

## K to 12 BASIC EDUCATION CURRICULUM

### GRADE 2

#### (1<sup>st</sup> Quarter to 2<sup>nd</sup> Quarter – Oracy) Quarterly and Weekly Articulation

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

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

**1<sup>st</sup> Quarter (Continuation of Oracy)**

<b>WEEK</b>	<b>Learning Competencies</b>								
	<b>OL</b> Oral Language	<b>LC</b> Listening Comprehension	<b>PA</b> Phonological Awareness	<b>BPK</b> Book and Print Knowledge	<b>AK</b> Alphabet Knowledge	<b>G</b> Grammar	<b>V</b> Vocabulary Development	<b>A</b> Attitude	<b>SS</b> Study Strategy
<b>1-5</b>	<b>EN2OL-If-j-1.3</b> Talk about oneself and one's family  <b>EN2OL-If-1.3.1; EN2OL-</b>	<b>EN2LC-Ia-j-1.1</b> Listen to a variety of media including books, audiotapes videos and other age-appropriate	<b>EN2PA-Ia-c-1.1</b> Classify/Categorize sounds heard (animals, mechanical, objects, musical	<b>EN2BPK-Ia-3</b> Recognize environmental print  <b>EN2BPK-Ib-c-4</b> Recognize the		<b>EN2G-Ia-e-1 Sentences</b> • <b>EN2G-Ia-1.1</b> Recognize sentences and non-	<b>EN2V-Ia-5</b> Use words that are related to self, family, school, community, and concepts such as	<b>EN2G-Ia-e-7.4</b> Perform dialogues, drama, mock interview, TV talk show etc.	<b>EN2SS-Ia-e-1.2</b> Engage in a variety of ways to share information (e.g. role playing,

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	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
	<p><b>Ig-1.3.1</b> Talk about one's name and other personal information</p> <p><b>EN2OL-Ih-j-1.3.2</b> Talk about one's environment (e.g. persons, animals, places, things, events, etc.)</p>	<p>publications and</p> <p>a. Note important details pertaining to</p> <p>a. character</p> <p>b. settings</p> <p>c. events</p> <p>b. Give the correct sequence of three events</p> <p>c. Infer the character feelings and traits</p> <p>d. Identify cause and/or effect of events</p> <p>e. Identify the speaker in the story or poem</p> <p>f. Predict possible ending of a story read</p> <p>g. Relate story events to one's experience</p> <p>h. Discuss, illustrate, dramatize specific events</p> <p>i. Identify the problem and solution</p> <p>j. Retell a story listened to</p>	<p>instruments, environment, speech)</p> <p><b>EN2PA-Id-e-1.2</b> Discriminate sounds from a background of other sounds</p>	<p>common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation</p> <p><b>EN2BPK-Id-e-5</b> Recognize proper eye movement skills (transfer skills)</p> <ul style="list-style-type: none"> <li>• left to right</li> <li>• top to bottom</li> <li>• return sweep</li> </ul>		<p>sentences</p> <ul style="list-style-type: none"> <li>• <b>EN2G-Ib-c-1.4</b> Recognize simple sentences</li> <li>• <b>EN2G-Id-e-1.3</b> Recognize different kinds of sentences (declarative, interrogative )</li> </ul>	<p>the names for colors, shapes, and numbers in both Mother Tongue and English</p> <p><b>EN2V-Ib-c-01</b> Differentiate English words from other languages spoken at home and in school</p> <p><b>EN2VD-Id-e-1</b> Identify the English equivalent of words in the Mother Tongue or in Filipino</p>		<p>reporting, summarizing, retelling and show and tell)</p>

