the evil White Witch.

"Charlie and the Chocolate Factory" by Roald Dahl: Charlie Bucket wins the chance to visit the world's most mysterious candy factory.

"Where the Red Fern Grows" by Wilson Rawls: A boy's dream of owning two hunting dogs in the Ozark Mountains.

"Matilda" by Roald Dahl: Matilda is a bright young girl whose horrible parents don't appreciate her, but her life changes when she discovers she has telekinetic powers.

"Number the Stars" by Lois Lowry: Set during World War II, this novel follows a 10-year-old Danish girl who helps her Jewish friend escape from the Nazis.

"The Secret Garden" by Frances Hodgson Burnett: A spoiled orphan girl discovers a secret garden and, in tending it, discovers the beauty of nurturing and being nurtured.

"Holes" by Louis Sachar: Stanley Yelnats is sent to a detention center where the boys build character by digging holes, but there's more than character improvement going on.

"The Little House" series by Laura Ingalls Wilder: A series of books based on the author's childhood in the American Midwest during the late 19th century.

"Island of the Blue Dolphins" by Scott O'Dell: Based on a true story, this novel follows a young girl left alone for years on an island off the California coast.

GRADE 5

"Wonder" by R.J. Palacio: The story of Auggie Pullman, a boy with a facial deformity, as he starts 5th grade in a mainstream school.

"Harry Potter and the Sorcerer's Stone" by J.K. Rowling: The start of Harry Potter's journey into the world of magic and his discovery of his destiny.

"A Wrinkle in Time" by Madeleine L'Engle: A science fantasy novel about three children who travel through time and space to rescue their father from a distant planet.

"Bridge to Terabithia" by Katherine Paterson: The story of an unlikely friendship and the imaginary kingdom they create together.

"Tuck Everlasting" by Natalie Babbitt: This story explores the concept of immortality when a young girl stumbles upon a family who has drunk from a magical spring.

"The Giver" by Lois Lowry: Jonas lives in a seemingly utopian society, but when he's given his life assignment as the "Receiver of Memory," he begins to question everything.

"Hatchet" by Gary Paulsen: A survival tale about a boy named Brian who must survive in the Canadian wilderness after a plane crash.

"The Chronicles of Narnia" series by C.S. Lewis: A classic fantasy series about a group of English children who wander into a magical kingdom through a wardrobe.

"Because of Mr. Terupt" by Rob Buyea: Told from multiple points of view, this story details how a teacher's impact can bring a class together.

"Percy Jackson & The Olympians: The Lightning Thief" by Rick Riordan: Percy Jackson discovers he is a demigod and goes on an adventure to prevent a war among the gods.

GRADE 6

"The Hobbit" by J.R.R. Tolkien: The adventure of Bilbo Baggins as he journeys with a group of dwarves and the wizard Gandalf to reclaim a stolen treasure.

"The Hunger Games" by Suzanne Collins: Katniss Everdeen volunteers to take her younger sister's place in a televised fight to the death in a dystopian future.

"The Outsiders" by S.E. Hinton: A powerful look at the class and gang culture of the 1960s through the eyes of teenage protagonist Ponyboy Curtis.

"Harry Potter and the Chamber of Secrets" by J.K. Rowling: The second book in the Harry Potter series in which Harry continues his magical education and uncovers dark secrets at Hogwarts.

"Anne of Green Gables" by L.M. Montgomery: The story of Anne Shirley, an imaginative and talkative orphan girl who is accidentally adopted by the Cuthberts in the town of Avonlea.

"The Phantom Tollbooth" by Norton Juster: A bored young boy named Milo receives a magical tollbooth and is transported to the Kingdom of Wisdom.

"Roll of Thunder, Hear My Cry" by Mildred D. Taylor: The story of a poor African American family living in the South during the Great Depression.

"Holes" by Louis Sachar: The story of Stanley Yelnats, a boy who is wrongfully sent to a brutal camp, where the camp warden makes the boys "build character" by digging holes every day.

"The Westing Game" by Ellen Raskin: A gripping mystery novel where sixteen heirs play a game of clues to win the Westing fortune.

"A Series of Unfortunate Events: The Bad Beginning" by Lemony Snicket: The first in a series of tales featuring the three Baudelaire children, who face an array of misfortunes.

APPENDIX 7
LESSON EXEMPLARS FOR KEY STAGE 3

Lesson Plan in English Grade 7

Topic: Analyzing "Dead Stars" by Paz Marquez Benitez

Duration: One session (50 minutes)

Content Standards:

The learners demonstrate their multiliteracies and communicative competence in evaluating Philippine literature (prose) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect local and national identity.

