



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



# K to 12 Curriculum Guide

## MOTHER TONGUE

(Grade 1 to Grade 3)

May 2016

## K to 12 BASIC EDUCATION CURRICULUM MTBMLE CURRICULUM FRAMEWORK

### Introduction

Mother Tongue – Based Multilingual Education (MTB-MLE) is the government’s banner program for education as a salient part of the implementation of the K to 12 Basic Education Program. Its significance is underscored by the passing of Republic Act 10523, otherwise known as the “Enhanced Basic Education Act of 2013.”

**MTBMLE** is education, formal or non - formal, in which the learner’s mother tongue and additional languages are used in the classroom. Learners begin their education in the language they understand best - their mother tongue - and develop a *strong foundation* in their mother language before adding additional languages. Research stresses the fact that children with a solid foundation in their mother tongue develop stronger literacy abilities in the school language. Their knowledge and skills transfer across languages. This bridge enables the learners to use both or all their languages for success in school and for lifelong learning. In terms of cognitive development, the school activities will engage learners to move well beyond the basic wh-questions to cover all higher order thinking skills in L1 which they can transfer to the other languages once enough Filipino or English has been acquired to use these skills in thinking and articulating thoughts.

With the end goal of making Filipino children lifelong learners in their L1 (MT), L2 (Filipino, the national language), and L3 (English, the global language) the learners are more than prepared to develop the competencies in the different learning areas. This will serve as their passport to enter and achieve well in the mainstream educational system and in the end, contribute productively to their community and to the larger society as well as Multilingual, Multiliterate, and Multi-Cultural Citizens of the country.

For the effective implementation of the MTB-MLE, it is suggested that the two-track method be used, that is the primer track to focus on accuracy and the story track to focus on meaning. Learning via the two-track method to gain proficiency in literacy as well as comprehend academic content and gain curriculum mastery, creative and critical thinking skills for decisive decision-making.

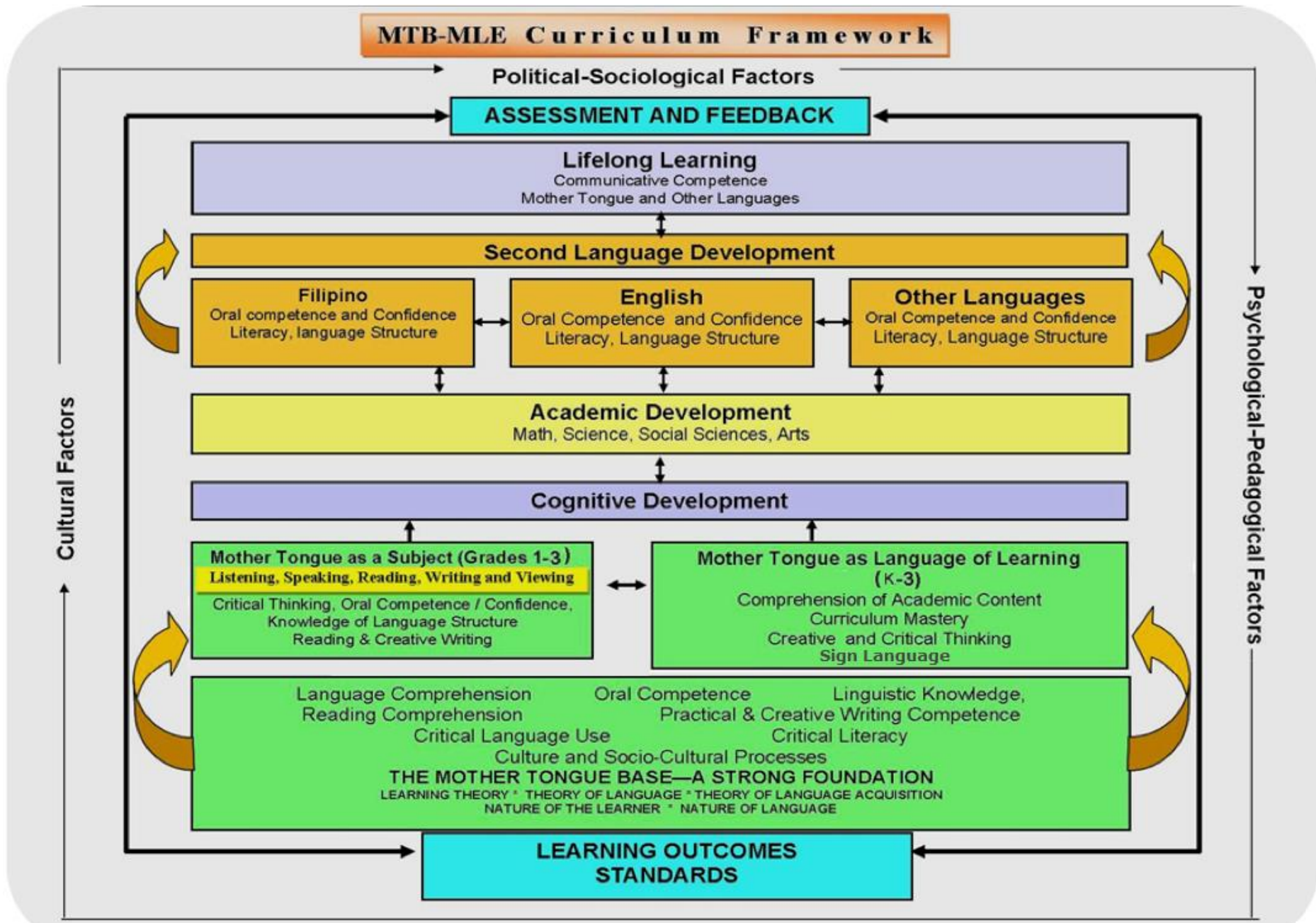
MTBMLE provides:

- **Literacy.** We only learn to read once. Learning to read in the L1 develops skills that transfer to reading any other languages. Comprehension in reading other languages only occurs after oral proficiency has developed such that vocabulary of the written L2 text is already part of the learners’ spoken vocabulary.
- **Prior knowledge.** Engaging learners in a discussion of what is already familiar to them using the home language and culture enables better learning of the curriculum through integration and application of that knowledge into current knowledge schemes.
- **Cognitive development and higher order thinking skills (HOTS).** Using the learners’ mother tongue provides a strong foundation by developing cognitive skills and comprehension of the academic content from day one. The knowledge, skills, attitudes, and values gained through the mother tongue better support learning of other languages and learning through other languages later.
  - As learners articulate their thoughts and expand ideas, both language and critical thinking are strengthened. MTBMLE cultivates critical thinking through talking about ideas in the familiar language. When teaching only in the L2, critical thinking is postponed until L2 is sufficiently developed to support such analysis.