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WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		<p><b>EN2LC-Ib-3.16</b> Follow a set of verbal two-step directions with picture cues</p> <p><b>EN2LC-Ic-1.1</b> Activate prior knowledge based on new knowledge formed</p> <p><b>EN2LC-Id-e-1.2</b> Relate information and events in a selection to life experiences and vice versa</p>							
6-10	<p><b>EN2OL-Ia-e-1.5</b> Use appropriate expressions in common situations (polite expressions, greetings, seeking directions, apologizing, asking help, query and clarification)</p>	<p><b>EN2LC-If-1.1</b> Listen to a variety of media including books, audiotapes videos and other age-appropriate publications</p> <p><b>EN2LC-Ig-3.16</b> Follow a set of verbal two-step directions with picture cues</p> <p><b>EN2LC-Ih-1.1</b> Activate prior knowledge based</p>	<p><b>EN2PA-If-1.2.1</b> Recognize same/different sounds</p> <p><b>EN2PA-Ig-2.3</b> Distinguish rhyming words from non-rhyming words</p> <p><b>EN2PA-Ih-2.4</b> Supply words that rhyme with given words</p> <p><b>EN2PA-Ii-j-2.4</b> Supply rhyming</p>	<p><b>EN2BPK-If-3</b> Recognize environmental print</p> <p><b>EN2BPK-Ig-h-4</b> Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation</p> <p><b>EN2BPK-Ii-j-5</b> Recognize proper eye movement skills (transfer</p>	<p><b>EN2AK-If-g-1</b> Read the alphabets of English</p> <p><b>EN2AK-Ih-j-2</b> Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa</p>	<p><b>EN2G-If-g-2</b> <b>Nouns</b></p> <p><b>EN2G-If-g-2.1</b> Recognize names people, objects, things and places (e.g. names of animals, fruits, objects in songs, stories, poems, nursery rhymes, pictures, realia and other ICT-based materials)</p> <p><b>EN2G-Ih-2.4</b> Recognize nouns</p>	<p><b>EN2V-If-5</b> Use words that are related to self, family, school, community, and concepts such as the names for colors, shapes, and numbers in both Mother Tongue and English</p> <p><b>EN2V-Ig-h-01</b> Differentiate English words from other</p>	<p><b>EN2A-If-j-7.4</b> Perform dialogues, drama, mock interview, TV talk show etc.</p>	<p><b>EN2SS-If-j-1.2</b> Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling and show and tell)</p>

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

**2<sup>nd</sup> Quarter (Continuation of Oracy)**

WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
<b>1-5</b>	<b>EN2OL-IIa-e-1.3</b> Talk about oneself and one's family  • <b>EN2OL-IIa-b-1.3.3</b> Talk about one's activities/responsibilities at home and in school and community  • <b>EN2OL-IIc-d-1.3.4</b> Talk about	<b>EN2LC-IIa-b-2.2</b> Identify and discuss the elements of a story (theme, setting, characters, and events)  <b>EN2LC-IIa-j-1.1</b> Listen to a variety of media including books, audiotapes, videos and other age-appropriate publications and		<b>EN2BPK-IIa-3</b> Recognize environmental print  <b>EN2BPK-IIb-c-4</b> Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation  <b>EN2BPK-II-d-e-5</b> Recognize proper eye movement	<b>EN2AK-IIc-e-2</b> Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa  <b>EN2AK-IIa-e-3</b> Give the beginning letter of the name of each picture	<b>EN1G-IIa-e-3</b> <b>Verbs</b>  <b>EN1G-IIa-e-3.4</b> Recognize common action words in retelling, conversation, etc.	<b>EN2V-IIa-3</b> Sort and classify familiar words into basic categories (colors, shapes, foods, etc.)  <b>EN2V-IIb-c-12.1</b> Determine the meaning of words using clues (Total Physical Response through realia, pictures, body movements, context clues	<b>EN2A-IIa-e-7.4</b> Perform dialogues, drama, mock interview, TV talk show etc.	<b>EN2SS-IIa-e-1.2</b> Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling and show and tell)

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

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WEEK	Learning Competencies								
	OL Oral Language	LC Listening Comprehension	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		<p><b>EN2LC-IIc-2.1</b> Ask and answer simple questions (who, what, where, when, why, and how) about text listened to</p> <p><b>EN2LC-IIe-2.5</b> Validate ideas made after listening to a story</p>							
<b>6-10</b>	<p><b>EN2OL-IIf-1.17.2</b> Ask simple questions</p> <p><b>EN2LC-IIg-3.6</b> Follow one-to-two step directions</p> <p><b>EN2OL-IIh-1.17.1</b> Give one-to-two step directions</p> <p><b>EN2OL-IIi-j-1.6</b> Recite memorized verses, short poems, and rhymes</p>	<p><b>EN2LC-IIf-g-2.2</b> Identify and discuss the elements of a story (theme, setting, characters, and events)</p> <p><b>EN2LC-IIh-i-2.1</b> Ask and answer simple questions (who, what, where, when, why, and how) about text listened to</p> <p><b>EN2LC-IIj-2.5</b> Validate ideas made after listening to a</p>	<p><b>EN2PA-IIf-2.3</b> Distinguish rhyming words from non-rhyming words</p> <p><b>EN2PA-IIg-h-2.4</b> Supply words that rhyme with given words</p> <p><b>EN2PA-IIi-j-2.4</b> Supply rhyming words in response to spoken words</p>	<p><b>EN2BPK-IIf-3</b> Recognize environmental print</p> <p><b>EN2BPK-IIg-h-4</b> Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation</p> <p><b>EN2BPK-IIi-j-5</b> Recognize proper eye movement skills (transfer skills)</p> <ul style="list-style-type: none"> <li>• left to right</li> <li>• top to bottom</li> <li>• return sweep</li> </ul>	<p><b>EN2AK-IIf-j-2</b> Identify letters in English that are not present in Mother Tongue/Filipino and vice-versa</p>	<p><b>EN2G-IIf-j-5 Adjectives</b></p> <p><b>EN2G-IIf-j-5.1</b> Recognize descriptions of people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)</p>	<p><b>EN2V-IIf-g-3</b> Sort and classify familiar words into basic categories (colors, shapes, foods, etc.)</p> <p><b>EN2V-IIh-i-12.1</b> Determine the meaning of words using clues (Total Physical Response through realia, pictures, body movements, context clues etc.</p> <p><b>EN2V-IIj-6</b> Derive meaning from repetitive language</p>	<p><b>EN2A-IIf-j-7.4</b> Perform dialogues, drama, mock interview, TV talk show etc.</p>	<p><b>EN2SS-IIf-j-1.2</b> Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling and show and tell)</p>

