

K to 12 BASIC EDUCATION CURRICULUM

GRADE 1

(3rd Quarter Oracy) Quarterly and Weekly Articulation

Core Learning Area Standard	The learner demonstrates mastery of basic skills in English language arts; communicates appropriately, fluently and accurately orally and writes for a variety of purposes in different social and academic context at his/her level while carrying out real life tasks necessary to cope with the demands of a functionally literate and competent local, national, and global citizen.
Key Stage Standard	The learner demonstrates basic language skills using a variety of media and uses these to learn varied content.
Grade Level Standards	The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions.

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

K to 12 BASIC EDUCATION CURRICULUM

Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
Attitude towards language, literacy, and literature	demonstrates understanding of literary concepts for appreciation of literacy-related activities/tasks	presents varied ideas independently and shows interest enthusiastically in diverse literacy-related activities/tasks
Study Strategies	demonstrates understanding of useful strategies for purposeful literacy learning	uses strategies independently in accomplishing literacy-related tasks

WEEK	Learning Competencies				
	LC Listening Comprehension	OL Oral Language	PA Phonological Awareness	G Grammar	V Vocabulary Development
1-5	<p>EN1LC-IIIa-j- 1.1 Listen to short stories/poems and</p> <ol style="list-style-type: none"> 1. note important details pertaining to <ol style="list-style-type: none"> a. character b. setting c. events 2. Give the correct sequence of three events 3. Infer the character feelings and traits 4. Identify cause and/or effect of events 5. Identify the speaker in the story or poem 	<p>EN1OL-IIIa-e-1.5 Use/Respond appropriately to polite expressions</p> <ul style="list-style-type: none"> • EN1OL-IIIa-1.5.1 greetings • EN1OL-IIIb-1.5.2 leave takings • EN1OL-IIIc-1.5.3 expressing gratitude and apology • EN1OL-IIId-1.5.4 asking permission • EN1OL-IIIE-1.5.5 offering help 	<p>EN1PA-IIIa-e-2.2 Recognize rhyming words in nursery rhymes, poems, songs heard</p> <p>EN1PA-IIIa-b- 3.1 Give the number of syllables of given words.</p>	<p>EN1G-IIIa-e-1 Sentences</p> <ul style="list-style-type: none"> • EN1G-IIIa-1.1 Recognize sentences and non-sentences • EN1G-IIIb-1.4 Recognize simple sentences • EN1G-IIIc-1.3; EN1G-IIId-1.3; EN1G-IIIE-1.3 Recognize telling and asking sentences 	<p>EN1V-IIIa-e-5 Use words that are related to self, family, school, community, and concepts such as the names for colors, shapes, and numbers</p>
6-10	<ol style="list-style-type: none"> 6. Predict possible ending of a story read 7. Relate story events to one's experience 8. Discuss, illustrate, dramatize specific events 9. Identify the problem and solution 10. Retell a story listened to 	<p>EN1OL-IIIa-b – 1.17 Talk about oneself and one's family</p> <p>EN1OL-IIIb-c 1.3.3 Talk about one's personal experiences pertaining to the family, one's pets, and personal experiences</p> <p>EN1OL-IIIc – 1.17.1 Relate one's activities/responsibilities at home</p>			

K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies				
	LC Listening Comprehension	OL Oral Language	PA Phonological Awareness	G Grammar	V Vocabulary Development
		<p>EN1OL-IVd- 1.3.4 Talk about topics of interest (likes and dislikes)</p> <p>EN1OL-IIIa-e – 1.5 Use common expressions and polite greetings</p> <p>EN1OL-IIIa-j-1.3.1 Talk about stories heard when and where it took place</p> <ul style="list-style-type: none"> • the characters and • some important details of the story <p>EN1OL-IIIa-j-1.2.9 Participate in some sharing activities</p> <ul style="list-style-type: none"> • News sharing • Show and tell • “I Spy” games • Recite rhymes, poem 			

K to 12 BASIC EDUCATION CURRICULUM

(4TH Quarter Oracy) Quarterly and Weekly Articulation

Core Learning Area Standard	The learner demonstrates mastery of basic skills in English language arts; communicates appropriately, fluently and accurately orally and writes for a variety of purposes in different social and academic context at his/her level while carrying out real life tasks necessary to cope with the demands of a functionally literate and competent local, national, and global citizen.
Key Stage Standard	The learner demonstrates basic language skills using a variety of media and uses these to learn varied content.
Grade Level Standards	The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions.