Performance Standards:

The learners analyze the style, form, and features of Philippine prose (short story and novel); evaluate prose for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (short story) that represents their meaning, purpose, and target audience, and reflects their local and national identity.

Learning Competencies Covered:

- EN7LIT-II-1 Analyze literary texts as expressions of individual or communal values within their structural context (1a: conflict, character, plot; 4: sociocultural context)
 - EN7LIT-II-2 Analyze the maxims, universal truths, and philosophies presented in the literary text as a means of valuing other people and their various circumstances in life
 - EN7LIT-II-3 Identify one's meaning and purpose in selecting the type of literary text for composition
 - EN7LIT-II-4 Compose literary texts using appropriate structure
 - EN7LIT-II-5 Revise the literary texts for coherence and cohesion
 - EN7LIT-II-6 Publish an original literary text that reflects culture: short story
-

Objectives:

1. Analyze the prose "Dead Stars" in terms of its structural context, focusing on conflict, character, and plot.
 2. Discuss the sociocultural context of the story as a reflection of Philippine values and identity.
 3. Compose a brief narrative that mirrors the themes and style of "Dead Stars," reflecting local and national identity.
-

Before/Pre-Lesson Proper:

- **Activating Prior Knowledge:**
 - *Activity:* Quick recall of familiar Filipino narratives or short stories they've previously encountered.
 - **Lesson Purpose/Intention:**
 - Introduce students to the prose "Dead Stars" as a significant work in Philippine literature and dissect its themes, style, and structure.
 - **Lesson Language Practice:**
 - Vocabulary words: conflict, characterization, linear plot, flashback, sociocultural context.
-

During/Lesson Proper:

- **Reading the Key Idea/Stem:**

- Provide a brief background about Paz Marquez Benitez and her significance in Philippine literature. Introduce "Dead Stars" as her notable work.
 - **Developing Understanding of the Key Idea/Stem:**
 - *Activity:* Guided Reading - As the story is read aloud, students will identify instances of character vs. character and character vs. society conflicts. They'll also map out the plot, noting any flashbacks.
 - **Deepening Understanding of the Key Idea/Stem:**
 - *Discussion:* Explore the sociocultural context of the story. Discuss how societal expectations and values influenced the characters' decisions.
 - *Group Activity:* In groups, students discuss and list the maxims, universal truths, and philosophies they identified in the story.
-

After/Post-Lesson Proper:

- **Making Generalizations and Abstractions:**
 - *Discussion:* Reflect on how "Dead Stars" represents Philippine values and identity, and how literature can serve as a reflection of a nation's soul.
 - **Evaluating Learning:**
 - *Activity:* Narrative Creation - Students will compose a brief narrative that mirrors the themes and style of "Dead Stars," ensuring it reflects local and national identity.
 - **Additional Activities for Application or Remediation:**
 - *For Application:* Students can further refine their narratives for a class publication or presentation in the next session.
 - *For Remediation:* Provide additional excerpts from "Dead Stars" for students to practice analyzing in terms of plot, character, and conflict.
-

Lesson Plan in English Grade 10

	DAY 1	DAY 2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
<i>A. Content Standards</i>	The learners demonstrate their multiliteracies and communicative competence in evaluating World literature (poetry, prose, and drama) for clarity of meaning, purpose, and target audience as a foundation for publishing original literary texts that reflect their expanding cultural identity.			
<i>B. Performance Standards</i>	The learners analyze the style, form, and features of World literature (poetry, prose, and drama); evaluate literary texts for clarity of meaning, purpose, and target audience; and compose and publish an original multimodal literary text (short film) that represents their meaning, purpose, and target audience, and reflects their expanding cultural identity.			
<i>C. Learning Competencies</i>	<ul style="list-style-type: none"> • Analyze literary texts as expressions of individual or communal values within the following contexts: structural, biographical, historical, sociocultural, linguistic, and psychological contexts. • Analyze the maxims, universal truths, and philosophies presented in the literary text as a means of valuing other people and their various circumstances in life. • Identify one's meaning and purpose in selecting the type of literary text for composition. • Compose literary texts using appropriate structure. • Revise the literary texts for coherence and cohesion. • Publish an original literary text that reflects culture: short film. 			
<i>D. Learning Objectives</i>	<p>At the end of the learning duration, learners are expected to:</p> <ul style="list-style-type: none"> • to identify specific examples from the movie "Life is Beautiful" that illustrate its structural, biographical, historical, sociocultural, linguistic, and psychological contexts; • to provide evidence presented in the movie for each of the following: maxims, universal truths, or philosophies; • to discuss instances from the movie where characters showcased the importance of valuing other people and their circumstances in life; • to produce a short film script that clearly incorporates a chosen literary technique, with an accompanying rationale explaining the technique chosen; and • to present a short film that visually and audibly embodies aspects of the learners' cultural identity and clearly references themes from "Life is Beautiful." 			
II. CONTENT	TEXT FOCUS: Literary Text (World Literature)			
III. LEARNING RESOURCES				
<i>A. References</i>				
<i>B. Other Learning Resources</i>				
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				