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

### (3<sup>rd</sup> Quarter to 4<sup>th</sup> Quarter – Beginning Reading and Writing) Quarterly and Weekly Articulation

<b>Grade Level Standards</b>	The learner listens critically to one-two paragraphs; use appropriate expressions in varied situations; reads texts for pleasure and information critically in meaningful thought units; responds properly to environmental prints like signs, posters, commands and requests; and writes legibly simple sentences and messages in cursive form.
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### 3<sup>rd</sup> Quarter – Beginning Reading and Writing

WEEK	Learning Competencies													
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
1-3	<b>EN2OL-IIIa-b-3.3</b> Talk about texts identifying major points and key themes	<b>EN2LC-IIIa-2.4</b> Use an understanding of characters, incidents and	<i>(Note: The text that they will read should be controlled depending on the PWR</i>	<b>EN2WC-IIIa-c-1</b> Participate in generating ideas through prewriting	<b>EN2PA-IIIc-e-6.2</b> Produce speech sounds (sounds and letter names)	<b>EN2BPK-IIIa-1</b> Discuss the illustrations on the cover and predict what the	<b>EN2AK-IIIa-1.1</b> Give the beginning sound of each consonant (m,s, f, t,				<b>EN2G-IIIa-c-1 Sentences</b>  <b>EN2G-IIIa-1.1</b> Distinguish sentences	<b>EN2V-IIIa-b-13.1</b> Give the meaning of words used in stories presented	<b>EN2A-IIIa-e-1 ;</b> Participate/engage in a read-along of texts (e.g. poetry,	<b>EN2SS-IIIa-d-1.1</b> Follow instructions orally given



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WEEK	Learning Competencies													
	OL Oral Language	LC Listening Comprehen sion	RC Reading Comprehen sion	WC Writing/ Compo sition	PA Phono logical Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
	<p><b>EN2OL-IIIc-d-1.2</b> Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English</p>	<p>settings to make predictions</p> <p><b>EN2LC-IIIa-j-1.1</b> Listen to a variety of media including books, audiotapes videos and other age-appropriate publications and</p> <p>a. Note important details pertaining to</p> <p>a. character</p> <p>b. settings</p> <p>c. events</p> <p>b. Give the correct sequence of three events</p> <p>c. Infer the character feelings and traits</p> <p>d. Identify cause and/or effect of events</p> <p>e. Identify</p>	<p><i>lesson.)</i></p>	<p>activities</p> <p>Show understanding of a story</p> <p>listened to through the following writing activities:</p> <p><b>EN2WC-IIIb-1.9</b> a. Writing a phrase or sentence about an illustration</p> <p><b>EN2WC-IIIc-1.10</b> b. Completing a Lost and Found Poster</p> <p><b>EN2WC-IIIc-1.11</b> c. Filling in blanks in a letter</p> <p><b>EN2WC-IIIc-1.12</b> d. Drawing and writing some words on a birthday card</p> <p><b>EN2WC-IIIc-1.13</b> e. Writing</p>		<p>story may be about</p> <p><b>EN2BPK-IIIa-b-4</b> Identify the common terms in English relating to part of book (e.g. cover, title page, etc.)</p> <p><b>EN2BPK-IIIb-2</b> Identify title, author and book illustrator and tell what they do</p>	<p>h)</p> <p><b>EN2AK-IIIb-1.2</b> Give the beginning sound of each consonant (c, r, n, b, g, p)</p> <p><b>EN2AK-IIIc-1.2</b> Give the beginning sound of each consonant (d, j, w, v, z, y)</p> <p><b>EN2AK-IIIa-c-1.2</b> Name the pictures that begin its name with a particular consonant</p> <p><b>EN2AK-IIIa-c-4</b> Give the beginning consonant sound of the name of each picture</p>				<p>from non-sentences</p> <p><b>EN2G-IIIb-1.3</b> Use different kinds of sentences: declarative (telling) and interrogative (asking)</p> <p><b>EN2G-IIIc-1.6</b> Recognize punctuation marks (period, question mark)</p>	<p>through real objects, illustrations, demonstration and context clues</p> <p><b>EN2V-IIIc-13.1</b> Recognize that some words mean the same (synonyms)</p> <p><b>EN2V-IIIc-d-13.2</b> Recognize that some words have opposite meaning (antonyms)</p>	<p>repetitive text)</p>	