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- **Strong Bridge.** MTBMLE provides a good bridge to listening, speaking, reading, and writing the L2s (L2, L3) of the classroom using sound educational principles for building fluency and confidence in using the other languages for lifelong learning. Reading in the L2 is only introduced after basic L1 reading fluency and L2 oral proficiency are developed. Comprehension in reading the L2 occurs after the development of that spoken L2. Once sufficient oral and written proficiency in the L2 are developed, a gradual transition to using the L2 as medium of instruction can progress without the L1 support.
- **Scaffolding.** In L2 teaching, the L1 is used to support learning when the L2 is not sufficiently developed to be used alone. The L1 is used for expression and the teacher facilitates the development of the L2 to enable learners to adequately express ideas in the L2. In this way, the L1 strengthens the learning of the L2 by supporting the L2 development for communication.
- **Teaching for meaning and accuracy.** Decoding text requires accuracy, while comprehending texts requires decoding skills within a meaningful context. Both meaning and accuracy are important, but in classrooms that teach only L2, there is often primary focus on accuracy until the L2 is sufficiently learned. This delays actual meaningful learning until the L2 can support that learning.
- **Confidence building and proficiency development for two or more languages along the following macro-skills ( listening, speaking, reading, writing, and viewing ) for both meaning and accuracy .**

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The following standards illustrate teaching for meaning and accuracy:

	<b>Story track</b> Focus on meaning	<b>Primer track</b> Focus on correctness
• Listening	Listen in order to understand, think critically respond creatively	Recognize and distinguish sounds; recognize parts of words
• Speaking	Speak with understanding, to communicate knowledge, ideas, experiences	Use correct vocabulary, pronunciation, grammar
• Reading	Read with understanding to apply, analyze, evaluate, and to create new knowledge	Decode by recognizing parts of words, sentences
• Writing	Write to communicate knowledge, ideas experiences, goals	Form letters properly and neatly; spell words accurately; use correct grammar
• Viewing	View in order to understand, think critically respond creatively	Recognize and distinguish print and non materials and be able to critic the materials objectively.

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### GUIDING PRINCIPLES FOR TEACHING AND LEARNING IN MTBMLE

#### Principle 1. Known to the unknown

1.1 Learning requires meaning. We learn when we use what we already know to help us understand what is new.

"The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him/her accordingly." Ausubel, D.P.(1968). Educational Psychology. A Cognitive View. New York: Holt, Rinehart & Winston

Application: Start with what the learners already know about a topic and use that to introduce the new concept. Beginning with the learners' first language and culture will better facilitate mastery of the curriculum content.

"Nowhere is the role of prior knowledge more important than in second language educational contexts. Students who can access their prior knowledge through the language and culture most familiar to them can call on a rich array of schemata, whereas students who believe they can only use that knowledge they have explicitly learned in the second language are limited in their access."(Chamot, 1998, p.197).

1.2 Second language learners use what they know in their own language to help develop other languages. This positive transfer effect has been found to be significant in reading.

Application: Develop an awareness of how the L1 works to support learning the L2, L3.

Claude Goldenberg. "Teaching English Language Learners: What the Research Does – and Does Not – Say." American Educator, Summer 2008: 8-23.

#### Principle 2. Language and Academic Development

Students with well-developed skills in their first language have been shown to acquire additional languages more easily and fully and that, in turn, has a positive impact on academic achievement.

Application: Continue the oral development of L1 and begin reading in L1 to strengthen L2 and L3 learning as well as academic achievement across the curriculum.

Fred Genesee, Kathryn Lindholm-Leary, William Saunders, and Donna Christian. Educating English Language Learners: A Synthesis of Research Evidence. Cambridge University Press, 2006.

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### Principle 3. Cognitive Development

3.1 Students who use their multilingual skills have been shown to develop both cognitive flexibility and divergent thinking.

Application: Continue developing critical thinking in the L1 as well as in L2 and L3.

Jim Cummins. *Multilingual Matters*, 2001.

3.2 Higher Order Thinking Skills

When we truly learn something, we can explain it, apply it, analyze it, evaluate it, and use it to create new ideas and information.

Application: In all subjects, focus on activities that build understanding and that encourage students to apply, analyze, and evaluate what they have learned to create new knowledge. CF Bloom's Revised Taxonomy.

<b>Remember</b> <b>Repeat</b> what we hear or read	<b>Understand</b> <b>Explain</b> what we hear or read	<b>Apply</b> <b>Use</b> what we hear or read	<b>Analyze</b> <b>Examine</b> what we learn to discover patterns	<b>Evaluate</b> <b>Assess</b> What we Hear or Read	<b>Create</b> Use what We learn to discover, Invent, and create
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### Principle 4. Discovery Learning

4.1 We learn when someone who already understands the new idea or task helps us to "discover" the new idea and then use it meaningfully.

Application: Find out what the students already know about a topic. Then provide activities that let them use their knowledge to learn the new concept or task.

Bruner, J.S. (1967). *On knowing: Essays for the left hand*. Cambridge, Mass: Harvard University Press. Also at <http://www.learning-theories.com/discovery-learning-bruner.html>

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### Principle 5. Active Learning

5.1 Peer interaction. Children learn best through peer interactions in which they work together creatively to solve problems.

Application: Do most class activities in teams or pairs. Encourage students to talk with each other and compare ideas in order to solve problems.

5.2 Second language active learning. Young children gain confidence in learning a new language when they begin with “hear-see-do” (Total Physical Response ) activities.

Application: Begin the L2 language learning time by focusing on listening and responding to oral language. Children listen to a command, observe someone respond to the command and then respond in action (no talking at first).

5.3 Purposeful Talk. Talking helps us make sense of new ideas and information.

Application: 1) Ask a lot of “higher level” questions and give students time to think and then respond. 2) Provide plenty of opportunities for students to work in teams, sharing and comparing their ideas.

### Principle 6. Meaning and Accuracy

Successful language learning involves hearing, speaking, reading and writing activities that focus on both meaning and accuracy.

Application: Include plenty of activities that focus on both MEANING and ACCURACY.

### Principle 7. Language Learning/Language Transfer

7.1 We learn a new language best when the learning process is non-threatening and meaningful and when we can take “small steps” that help us gain confidence in our ability to use the language meaningfully.

Application: Begin the L2 language learning time by focusing on “hear-see-do” activities than enable students to build up their “listening vocabulary” before they are expected to talk. Introduce reading and writing in L2 only when they have built up a good hearing and speaking vocabulary.

7.2 Research in second-language acquisition indicates that it takes a minimum of 2 years to learn basic communicative skills in a second language when society supports that learning. It takes five years or more to learn enough L2 for learning complex academic concepts.

Thomas & Collier; 2003, Cummins, 2006

7.3 “Errors” are a normal part of second-language learning. Second language learners benefit from opportunities to receive feedback in a respectful and encouraging way. It is helpful when teachers respond first to the content of what the student is saying or writing... focusing on one or two errors at a time. Patsy M. Lightbown and Nina Spada. *How Languages Are Learned*, 3<sup>rd</sup> ed., Oxford University Press, 2006.



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### Principle 8. Affective component: Valuing the home language/culture

8.1 Valuing students with talents in their home language more powerfully enables learning than just valuing learners of English whose home language is irrelevant to academic success.

Application: Learners are encouraged when they know they are valued in the classroom and their language and heritage are seen as resources.