<p><i>Activating Prior Knowledge</i></p>	<p>Activity: Quick quiz or discussion on general knowledge about World War II, concentration camps, and the role of cinema in depicting historical events.</p>	<p>Activity: Recap of previous lessons by asking learners to share one key point they learned about the film's structural, biographical, historical, and sociocultural contexts.</p>	<p>Activity: Mind Map - Ask learners to create a mind map or list down the main themes, maxims, universal truths, and philosophies they've identified from "Life is Beautiful" so far.</p>	<p>Activity: Storyboard Sharing - Ask learners to recall their script from the previous day and share one scene from their storyboard or describe a pivotal moment in their script.</p>
<p><i>Lesson Purpose/Intention</i></p>	<p>To introduce learners to the film "Life is Beautiful" and initiate a deep analysis based on structural, biographical, historical, and sociocultural contexts. This analysis aims to pave the way for further exploration of linguistic and psychological themes in subsequent lessons.</p>	<p>To delve into the linguistic and psychological contexts of "Life is Beautiful" and identify the film's presentation of maxims, universal truths, and philosophies.</p>	<p>To guide learners in the creation of a short film script, taking inspiration from a selected literary technique identified from "Life is Beautiful."</p>	<p>To guide learners in the production phase of their short film, ensuring it reflects their cultural identity and captures the essence of the themes they've understood from "Life is Beautiful."</p>
<p><i>Lesson Language Practice</i></p>	<p>Vocabulary words: structure, biographical context, historical context, sociocultural context, in medias res.</p> <p>Sentence structures: "In the context of [type of context], the film [specific</p>	<p>Vocabulary words: linguistic context, psychological context, deictic, co-text, collocation.</p> <p>Sentence structures: "The film uses [specific linguistic feature] to convey [specific</p>	<p>Vocabulary words: script, motif, dialogue, narrative techniques, characterization.</p> <p>Sentence structures: "In my script, I've integrated the [specific literary technique] by [specific</p>	<p>Vocabulary words: production, cinematography, editing, direction, mise-en-scène.</p> <p>Sentence structures: "In this scene, we aim to convey [specific theme/idea] through [specific production method/technique]."</p>

	observation or detail]."	idea/emotion]," and "From a psychological perspective, [character's name] exhibits [specific behavior/emotion] because [reason]."	method or example from their script]."	
<p><i>*The proposed lesson language practice focusing on sentence structures is a suggested framework to help learners articulate observations about the film in relation to the various contexts (structural, biographical, historical, sociocultural, etc.).</i></p> <p><i>Here's an example of how it might be used:</i></p> <p><i>A learner wants to discuss the historical context of "Life is Beautiful" and highlight how the film depicts the horrors of concentration camps. Using the provided sentence structure, the learner might say:</i></p> <p><i>"In the context of historical events, the film shows the harsh realities and atrocities faced in concentration camps during World War II."</i></p> <p><i>By providing such a sentence structure, learners are given a scaffold or a template to help them frame their thoughts. It can be particularly helpful for learners who may struggle with phrasing or organizing their observations effectively.</i></p>				
During/Lesson Proper				
<i>Reading the Key Idea/Stem</i>	Introduction to "Life is Beautiful" by providing a brief synopsis without giving away major plot points.	Brief overview and explanation of what linguistic and psychological contexts entail, especially in relation to film analysis.	Introduce the importance and process of scriptwriting, emphasizing the incorporation of literary techniques.	Introduce the basic elements of film production, highlighting the importance of each stage in bringing a script to life and ensuring the intended message is conveyed.
<i>Developing Understanding of the Key Idea/Stem</i>	Activity: Group discussions on the film's structural context, focusing on conflict types (character vs. character, society, nature/ environment,	Activity: Clips Viewing - Show clips from the film that provide insights into its linguistic and psychological aspects. Learners should note observations related to	Activity: Literary Techniques Review - Using a presentation or handout, quickly review various literary techniques, like motifs, dialogue	Activity: Film Production Stations - Set up different "stations" or areas in the classroom where learners can learn about and experiment with various aspects of film production. This