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

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

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**4<sup>th</sup> Quarter (Beginning Reading and Writing)**

WEEK	Learning Competencies														
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy	
1	<b>EN2OL-IVa-b-3.3</b> Talk about texts identifying major points and key themes	<b>EN2LC-IVa-b-2.4</b> Use an understanding of characters, incidents and settings to make predictions	<i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i>  <b>EN2RC-IVa-2.2</b> State details of text during and after reading)	<b>EN2WC-IVa-c-1</b> Participate in generating ideas through prewriting activities • <b>EN2WC-IVa-1.1</b> brainstorming • <b>EN2WC-IVb-1.2</b> webbing • <b>EN2WC-IVc-1.3</b> drawing	<b>EN2PA-IVa-b-3.1</b> Demonstrate the concept of word by dividing spoken sentences in English into individual words	<b>EN2BPK-IVa-b-4</b> Identify the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation		<b>EN2PWR-IVa-c-1</b> Read short a words in CVC pattern (cat, man, bag)  <b>EN2PWR-IVa-c-2.9</b> Match pictures with short a words	<b>EN2F-IVa-d-4</b> Read phrases, sentences and stories consisting of short a words and some sight words with appropriate speed, accuracy and proper expression	<b>EN2S-IVa-e-2</b> Spell words with short e and a sound in CVC pattern (see PWR)  <b>EN2S-IVa-e-3</b> Spell words with short e, a and i sound in CVC pattern (see PWR)	<b>EN2G-IVa-f-4</b> <b>Pronouns</b> • <b>EN2G-IVa-b-4.2.1</b> Use personal pronouns (e.g. I, you, he, she, it, we, they) in dialogues	<b>EN2V-IVa-e-21</b> Give the meaning of short a words  <b>EN2V-IVa-e-22</b> Give the meaning of 2-syllable words with short e and a sounds	<b>EN2A-IVa-e-1</b> Participate/engage in a read-along of texts (e.g. poetry, repetitive text)	<b>EN2SS-IVa-b-2</b> Arrange words alphabetically by the 1 <sup>st</sup> letter	
2															
3	<b>EN2OL-IVc-d-1.2</b> Participate in choral speaking and echo reading of short poems, rhymes and stories with repeated patterns and refrains in English	<b>EN2LC-IVc-d-2.5</b> Use an understanding of incidents, characters and settings to validate predictions	<b>EN2RC-IVc-3.1.3</b> Give the sequence of three events in stories read  <b>EN2RC-IVd-2.8</b> Infer/predict outcomes	<b>EN2WC-IVd-g-1.6</b> Express idea through illustrations or storyboard	<b>EN2PA-IVc-d-6.2;</b> Produce speech sounds (sounds and letter names)			<b>EN2PWR-IVd-13</b> Differentiate and read correctly the short e and a words (pan- pen, man-men, tan-iten etc.)		<b>EN2S-IVa-e-3.1</b> Spell 2-syllable words with short e, a and i sound in CVC pattern (see PWR)	<b>EN2G-IVc-d-4.2.3</b> Use demonstrative pronouns (this/that, these/those)			<b>EN2SS-IVc-d-3</b> Interpret simple maps of unfamiliar places, signs and symbols	
4															
5	<b>EN2OL-IVe-1.1</b> Listen and respond to texts to clarify	<b>EN2LC-IVe-f-2.4</b> Use personal experiences to make	<b>EN2RC-IVe-2.16</b> Use clues to make and justify predictions		<b>EN2PA-IVe-f-6.3</b> Produce the sounds of English letters			<b>EN2PWR-</b>							