WEEK	Learning Competencies				
	LC Listening Comprehension	OL Oral Language	PA Phonological Awareness	G Grammar	V Vocabulary Development
1-5	<p>EN1LC-IVa-j-1.1 Listen to short stories/poems and</p> <ol style="list-style-type: none"> 1. note important details pertaining to <ol style="list-style-type: none"> a. character b. setting c. events 2. Give the correct sequence of three events 3. Infer the character feelings and traits 4. Identify cause and/or effect of events 5. Identify the speaker in the story or poem 6. Predict possible ending of a story read 7. Relate story events to one's experience 8. Discuss, illustrate, dramatize specific events 	<p>EN1OL-IVa-j-1.3 Talk about pictures presented using appropriate local terminologies with ease and confidence</p> <p>EN1OL-IVa-j-1.3.1 Talk about stories heard when and where it took place</p> <ul style="list-style-type: none"> • the characters and • some important details of the story <p>EN1OL-IVa-j-1.2.9 Participate in some sharing activities</p> <ul style="list-style-type: none"> • News sharing • Show and tell • "I Spy" games • Recite rhymes, poem 	<p>EN1PA-IVa-b-2.3 Distinguish rhyming words from non-rhyming words</p> <p>EN1PA-IVc-e-2.4 Supply rhyming words in response to spoken words</p>	<p>EN1G-IVa-e-3</p> <p>Verbs EN1G-IVa-e-3.4 Recognize common action words in stories listened to</p>	<p>EN1V-IVa-e-3 Sort and Classify familiar words into basic categories (colors, shapes, foods, etc)</p>
6-10	<ol style="list-style-type: none"> 9. Identify the problem and 	<p>EN1OL-IVf-1.17.2</p>		<p>EN1G-IVf-j-5</p>	<p>EN1V-IVf-j-12.1</p>

K to 12 BASIC EDUCATION CURRICULUM

WEEK	Learning Competencies				
	LC Listening Comprehension	OL Oral Language	PA Phonological Awareness	G Grammar	V Vocabulary Development
	solution 10. Retell a story listened to Listen to narrative and informational text or poem and EN1LC-IVa-j-2.1 1. Note important details EN1LC- IVa-j-3.12 2. Give one's reaction to an event or issues EN1LC- IVa-j-2.8 3. Infer important details EN1LC- IVa-j-2.7 4. Sequence events when appropriate EN1LC- IVa-j-1.13.2.1 5. Listen and respond through discussions, illustrations, songs, dramatization and art	Ask simple questions EN1LC-IVg-h-3.6 Follow one-to-two step directions EN1OL-IVi-j-1.17.1 Give one-to-two step directions		Adjectives Recognize describing words for people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)	Give the meaning of words using clues (TPR, pictures, body movements, etc.)

Grade 1 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
LC – Listening Comprehension		
3Q		
Listen to short stories/poems and 1. note important details pertaining to a. character b. setting c. events 2. Give the correct sequence of three events	EN1LC-IIIa-j-1.1	BEAM ENG1 Module 8 – Noting Details. 2009. 1. BEAM ENG1 Module 9 – Sequencing Events. 2009. 2. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009. 3. BEAM ENG2 Module 7 – Organizing Ideas. 2009. 4. BEAM ENG2 – Sequencing Events. 2009. 5. BEAM ENG2 – Perceiving Relationships. 2009. 6. UnionBank English. Grade 2. Unit 1. Lesson 6, 13, 19, 20, 21.

