

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

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

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

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

WEEK	Learning Competencies									
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PWR Phonics and Word Recognition and Spelling	F Fluency	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
1	EN3OL-Ia-3.8 Initiate conversations with peers in a variety of school settings	EN3LC-Ia-j-2 Activate prior knowledge based on the stories to be read	<i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i> Read simple sentences and levelled stories and EN3RC-IO-2.2 a. note details regarding character, setting and plot EN3RC-IO-2.10 b. sequence 3 events <i>(Note: different comprehension skills may recur in different quarters)</i>	Write different forms of simple composition as a response to stories/ poems listened to EN3WC-Ia-j-4 a. draw and write sentences about one's drawing EN3WC-Ia-j-5 b. a note of advice EN3WC-Ia-j-6 c. Thank you letter EN3WC-Ia-j-7 d. descriptive	EN3PWR-Ia-b-7 Review reading and writing short e, a and i words in CVC pattern EN3PWR-Ib-d-19 Read words with short o sounds in CVC pattern and phrases and sentences containing these words EN3PWR-Ib-d-19.1 Recognize more common sight words in order to read simple phrases	EN3F-Ia-j-3.5.1 Read grade 3 level texts consisting of 2-syllable words with short vowel sound with at least 95-100% accuracy EN3F-Ia-j-1.10.1 Read aloud from familiar prose and poetry Consisting of Long vowel words with fluency, appropriate rhythm, pacing and intonation	EN3G-Ia-1 Sentences EN3G-Ia-1.1 Distinguish sentences from non-sentences EN3G-Ib-1 Sentences EN3G-Ib-1.4 Construct simple sentences EN3G-Ib-1.4.1 Use a declarative sentence EN3G-Ib-1.4.1.1 Differentiate a declarative from an	EN1V-Ia-b-01 Give the meaning of words used in stories listened to EN1V-Ib-23 Show understanding of meaning of short o words through drawing, actions, and using them in sentences	EN3A-Ia-b-1 Participate/engage in a read-along of texts (e.g. poetry, repetitive text)	EN3SS-Ia-2.1 Arrange words with a different first letter in alphabetical order EN3SS-Ia-6 Monitor and self-correct one's comprehension by scanning and skimming EN3SS-Ia-e-1.1 Follow instructions given orally
2	EN3OL-Ib-3.6 Express ideas in a conversational manner EN3OL-Ib-1.19 Express one's ideas by presenting a skit	Listen to a variety of literary and expository texts EN3LC-Ia-j-2.1 a. note important details EN3LC-Ia-j-2.7 b. sequence at least 3 events using signal words EN3LC-Ia-j-2.6 c. retell some								

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

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WEEK	Learning Competencies									
	OL Oral Language	LC Listening Compre hension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition and Spelling	F Fluency	G Grammar	V Vocabulary Develop ment	A Attitude	SS Study Strategy
						stories/poems consisting of short a,e,i and o words with speed, accuracy and proper intonation	Use appropriate punctuation marks (e.g. period, comma, question mark, exclamation point)			
5	EN3OL-Ie-1.10 Synthesize and Restate information shared by others				EN3PWR-Ie-3 Read words with short u sound in CVC pattern	EN3F-Ie-j-4.3 Read with accuracy, speed and proper phrasing sentences and stories with short u words and other words previously studied	EN3G-Ie-2 Nouns EN3G-Ie-2.4 Use nouns (e.g. people, animals, places,, things events) in simple sentences	EN2V-Ie-14 Classify common words into conceptual categories (e.g. animals, foods, toys)		
6			EN3RC-If-j-2.8 Make and confirm predictions about texts		EN3PWR-If-g-17.1 Differentiate words with different medial vowels (eg: cap- cop-cup; fan-fin, fun)	EN3F-Ie-j-4.2.1 Read with accuracy, appropriate speed and correct intonation 2-syllable words consisting of short e to u words	EN3G-If-2.2 Use common and proper nouns	EN2V-Ie-j-4.1 Show understanding of meaning of 2-syllable words consisting of short e to u words through drawing, actions, and using them in correctly in sentences		
7							EN2G-Ig-h-2.3 Use plural form of regular nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)			
8					EN3PWR-Ig-h-20.1 Read phrases, sentences and short stories consisting of short vowel words and the questions about them					
9	EN3OL-Ii-j-1.10.3				EN3PWR-Ii-15		EN3G-Ii-j-2.4 Use plural from			