	<p>self), characters, and the initial plot.</p> <p>Discussion: Sharing insights about how the movie portrays its biographical, historical, and sociocultural contexts.</p>	<p>dialogues, narration, and character behaviors.</p> <p>Discussion: Class discussion on initial observations, emphasizing the deictic elements, co-text, collocation, and characters' psychological motivations.</p>	<p>styles, and narrative techniques, providing examples from renowned films or literature.</p> <p>Discussion: Share insights about how "Life is Beautiful" employs these techniques and how they contribute to the film's impact.</p>	<p>can include stations for storyboarding, basic filming techniques, sound editing, etc.</p> <p>Discussion: Emphasize the importance of cultural representation and authenticity in their films. Discuss how "Life is Beautiful" remained authentic to its setting and themes.</p>
<p><i>Deepening Understanding of the Key Idea/Stem</i></p>	<p>Activity: Clips Viewing - Show selected clips from the film that highlight the discussed contexts, asking learners to note observations.</p> <p>Workshop: In small groups, learners discuss and document their observations, particularly focusing on the characters, conflicts, and plot introductions.</p>	<p>Activity: Group Analysis - Divide learners into groups to analyze different scenes, focusing on linguistic features and psychological underpinnings. Each group will present its analysis.</p> <p>Discussion: Dive into maxims, universal truths, and philosophies presented in the film. Discuss how these principles can teach viewers to value others and understand their circumstances.</p>	<p>Workshop: Scriptwriting Beginnings - In pairs or small groups, learners start drafting a script for a short film, incorporating at least one literary technique from those discussed. Encourage them to brainstorm, outline the plot, and write initial dialogues.</p> <p>Peer Review: After an initial draft, have groups exchange scripts to provide feedback, particularly on the integration of the chosen</p>	<p>Workshop: Hands-on Film Production - Using basic equipment (like smartphones or school cameras), learners begin the filming process. If feasible, learners can also experiment with basic editing tools. Encourage peer collaboration and feedback throughout.</p> <p>Mentoring: If possible, invite a local filmmaker or a knowledgeable teacher to guide and provide tips to the learners as they navigate the production process.</p>

			literary technique.	
After/Post-Lesson Proper				
<i>Making Generalizations and Abstractions</i>	Class discussion where learners generalize the film's depiction of war, family, sacrifice, and hope, and how these abstractions are rooted in real-world contexts.	Class discussion where learners generalize about the film's use of language and its portrayal of characters' psychological states. Connect these observations to real-world applications or implications.	Discussion: Reflect as a class on the power of literary techniques in shaping stories and narratives. Discuss how these techniques can emphasize or alter the message or emotion a story conveys.	Discussion: Reflect on the day's activities and the challenges and rewards of film production. Discuss how production techniques can elevate or diminish a film's message.
<i>Evaluating Learning</i>	Activity: Each learner writes a brief summary highlighting one of the discussed contexts in relation to the film.	Activity: Quick Quiz - A brief written quiz where learners identify linguistic features and psychological motivations from given scenes or dialogues from the film.	Activity: Script Pitch - Each group or pair presents a brief overview of their script, emphasizing the literary technique they've incorporated. Assess based on clarity, creativity, and effective use of the chosen technique.	Activity: Film Teaser Presentation - Each group showcases a brief clip or describes a significant moment from their production, emphasizing how they've integrated their understanding of "Life is Beautiful" and their cultural identity.
<i>Additional Activities for Application or Remediation (if applicable)</i>	For Application: Learners can explore other films or literary texts based on World War II and compare their representations. For Remediation: Learners who	For Application: Learners can explore dialogues from other films and analyze them for linguistic and psychological elements. For Remediation: Provide additional reading	For Application: Learners can further refine their scripts as homework, possibly moving onto storyboarding in the next session. For Remediation: Provide script samples that	For Application: For a longer-term project, learners can continue refining and completing their films for a potential class film festival. For Remediation: Provide additional resources, like tutorials on basic film production,