Jim Cummins, *Promoting Literacy in Multilingual Contexts*, Research Monograph #5, The Literacy and Numeracy Secretariat, Ontario Ministry of Education, 2007, p. 3

8.2 The classroom environment

Children from ethno-linguistic language groups thrive in a welcoming environment in which teachers and peers value them as a positive presence in the classroom and the school; encourage their use of their L1; provide books, visual representations, and concrete objects that reflect their backgrounds and interests.

### Filipino Sign Language as Mother Tongue

Filipino Sign Language (FSL) refers to the sign language used by the Deaf community in the Philippines. It is distinct from spoken Filipino. Sign languages, such as FSL, are visual-spatial while spoken languages, such as spoken Filipino, are auditory-vocal languages. In sign language, information is conveyed through the shape, placement, movement and orientation of the hands as well as movement of the face and the body. Linguistic information is received through the eyes.

FSL is rule-governed, having its own linguistic structure -- phonology, morphology, syntax, and discourse. It belongs to the branch of visual languages with influence from American Sign Language (ASL). The structure of FSL has significantly changed over the years and is considered a language distinct from ASL.

FSL, as with all other sign languages in the world, does not have a written form. Deaf people do not read and write in sign language, rather they become literate in a second language. Using Filipino Sign Language as the mother language, Deaf children will learn to read and write in other languages such as Filipino and English. It is expected that Filipino deaf children will develop metalinguistic awareness and transfer knowledge, concepts and thinking skills about language from FSL to written Filipino or written English.

The K-3 Mother Tongue Curriculum Guide specifies content and performance standards and learning competencies for all Filipino children – deaf and hearing alike. Since the focus of the curriculum is language and literacy development, the learning outcomes apply to sign language users as well. In this guide, *listening* and *speaking* will be operationalized as *viewing (visually attending)* and *signing*; spoken language as sign language and so on. Teachers are enjoined to follow the curriculum as closely as possible, cognizant of learning and communication differences among deaf and hearing children.

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### LEARNING AREA STANDARD :

Use Mother Tongue appropriately and effectively in oral, visual and written communication in a variety of situations and for a variety of audiences, contexts and purposes including learning of other content subjects and languages, demonstrate appreciation of various forms of literacy genres and take pride in one's cultural heritage

### KEY STAGE STANDARD:

#### K – 3

By the end of grade III, students will enjoy communicating in their first language on familiar topics for a variety of purposes and audiences using basic vocabulary, and phrases; read L1 texts with understanding, and create their own stories and texts in their L1.

### GRADE LEVEL STANDARDS:

Grade Level	Grade Level Standards
K	The learner demonstrates skills and strategies in phonemic awareness, alphabet knowledge, sound-letter correspondences, decoding, vocabulary and comprehension as they enjoy listening and responding to a variety of texts in their Mother Tongue.
Grade 1	The learner demonstrates basic communication skills in talking about familiar topics using simple words and both verbal and non-verbal cues to understand spoken language, shows understanding of basic vocabulary and language structures, reading process, writing system and appreciates aspects of one's culture.
Grade 2	The learner demonstrates communication skills in talking about variety of topics using developing vocabulary and simple phrases and sentences, simple to complex spoken language using both verbal and non-verbal cues, understands vocabulary and language structures, appreciates and understand the cultural aspects of the language and the writing system used, and reads and writes simple and short literary and informational texts.
Grade 3	The learner demonstrates communication skills in talking about variety of topics using expanding vocabulary and phrases, shows understanding of spoken language in different contexts using both verbal and non-verbal cues, vocabulary and language structures, cultural aspects of the language, reads and writes literary and informational texts.

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GRADE 3**

<b>GRADE LEVEL STANDARD</b>	The learner demonstrates communication skills in talking about variety of topics using expanding vocabulary, shows understanding of spoken language in different contexts using both verbal and non-verbal cues, vocabulary and language structures, cultural aspects of the language, and reads and writes literary and informational texts.
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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
<b>Oral Language</b>	possesses expanding language skills and cultural awareness necessary to participate successfully in oral communication in different contexts.	has expanding oral language to name and describe people, places, and concrete objects and communicate personal experiences, ideas, thoughts, actions, and feelings in different contexts.
<b>Fluency</b>	demonstrates the ability to read grade level words with sufficient accuracy speed, and expression to support comprehension.	reads with sufficient speed, accuracy, and proper expression in reading grade level text.
<b>Spelling</b>	demonstrates accurate spelling of grade level words.	spells grade level words with accuracy.
<b>Composing</b>	demonstrates the ability to formulate ideas following the conventional format/patterns of written language.	uses expanding knowledge and skills to write clear coherent sentences, paragraphs, short stories, letters, and poems from a variety of stimulus materials.
<b>Grammar Awareness</b>	demonstrates expanding knowledge and understanding of language grammar and usage when speaking and/or writing.	speaks and writes correctly and effectively for different purposes using the grammar of the language.
<b>Vocabulary and Concept Development</b>	demonstrates extending knowledge and use of appropriate grade level vocabulary concepts	uses extending vocabulary knowledge and skills in both oral and written form.
<b>Listening Comprehension</b>	demonstrates understanding of grade level literary and informational texts.	comprehends and appreciates grade level narrative and informational texts.
<b>Reading Comprehension</b>	demonstrates understanding of grade level literary and informational texts.	comprehends and appreciates grade level narrative and informational texts.
<b>Attitude Towards Reading</b>	manifests positive attitude towards language, literacy, and literature.	sustains love and appreciation for language, literacy and literature
<b>Study Skills</b>	demonstrates expanding knowledge and skills to listen, read, and write for specific purposes.	has expanding knowledge and skills to listen, read, and write for specific purposes.

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**FIRST QUARTER**

Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Quarter I – Knowing Myself and My Family</b>										
<b>Week 1 (a)</b> Theme: My Family and I: Likes and Dislikes Genre: Poem	<b>MT3OL-Ia-b-6.2.2</b> Participates actively during class sharing on familiar topics by making comments and asking questions using complete sentences/ paragraphs.	<b>MT3F-Ia-c-1.4</b> Reads aloud grade level text with an accuracy of 95 - 100%.	<b>MT3F-Ia-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-Ia-e-2.5</b> Writes poems, riddles, chants, and raps.	<b>MT3G-Ia-c-4.2</b> Differentiates count from mass nouns.	<b>MT3VCD-Ia-b-1.4</b> Uses words unlocked during story reading in meaningful texts.	<b>MT3RC-Ia-b-1.1.1</b> Notes important details in grade level narrative texts: a. Character b. Setting c. Plot (problem & solution)	<b>MT3RC-Ia-b-1.1.1</b> Notes important details in grade level narrative texts: a. Character b. Setting c. Plot (problem & solution)	<b>MT3A-Ia-i-5.2</b> Expresses love for stories and other texts by browsing the books read to them and asking to be read more stories and texts.	<b>MT3SS-Ia-b-8.2</b> Fills out forms, giving the appropriate information.
						<b>MT3G-Ia-c-1.2.1</b> Uses the correct counters for mass nouns (ex: a kilo of meat)				
<b>Week 2 (b)</b> Theme: My Family and I: Healthy Habits Genre: Song	<b>MT3OL-Ia-b-6.2.2</b> Participates actively during class sharing on familiar topics by making comments and asking questions using complete sentences/ paragraphs.	<b>MT3F-Ia-c-1.4</b> Reads aloud grade level text with an accuracy of 95 - 100%.	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-Ia-e-2.5</b> Writes poems, riddles, chants, and raps.	<b>MT3G-Ia-c-4.2</b> Differentiates count from mass nouns.			<b>MT3RC-Ia-b-1.1.1</b> Notes important details in grade level narrative texts: a. Character b. Setting c. Plot (problem & solution)	<b>MT3A-Ia-i-5.2</b> Expresses love for stories and other texts by browsing the books read to them and asking to be read more stories and texts.	<b>MT3SS-Ia-b-8.2</b> Fills out forms, giving the appropriate information.