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	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PWR Phonics and Word Recognition and Spelling	F Fluency	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
10	Connect information heard to personal experience				Read 2-syllable words consisting of short e to u sound (basket, hotdog, sunset, etc.)		of frequently occurring irregular nouns (e.g. children, feet, teeth)			
					EN3PWR-Ij-21 Read phrases, sentences and short stories consisting of 2-syllable words and the questions about them					

2nd Quarter: Continuation of Beginning Literacy

WEEK	Learning Competencies											
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PA Phonological Awareness	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
1	EN3OL-IIa-b-1.17.2 Ask simple questions	EN3LC-IIa-b-3.16 Follow a set of verbal three-step directions with picture cues	<i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i>	EN3WC-IIa-b-1 Participate in generating ideas through prewriting activities a. EN3WC-IIa-1.1 brainstorming	EN3PA-IIa-d-2 Show how spoken words are represented by written letters that are arranged in a specific order	EN3PWR-IIa-b-22 Read words with initial consonant blends (l, r and s blends) EN3PWR-IIa-b-23 followed by short vowel sounds (e.g.	EN3F-IIa-j-3.5.1 Read grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy	EN3S-IIa-b-4 Spell one-to-two syllable words with consonant blends (e.g. pl, tr)	EN3G-IIa-c-3 Verbs EN3G-IIa-b-3.4 Use the be-verbs (am, is, are was, were) correctly in sentences	EN3V-IIa-b-5 Show understanding of meaning of words with initial consonant blends through drawing, actions,	EN3A-IIa-b-1 Participate/engage in a read-along of texts (e.g. poetry, repetitive text)	EN3SS-IIa-b-1.1 Arrange words with the same first letter but a different second letter in alphabetically order
2		EN3LC-IIc-e-1.1 Activate prior	EN3RC-IIa-b-2.19 Rereads,									

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WEEK	Learning Competencies												
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/Composition	PA Phonological Awareness	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy	
3		knowledge based on new knowledge formed EN3LC-IIa-j-2 Activate prior knowledge based on the stories to be read Listen to a variety of literary and expository texts EN3LC-IIa-j-2.1 a. note important details EN3LC-IIa-j-2.7 b. sequence at least 3 events using signal words	monitors and self-correct one's comprehension EN3RC-IIc-e-2.2 Note details in a given text EN3RC-IIa-b-2.8 Make simple predictions Read simple sentences and levelled stories and EN3RC-II0-2.2 a. note details regarding character, setting and plot EN3RC-II0-2.10 b. sequence 3 events <i>(Note: different comprehension skills may recur in</i>	b. EN3WC-IIb-1.2 webbing c. EN3WC-IIc-1.3 drawing EN3WC-IId-h-3 Write at least three sentences from various familiar sources Write different forms of simple composition as a response to stories/poems listened to EN3WC-IIa-j-4 a. draw and write sentences about one's drawing EN3WC-IIa-j-5 b. a note of advice EN3WC-		black, frog, step) EN3PWR-IIc-24 Read phrases, sentences and short stories consisting of words with initial consonant blends EN3PWR-IIe-1.1 Read words with final blends (-st, -lt, -nd, -nt, -ft..)	EN3F-IIa-j-1.10.1 Read aloud from familiar prose and poetry Consisting of Long vowel words with fluency, appropriate rhythm, pacing and intonation EN3F-IIa-c-4.4 Read with accuracy, speed and proper phrasing sentences and stories with words beginning in consonant blends and other words previously studied			and using them in sentences EN3G-IIc-d-3.4 Identify and use action words in simple sentences EN3G-IId-f-3.2 Form and use the past tense of frequently occurring regular verbs (walk – walked, etc) EN3G-IIe-f-3.2.1.1 Use verbs in simple present tense	EN3V-IIc-6 Derive meaning from repetitive language structures review EN3V-IId-e-5.1 Show understanding of meaning of words with	EN3A-IIc-2 Revisit favorite books, songs, rhymes EN3A-IId-f-7 Identify favorite authors and stories	EN3SS-IIc-3.6 Follow one-to-three step directions EN3SS-IIc-d-2.15 Use graphic organizers to show understanding of texts
	4	EN3OL-IIId-e-1.17.1 Give one-to-three step directions	EN3LC-IIa-j-2.6 c. retell some parts of the story	<i>comprehension skills may recur in</i>									
	5					EN3PA-IIe-f-4.1							