	struggled can be provided with additional reading materials or clips that discuss the contexts in simpler terms or from a different angle.	materials or clips that break down linguistic and psychological analysis in simpler terms.	effectively use literary techniques. Allow struggling learners to analyze these samples and identify techniques, helping them better understand the concept before retrying their script.	and allow learners more time to grasp the concepts. They can also be encouraged to recreate a scene from "Life is Beautiful" as practice before creating their original content.
<i>Remarks</i>	<p>Note that engaging with emotive content, interpretations of art, and creative endeavors requires a classroom environment rooted in respect, empathy, and support. Teachers should prioritize open dialogue and ensure learners feel valued and secure in sharing their perspectives and creations, emphasizing the journey and learning process over achieving perfection.</p> <p>Note also the completion or non-completion of planned activities, topics that need revisiting, or any adjustments made during the lesson.</p>			
<i>Reflection</i>	Reflection on learners' engagement, understanding, and areas of struggle. Consider any modifications or adaptations for future lessons based on today's observations.			

APPENDIX 8
SUGGESTED READINGS FOR KEY STAGE 3: LITERARY TEXTS

Grade 7 PHILIPPINE LITERATURE	
POETRY	PROSE
Another Name for Maid by Luisa A. Igloria	May Day Eve by Nick Joaquin
Any Woman Speaks by Angela Manalang Gloria	We Filipinos are Mild Drinkers by Alejandro Roces
Disquisition by Karen Pioquinto	The Bus Driver's Daughter by H. O. Santos
Earth-Man Song by Eeve V. Huervana	How My Brother Leon Brought Home a Wife by Manuel Arguilla
Ermita in the Rain by Angela Manalang Gloria	Harvest by Loreto Paras Sulit
Five Math Poems by Eileen Tupaz	All Over the World by Vicente Rivera, Jr.
More Math Poems by Eileen Tupaz	At War's End by Rony V. Diaz
Katol by Anonymous	Big Sister by Consorcio Borje
praevalet illicita by Karen Pioquinto	The Centipede by Rony V. Diaz
Soledad by Angela Manalang Gloria	Clay by Juan T. Gatbonton
Tit for Tat by H.O. Santos	Dead Stars by Paz Marquez Benitez
Words by Angela Manalang Gloria	The Devil in the Details by Carlos Cortés
My Islands by NVM Gonzales	Essence by Jose Claudio B. Guerrero
Toys by Gemino Abad	Fireworks by H.O. Santos
What Poetry does Not Say by Ophelia Alcantara Dimalanta	Harvest by Loreto Paras Sulit
Three Poems from the Philippines by Rina Garcia Chua	Kara's Place by Luis Joaquin M. Katigbak
	Lines by Lakambini A. Sitoy
	The Little People by Maria Aleah G. Taboclaon
	The Martini Effect by Doreen D.L. Jose
	Meditations of a Piss Artist by Menchu Aquino Sarmiento
	Meeting by Consorcio Borje
	Nanking Store by Macario D. Tiu
	A Night in the Hills by Paz Marquez Benitez
	The Old Woman of the Candles by Kevin Piamonte
	Portrait of a Great Man by Manuel A. Viray
	A Question of Fidelity by Gemino H. Abad
	The Summer I Learned to Bike by E.L. Koh
	The Summer of My 17th Year by H.O. Santos
	The Tale of Tonyo the Brave by Maria Aleah G. Taboclaon
	Tether by May M. Tobias
	Thousand Year Eve by Angelo Rodriguez Lacuesta
	Turtle Season by Timothy R. Montes
	Under the Mango Tree by Hugh Aaron

	The Wonderful Machine by Carlos A. Angeles
	Zita by Arturo B. Rotor
	The Wedding Dance by Amador Daguio
	The Narrow Road to the Deep North by Matsuo Basho