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Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
					<b>MT3G-Ia-c-1.2.1</b> Uses the correct counters for mass nouns (ex: a kilo of meat)					
<b>Week 3 (c)</b> Theme: Things I Enjoy and People I like – Friends Genre: Experienc e Story	<b>MT3OL-Ic-10.1</b> Relates one’s own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation.	<b>MT3F-Ia-c-1.4</b> Reads aloud grade level text with an accuracy of 95 - 100%.	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-Ia-e-2.5</b> Writes poems, riddles, chants, and raps.	<b>MT3G-Ia-c-4.2</b> Differentiates count from mass nouns.	<b>MT3VCD-Ic-e-1.5</b> Uses the combination of affixes and root words as clues to get meaning of words. (Note: Align with specific competencies in Grammar Awareness)	<b>MT3LC-Ic-d-2.1.1</b> Gives the correct sequence of 3-5 events in a story.	<b>MT3RC-Ic-d-2.1.1</b> Gives the correct sequence of 3-5 events in a story.	<b>MT3A-Ia-i-5.2</b> Expresses love for stories and other texts by browsing the books read to them and asking to be read more stories and texts.	<b>MT3SS-Ic-d-1.2</b> Follows instructions carefully in a test.
					<b>MT3G-Ia-c-1.2.1</b> Uses the correct counters for mass nouns (ex: a kilo of meat)					
<b>Week 4 (d)</b> Theme: Things I Enjoy and People I Like Genre: Experienc e Story	<b>MT3OL-Id-e-3.4</b> Uses expressions appropriate to the grade level to relate/show one’s obligation, hope, and wish	<b>MT3F-Id-g-1.5</b> Reads grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-Ia-e-2.5</b> Writes poems, riddles, chants, and raps.	<b>MT3G-Id-e-2.1.4</b> Identifies and uses abstract nouns.	<b>MT3VCD-Ic-e-1.5</b> Uses the combination of affixes and root words as clues to get meaning of words. (Note: Align with specific competencies in Grammar	<b>MT3LC-Ie-4.4</b> Identifies the difference between a story and a poem.	<b>MT3RC-Ie-4.4</b> Identifies the difference between a story and a poem.	<b>MT3A-Ia-i-5.2</b> Expresses love for stories and other texts by browsing the books read to them and asking to be read more stories and texts.	<b>MT3SS-Ie-f-1.4</b> Follows sequentially more than 5-step written directions (in manuals, in recipes etc.)

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Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
		data have been gathered)				Awareness)				
<b>Week 5 (e)</b> Theme: My Favorite Animals and Plants Genre: Fables	<b>MT3OL-If-g-1.3</b> Talks about famous people, places, events, etc. using expanding vocabulary in complete sentences/paragraphs.	<b>MT3F-Id--g1.5</b> Reads grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-If-i-3.2</b> Observes the conventions of writing in composing a paragraph, and journal entries	<b>MT3G-If-g-4.2.1</b> Differentiates concrete nouns (person, place, animal, thing) from abstract nouns.	<b>MT3VCD-If-h-3.6</b> Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.	<b>MT3LC-If-2.3</b> Gives the meaning of a poem.	<b>MT3RC-If-2.3</b> Gives the meaning of a poem.	<b>MT3-AIa-i-5.2</b> Expresses love for stories and other texts by browsing the books read to them and asking to be read more stories and texts.	<b>MT3SS-Ie-f-1.4</b> Follows sequentially more than 5-step written directions (in manuals, in recipes etc.)
<b>Week 6 (f)</b> Theme: Things I Love to Do (Favorite activities, Hobbies, Sports) Genre: Friendly Letter	<b>MT3OL-If-g-1.3</b> Talks about famous people, places, events, etc. using expanding vocabulary in complete sentences/paragraphs.	<b>MT3F-Id-g-1.5</b> Reads grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-If-i-3.2</b> Observes the conventions of writing in composing a paragraph, and journal entries	<b>MT3G-If-g-4.2.1</b> Differentiates concrete nouns (person, place, animal, thing) from abstract nouns.	<b>MT3VCD-If-h-3.6</b> Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.	<b>MT3LC-Ig-h-2.4</b> Gives the main idea of a story/poem.	<b>MT3RC-Ig-h-2.4</b> Gives the main idea of a story/poem.	<b>MT3A-Ia-i-5.2</b> Expresses love for stories and other texts by browsing the books read to them and asking to be read more stories and texts.	<b>MT3SS-Ig-h-12.1</b> Identifies the parts of a book

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Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
	<b>MT3OL-Ig-i-12.1</b> Speaks clearly and comprehensively by using standard language and appropriate grammatical forms, pitch, and modulation									
<b>Week 7 (g)</b> Theme: My Family and Our Roles (Helping the Family, Family Rules) Genre: Broadcast	<b>MT3OL-Ih-i-12.1</b> Speaks clearly and comprehensively by using standard language and appropriate grammatical forms, pitch, and modulation.	<b>MT3F-Ih-i-1.6</b> Reads grade level texts with appropriate intonation, expression, and punctuation cues when applicable.	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-If-i-3.2</b> Observes the conventions of writing in composing a paragraph, and journal entries	<b>MT3G-Ih-i-6.1</b> Writes correctly different types of sentences (simple, compound, complex).	<b>MT3VCD-If-h-3.6</b> Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.	<b>MT3LC-Ig-h-2.4</b> Gives the main idea of a story/poem.	<b>MT3RC-Ig-h-2.4</b> Gives the main idea of a story/poem.	<b>MT3A-Ia-i-5.2</b> Expresses love for stories and other texts by browsing the books read to them and asking to be read more stories and texts.	<b>MT3SS-Ig-h-12.1</b> Identifies the parts of a book
					<b>MT3G-Ih-j-5.1</b> Constructs sentences observing appropriate punctuation marks.					