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WEEK	Learning Competencies											
	OL Oral Language	LC Listening Compre hension	RC Reading Compre hension	WC Writing/ Composition	PA Phonological Awareness	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		EN3LC-IIa-j-3.15 d. differentia te real from make- believe EN3LC-IIa-j-2.8 e. infer feelings and traits of characters	<i>different quarters)</i>	IIa-j-6 c. Thank you letter EN3WC-IIa-j-7 d. descriptiv e paragrap h EN3WC-IIa-j-8 e. another ending for a story	Identify sounds and count syllables in words	preceded by short e, a, i,o and u words (belt, sand, raft)	sentences and stories consisting of words with ending consonant blends and other words previously studied			final consonant blends through drawing, actions, and using them in sentences		
6	EN3OL-IIif-1.11 Restate and retell information	EN3LC-IIa-j-2.16 f. identify cause and effect EN3LC-IIa-j-2.17 g. draw conclusio ns EN3LC-IIif-h- 2.8 Make simple inferences about thoughts and feelings based from texts viewed/ listened to		EN3WC-IIa-j-2.2 f. a diary EN3WC-IIa-j-9 g. a short paragrap h, etc. EN3WC-IIi-j-2.6 Use appropriate punctuation marks		EN3PWR-IIif-1.1 Read phrases, sentences and short stories consisting of words with final consonant blends and other words previously studied and the questions about them						EN3SS-IIif-h-1.5 Locate information using print and non- print sources
7	EN3OL-IIg-h-2.1 Recall and share experiences, film viewed and story read/listene d to as springboard					EN3PWR-IIg-h-22 Read words with initial and final consonant digraph ch	EN3F-IIg-h-4.4.2 Read with accuracy, speed and proper phrasing sentences and stories with words	EN3S-IIg-h-4.2 Spell words with consonant digraphs ch and sh	EN3G-IIe-f-3.2.1.1 Use verbs in simple present and past tense	EN3V-IIg-h-5.2 Show understandi ng of meaning of words with consonant digraphs ch through		
8		EN3LC-IIi-										

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WEEK	Learning Competencies											
	OL Oral Language	LC Listening Compre hension	RC Reading Compre hension	WC Writing/ Composition	PA Phonological Awareness	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
	for writing	j-2.7 Sequence a series of events viewed/ listened to					consisting of initial and final ch and sh and other words previously studied				drawing, actions, and using them in sentences	
9	EN3OL-III-j-3 Retell familiar stories to other children					EN3PWR-III-j-22.1 Read phrases, sentences and short stories	EN3F-III-j-4.4.2 Read with accuracy, speed and proper phrasing	EN3S-III-j-4.3 Spell words with initial and final consonant blends and consonant digraphs	EN3G-III-j-3.2.2 Use verbs in simple future tense	EN3V-III-j-5.3 Show understanding of meaning of words with consonant digraphs sh through drawing, actions, and using them in sentences		
10			EN3RC-III-j-2.10 Sequence a series of events in a literary selection			consisting of words with consonant digraph ch and sh and other words previously studied and the questions about them	consisting of words with words consisting of l ch and sh words and other words previously studied with speed, accuracy and proper phrasing					

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3rd Quarter: Developing Reading and Writing

WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
1		EN3LC-IIIa-b-2.1 Recall details from texts viewed/ listened to	<i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i>	EN3WC-IIIa-1 Participate in generating ideas through prewriting activities	EN3PWR-IIIa-b-5 Read words with long a sound (long a ending in e)	EN3F-IIIa-1.6 Read grade 3 level texts consisting of words with long vowel sound with at least 95-100% accuracy	EN3S-IIIa-d-4 Spell words that were introduced during word recognition	EN3G-IIIa-b-4.2.1 Use demonstrative pronouns (this,/that, these/those)	EN3V-IIIa-7 Recognize some words represented by common abbreviations (e.g. Mr. Ave., Oct.)	EN3A-IIIa-7 Identify favorite authors and stories	EN3SS-IIIa-1.3 Get information from index and table of contents
2		EN3LC-IIIb-2.19 Identify possible solutions to problems EN3LC-IIIb-4 Infer print sources EN3LC-IIIc-d-2.5 Validate ideas made after listening to a story EN3LC-IIIa-j-1.1 Activate prior knowledge based on new knowledge formed EN3LC-IIIa-j-2 Activate prior knowledge	EN3RC-IIIa 2.7.1 Identify several effects based on a given cause EN3RC-IIIa 2.11 Make inferences and draw conclusions based on texts (pictures, title and content words) EN3RC-IIIa 2.13 Distinguish fact from opinion EN3RC-IIIa-b-2.13 Identify cause	EN3WC-IIIb-c-3 Write at least three sentences from various familiar sources		EN3F-IIIa-j-3.5.1 Read grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy EN3F-IIIa-j-1.10.1 Read aloud from familiar prose and poetry Consisting of Long vowel words with fluency, appropriate rhythm, pacing and			EN1V-IIIa-c-13.1,13.2 Give the synonyms and antonyms of some words EN1V-IIIa-j-25 Show understanding of meaning of long vowel words (a, i, o, and u) through drawing, actions, and using them in sentences EN3V-IIIb-d-13 Increase vocabulary through Synonyms (e.g. quick/fast)	EN3A-IIIb-c-2.9 Take part in creative responses to stories like preparing logs, journal and other oral presentations	EN3SS-IIIb-i-1.2 Engage in a variety of ways to share information (e.g. role playing,) reporting, summarizing, retelling and show and tell

