



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

**MATATAG K TO 10 CURRICULUM
OF THE K TO 12 PROGRAM**

**READING AND LITERACY
GRADE 1**

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:

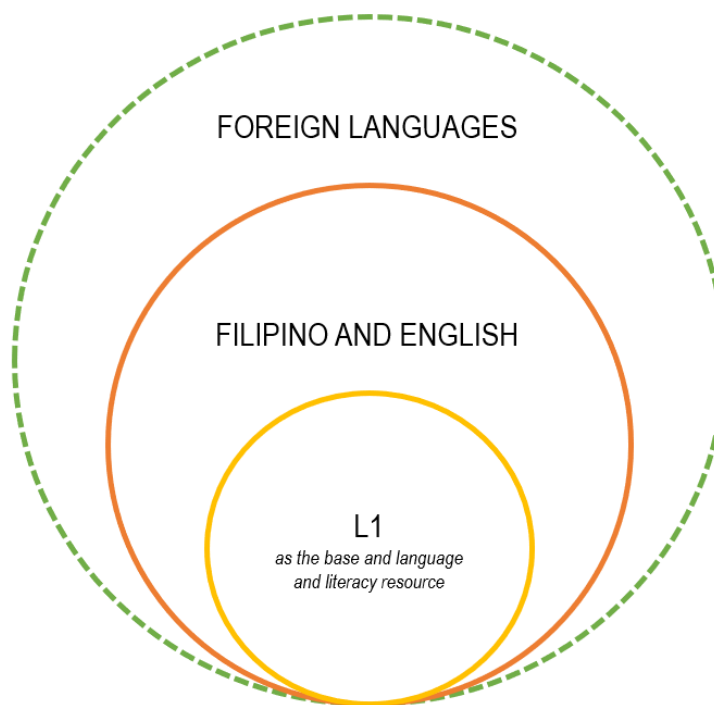


Figure 2. *The Multilingual Education Model as introduced in the K to 12 Curriculum*

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.