K to 12 BASIC EDUCATION CURRICULUM

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
<ol style="list-style-type: none"> 3. Infer the character feelings and traits 4. Identify cause and/or effect of events 5. Identify the speaker in the story or poem 6. Predict possible ending of a story read 7. Relate story events to one’s experience 8. Discuss, illustrate, dramatize specific events 9. Identify the problem and solution 10. Retell a story listened to 		<ol style="list-style-type: none"> 7. UnionBank English. Grade 2. Unit 2. Lesson 3, 7, 8, 32, 39. 8. UnionBank English. Grade 2. Unit 3. Lesson 26. 9. UnionBank English. Grade 2. Unit 4. Lesson 1, 21, 23, 25, 31. 10. *English Expressways. Grade 1. 2010. pp. 228-229. 11. *Unionbank Learning System. Grade 2. 2011. pp 30, 38, 40, 50, 52, 56, 94, 98, 100, 104, 132, 136, 144, 176, 182, 201; 123, 157; 160-161; 48; 90; 34; 196. 12. *Unionbank Learning System (Teacher’s Edition). Grade 2. 2011. pp 30, 38, 40, 50, 52, 56, 94, 98, 100, 104, 132, 136, 144, 176, 182, 201; 123, 157; 160-161; 48; 90; 34; 196. 13. English (Learner’s Material). Grade 2. 2013. pp 20-23, 38-40, 56-64, 122-124, 127-128, 137-143, 171,177 193, 197-200, 257-258, 262-264, 275-276, 302-304, 315,316-317,318,319, 331-332, 340-341, 350-353, 366-368, 408-412, 422-424, 430-432. 14. English (Teacher’s Guide). Grade 2. 2013. pp 13-16, 33-34,43-46, 47, 70-71, 72, 76-79, 91, 94-95, 104-106, 127-130, 135-136, 143, 162-163, 166-168, 170, 174, 180, 184, 189, 215-217, 220-221, 227, 228.
4Q		
<p>Listen to short stories/poems and</p> <ol style="list-style-type: none"> 1. note important details pertaining to <ol style="list-style-type: none"> a. character b. setting c. events 2. Give the correct sequence of three events 3. Infer the character feelings and traits 4. Identify cause and/or effect of events 5. Identify the speaker in the story or poem 6. Predict possible ending of a story read 7. Relate story events to one’s experience 8. Discuss, illustrate, dramatize specific events 9. Identify the problem and solution 10. Retell a story listened to 	EN1LC-IVa-j-1.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. BEAM ENG1 Module 9 – Sequencing Events. 2009. 3. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009. 4. BEAM ENG2 Module 7 – Organizing Ideas. 2009. 5. BEAM ENG2 – Sequencing Events. 2009. 6. BEAM ENG2 – Perceiving Relationships. 2009. 7. UnionBank English. Grade 2. Unit 1. Lesson 6, 13, 19, 20, 21. 8. UnionBank English. Grade 2. Unit 2. Lesson 3, 7, 8, 32, 39. 9. UnionBank English. Grade 2. Unit 3. Lesson 26. 10. UnionBank English. Grade 2. Unit 4. Lesson 1, 21, 23, 25, 31. 11. *English Expressways. Grade 1. 2010. pp 228-229. 12. *Unionbank Learning System. Grade 2. 2011. pp 30, 38, 40, 50, 52, 56, 94, 98, 100, 104, 132, 136, 144, 176, 182, 201; 123, 157; 160-161; 48; 90; 34; 196. 13. *Unionbank Learning System (Teacher’s Edition). Grade 2. 2011. pp 30, 38, 40, 50, 52, 56, 94, 98, 100, 104, 132, 136, 144, 176, 182, 201; 123, 157; 160-161; 48; 90; 34; 196. 14. English (Learner’s Material). Grade 2. 2013. pp 20-23, 38-40, 56-64, 122-124, 127-128, 137-143, 171, 193, 197-200, 257-258, 262-264, 275-276, 302-304, 315-319, 331-332, 340-341, 350-353, 366-368, 408-412, 422-424, 430-432. 15. English (Teacher’s Guide). Grade 2. 2013. pp 13-16, 43-46, 70-71, 76-79, 91, 94-95, 104-106, 127-130, 135-136, 143, 162-163, 166-168, 174, 180, 184, 189, 215-217, 220-221, 227, 228.
<p>Listen to narrative and informational text or poem and</p> <ol style="list-style-type: none"> 1. Note important details 	EN1LC-IVa-j-2.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. BEAM ENG2 Module 6B Using -ing Form of the Verb. 2009. 3. *Unionbank Learning System. Grade 2. 2011. pp 20. 4. Let’s Begin Reading in English 2.2013. pp 270.
<ol style="list-style-type: none"> 2. Give one’s reaction to an event or issues 	EN1LC- IVa-j-3.12	<ol style="list-style-type: none"> 1. *Unionbank Learning System. Grade 2. 2011. pp 30.