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<b>Quarter Week/ Theme</b>	<b>Oral Language (OL)</b>	<b>Fluency (F)</b>	<b>Spelling (S)</b>	<b>Composing (C)</b>	<b>Grammar Awareness (GA)</b>	<b>Vocabulary and Concept Development (VCD)</b>	<b>Listening Compre hension (LC)</b>	<b>Reading Compre hension (RC)</b>	<b>Attitude Towards Reading (ATR)</b>	<b>Study Skills (SS)</b>
<b>Week 8 (h)</b> Theme: My Family: Members of the Family, Pride of My Family Genre: Rap/ Chant	<b>MT3OL-Ih-i-12.1</b> Speaks clearly and comprehensively by using standard language and appropriate grammatical forms, pitch, and modulation.	<b>MT3F-Ih-i-1.6</b> Reads grade level texts with appropriate intonation, expression, and punctuation cues when applicable.	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-If-i-3.2</b> Observes the conventions of writing in composing a paragraph, and journal entries*	<b>MT3G-Ih-i-6.1</b> Writes correctly different types of sentences (simple, compound, complex).	<b>MT3VCD-Ii-i-3.6</b> Identifies and uses words with multiple meanings in sentences.	<b>MT3LC-Ii-i-3.3</b> Infers character feelings and traits in a story.	<b>MT3RC-Ii-i-3.3</b> Infers character feelings and traits in a story	<b>MT3A-Ia-i-5.2</b> Expresses love for stories and other texts by browsing the books read to them and asking to be read more stories and texts.	<b>MT3SS-Ii-i-4.8</b> Gets information from the table of contents.
					<b>MT3G-Ih-j-5.1</b> Constructs sentences observing appropriate punctuation marks.					
<b>Week 9 (i)</b> Theme: My Family and Our Roles - Activities our Family Does Genre: Invitation Letter	<b>MT3OL-Ii-9.1.1</b> Tells/retells familiar stories and short conversations by using appropriate gestures and expressions in complete sentences.	<b>MT3F-Ih-i-1.6</b> Reads grade level texts with appropriate intonation, expression, and punctuation cues when applicable.	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-If-i-3.2</b> Observes the conventions of writing in composing a paragraph, and journal entries*	<b>MT3G-Ih-i-6.1</b> Writes correctly different types of sentences (simple, compound, complex). <b>MT3GIh-j5.1</b> Construct sentences observing appropriate punctuation marks.	<b>MT3VCD-Ii-i-3.6</b> Identifies and uses words with multiple meanings in sentences	<b>MT3LC-Ii-i-3.3</b> Infers character feelings and traits in a story.	<b>MT3RC-Ii-i-3.3</b> Infers character feelings and traits in a story	<b>MT3A-Ia-i-5.2</b> Expresses love for stories and other texts by browsing the books read to them and asking to be read more stories and texts.	<b>MT3SS-Ii-i-4.8</b> Gets information from the table of contents.
<b>Week - 10 Summative Test</b>										



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**SECOND QUARTER**

Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Quarter 2 - Exploring My Community</b>										
<b>Week 1 (a)</b> Theme: Communi ty: Taking Care of Each Own Home, Surroundi ngs, and Family Safety Genre: Chant/Ra p	<b>MT3OL-IIa-6.2.2</b> Participates actively during story reading by making comments and asking questions using complete sentences/ paragraphs.	<b>MT3F-IIa-c-1.4</b> Reads aloud grade level text with an accuracy of 95 - 100%.	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-IIa-i-3.3</b> Observes the conventions of writing in composing a 2 – paragraph narrative that includes the elements of setting, characters, and plot.	<b>MT3G-IIa-b-2.2.3</b> Identifies interrogative pronouns.	<b>MT3VCD-IIa-b-1.4</b> Uses words unlocked during story reading in meaningful texts.	<b>MT3LC-IIa-b-4.5</b> Identifies the important story elements.	<b>MT3RC-IIa-b-4.5</b> Identifies the important story elements.	<b>MT3A-IIa-i-4.2</b> Shows love for reading by listening attentively during story reading and making comments or reactions.	<b>MT3SS-IIa-c-4.4</b> Gets information from published announcements.
<b>Week 2 (b)</b> Theme: Personal Hygiene and Sanitation Genre: Song	<b>MT3OL-IIb-c-10.1</b> Relates one’s own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation.	<b>MT3F-IIa-c-1.4</b> Reads aloud grade level text with an accuracy of 95 - 100%.	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-IIa-i-3.3</b> Observes the conventions of writing in composing a 2 – paragraph narrative that includes the elements of setting, characters, and plot.	<b>MT3G-IIa-b-2.2.3</b> Identifies interrogative pronouns.	<b>MT3VCD-IIa-b-1.4</b> Uses words unlocked during story reading in meaningful texts.	<b>MT3LC-IIa-b-4.5</b> Identifies the important story elements.	<b>MT3RC-IIa-b-4.5</b> Identifies the important story elements.	<b>MT3AIIa-i-4.2</b> Shows love for reading by listening attentively during story reading and making comments or reactions.	<b>MT3SS-IIa-c-4.4</b> Gets information from published announcements.

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Quarter Week/ Theme</b>	<b>Oral Language (OL)</b>	<b>Fluency (F)</b>	<b>Spelling (S)</b>	<b>Composing (C)</b>	<b>Grammar Awareness (GA)</b>	<b>Vocabulary and Concept Development (VCD)</b>	<b>Listening Comprehension (LC)</b>	<b>Reading Comprehension (RC)</b>	<b>Attitude Towards Reading (ATR)</b>	<b>Study Skills (SS)</b>
<p><b>Week 3 (c)</b> Theme: Our Community/Our NeighborHood (care for the Environment) Genre: How to.. Procedural e.g. Washing, cleaning the house and surroundings</p>	<p><b>MT3OL-IIb-c-10.1</b> Relates one's own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation.</p>	<p><b>MT3F-IIa-c-1.4</b> Reads aloud grade level text with an accuracy of 95 - 100%.</p>	<p><b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.</p>	<p><b>MT3C-IIa-i-3.3</b> Observes the conventions of writing in composing a 2 – paragraph narrative that includes the elements of setting, characters, and plot.</p>	<p><b>MT3G-IIc-d-1.3.2</b> Uses singular and plural interrogative pronouns in sentences (when applicable).</p>	<p><b>MT3VCD-IIc-e-1.5</b> Uses the combination of affixes and root words as clues to get meaning of words. (Note: Align with specific competencies in Grammar Awareness)</p>	<p><b>MT3LC-IIc-d-5.1</b> Predicts possible ending of a story.</p>	<p><b>MT3RC-IIc-d-5.1</b> Predicts possible ending of a story.</p>	<p><b>MT3A-IIa-i-4.2</b> Shows love for reading by listening attentively during story reading and making comments or reactions.</p>	<p><b>MT3SS-IIa-c-4.4</b> Gets information from published announcements.</p>
<p><b>Week 4 (d)</b> Theme: History of the Community, How the Community Got its Name Genre: Legend/Folk tale</p>	<p><b>MT3OL-IIId-e-3.6</b> Use expressions appropriate to the grade level to react to local news, information, and propaganda about school, community and other local activities.</p>	<p><b>MT3F-IIId-g-1.5</b> Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)</p>	<p><b>MT3F-IVa-i-1.6</b> Correctly spell the words in the list of vocabulary words and the words in the selections read.</p>	<p><b>MT3C-IIa-i-3.3</b> Observe the conventions of writing in composing a 2 – paragraph narrative that includes the elements of setting, characters, and plot.</p>	<p><b>MT3G-IIc-d-1.3.2</b> Use singular and plural interrogative pronouns in sentences (when applicable).</p>	<p><b>MT3VCD-IIc-e-1.5</b> Use the combination of affixes and root words as clues to get meaning of words. (Note: Align with specific competencies in Grammar Awareness)</p>	<p><b>MT3LC-IIc-d-5.1</b> Predict possible ending of a story.</p>	<p><b>MT3RC-IIc-d-5.1</b> Predict possible ending of a story.</p>	<p><b>MT3A-IIa-i-4.2</b> Show love for reading by listening attentively during story reading and making comments or reactions.</p>	<p><b>MT3SS-IIId-f-9.2</b> Arranges 8-10 words with different beginning letters in alphabetical order.</p>