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WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		based on the stories to be read.	and effect			intonation			and antonyms (e.g. big/small)		
3	EN3OL-IIIc-1.16.2 Listen and respond to others	Listen to a variety of literary and expository texts EN3LC-IIIa-j-2.1 a. note important details			EN3PWR-IIIc-11,12,13 Read sentences, stories and poems consisting of long a words and questions about them			EN3G-IIIc-d-4.2.3 Use personal pronouns (e.g. I, you, he, she, it, we, they)			
4	EN3OL-IIIId-1.16.3 Follow and explain processes	b. sequence at least 3 events EN3LC-IIIa-j-2.7		EN3WC-IIIId-e-2.6 Use appropriate punctuation marks	EN3PWR-IIIId-24 Read words with long i sound (long i ending in e)					EN3A-IIIId-h-6 Take books from home to school or vice-versa for independent / shared extra reading	
5	EN3OL-IIIe-1.16.4 Express opinions and feelings about other's ideas	c. retell some parts of the story using signal words EN3LC-IIIa-j-2.6	EN3RC-IIIe-f-2.11 Make inferences and draw conclusions based from texts		EN3PWR-IIIe-25 Read sentences, stories and poems consisting of long i words and questions about them	EN3F-IIIe-f-1.8 Read with automaticity 100 2nd and 3 rd grade high-frequency/sight words	EN3S-IIIe-f-5 Spell some irregularly - spelled words (e.g. have, said, please, because)	EN3G-IIIe-f-4.2.4 Use commonly used possessive pronouns	EN3V-IIIe-f13.6 Homonyms (e.g. flower/flour)		
6	EN3OL-IIIIf-1.16.5 Engage in discussions about specific topics	d. differentiate real from make-believe EN3LC-IIIa-j-2.8			EN3PWR-IIIIf-26 Read words with long o sound (long a ending in e)			EN3G-IIIIf-g-5 Adjectives		EN3A-IIIIf-g-1 Express feelings, opinions through journals, logs etc.	
7	EN1OL-IIIg-h-3.2 Ask and respond to	e. infer feelings and traits	EN3RC-IIIg-j-2.5 Use different sources of		EN3PWR-IIIg-26.1 Read sentences,	EN3F-IIIg-	EN3S-IIIg-j-2.5 Use capitalization	EN3G-IIIIf-g-5.3.1 Use descriptive	EN3V-IIIg-h-13.7		

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WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
8	questions about informational texts listened to (environment, health, how-to's, etc.)	of characters EN3LC-IIIa-j-2.16 f. identify cause and effect EN3LC-IIIa-j-2.17 g. draw conclusions EN3LC-IIIe-f-2.4	information in reading Read simple sentences and levelled stories and EN3RC-III0-2.2 a. note details regarding character, setting and plot EN3RC-III0-2.10 b. sequence 3 events <i>(Note: different comprehension skills may recur in different quarters)</i>		stories and poems consisting of long o words And questions about them	j-1.11 Observe the use of punctuations including commas, periods and question marks to guide reading for fluency	rules in word and sentence level (e.g. proper and common nouns, beginning words in sentences)	adjectives	Homographs (e.g., read-read)		
			EN3WC-IIIh-2.4 Complete patterned poems using appropriate rhyming words	EN3PWR-IIIh-26.2 Read words with long u sound (long a ending in e)							
9	EN3OL-IIIi-j-1.9 Compare and contrast information heard	Propose several predictions about texts/stories listened to EN3LC-IIIg-h-3.15 Determine whether a story is realistic or fantasy EN3LC-IIIi-j-3.7 Identify and use the elements of an informational/factual text heard			EN3PWR-IIIi-26.3 Read words with long a, i, o, and u and phrases, sentences and stories containing these words.			EN3V-IIIi-j-13.7 Hyponyms-type of (e.g. guava - type of fruit)			
10					EN3PWR-IIIj-27 Read sentences, stories and poems consisting of long u words and questions about them EN3PWR-IIIj-15 Read 2-syllable words						