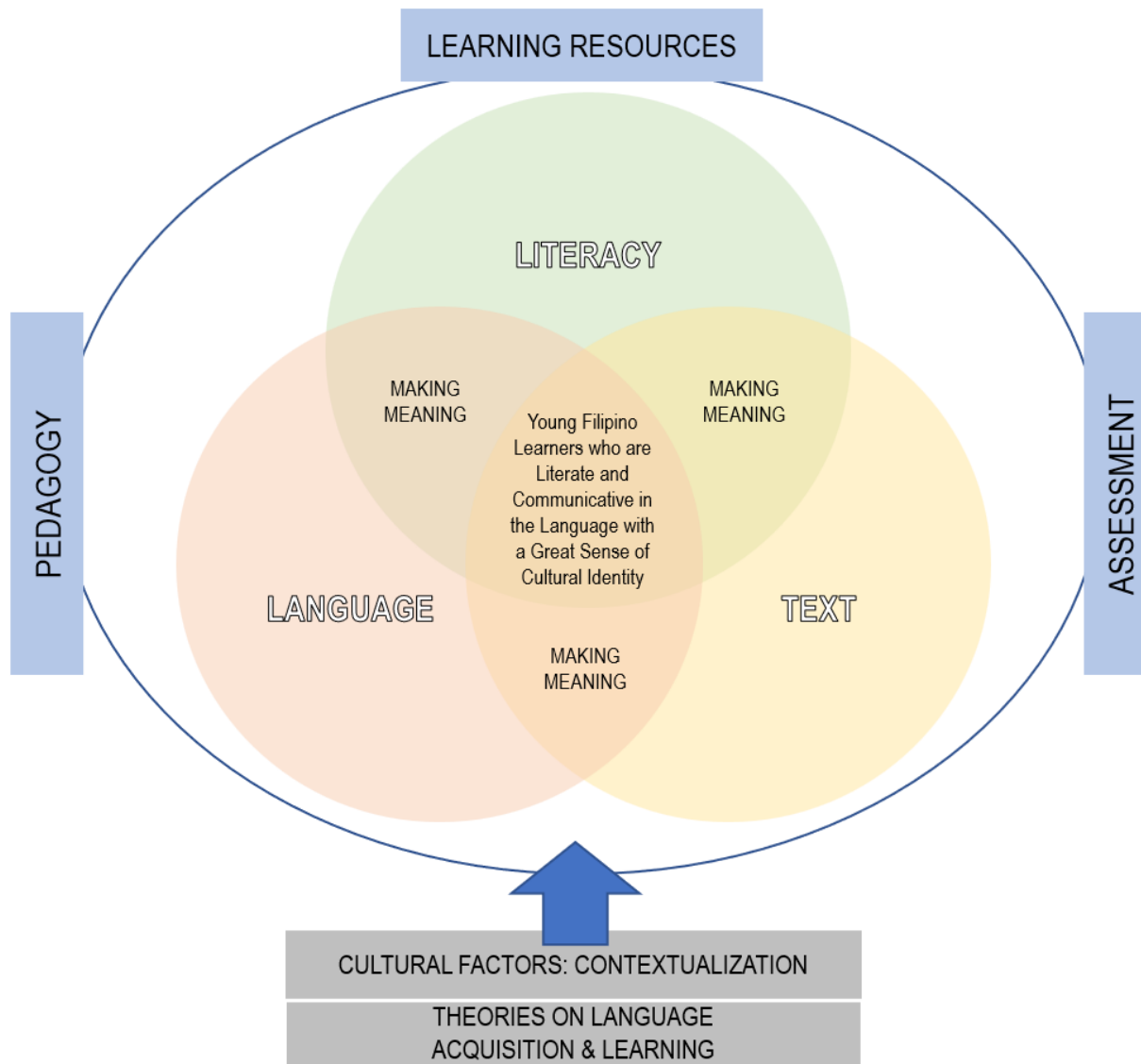


Figure 3. *The Languages curricula Framework*

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.

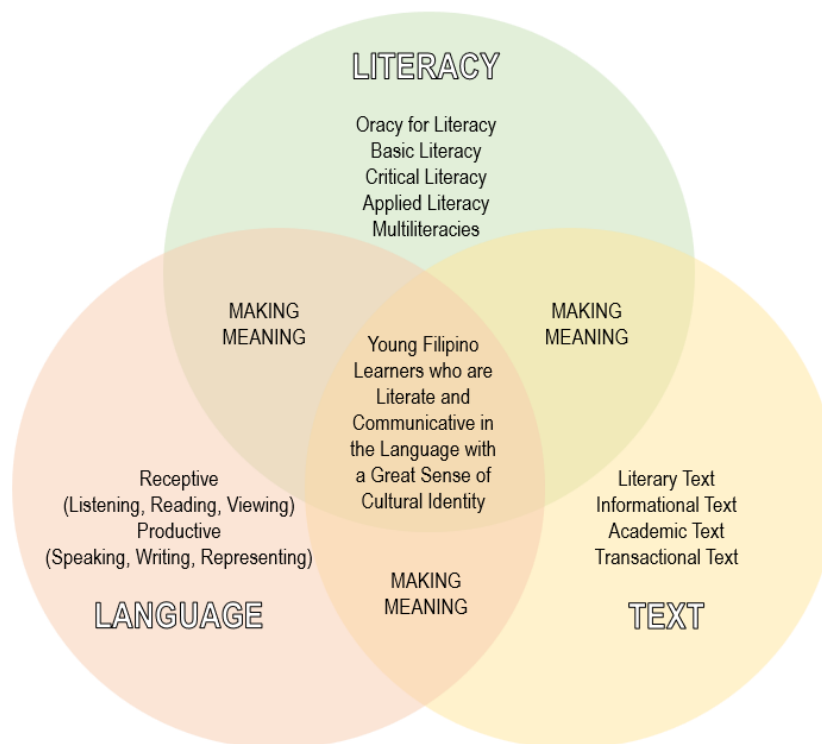


Figure 4. Organizing Domains of the Big Ideas in the Language Curricula

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).