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<b>Quarter Week/ Theme</b>	<b>Oral Language (OL)</b>	<b>Fluency (F)</b>	<b>Spelling (S)</b>	<b>Composing (C)</b>	<b>Grammar Awareness (GA)</b>	<b>Vocabulary and Concept Development (VCD)</b>	<b>Listening Compre hension (LC)</b>	<b>Reading Compre hension (RC)</b>	<b>Attitude Towards Reading (ATR)</b>	<b>Study Skills (SS)</b>
<p><b>Week 5 (e)</b> Theme: Our Communi ty Today (before and now) Genre: News Article</p>	<p><b>MT3OL-IIId-e-3.6</b> Use expressions appropriate to the grade level to react to local news, information, and propaganda about school, community and other local activities.</p>	<p><b>MT3F-IIId-g-1.5</b> Read grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)</p>	<p><b>MT3F-IVa-i-1.6</b> Correctly spell the words in the list of vocabulary words and the words in the selections read.</p>	<p><b>MT3-CIIa-i-3.3</b> Observe the conventions of writing in composing a 2 – paragraph narrative that includes the elements of setting, characters, and plot.</p>	<p><b>MT3G-IIe-f-2.2.4</b> Identify indefinite pronouns (when applicable).</p>	<p><b>MT3VCD-IIc-e-1.5</b> Use the combination of affixes and root words as clues to get meaning of words. (Note: Align with specific competencies in Grammar Awareness)</p>	<p><b>MT3LC-IIe-6.1</b> Relate story events to one's experiences.</p>	<p><b>MT3RC-IIe-6.1</b> Relate story events to one's experiences.</p>	<p><b>MT3A-IIa-i-4.2</b> Show love for reading by listening attentively during story reading and making comments or reactions.</p>	<p><b>MT3SS-IIId-f-9.2</b> Arrange 8-10 words with different beginning letters in alphabetical order.</p>
<p><b>Week 6 (f)</b> Theme: People in our Communi ty Genre: News/Fea ture Article</p>	<p><b>MT3OL-IIIf-g-1.3</b> Talks about famous people, places, events, etc. using expanding vocabulary in complete sentences/ paragraphs.</p>	<p><b>MT3F-IIId-g-1.5</b> Reads grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)</p>	<p><b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.</p>	<p><b>MT3C-IIa-i-3.3</b> Observes the conventions of writing in composing a 2 – paragraph narrative that includes the elements of setting, characters, and plot.</p>	<p><b>MT3G-IIe-f-2.2.4</b> Identifies indefinite pronouns (when applicable)</p>	<p><b>MT3VCD-IIIf-h-3.6</b> Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.</p>	<p><b>MT3LC-IIIf-g-11.1</b> Responds to a story through, dramatization, songs or art activities.</p>	<p><b>MT3RC-IIIf-g-11.1</b> Responds to a story through, dramatization, songs or art activities.</p>	<p><b>MT3A-IIa-i-4.2</b> Shows love for reading by listening attentively during story reading and making comments or reactions.</p>	<p><b>MT3SS-IIId-f-9.2</b> Arrange 8-10 words with different beginning letters in alphabetical order.</p>
<p><b>Week 7 (g)</b> Theme: Importan t Places in the Communi ty (Map of the School) Genre:</p>	<p><b>MT3OL-IIIf-h-12.1</b> Speaks clearly and comprehensiv ely by using standard language and appropriate grammatical forms, pitch,</p>	<p><b>MT3F-IIh-i-1.6</b> Reads grade level texts with appropriate intonation, expression, and punctuation cues when applicable.</p>	<p><b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.</p>	<p><b>MT3C-IIa-i-3.3</b> Observes the conventions of writing in composing a 2 – paragraph narrative that includes the elements of setting,</p>	<p><b>MT3G-IIg-h-1.3.3</b> Uses singular and plural indefinite pronouns in sentences.</p>	<p><b>MT3VCD-IIIf-h-3.6</b> Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.</p>	<p><b>MT3LC-IIh-i-2.5</b> Gives the summary of a story</p>	<p><b>MT3RC-IIIf-g-11.1</b> Responds to a story through, dramatization, songs or art activities.</p>	<p><b>MT3A-IIa-i-4.2</b> Shows love for reading by listening attentively during story reading and making comments or reactions.</p>	<p><b>MT3SS-IIg-i-12.2</b> Identifies and discusses information from a table</p>

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<b>Quarter Week/ Theme</b>	<b>Oral Language (OL)</b>	<b>Fluency (F)</b>	<b>Spelling (S)</b>	<b>Composing (C)</b>	<b>Grammar Awareness (GA)</b>	<b>Vocabulary and Concept Development (VCD)</b>	<b>Listening Compre hension (LC)</b>	<b>Reading Compre hension (RC)</b>	<b>Attitude Towards Reading (ATR)</b>	<b>Study Skills (SS)</b>
Factual Story	and modulation.			characters, and plot.						
<b>Week 8 (h)</b> Theme: Importan t Places in our Communi ty (Communi ty Map) Genre: Notices/A nnounce ments	<b>MT3OL-IIh-i-12.1</b> Speaks clearly and comprehensively by using standard language and appropriate grammatical forms, pitch, and modulation.	<b>MT3F-Ih-i-1.6</b> Reads grade level texts with appropriate intonation, expression, and punctuation cues when applicable.	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-IIa-i-3.3</b> Observes the conventions of writing in composing a 2 – paragraph narrative that includes the elements of setting, characters, and plot	<b>MT3G-IIi-h-1.3.4</b> Uses pronouns correctly in writing paragraphs.	<b>MT3VCD-IIi-i-3.6</b> Identifies and uses words with multiple meanings in sentences.	<b>MT3LC-IIh-i-2.5</b> Gives the summary of a story	<b>MT3RC-IIf-g-11.1</b> Responds to a story through, dramatization, songs or art activities.	<b>MT3A-IIa-i-4.2</b> Shows love for reading by listening attentively during story reading and making comments or reactions.	<b>MT3SS-IIg-i-12.2</b> Identifies and discusses information from a table.
<b>Week 9 (i)</b> Theme: Importan t Places in Our Communi ty Genre: Travelog	<b>MT3OL-IIj-9.1.1</b> Tells/retells familiar stories and short conversations by using appropriate gestures and expressions in complete sentences.	<b>MT3F-Ih-i-1.6</b> Reads grade level texts with appropriate intonation, expression, and punctuation cues when applicable.	<b>MT3F-Ih-i-1.6</b> Reads grade level texts with appropriate intonation, expression, and punctuation cues when applicable.	<b>MT3C-IIa-i-3.3</b> Observes the conventions of writing in composing a 2 – paragraph narrative that includes the elements of setting, characters, and plot.	<b>MT3C-IIa-i-3.3</b> Observes the conventions of writing in composing a 2 – paragraph narrative that includes the elements of setting, characters, and plot.	<b>MT3VCD-IIi-i-3.6</b> Identifies and uses words with multiple meanings in sentences.	<b>MT3LC-IIi-8.1</b> Retells a story.	<b>MT3RC-IIi-8.1</b> Retells a story.	<b>MT3A-IIa-i-4.2</b> Shows love for reading by listening attentively during story reading and making comments or reactions.	<b>MT3SS-IIg-i-12.2</b> Identifies and discusses information from a table.
<b>Week 10 - Summative Test</b>										