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WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
					(fireman) with long vowel sound						

4th Quarter: Developing Reading and Writing

WEEK	Learning Competencies											
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy	
1	<p>EN3OL-IVa-e-1.19 Present information in varied artistic ways (e.g. role playing, show and tell, radio play/podcast/broadcast/reporting/poster presentations)</p> <p>EN3OL-IVa-j-5 Engage in a variety of ways to share information (e.g. role playing,) reporting, summarizing,</p>	<p>EN3LC- IVa-3.7 Identify and use the elements of an informational/factual text heard</p>	<p><i>(Note: The text that they will read should be controlled depending on the PWR lesson.)</i></p> <p>EN3RC-IVa-b-2.13 Identify cause and effect</p> <p>EN3RC- IVa-b-2.14 Show understanding of a story by presenting them in through dramatization</p>	<p>EN2WC-IVa-e-22 Write a simple story</p>	<p>EN3PWR-IVa-b-8 Read words with vowel digraphs ai (pail), ay (bay)</p>	<p>EN3F- IVa – h-1.6 Read grade 3 level texts consisting of words with vowel digraphs and diphthongs with at least 95-100% accuracy</p>	<p>EN3S- IVa – b-4 Spell words that were introduced during word recognition</p>		<p>EN1V-IVa-b-13.6 Give the correct meaning of homonyms (pail,pale)</p>	<p>EN3A- IVa – c-7 Identify favorite authors and stories</p>	<p>EN3SS- IVa -1.3 Follow simple written directions</p>	
2		<p>EN3LC- IVb-3.7.1 Informational Reports (School events, sports, projects)</p>			<p>EN3PWR-IVc-2 Match words, phrases and sentences containing these words with pictures</p>				<p>EN3F-IVc-d-1.4 Read aloud from familiar prose and poetry with fluency, appropriate rhythm, pacing and intonation</p>		<p>EN3V-IVa-j-12.3 Use clues from the context to figure out what words mean</p>	<p>EN3SS- IVa-b -1.2.3 Interpret simple maps of places</p>
3		<p>EN3LC-IVc-3.7.2 Three-step directions</p> <p>EN3LC- IVd-3.7.3 Conversations</p>			<p>EN3PWR-IVc-28 Read stories containing these words</p>				<p>EN3F-IVa-j-</p>		<p>EN3V-IVa-j-12.3 Determine what words mean based on how they are used in a sentence</p>	<p>EN3SS- IVc-d-1.2.7 Interpret a pictograph</p>

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WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
4	retelling and show and tell <i>(depending on the selection presented)</i> EN3OL-IVa-j-3.2	EN3LC-IVa-j-1.1 Activate prior knowledge based on new knowledge formed EN3LC-IVa-j-2	, role playing etc. Read simple sentences and levelled stories and EN3RC-IO-2.2 a. note details regarding character, setting and plot EN3RC-IO - 2.10		and other words previously learned EN3PWR-IVd-e-22 and 29 Read words with vowel digraphs ea and ee and phrases, sentences and stories containing these words.	3.5.1 Read grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95-100% accuracy EN3F-IVa-j-1.10.1 Read aloud from familiar prose and poetry Consisting of Long vowel words with fluency, appropriate rhythm, pacing and intonation					
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WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
		the story EN3LC-IVa-j-3.15 d. differentiate real from make-believe			these words and other words previously learned	1.11 Use punctuations including commas, periods and question marks to guide reading for fluency			words		
8		EN3LC-IVa-j-2.8 e. infer feelings and traits of characters	EN3RC - IVh-j-1.2 Interpret simple graphs and tables		EN2PW-IVh-i-6 Read words with vowel diphthongs Oy (boy), oi (boil), ou (out) Ow (bow)	EN3F-IVi-j-5 Read poems with fluency, appropriate rhythm, pacing and intonation		EN3G-IVh-5.6 Give the synonyms and antonyms of common adjectives	EN3V-Ih-i-26 Show understanding of the meaning of words with vowel diphthongs by using them in correct sentences in correct sentences		
9		EN3LC-IVa-j-2.16 f. identify cause and effect EN3LC-IVa-j-2.17 g. draw conclusions EN3LC-IVe-f-3.7. Personal Recounts (anecdotes, past experiences) EN3LC-IVg-h-3.7.5 Explanation (life cycles,			EN3PWR-IVi-2 Match these words with the appropriate pictures EN3PWR-IVi-21 Read phrases, sentences and short stories consisting of these words and other words previously studied		EN3G-IVi-j-5.2 Use the degrees of adjectives in making comparisons (positive, comparative, superlative) EN3G-IVi-6 Adverbs EN3G-IVi-j-6.1 Recognize adverbs of manner				