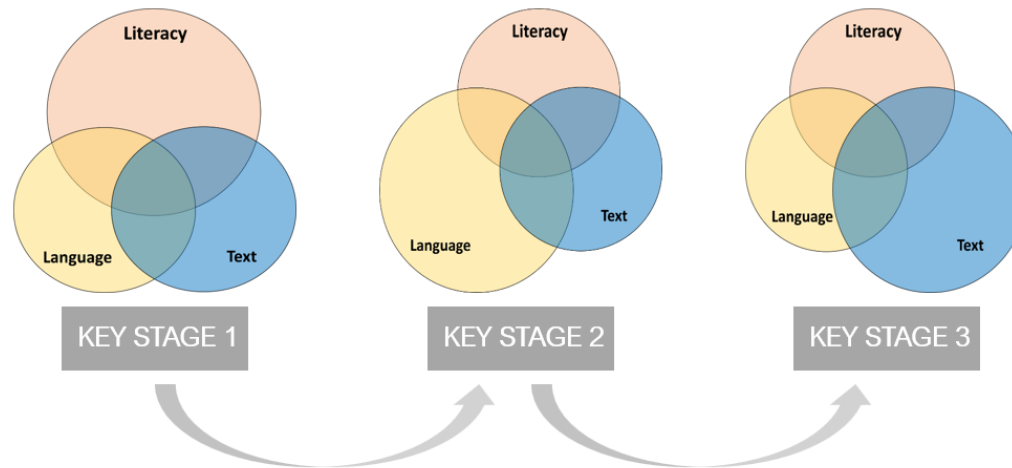


Figure 5. *Shifting Big Ideas in the Key Stages*

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).

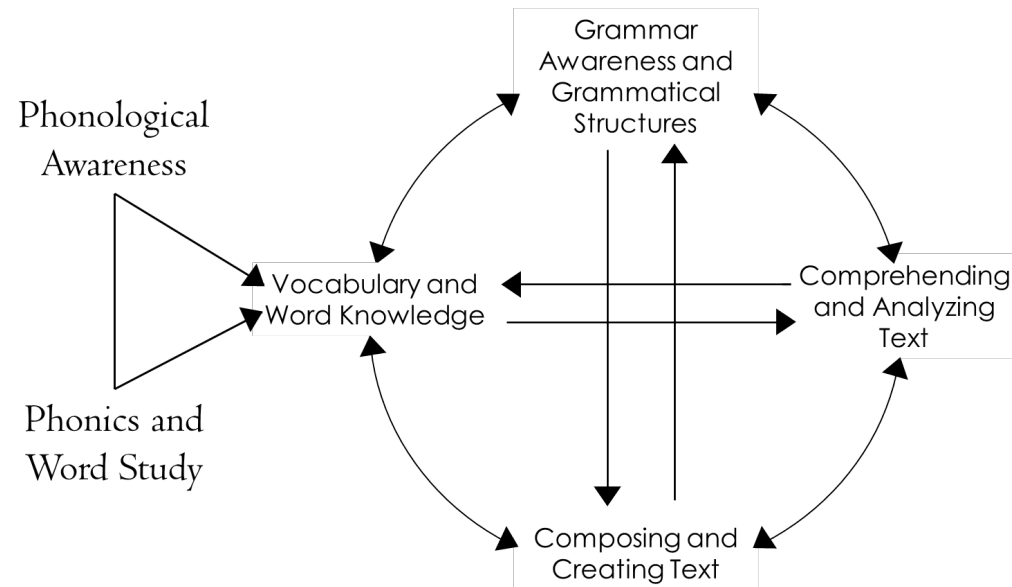


Figure 6. *Conceptual Framework of Key Stage 1*

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.