K to 12 BASIC EDUCATION CURRICULUM

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
		2. English (Learner’s Material). Grade 2. 2013. pp 211-212. 3. English (Teacher’s Guide). Grade 2. 2013. pp 109.
3. Infer important details	EN1LC- IVa-j-2.8	1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. *Unionbank Learning System. Grade 2. 2011. pp 20. 3. English (Learner’s Material). Grade 2. 2013. pp 218-222. 4. English (Teacher’s Guide). Grade 2. 2013. pp 114-115. 5. Let’s Begin Reading in English 2.2013. pp 167-175.
4. Sequence events when appropriate	EN1LC- IVa-j-2.7	1. BEAM ENG1 Module 9 – Sequencing Events. 2009. 2. English (Learner’s Material). Grade 2. 2013. pp134-138. 3. English (Teacher’s Guide). Grade 2. 2013. pp 74-76. 4. Let’s Begin Reading in English 2.2013. pp 42, 45, 163-164, 174, 269, 274-275, 290.
5. Listen and respond through discussions, illustrations, songs, dramatization and art	EN1LC- IVa-j-1.13.2.1	1. UnionBank English. Grade 2. Unit 3. Lesson 27. 2. *Unionbank Learning System. Grade 2. 2011. pp 35, 90, 102, 108, 112, 157. 3. Let’s Begin Reading in English 2.2013.pp 127-128, 160, 285-286, 371
OL – Oral Language		
3Q		
Use/Respond appropriately to polite expressions	EN1OL-IIIa-e-1.5	1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG2 Module 2 – Intonations and Expressions. 2009. 4. UnionBank English. Grade 2. Unit 1. Lesson 17. 5. English (Learner’s Material) 2. 2013. pp 51-52. 6. English (Teacher’s Guide). Grade 2. 2013. pp 37
1. greetings	EN1OL-IIIa-1.5.1	1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. pp 11. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG2 Module 2 – Intonations and Expressions. 2009. 4. *English Expressways 1. 2010. pp 3-5, 7-8. 5. Unionbank English 2. Unit 1. Lesson 17 pp 51-52. 6. *Unionbank Learning System. Grade 2. 2011. pp 34-35.
2. leave takings	EN1OL-IIIb-1.5.2	1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. pp 13. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG2 Module 2 – Intonations and Expressions. 2009. 4. *English Expressways 1. 2010. pp 6.
5. expressing gratitude and apology	EN1OL-IIIc-1.5.3	1. BEAM ENG1 Module 1 – Expressions. 2009. 2. Unionbank Learning System. Grade 2. 2011. pp 40. 3. *English Expressways 1. 2010. pp 66-68.
6. asking permission	EN1OL-IIId-1.5.4	1. BEAM ENG1 Module 1 – Expressions. 2009.
7. offering help	EN1OL-IIIE-1.5.5	1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. pp 14. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG2 Module 2 – Intonations and Expressions. 2009. 4. *Unionbank Learning System. Grade 2. 2011. pp 90.
Talk about oneself and one’s family	EN1OL-IIIa-b – 1.17	1. BEAM ENG1 Module 1 – Expressions. 2009.