**K to 12 BASIC EDUCATION CURRICULUM**

WEEK	Learning Competencies													
	OL Oral Language	LC Listening Compre hension	RC Reading Compre hension	WC Writing/ Compo sition	PA Phono logical Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
	meanings heard while drawing on personal experiences	predictions about text viewed and listened to	before, during and after reading (titles, pictures,)		using the letter sounds of Mother Tongue as reference			<b>IVd-14</b> Write the names of pictures with the short a, e words.  <b>EN2PWR-IVd-e-10.1-11.1</b> Read phrases, short sentences and short stories consisting of short e and a words and the Who, What and Where questions about them						
<b>6</b>	<b>EN2OL-IVf-g-1.16</b> Create and participate in oral dramatic activities						<b>EN2PWR-IVf-15</b> Read 2-syllable words consisting of short e and a (basket, magnet, ..).).	<b>EN2F-IVf-4.1</b> Read phrases, sentences and stories consisting of short e, a, and i words and some sight words with appropriate speed, accuracy and proper expression						

**K to 12 BASIC EDUCATION CURRICULUM**

WEEK	Learning Competencies													
	OL Oral Language	LC Listening Compre hension	RC Reading Compre hension	WC Writing/ Compo sition	PA Phono logical Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
7		<b>EN2LC-IVg-3.15</b> Recognize the difference between "made-up" and "real" (in) texts listened to						<b>EN2PWR-IVg-h-16</b> Read short i words in CVC pattern (pin, big, fit . . .)  <b>EN2PWR-IVg-h-2.8</b> Match pictures with short i words  <b>EN2PWR-IVh-17.2</b> Differentiate and read correctly the short e, a and i words (pan- pen-pin, bag-beg-big)	<b>EN2F-IVg-j-4.2</b> Read phrases, sentences and stories consisting of 2-syllable short e, a, and i words and some sight words with appropriate speed, accuracy and proper expression		<b>EN2G-IVg-h-7 Prepositions</b> <b>EN2G-IVg-i-7.3</b> Use the most frequently occurring preposition (e.g. on, over, under, to, from, above, etc.)	<b>EN2V-IVg-21</b> Give the meaning of short i words		
8	<b>EN2OL-IVh-j-1.6</b> Dramatize familiar stories, rhymes and poems	<b>EN2LC-IVh-3.1</b> Identify important details in expository text listened										<b>EN2V-IVh-j-22</b> Give the meaning of 2-syllable words with short e , a and i sounds	<b>EN2SS-IVh-1.2</b> Interpret pictographs	
9		<b>EN2LC-IVi-j-2.6</b> Retell and/or reenact events from a story  <b>EN2LC-IIa-j-1.1</b> Listen to a variety of media including books, audiotapes					<b>EN2PWR-IVi-14.1</b> Write the names of pictures with the short a, e and i words.  <b>EN2PWR-IVi-10.1.1-</b> Read phrases, short sentences			<b>EN2G-IIIi-j-5 ; Adjectives</b>  <b>EN2G-IIIi-j-5.1</b> Describe people, objects, things and places using simple adjectives (color, shape, size,				

**K to 12 BASIC EDUCATION CURRICULUM**

WEEK	Learning Competencies													
	OL Oral Language	LC Listening Compre hension	RC Reading Compre hension	WC Writing/ Compo sition	PA Phono logical Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
		videos and other age-appropriate publications and a. Note important details pertaining to						and short stories consisting of short e, a and i words and the Who, What and Where questions about them			height, weight, length, distance, etc.)			
<b>10</b>		a. character b. settings c. events b. Give the correct sequence of three events  c. Infer the character feelings and traits d. Identify cause and/or effect of events e. Identify the speaker in the					<b>EN2PWR-IVj-15.2</b> Read 2-syllable words consisting of short a, e and i words (pigpen, magnet . . .)  <b>EN2PWR-IVj-2.8</b> Match the 2-syllable words with the correct pictures  <b>EN2PWR-IVj-18</b> Write correctly the 2-syllable words that name the pictures  <b>EN2PWR-IVj-</b>							

**K to 12 BASIC EDUCATION CURRICULUM**

WEEK	Learning Competencies													
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PA Phonological Awareness	BPK Book and Print Knowledge	AK Alphabet Knowledge	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		story or poem f. Predict possible ending of a story read g. Relate story events to one's experience h. Discuss, illustrate, dramatize specific events i. Identify the problem and solution j. Retell a story listened to						<b>10.1.2-</b> Read phrases, sentences and short stories consisting of two syllable words and the questions about them						

**Grade 2 Tagged Materials**

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



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

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

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

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

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

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

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

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



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

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

## 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

**juncture** - 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

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### CODE BOOK LEGEND

Sample: **EN4G-If-2.5**

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

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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