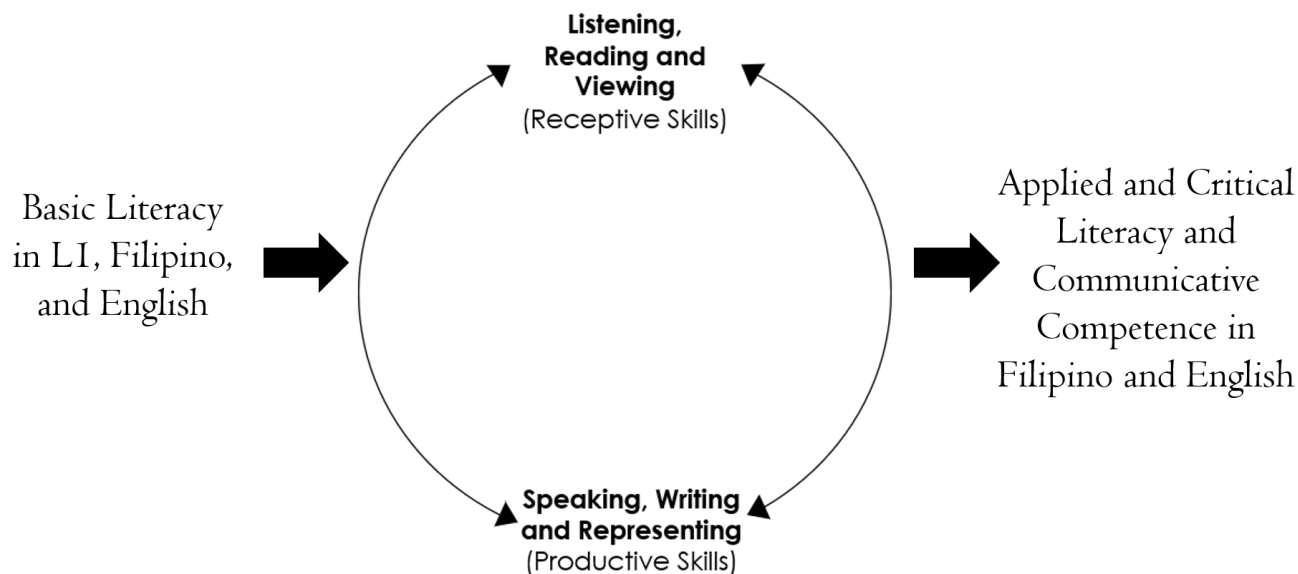


Figure 7. *Conceptual Framework of Key Stage 2*

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.

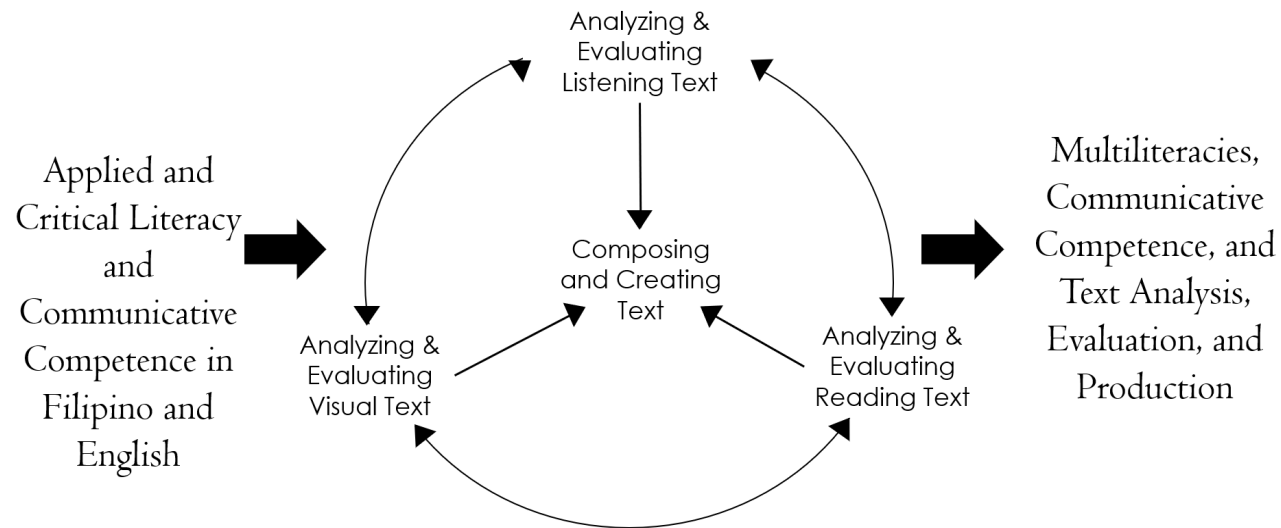


Figure 8. *Conceptual Framework of Key Stage 3*

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 CVC 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.

READING AND LITERACY CURRICULUM GUIDE

MACRO SCOPE AND SEQUENCE OF ESSENTIAL LEARNING COMPETENCIES

Legend:



Listening
Reading



Speaking
Writing

SUBDOMAINS	LEARNING COMPETENCIES	GRADE 1			
		Q1	Q2	Q3	Q4
Phonological Awareness <i>(oracy for literacy)</i>	LC1. Chant rhymes and poems.	L			
		S			
	LC2. Segment a two to three syllable word into its syllabic parts.	L			
		S			
	LC3. Identify rhyming words in nursery rhymes, poems, and chants.	L			
		S			
	LC4. Say two or three words that rhyme.	L			
		S			
	LC5. Identify initial sounds (vowels, consonants, and semi-vowels, if any).	L			
		S			
Phonics and Word Study <i>(sounds to words)</i>	LC1. Produce the sound of the letters of L1.	L	L	L	L
		S	S	S	S
		R	R	R	R
	LC2. Identify the letters in L1.	L	L	L	L
		S	S	S	S
		R	R	R	R
	LC3. Isolate sounds (consonants and vowels) in a word (beginning and/or ending).	L	L	L	L
		S	S	S	S
		R	R	R	R