Grade 8 AFRO-ASIAN LITERATURE	
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<p>“The Mahabharata” by Rishi Vyasa (India): One of the two major Sanskrit epics of ancient India, the Mahabharata tells the story of a great battle that took place between two branches of the Kuru clan.</p> <p>“Ramayana” by Valmiki (India): An ancient Indian epic, the Ramayana follows Prince Rama's quest to rescue his beloved wife Sita from the demon king Ravana.</p> <p>“Gitanjali” by Rabindranath Tagore (India): Gitanjali, which translates to "Song Offerings", is a collection of poems that explore themes like spirituality, humanity, and love. Tagore won the Nobel Prize for Literature in 1913 for this work.</p> <p>“The Story of Joseph” (Hebrew), “The Story of Ruth” (Hebrew), and “The Parable of Talents” (Hebrew): These are stories from the Bible, and each story carries different moral and religious teachings.</p> <p>“Africa, My Africa” by David Diop (African): A powerful poem that reflects on the rich cultural heritage of Africa, the impact of colonization, and the African identity.</p> <p>Works of Chinese Poets (Li Po, Lao Tzu, Po Chu I, Wang Wei): These are highly influential poets from the Tang dynasty, and their works often explore themes of nature, life, and philosophy.</p>	<p>“Parable of Returning Love” (Indian): The exact context of this piece is unclear as there are many Indian parables about love and its return. However, Indian parables often include moral or spiritual lessons.</p> <p>“The Panchatantra” by Vishnu Sharma (India): This ancient Indian collection of interrelated animal fables, arranged within a frame story, is considered one of the oldest books in the world and has been widely translated.</p> <p>“A Little Incident” by Lu Xun (Chinese): This story provides a glimpse into the life of a rickshaw puller in Beijing during the early 20th century.</p> <p>“Tanjong Rhu” by Minfong Ho (Singaporean): A heartwarming short story about familial love and the generational gap in Singapore.</p> <p>“In The Mirror” by Kon Krailat (Thai): The story revolves around the life of a young girl dealing with personal identity in a fast-changing society.</p> <p>“The Riot” by Khushwant Singh (Indian): This short story illustrates the horrors of the India-Pakistan partition.</p> <p>“Spring Silkworms” by Mao Dun (Chinese): A story about a rural community's struggle with changing business practices in early 20th century China.</p> <p>“The Day the Milk-Breast Tree Was Cut” by Phan Huy Duong (Vietnamese): This story explores themes of loss, memory, and the impact of war on individuals and families.</p> <p>“Arabian Nights (Alibaba and the Forty Thieves)” (Arabian): One of the tales from the "One Thousand and One Nights", a classic collection of Middle Eastern folk tales.</p> <p>“The Soul of the Great Bell” by Lafcadio Hearn (Chinese): A tragic story about the daughter of a bell-maker who sacrifices herself for the completion of a bell for the Emperor of China.</p>
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"Things Fall Apart" by Chinua Achebe (African): This novel is a classic of African literature and deals with the impact of colonialism in Africa, specifically Nigeria, in the late 19th century.

"The Story of the Aged Mother" by Matsuo Basho (Japanese): This heartfelt story deals with a son's love for his mother in the face of a cruel decree.

**Grade 9
ANGLO-AMERICAN LITERATURE**

POETRY

"Beowulf": An Old English epic poem, one of the most important works of Old English literature.

"On His Blindness" by John Milton: A sonnet in which Milton meditates on his own blindness.

"To the Virgins, to Make Much of Time" by Robert Herrick: A carpe diem poem urging youth to make the most of their time.

"Elegy Written in a Country Churchyard" by Thomas Gray: A contemplative poem that meditates on death and the lives of simple country folk.

"The Lamb" / "The Tyger" by William Blake: Two contrasting poems from Blake's "Songs of Innocence and Experience".

"Ode to the West Wind" by Percy Bysshe Shelley: A poem that uses the wind as a metaphor for change and revolution.

"Ode on a Grecian Urn" by John Keats: A poem contemplating beauty, truth, and art as depicted on an ancient Greek urn.

"My Last Duchess" by Robert Browning: A dramatic monologue in which a duke reveals his controlling nature and possibly murderous past.

PROSE

"From the Declaration of Independence" by Thomas Jefferson: This is a foundational document of the United States of America, declaring the thirteen American colonies' independence from Great Britain. It outlines certain fundamental principles regarding human rights and the role of government.

"Self-Reliance" by Ralph Waldo Emerson: This essay from the American Transcendentalist philosopher Ralph Waldo Emerson advocates for individualism, independence, and non-conformity.

"Gettysburg Address" by Abraham Lincoln: One of the most famous speeches in American history, Lincoln's Gettysburg Address commemorates the Union soldiers who died at the Battle of Gettysburg during the Civil War, while also emphasizing the enduring significance of the principles of liberty and equality.

"I Have a Dream" by Martin Luther King Jr.: King's speech, delivered during the March on Washington for Jobs and Freedom in 1963, calls for an end to racism in the United States and outlines his vision of a future in which all people are treated equally.

"Cask of Amontillado" by Edgar Allan Poe: This short story from Edgar Allan Poe is a dark tale of revenge, in which the narrator lures his enemy into his wine cellar with the promise of a rare cask of Amontillado.

DRAMA

"Our Town" by Thornton Wilder: A classic American play that depicts everyday life in a small town.