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### THIRD QUARTER

Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Quarter 3 - Going Beyond My Community</b>										
<b>Week 1 (a)</b> Theme: Cultural Music Genre: Lullaby	<b>MT3OL-IIIa-10.1</b> Relates one's own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation.	<b>MT3F-IIIa-c-1.4</b> Reads aloud grade level text with an accuracy of 95 - 100%.	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-IIIa-i-2.6</b> Writes reactions and personal opinions to news reports and issues.	<b>MT3G-IIIa-b-2.3.3</b> Identifies and uses verbs appropriate for the grade level.	<b>MT3VCD-IIIa-b-1.4</b> Uses words unlocked during story reading in meaningful texts.	<b>MT3LC-IIIa-1.2.1</b> Notes important details in grade level informational texts.	<b>MT3RC-IIIa-1.2.1</b> Notes important details in grade level informational texts.	<b>MT3A-IIIa-i-4.2</b> Shows love for reading by listening attentively during story reading and making comments or reactions.	<b>MT3SS-IIIa-c-5.2</b> Interprets a pictograph based on a given legend.
<b>Week 2 (b)</b> Theme: Our Cultural Dances Genre: Video of Diff. Dances with Narration	<b>MT3OL-IIIb-c-6.3</b> Participates in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information.	<b>MT3F-IIIa-c-1.4</b> Reads aloud grade level text with an accuracy of 95 - 100%.	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-IIIa-i-2.6</b> Writes reactions and personal opinions to news reports and issues.	<b>MT3G-IIIa-b-2.3.3</b> Identifies and uses verbs appropriate for the grade level.	<b>MT3VCD-IIIa-b-1.4</b> Uses words unlocked during story reading in meaningful texts.	<b>MT3LC-IIIb-c-2.2.1</b> Gives one's reaction to an event or issue.	<b>MT3RC-IIIb-c-2.2.1</b> Gives one's reaction to an event or issue.	<b>MT3A-IIIa-i-4.2</b> Shows love for reading by listening attentively during story reading and making comments or reactions.	<b>MT3SS-IIIa-c-5.2</b> Interprets a pictograph based on a given legend.
<b>Week 3 (c)</b> Theme: Local Arts and Craft	<b>MT3OL-IIIb-c-6.3</b> Participates in and initiate more extended	<b>MT3F-IIIa-c-1.4</b> Reads aloud grade level text with an	<b>MT3F-IIIa-c-1.4</b> Reads aloud grade level text with an	<b>MT3C-IIIa-i-2.6</b> Writes reactions and personal	<b>MT3G-IIIc-e-1.5.3</b> Uses the correct form of the verb given	<b>MT3VCD-IIIc-e-1.5</b> Uses the combination of affixes and root	<b>MT3LC-IIIb-c-2.2.1</b> Gives one's reaction to an event or issue.	<b>MT3RC-IIIb-c-2.2.1</b> Gives one's reaction to an event or issue.	<b>MT3A-IIIa-i-4.2</b> Shows love for reading by listening	<b>MT3SS-IIIa-c-5.2</b> Interprets a pictograph based on a

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<b>Quarter Week/ Theme</b>	<b>Oral Language (OL)</b>	<b>Fluency (F)</b>	<b>Spelling (S)</b>	<b>Composing (C)</b>	<b>Grammar Awareness (GA)</b>	<b>Vocabulary and Concept Development (VCD)</b>	<b>Listening Comprehension (LC)</b>	<b>Reading Comprehension (RC)</b>	<b>Attitude Towards Reading (ATR)</b>	<b>Study Skills (SS)</b>
Genre: How to Activity/ Procedural/ Preparing Projects from Recyclable Materials	social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information.	accuracy of 95 - 100%. *	accuracy of 95 - 100%. *	opinions to news reports and issues.	the time signal.	words as clues to get meaning of words. (Note: Align with specific competencies in Grammar Awareness)			attentively during story reading and making comments or reactions.	given legend.
<b>Week 4 (d)</b> Theme: Our Favorite Food/Local Cuisine Genre: Procedural/Cooking	<b>MT3OL-IIIId-e-1.3</b> Talks about famous people, places, events, etc. using expanding vocabulary in complete sentences/paragraph	<b>MT3F-IIIId-g-1.5</b> Reads grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-IIIa-i-2.6</b> Writes reactions and personal opinions to news reports and issues.	<b>MT3G-IIIc-e-1.5.3</b> Uses the correct form of the verb given the time signal.	<b>MT3VCD-IIIc-e-1.5</b> Uses the combination of affixes and root words as clues to get meaning of words. (Note: Align with specific competencies in Grammar Awareness)	<b>MT3LC-IIIId-3.4</b> Infers important details from an informational text.	<b>MT3RC-IIIId-3.4</b> Infers important details from an informational text.	<b>MT3A-IIIa-i-4.2</b> Shows love for reading by listening attentively during story reading and making comments or reactions.	<b>MT3SS-IIIId-f-10.2</b> Enumerates and interprets the labels in an illustration.
<b>Week 5 (e)</b> Theme: Good Citizenship (Obeying Traffic; Waste Segregation) Genre: Feature Story	<b>MT3OL-IIIId-e-1.3</b> Talks about famous people, places, events, etc. using expanding vocabulary in complete sentences/paragraph	<b>MT3F-IIIId-g-1.5</b> Reads grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-IIIa-i-2.6</b> Writes reactions and personal opinions to news reports and issues.	<b>MT3G-IIIc-e-1.5.3</b> Uses the correct form of the verb given the time signal.	<b>MT3VCD-IIIc-e-1.5</b> Uses the combination of affixes and root words as clues to get meaning of words. (Note: Align with specific competencies in Grammar Awareness)	<b>MT3LC-IIIe-f-9.2</b> Sequences events in an informational text through discussion, illustration, song, dramatization and art.	<b>MT3RC-IIIe-f-9.2</b> Sequences events in an informational text through discussion, illustration, song, dramatization and art.	<b>MT3A-IIIa-i-4.2</b> Shows love for reading by listening attentively during story reading and making comments or reactions.	<b>MT3SS-IIIId-f-10.2</b> Enumerates and interprets the labels in an illustration.