K to 12 BASIC EDUCATION CURRICULUM

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

K to 12 BASIC EDUCATION CURRICULUM

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		<ol style="list-style-type: none"> 7. English (Teacher’s Guide). Grade 2. 2013. pp 118. 8. Let’s Begin Reading in English 2.2013. pp 168.
Ask simple questions	EN1OL-IVf-1.17.2	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. *English Expressways 1. 2010. pp 202. 4. English (Learner’s Material). Grade 2. 2013. pp 266-268. 5. English (Teacher’s Guide). Grade 2. 2013. pp 138-139. 6. Let’s Begin Reading in English 2.2013. pp 449-450.
Follow one-to-two step directions	EN1LC-IVg-h-3.6	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 1 – Appropriate Expressions. 2009. 2. BEAM ENG1 Module 1 – Expressions. 2009. 3. BEAM ENG1 Module 2 – Commands and Directions. 2009. 4. BEAM ENG2 Module 3A – Giving and Following Directions. 2009. 5. *English Expressways 1. 2010. pp 88-90. 6. Let’s Begin Reading in English 2.2013. pp 214-215, 301.
Give one-to-two step directions	EN1OL-IVi-j-1.17.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 2 – Commands and Directions. 2009. 2. BEAM ENG2 Module 3A – Giving and Following Directions. 2009.
PA – Phonological Awareness		
3Q		
Recognize rhyming words in nursery rhymes, poems, songs heard	EN1PA-IIIa-e-2.2	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 5 – All About Rhymes. 2009. 2. BEAM ENG2 Module 4 – Rhymes. 3. English (Learner’s Material). Grade 2. 2013. pp 41-42, 186-187, 231. 4. English (Teacher’s Guide). Grade 2. 2013. pp 34-35, 119. 5. *English Expressways 1. 2010. pp 122, 156, 170. 6. Let’s Begin Reading in English 2.2013. pp 48-50, 53, 64.
Give the number of syllables of given words	EN1PA-IIIa-b- 3.1	<ol style="list-style-type: none"> 1. English (Learner’s Material). Grade 2. 2013. pp 299. 2. English (Teacher’s Guide). Grade 2. 2013. pp 157. 3. Let’s Begin Reading in English 2.2013. pp 318, 322, 333, 335, 344.
4Q		
Distinguish rhyming words from non-rhyming words	EN1PA-IVa-b-2.3	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 5 – All About Rhymes. 2009. 2. English (Learner’s Material). Grade 2. 2013. pp 181-182. 3. English (Teacher’s Guide). Grade 2. 2013. pp 96-98. 4. *Unionbank Learning System 2.2013. pp 115-118. 5. Let’s Begin Reading in English 2.2013. pp 74.
Supply rhyming words in response to spoken words	EN1PA-IVc-e-2.4	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 5 – All About Rhymes. 2009.
G – Grammar		
3Q		
Sentences	EN1G-IIIa-e-1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. English (Learner’s Material). Grade 2. 2013. pp 173-176, 427, 460, 473-474. 3. English (Teacher’s Guide). Grade 2. 2013. pp 92, 224, 247, 255-256. 4. Let’s Begin Reading in English 2.2013. pp 373-374.
1. Recognize sentences and non-sentences	EN1G-IIIa-1.1	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009.