	LC4. Substitute individual sounds in simple words to make new words.	L	L	L	L
		S	S	S	S
		R	R	R	R
	LC5. Sound out words accurately.	L	L	L	L
		S	S	S	S
		R	R	R	R
Vocabulary and Word Knowledge <i>(words)</i>	LC1. Use vocabulary referring to self, family, school, community, and environment.	L	L	L	L
		S	S	S	S
		R	R	R	R
	LC2. Identify words with different functions (naming and describing words).				
	a. words that label persons, places, things, animals, actions, situations, ideas, and emotions	L	L	L	L
		S	S	S	S
		R	R	R	R
			*W	*W	*W
	b. words that describe persons, places, things, animals, actions, situations, ideas, and emotions	L	L	L	L
		S	S	S	S
		R	R	R	R
			*W	*W	*W
	LC3. Read high-frequency words accurately for meaning.	L	L	L	L
		S	S	S	S
		R	R	R	R
LC4. Read content-specific words (Math, Makabansa, and GMRC) accurately for meaning.	L	L	L	L	
	S	S	S	S	
	R	R	R	R	
LC5. Write words legibly and correctly.	L	L	L	L	
	S	S	S	S	
	R	R	R	R	
	*W	*W	*W	*W	

Book and Print Knowledge <i>(book knowledge and print awareness)</i>	LC1. Recognize environmental print (symbols).	L	L		
		S	S		
		R	R		
	LC2. Recognize the parts of the book (cover page, title page, etc.).	L	L		
		S	S		
		R	R		
	LC3. Recognize proper eye movement skills in reading: a. left to right b. top to bottom c. return sweep	L	L		
		S	S		
		R	R		
Comprehending and Analyzing Texts <i>(discourse)</i>	LC1. Read sentences with appropriate speed, accuracy, and expression.			L	L
				S	S
				R	R
	LC2. Comprehend stories.				
	a. Note important details in stories (character, setting, and events).	L	L	L	L
		S	S	S	S
			R	R	R
	b. Sequence events in stories.	L	L	L	L
		S	S	S	S
			R	R	R
	c. Infer the character's feelings and traits.	L	L	L	L
		S	S	S	S
			R	R	R
d. Predict possible ending.	L	L	L	L	
	S	S	S	S	
		R	R	R	
e. Relate story events to one's experience.	L	L	L	L	
	S	S	S	S	
		R	R	R	

	f. Identify cause and effect of events.		L	L	L
			S	S	S
				R	R
	g. Identify problem and solution in stories.			L	L
				S	S
				R	R
LC3. Comprehend informational text.					
	a. Note significant details in informational texts (list and describe).	L	L	L	L
		S	S	S	S
			R	R	R
	b. Identify problem and solution.	L	L	L	L
		S	S	S	S
			R	R	R
Creating and Composing Texts <i>(discourse)</i>	LC1. Narrate one’s personal experiences.				
	a. oneself and family	S			
		*W			
	b. school		S		
			*W		
	c. community			S	
				*W	
	d. school				S
					*W
	e. content-specific topics	S	S	S	S
			*W	*W	
LC2. Use own words in retelling myths, legends, fables, and narrative poems.	S	S	S	S	
			*W	*W	
LC3. Express ideas about:					
a. oneself and family	S				

		*W			
	b. school		S		
			*W		
	c. community			S	
				*W	
	d. school				S
					*W
	e. content-specific topics	S	S	S	S
				*W	*W
	LC4. Respond creatively to texts (myths, legends, fables, and narrative poems).	S	S	S	S
*W		*W	*W	*W	

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

GRADE 1

LEARNING AREA/KEY STAGE/GRADE LEVEL STANDARD

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.

QUARTER 1

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.