"The Crucible" by Arthur Miller: A dramatic exploration of the Salem witch trials, which is also an allegory of McCarthy-era American politics.

"A Raisin in the Sun" by Lorraine Hansberry: A powerful play about a black family in Chicago grappling with racial and economic pressures.

"The Glass Menagerie" by Tennessee Williams: A memory play that examines a family struggling with their past and dreams.

"An Inspector Calls" by J.B. Priestley: A British play with a mysterious inspector investigating a family's involvement in a young woman's death.

"The Importance of Being Earnest" by Oscar Wilde: A light-hearted comedy of manners that satirizes Victorian society.

"Waiting for Godot" by Samuel Beckett: A seminal play in the Theater of the Absurd genre, which can provoke discussion about existential themes.

"Twelve Angry Men" by Reginald Rose: A riveting courtroom drama exploring justice and prejudice.

<p>"Sonnets from the Portuguese" by Elizabeth Barrett Browning: A collection of love sonnets written to her husband, Robert Browning.</p> <p>"Shakespearean Sonnets" (Sonnets 18, 29, 116, and 130) by William Shakespeare: Famous sonnets exploring themes of love, beauty, time, and mutability.</p> <p>"O Captain! My Captain!" by Walt Whitman: A poem mourning the death of President Abraham Lincoln.</p> <p>"My Life Had Stood — a Loaded Gun" by Emily Dickinson: A powerful poem that metaphorically explores the speaker's potential for power and violence.</p> <p>"The Road Not Taken" by Robert Frost: A well-known poem reflecting on choice and individuality.</p> <p>"In a Station of the Metro" by Ezra Pound: An Imagist poem that captures a moment in a subway station.</p> <p>"I, Too" by Langston Hughes: A poem expressing the struggle and resilience of African Americans.</p> <p>"Richard Cory" by Edwin Arlington Robinson: A poem that explores the divide between perception and reality in the case of a wealthy man named Richard Cory.</p> <p>"Courage" by Anne Sexton: A poem that discusses different forms of courage in everyday life.</p> <p>"Do Not Go Gentle Into That Good Night" by Dylan Thomas: A villanelle urging resistance in the face of death, written for his dying father.</p>	<p>"The Fall of the House of Usher" by Edgar Allan Poe: Another one of Poe's short stories, this one tells of a man visiting a friend in a decaying mansion, leading to mysterious and terrifying events.</p> <p>"The Scarlet Letter" by Nathaniel Hawthorne: This novel set in Puritan New England explores themes of sin, legalism, and guilt through the story of Hester Prynne, who has a child out of wedlock and is forced to wear a scarlet "A" for adulteress.</p> <p>"Pride and Prejudice" by Jane Austen: A novel that explores issues of manners, upbringing, morality, and marriage in the society of the landed gentry of early 19th-century England.</p> <p>"To Kill a Mockingbird" by Harper Lee: This novel is a classic of American literature, dealing with serious issues such as racial inequality and rape, as seen through the eyes of a young girl named Scout Finch.</p> <p>"The Adventures of Huckleberry Finn" by Mark Twain: This novel follows the adventures of a boy named Huck Finn as he travels down the Mississippi River with a runaway slave named Jim. The book explores themes of race, identity, and morality.</p>	<p>"Look Back in Anger" by John Osborne: A defining play of the mid-20th-century British stage that captures the disillusionment of post-war youth.</p> <p>"Pygmalion" by George Bernard Shaw: A play that critiques class and gender expectations in early 20th century England.</p> <p>"Romeo and Juliet" by William Shakespeare: One of the most famous tragic plays ever written, Romeo and Juliet is a tale of two young lovers from Verona, Italy. The two come from feuding families, the Montagues and the Capulets, which makes their love forbidden. The story follows their secret romance, their plans to elope, and the tragic sequence of misunderstandings and mishaps that ultimately lead to their untimely deaths. This classic love story explores themes of fate, love, familial conflict, and the consequences of impulsive actions.</p> <p>"The Merchant of Venice" by William Shakespeare: This play is a complex mix of comedy and drama, set in Venice and Belmont, Italy. It tells the story of Antonio, a merchant who borrows money from the Jewish moneylender Shylock to help his friend Bassanio court the wealthy heiress Portia. When Antonio defaults on the loan, Shylock demands a pound of his flesh as penalty, leading to a court trial. Meanwhile, Portia and Bassanio's love story unfolds. This play discusses themes of mercy, justice, and the nature of love, while also reflecting on religious prejudice and the social and economic dynamics of its time.</p>