K to 12 BASIC EDUCATION CURRICULUM

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2. Recognize simple sentences	EN1G-IIIb-1.4	<ol style="list-style-type: none"> 2. Let's Begin Reading in English 2.2013. pp 91-95, 134, 149,165-166, 181, 216, 234, 315. 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. Let's Begin Reading in English 2.2013. pp 398-400.
3. Recognize telling and asking sentences	EN1G-IIIc-1.3; EN1G-IIIId-1.3; EN1G-IIIE-1.3	<ol style="list-style-type: none"> 1. BEAM-DLP 3 Module 39. 2. Let's Begin Reading in English 2.2013.pp 6, 10, 12, 291-295, 400-402. 3. English (Learner's Material). Grade 2. 2013. pp 96-98, 460 4. English (Teacher's Guide). Grade 2. 2013. pp 57-58, 195-196, 226, 247
4Q		
Verbs	EN1G-IVa-e-3	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. BEAM ENG1 Module 9 – Sequencing Events. 2009. 3. BEAM ENG2 Module 6B – Action Words. 2009. 4. UnionBank English. Grade 2. Unit 2. Lesson 10, 12. 5. *English Expressways 1. 2010. pp 193-197. 6. English (Learner's Material). Grade 2. 2013. pp 149-154, 164-165. 7. English (Teacher's Guide). Grade 2. 2013. pp 82-85, 89. 8. Let's Begin Reading in English 2. 2013. pp 251, 267, 321, 327, 356.
Recognize common action words in stories listened to	EN1G-IVa-e-3.4	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 8 – Noting Details. 2009. 2. UnionBank English. Grade 2. Unit 2. Lesson 10. 3. English (Learner's Material). Grade 2. 2013. pp 164-165. 4. Let's Begin Reading in English 2.2013. pp 323-329.
Adjectives Recognize describing words for people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)	EN1G-IVf-j-5	<ol style="list-style-type: none"> 1. UnionBank English. Grade 2. Unit 3. Lesson 13, 15, 16, 8. 2. *English Expressways 1. 2010. pp 113-115, 160-163. 3. English (Learner's Material). Grade 2. 2013. pp 279, 293. 4. English (Teacher's Guide). Grade 2. 2013. pp 146,154. 5. Let's Begin Reading in English 2.2013. pp 408-409, 416, 419, 424-426, 435, 437, 443, 459-460, 466-468.
V – Vocabulary Development		
3Q		
Use words that are related to self, family, school, community, and concepts such as the names for colors, shapes, and numbers	EN1V-IIIa-e-5	<ol style="list-style-type: none"> 1. *English Expressways 1. 2010. pp 12-13, 33-34. 2. English (Learner's Material). Grade 2. 2013. pp 75-80, 107-110. 3. English (Teacher's Guide). Grade 2. 2013. pp 51-52,63-64. 4. Let's Begin Reading in English 2.2013. pp 67, 167-169.
4Q		
Sort and Classify familiar words into basic categories (colors, shapes, foods, etc)	EN1V-IVa-e-3	<ol style="list-style-type: none"> 1. BEAM ENG1 Module 6 – High Frequency Words 1A. 2009. 2. BEAM ENG1 Module 6 – High Frequency Words 1B. 2009.
Give the meaning of words using clues (TPR, pictures, body movements, etc.)	EN1V-IVf-j-12.1	<ol style="list-style-type: none"> 1. Let's Begin Reading in English 2.2013. pp 15, 22, 26, 35, 40-41, 54.

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

A

account - reason given for a particular action or even

acquainted - having personal knowledge as a result of study, experience, etc.; informed

act - a division or unit of a drama

adverb of manner - describes how an action or activity is performed

adverbs of frequency - indicate "how often" an action is done

adverbs of place - words that indicate location

adverbs of time - words that indicate when

affix - a word element that can be attached to a base or root to form a new word

aggressive communication- a style in which individuals express their feelings and opinions and advocate for their needs in a way that violates the rights of others; thus, aggressive communicators are verbally and/or physically abusive; aggressive communication is born of low self-esteem (*often caused by past physical and/or emotional abuse*), unhealed emotional wounds, and feelings of powerlessness.