SUBDOMAINS	LEARNING COMPETENCIES	MACRO SKILLS			
		L	S	R	W
Phonological Awareness <i>(oracy for literacy)</i>	RL1PA-I-1 Chant nursery rhymes and poems.	L	S		
	RL1PA-I-2 Segment a two-three syllable word into its syllabic parts.	L	S		
	RL1PA-I-3 Identify rhyming words in nursery rhymes, poems, and chants.	L	S		
	RL1PA-I-4 Say two or three words that rhyme.	L	S		
	RL1PA-I-5 Identify initial sounds (vowels, consonants, and semi-vowels, if any).	L	S		
Phonics and Word Study <i>(sounds to words)</i>	RL1PWS-I-1 Produce the sound of the letters of L1.	L	S	R	
	RL1PWS-I-2 Identify the letters in L1.	L	S	R	
	RL1PWS-I-3 Isolate sounds (consonants and vowels) in a word (beginning and/or ending).	L	S	R	
	RL1PWS-I-4 Substitute individual sounds in simple words to make new words.	L	S	R	
	RL1PWS-I-5 Sound out words accurately.	L	S	R	
	RL1VWK-I-1 Use vocabulary referring to oneself and family.	L	S	R	

Vocabulary and Word Knowledge <i>(words)</i>	RL1VWK-I-2 Identify words with different functions (naming and describing words):				
	a. words that label persons, places, things, animals, actions, situations, ideas, and emotions	L	S	R	
	b. words that describe persons, places, things, animals, actions, situations, ideas, and emotions	L	S	R	
	RL1VWK-I-3 Read high frequency words accurately for meaning.	L	S	R	
	RL1VWK-I-4 Read content-specific words (Math, Makabansa, GMRC) accurately for meaning.	L	S	R	
RL1VWK-I-5 Write words legibly and correctly.	L	S	R	*W	
Book and Print Knowledge <i>(book knowledge and print awareness)</i>	RL1BPK-1-1 Recognize environmental print (symbols).				
	RL1BPK-1-2 Recognize the parts of the book (cover page, title page, etc.)				
	RL1BPK-1-3 Recognize proper eye movement skills in reading:				
	<ul style="list-style-type: none"> · left to right · top to bottom · return sweep 	L	S	R	
Comprehending and Analyzing Text <i>(discourse)</i>	RL1CAT-I-1 Comprehend stories.				
	a. Note important details in stories (character, setting, and events).	L	S		
	b. Sequence stories with at least 3 events.	L	S		
	c. Infer the character’s feelings and traits.	L	S		
	d. Predict possible ending.	L	S		
	e. Relate story events to one’s experience.	L	S		
	RL1CAT-I-2 Comprehend informational text.				
a. Note significant details in informational texts (list and describe).	L	S			
b. Identify problem and solution.	L	S			
Creating and Composing Text <i>(discourse)</i>	RL1CCT-I-1 Narrate one’s personal experiences:				
	<ul style="list-style-type: none"> a. oneself and family b. content-specific topics 		S		*W

	RL1CCT-I-2 Use own words in retelling myths, legends, fables, and narrative poems.		S		
	RL1CCT-I-3 Express ideas about:				
	a. oneself and family		S		*W
	b. content-specific topics		S		
	RL1CCT-I-4 Respond creatively to texts (myths, legends, fables, and narrative poems).		S		*W

QUARTER 2

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 one’s school and everyday topics (narrative and informational).
PERFORMANCE STANDARDS	The learners use their developing word knowledge in automatically recognizing sight words; decode high frequency words and content-specific vocabulary and use them to express ideas; and narrate personal experiences with one’s school and content-specific topics.

SUBDOMAINS	LEARNING COMPETENCIES	MACRO SKILLS			
		L	S	R	W
Phonics and Word Study <i>(sounds to words)</i>	RL1PWS-II-1 Produce the sound of the letters of L1.	L	S	R	
	RL1PWS-II-2 Identify the letters in L1.	L	S	R	
	RL1PWS-II-3 Isolate sounds (consonants and vowels) in a word (beginning and/or ending).	L	S	R	
	RL1PWS-II-4 Substitute individual sounds in simple words to make new words.	L	S	R	
	RL1PWS-II-5 Sound out words accurately.	L	S	R	
Vocabulary and Word Knowledge <i>(words)</i>	RL1VWK-II-1 Use vocabulary referring to school.	L	S	R	
	RL1VWK-II-2 Identify words with different functions (naming and describing words):				
	a. words that label persons, places, things, animals, actions, situations, ideas, and emotions.	L	S	R	
	b. words that describe persons, places, things, animals, actions, situations, ideas, and emotions.	L	S	R	
	RL1VWK-II-3 Read high frequency words accurately for meaning.	L	S	R	
	RL1VWK-II-4 Read content-specific words (Math, Makabansa, and GMRC) accurately for meaning.	L	S	R	
RL1VWK-II-5 Write words legibly and correctly.	L	S	R	*W	
Book and Print Knowledge	RL1BPK-II-1. Recognize environmental print (symbols).	L	S	R	
	RL1BPK-II-2. Recognize the parts of the book (cover page, title page, etc.)	L	S	R	