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<p>"Invictus" by William Ernest Henley: A poem about resilience and maintaining one's dignity in the face of adversity.</p>		
<p>Grade 10 WORLD LITERATURE</p>		
<p>POETRY</p>	<p>PROSE</p>	<p>DRAMA (FILM)</p>
<p>"Divine Comedy" by Dante Alighieri (Italian): This epic poem is one of the cornerstones of world literature. It's a long, allegorical journey through Hell (Inferno), Purgatory (Purgatorio), and Paradise (Paradiso), offering philosophical and moral commentary.</p> <p>"Epic of Gilgamesh" (Mesopotamian): One of the oldest known pieces of literature, this epic poem revolves around Gilgamesh, the king of Uruk, his friendship with Enkidu, and his quest for immortality.</p> <p>"Iliad" by Homer (Greek): An epic poem set during the Trojan War, the ten-year siege of the city of Troy by a coalition of Greek kingdoms.</p> <p>"Odyssey" by Homer (Greek): Another epic by Homer, following the Greek hero Odysseus on his journey home from the Trojan War.</p> <p>"Nibelungenlied" (German): An epic poem in Middle High German that tells the story of dragon-slayer Siegfried and his wife Kriemhild's revenge.</p> <p>Petrarchan Sonnets (Italian): A collection of poems by the Italian poet Petrarch, mainly focused on the theme of love, written in a distinctive sonnet form.</p> <p>"The Song of Roland" (French): The oldest surviving major work of French literature, this epic poem is based on the Battle of Roncevaux Pass in 778, during the reign of Charlemagne.</p>	<p>"God Sees the Truth but Waits" by Leo Tolstoy (Russian): A short story about a merchant who is wrongfully accused of murder, and his encounter with the real murderer many years later.</p> <p>"How Odin Lost His Eye" (Norse): A story from Norse mythology, which tells about how the Allfather Odin sacrificed his eye for wisdom.</p> <p>"Les Miserables" by Victor Hugo (French): A historical novel which presents a critique of society and law, following the lives and interactions of several characters over a period of twenty years in the 19th century.</p> <p>"The Hunchback of Notredame" by Victor Hugo (French): A story set in medieval Paris, revolving around Notre-Dame Cathedral, featuring the beautiful gypsy Esmeralda, the archdeacon Frollo, and the hunchback Quasimodo.</p> <p>"The Three Musketeers" by Alexandre Dumas (French): A historical adventure novel following a young man named d'Artagnan who joins the Musketeers of the Guard.</p> <p>"The Little Prince" by Antoine De Saint Exupery (French): This novella is one of the most translated and best-selling books in the world. It depicts a young prince who visits various planets in space, including Earth, and addresses themes of loneliness, friendship, love, and loss.</p> <p>"The Necklace" by Guy de Maupassant (Italian): A short story about Madame Loisel who borrows a</p>	<p>"Life is Beautiful" (Italy): A moving drama about a father's love during the Holocaust.</p> <p>"Parasite" (South Korea): A gripping social commentary on class disparity.</p> <p>"Crouching Tiger, Hidden Dragon" (China): An epic martial arts drama that blends romance, action, and spiritual themes.</p> <p>"Pan's Labyrinth" (Spain/Mexico): A fantasy drama set in the aftermath of the Spanish Civil War.</p> <p>"A Separation" (Iran): A film that explores moral ambiguity within the context of an Iranian family's struggles.</p> <p>"Amélie" (France): A whimsical exploration of life and love in contemporary Paris.</p> <p>"City of God" (Brazil): A gripping portrayal of life in the slums of Rio de Janeiro.</p> <p>"The Lives of Others" (Germany): A thought-provoking drama set in East Berlin before the fall of the Wall.</p> <p>"Slumdog Millionaire" (India/UK): A moving story of a young man's journey from the slums of Mumbai to winning a game show.</p> <p>"Spirited Away" (Japan): An animated coming-of-age fantasy film that explores themes of work, nature, and identity.</p>

necklace to fit in at a high-society event, only to lose it.

"The Decameron" by Giovanni Boccaccio (Italian):
A collection of novellas told by a group of seven young women and three young men sheltering in a secluded villa just outside Florence to escape the Black Death.

NOTE: Before viewing the films, it might be a good idea to provide students with relevant historical and cultural context. Please also consider the appropriateness of the content for the particular group of students, and parental permissions if required, especially for films with mature content.