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WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
10		water cycle) EN3LC-IVi-j-3.5 Restate facts from informational texts (climate change, children’s rights, traffic safety, etc.)			EN3PWR-IVj-22 Recognize and read some irregularly spelled words (e.g. such as enough, through, beautiful)				EN1V-IVj-27 Read word with affixes		

Grade 3 Tagged Materials

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Arrange words with the same first letter but a different second letter in alphabetical order	EN3SS-IIa-b-1.1	<ol style="list-style-type: none"> 1. BEAM ENG2 Module 3A – Giving and Following Directions. 2. *Fun in English 4. 1999. pp 126.
Follow one-to-three step directions	EN3LC-IIc-3.6	Let's Begin Reading in English 2. 2013. pp 214-215, 279-282, 301-302, 371-372, 377, 381.
3Q		
Get information from index and table of contents	EN3SS-IIIa-1.3	*Fun in English 4. 1999. pp 7, 57, 65, 72.
Engage in a variety of ways to share information (e.g. role playing,) reporting, summarizing, retelling and show and tell	EN3OL-IIIb-i-1.2	<ol style="list-style-type: none"> 1. Let's Begin in English 2. 2013. pp 285. 2. *Fun in English 4. 1999. pp 15.
4Q		
Follow simple written directions	EN3SS- IVa -1.3	
Interpret simple maps of places	EN3SS- IVa-b -1.2.3	<ol style="list-style-type: none"> 1. Let's Begin in English 2. pp 470. 2. *Fun in English 4. 1999. pp 195-196.
Interpret a pictograph	EN3SS- IVc-d-1.2.7	Let's Begin in English 2. pp 311-313.
Interpret simple tables	EN3SS- IVe-f -1.2.2	Let's Begin in English 2. pp 493-495, 498-500.
Interpret a bar graphs	EN3SS- IVg-h -1.2.1	Let's Begin in English 2. pp 478-480, 485-486.

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GLOSSARY

A

account - reason given for a particular action or even

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

act - a division or unit of a drama

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

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

adverbs of place - words that indicate location

adverbs of time - words that indicate when

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

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

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

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

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

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

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

articulation - the clear and precise pronunciation of words

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

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

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B

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

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

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

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

bullying - any deliberate action that inflicts physical
or psychological harm

C

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

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

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

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

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

characters – people involved in the story

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

comedy - a theatrical work that is intentionally humorous

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

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

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

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

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

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

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

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

craft - a job or activity that requires special skill

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

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D

depict - to represent or characterize in words; describe

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

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

discourse - denotes written and spoken communications

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

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

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

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

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

dramatic poetry - poetic forms that articulates emotions or feelings

dynamic - always active or changing

E

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

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

exposition - detailed information revealing the facts of a plot

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

F

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

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

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

G

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

genre - the main types of literary form

H

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

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

I

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

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

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infographic - visual representation of data or knowledge

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

J

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

justify - to provide a good reason for the actions of

K

kinds of listening and reading strategies

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

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

L

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

M

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

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

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

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

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

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

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

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

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

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

mood - the feeling the reader gets when reading

N

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

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

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

O

octet - first eight lines of a sonnet

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

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

P

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

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

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

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

pantomime - the telling of a story without words

participle - is a verbal that functions as an adjective

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

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

play bill - a poster announcing a theatrical performance

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

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

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

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

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

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

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

props – the objects used onstage in the play

protagonist – the central or main figure of a story

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

R

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

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

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

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

renewed - to make new or as if new again

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

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

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

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

rite - an established, ceremonious, usually religious act

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

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S

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

T

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

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

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

U

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

V

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

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

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

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

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CODE BOOK LEGEND

Sample: **EN4G-If-2.5**

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

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

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