<i>(book knowledge and print awareness)</i>	RL1BPK-II-3. Recognize proper eye movement skills in reading:		L	S	R	
	· left to right					
	· top to bottom					
	· return sweep					
Comprehending and Analyzing Text <i>(discourse)</i>	RL1CAT-II-1 Comprehend stories					
	a.	Note important details in stories (character, setting, and events).	L	S	R	
	b.	Sequence stories with at least 3 events.	L	S	R	
	c.	Infer the character’s feelings and traits.	L	S	R	
	d.	Predict possible ending.	L	S	R	
	e.	Relate story events to one’s experience.	L	S	R	
	f.	Identify cause and effect of events.	L	S		
	RL1CAT-II-2 Comprehend informational text.					
	a.	Note significant details in informational texts (list and describe).	L	S	R	
	b.	Identify problem and solution.	L	S	R	
Creating and Composing Text <i>(discourse)</i>	RL1CCT-II-1 Narrate one’s personal experiences:					
	a.	school		S		*W
	b.	content-specific topics		S		
	RL1CCT-II-2 Use own words in retelling myths, legends, fables, and narrative poems.					
	RL1CCT-II-3 Express ideas about:					
	a.	school		S		*W
	b.	content-specific topics		S		
RL1CCT-II-4 Respond creatively to texts (myths, legends, fables, and narrative poems).						
			S		*W	

QUARTER 3

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 one’s community and content-specific topics (narrative and informational).
PERFORMANCE STANDARDS	The learners use their ongoing development in automatically recognizing sight words; decode high frequency words and content-specific vocabulary and use them to express ideas; read sentences and narrate personal experience with one’s community and content-specific topics.

SUBDOMAINS	LEARNING COMPETENCIES	MACRO SKILLS			
		L	S	R	W
Phonics and Word Study <i>(sounds to words)</i>	RL1PWS-III-1 Produce the sound of the letters of L1.	L	S	R	
	RL1PWS-III-2 Identify the letters in L1.	L	S	R	
	RL1PWS-III-3 Isolate sounds (consonants and vowels) in a word (beginning and/or ending).	L	S	R	
	RL1PWS-III-4 Substitute individual sounds in simple words to make new words.	L	S	R	
	RL1PWS-III-5 Sound out words accurately.	L	S	R	
Vocabulary and Word Knowledge <i>(words)</i>	RL1VWK-III-1 Use vocabulary referring to community.	L	S	R	
	RL1VWK-III-2 Identify words with different functions (naming and describing words):				
	a. words that label persons, places, things, animals, actions, situations, ideas, and emotions.	L	S	R	*W
	b. words that describe persons, places, things, animals, actions, situations, ideas, and emotions.	L	S	R	*W
	RL1VWK-III-3 Read high frequency words accurately for meaning.	L	S	R	
	RL1VWK-III-4 Read content-specific words (Math, Makabansa, and GMRC) accurately for meaning.	L	S	R	
RL1VWK-III-5 Write words legibly and correctly.	L	S	R	*W	
Comprehending and Analyzing	RL1CAT-III-1 Read sentences with appropriate speed, accuracy, and expression.	L	S	R	
	RL1CAT-III-2 Comprehend stories				
	a. Note important details in stories (character, setting, and events).	L	S	R	