analytical listening- making a decision by looking at all the factors involved, and examines the elemental parts of something related to the study of small parts of a whole. Analytical listening is all about feeling and meaning. Sound gives us meaning and perspective in our lives. For example, someone talking to you can say hello. On the surface it seems friendly, but the way they say hello to you can convey a lot of different meanings. If they say it in a very short and abrupt way, it may be apparent that they are angry at you, not happy to see you; these gestures come across in a more subtle way with music. It is important to understand that the emotional intention of a musical performance is reflected in the sound. Everything in a music production must reflect this intention in order for the feeling of the song to be properly conveyed to the listener.

antagonist - a person or a situation that opposes the protagonist's goals or desires

apostrophe - a punctuation mark (') used to indicate either possession or the omission of letters or numbers

archetype - idealized model of a person or concept from which similar instances are copied or emulated expressions

argumentative texts - are essays aimed to persuade the readers to agree to the writer's points of view; writers do so, not just by presenting information, but by showing the pros and cons of an issue

articulation - the clear and precise pronunciation of words

aside - a comment by a character that the audience hears but other characters on stage do not

assertive communication - a style in which individuals clearly state their opinions and feelings, and firmly advocate for their rights and needs without violating the rights of others. Assertive communication is born of high self-esteem. These individuals value themselves, their time, and their emotional, spiritual, and physical needs and are strong advocates for themselves while being very respectful of the rights of others.

K to 12 BASIC EDUCATION CURRICULUM

B

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

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

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

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

bullying - any deliberate action that inflicts physical
or psychological harm

C

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

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

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

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

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

characters – people involved in the story

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

comedy - a theatrical work that is intentionally humorous

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

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

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

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

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

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

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

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

craft - a job or activity that requires special skill

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

K to 12 BASIC EDUCATION CURRICULUM

D

depict - to represent or characterize in words; describe

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

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

discourse - denotes written and spoken communications

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

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

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

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

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

dramatic poetry - poetic forms that articulates emotions or feelings

dynamic - always active or changing

E

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

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

exposition - detailed information revealing the facts of a plot

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

F

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

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

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

G

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

genre - the main types of literary form

H

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

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

I

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

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

K to 12 BASIC EDUCATION CURRICULUM

infographic - visual representation of data or knowledge

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

J

junction - an important point in a process or activity; joint, connection; the manner of transition or mode of

justify - to provide a good reason for the actions of

K

kinds of listening and reading strategies

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

K to 12 BASIC EDUCATION CURRICULUM

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

L

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

M

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

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

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

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

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

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

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

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

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

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

mood - the feeling the reader gets when reading

N

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

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

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

O

octet - first eight lines of a sonnet

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

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

P

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

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

K to 12 BASIC EDUCATION CURRICULUM

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

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

pantomime - the telling of a story without words

participle - is a verbal that functions as an adjective

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

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

play bill - a poster announcing a theatrical performance

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

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

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

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

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

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

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

props – the objects used onstage in the play

protagonist – the central or main figure of a story

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

R

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

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

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

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

renewed - to make new or as if new again

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

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

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

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

rite - an established, ceremonious, usually religious act

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

K to 12 BASIC EDUCATION CURRICULUM

S

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

T

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

K to 12 BASIC EDUCATION CURRICULUM

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

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

U

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

V

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

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

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

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

K to 12 BASIC EDUCATION CURRICULUM

CODE BOOK LEGEND

Sample: **EN4G-If-2.5**

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

DOMAIN/ COMPONENT	CODE
Alphabet Knowledge	AK
Book and Print Knowledge	BPK
Fluency	F
Grammar	G
Listening Comprehension	LC
Oral Language	OL
Phonics and Word Recognition	PWR
Phonological Awareness	PA
Reading Comprehension	RC
Spelling	S
Study Strategies	SS
Viewing Comprehension	VC
Vocabulary Development	V
Writing and Composition	WC

K to 12 BASIC EDUCATION CURRICULUM

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