Text <i>(discourse)</i>	b. Sequence stories with at least 3 events.	L	S	R		
	c. Infer the character’s feelings and traits.	L	S	R		
	d. Predict possible ending.	L	S	R		
	e. Relate story events to one’s experience.	L	S	R		
	f. Identify cause and effect of events.	L	S	R		
	g. Identify the problem and solution in stories.	L	S	R		
	RL1CAT-III-3 Comprehend informational text.					
	a. Note significant details in informational texts (list and describe).	L	S	R		
	b. Identify problem and solution.	L	S	R		
Creating and Composing Text <i>(discourse)</i>	RL1CCT-III-1 Narrate one’s personal experiences:					
		a. community		S		*W
		b. content-specific topics		S		*W
	RL1CCT-III-2 Use own words in retelling myths, legends, fables, and narrative poems.					
	RL1CCT-III-3 Express ideas about:					
		a. community		S		*W
		b. content-specific topics		S		*W
RL1CCT-III-4 Respond creatively to texts (myths, legends, fables, and narrative poems).						
			S		*W	

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 one’s environment and content-specific topics (narrative and informational).
PERFORMANCE STANDARDS	The learners automatically recognize sight words, decode words, express ideas; read sentences with appropriate speed, accuracy, and expression; and narrate personal experiences with one’s environment and content-specific topics.

SUBDOMAINS	LEARNING COMPETENCIES	MACRO SKILLS			
		L	S	R	W
Phonics and Word Study <i>(sounds to words)</i>	RL1PWS-IV-1 Produce the sound of the letters of L1.	L	S	R	
	RL1PWS-IV-2 Identify the letters in L1.	L	S	R	
	RL1PWS-IV-3 Isolate sounds (consonants and vowels) in a word (beginning and/or ending).	L	S	R	
	RL1PWS-IV-4 Substitute individual sounds in simple words to make new words.	L	S	R	
	RL1PWS-IV-5 Sound out words accurately.	L	S	R	
Vocabulary and Word Knowledge <i>(words)</i>	RL1VWK-IV-1 Use vocabulary referring to environment.	L	S	R	
	RL1VWK-IV-2 Identify words with different functions (naming and describing words):				
	a. words that label persons, places, things, animals, actions, situations, ideas, and emotions.	L	S	R	*W
	b. words that describe persons, places, things, animals, actions, situations, ideas, and emotions.	L	S	R	*W
	RL1VWK-IV-3 Read high frequency words accurately for meaning.	L	S	R	
	RL1VWK-IV-4 Read content-specific words (Math, Makabansa, and GMRC) accurately for meaning.	L	S	R	
RL1VWK-IV-5 Write words legibly and correctly.	L	S	R	*W	
Comprehending and Analyzing	RL1CAT-IV-1 Read sentences with appropriate speed, accuracy, and expression.	L	S	R	
	RL1CAT-IV-2 Comprehend stories				
	a. Note important details in stories (character, setting, and events).	L	S	R	

Text <i>(discourse)</i>	b. Sequence stories with at least 3 events.	L	S	R		
	c. Infer the character’s feelings and traits.	L	S	R		
	d. Predict possible ending.	L	S	R		
	e. Relate story events to one’s experience.	L	S	R		
	f. Identify cause and effect of events.	L	S	R		
	g. Identify the problem and solution in stories.	L	S	R		
	RL1CAT-IV-3 Comprehend informational text.					
a. Note significant details in informational texts (list and describe).	L	S	R			
b. Identify problem and solution.	L	S	R			
Creating and Composing Text <i>(discourse)</i>	RL1CCT-IV-1 Narrate one’s personal experiences:					
	a. environment		S		*W	
	b. content-specific topics		S		*W	
	RL1CCT-IV-2 Use own words in retelling myths, legends, fables, and narrative poems.					
	RL1CCT-IV-3 Express ideas about:					
	a. environment		S		*W	
	b. content-specific topics		S		*W	
RL1CCT-IV-4 Respond creatively to texts (myths, legends, fables, and narrative poems).						
			S		*W	

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 READING AND LITERACY CURRICULUM GUIDE:

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. Book and Print Knowledge. An individual's understanding of the mechanics, structure, and roles of printed materials, specifically books. This includes: print awareness, parts of a book, concepts of print, book handling skills, and recognizing print in everyday life.
4. Comprehending and Analyzing Texts. Understanding, interpreting, and constructing meaning from texts by intentionally interacting with texts and studying their structures and features.
5. Content-specific Words. Words that take on special meaning depending on the learning/subject areas.
6. 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.
7. High Frequency Words. Words that are commonly used in daily conversations and written with multiple meanings, which vary depending on the context.
8. 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.
9. 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).
10. Phonological Awareness. The ability to recognize and manipulate the spoken parts of words and sentences.
11. 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.

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APPENDIX 1
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.
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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.
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