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Quarter Week/ Theme</b>	<b>Oral Language (OL)</b>	<b>Fluency (F)</b>	<b>Spelling (S)</b>	<b>Composing (C)</b>	<b>Grammar Awareness (GA)</b>	<b>Vocabulary and Concept Development (VCD)</b>	<b>Listening Comprehension (LC)</b>	<b>Reading Comprehension (RC)</b>	<b>Attitude Towards Reading (ATR)</b>	<b>Study Skills (SS)</b>
<b>Week 6 (f)</b> Theme: Our Community Celebration (Fiesta, Tribal gathering) Genre: Letter of Invitation	<b>MT3OL-IIIIf-g-3.7</b> Uses expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc.	<b>MT3F-IIIId-g-1.5</b> Reads grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-IIIa-i-2.6</b> Writes reactions and personal opinions to news reports and issues.	<b>MT3G-IIIIf-h-1.5.4</b> Uses the correct form of the verb that agrees with the subject.	<b>MT3VCD-IIIIf-h-3.6</b> Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.	<b>MT3LC-IIIe-f-9.2</b> Sequences events in an informational text through discussion, illustration, song, dramatization and art.	<b>MT3RC-IIIe-f-9.2</b> Sequences events in an informational text through discussion, illustration, song, dramatization and art.	<b>MT3A-IIIa-i-4.2</b> Shows love for reading by listening attentively during story reading and making comments or reactions.	<b>MT3SS-IIIId-f-10.2</b> Enumerates and interprets the labels in an illustration.
<b>Week 7 (g)</b> Theme: Our Community Celebration (Custom, Beliefs and Tradition) Genre: Factual Story	<b>MT3OL-IIIIf-g-3.7</b> Uses expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc.	<b>MT3F-IIIId-g-1.5</b> Reads grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-IIIa-i-2.6</b> Writes reactions and personal opinions to news reports and issues.	<b>MT3G-IIIIf-h-1.5.4</b> Uses the correct form of the verb that agrees with the subject.	<b>MT3VCD-IIIIf-h-3.6</b> Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.	<b>MT3LC-IIIg-2.6</b> Gives another title for literary or informational text.	<b>MT3RC-IIIg-2.6</b> Gives another title for literary or informational text.	<b>MT3A-IIIa-i-4.2</b> Shows love for reading by listening attentively during story reading and making comments or reactions.	<b>MT3SS-IIIg-h-9.3</b> Arranges 7-10 words with the same beginning letter in alphabetical order
<b>Week 8 (h)</b> Theme: Our Transportations Genre: News Article	<b>MT3OL-IIIh-i-13.1</b> Recognizes appropriate ways of speaking that vary according to purposes, audience, and subject matter.	<b>MT3F-IIIh-i-1.6</b> Reads grade level texts with appropriate intonation, expression, and punctuation cues when	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-IIIa-i-2.6</b> Writes reactions and personal opinions to news reports and issues.	<b>MT3G-IIIIf-h-1.5.4</b> Uses the correct form of the verb that agrees with the subject.	<b>MT3VCD-IIIIf-h-3.6</b> Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.	<b>MT3LC-IIIh-4.6</b> Identifies the author's purpose for writing a selection.	<b>MT3RC-IIIh-4.6</b> Identifies the author's purpose for writing a selection.	<b>MT3A-IIIa-i-4.2</b> Shows love for reading by listening attentively during story reading and making comments or	<b>MT3SS-IIIg-h-9.3</b> Arranges 7-10 words with the same beginning letter in alphabetical order

**K to 12 BASIC EDUCATION CURRICULUM**

Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Compre hension (LC)	Reading Compre hension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
		applicable.							reactions.	
<b>Week 8 (h)</b> Theme: Our Transport ations Genre: News Article	<b>MT3OL-IIIh-i-12.1</b> Speaks clearly and comprehensively by using standard language and appropriate grammatical forms, pitch, and modulation.				<b>MT3G-IIIh-i-1.5.5</b> Uses the correct form of the verb when writing about an event, an interesting experience, a diary, . . .					
<b>Week 9 (i)</b> Theme: Communi cations (News Paper, Cell Phone, Telephon e, Radio, Billboard, Posters, etc.) Genre: Newa Articles/ Dialogue	<b>MT3OL-IIIh-i-13.1</b> Recognizes appropriate ways of speaking that vary according to purposes, audience, and subject matter.	<b>MT3F-IIIh-i-1.6</b> Reads grade level texts with appropriate intonation, expression, and punctuation cues when applicable.	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-IIIa-i-2.6</b> Writes reactions and personal opinions to news reports and issues.	<b>MT3G-IIIh-i-1.5.5</b> Uses the correct form of the verb when writing about an event, an interesting experience, a diary, . . .	<b>MT3VCD-IIIi-i-3.6</b> Identifies and uses words with multiple meanings in sentences.	<b>MT3LC-IIIi-i-12.1</b> Describes and reacts to the author's writing style.	<b>MT3R-CIIIi-i-12.1</b> Describes and reacts to the author's writing style.	<b>MT3A-IIIa-i-4.2</b> Shows love for reading by listening attentively during story reading and making comments or reactions.	<b>MT3SS-IIIi-i-12.3</b> Identifies the parts of a newspaper.



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<b>Quarter Week/ Theme</b>	<b>Oral Language (OL)</b>	<b>Fluency (F)</b>	<b>Spelling (S)</b>	<b>Composing (C)</b>	<b>Grammar Awareness (GA)</b>	<b>Vocabulary and Concept Development (VCD)</b>	<b>Listening Compre hension (LC)</b>	<b>Reading Compre hension (RC)</b>	<b>Attitude Towards Reading (ATR)</b>	<b>Study Skills (SS)</b>
<b>Week 9 (i)</b> Theme: Communi cations (News Paper, Cell Phone, Telephon e, Radio, Billboard, Posters, eyc.) Genre: Newa Articles/ Dialogue	<b>MT3OL-IIIh- i-12.1</b> Speaks clearly and comprehensivel y by using standard language and appropriate grammatical forms, pitch, and modulation									
<b>Summative Test</b>										

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**FOURTH QUARTER**

Quarter Week/ Theme	Oral Language (OL)	Fluency (F)	Spelling (S)	Composing (C)	Grammar Awareness (GA)	Vocabulary and Concept Development (VCD)	Listening Comprehension (LC)	Reading Comprehension (RC)	Attitude Towards Reading (ATR)	Study Skills (SS)
<b>Quarter 4 - Caring for My Environment</b>										
<b>Week 1 (a)</b> Theme: Our Community Resource Genre: Folktale	<b>MT3OL-IVa-10.1</b> Relates one's own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation.	<b>MT3F-IVa-c-1.4</b> Reads aloud grade level text with an accuracy of 95 - 100%.	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-IVa-i-2.7</b> Writes a 3 -5 step procedural paragraph using signal words such as first, last, then, and next.	<b>MT3G-IVa-2.4.2</b> Identifies and uses adjectives appropriate for the grade level.	<b>MT3VCD-IVa-b-1.4</b> Uses words unlocked during story reading in meaningful texts.	<b>MT3LC-IVa-1.2.1</b> Notes important details in grade level informational texts.	<b>MT3RC-IVa-1.2.1</b> Notes important details in grade level informational texts.	<b>MT3A-IVa-i-5.3</b> Expresses interest in texts by reading available print materials.	<b>MT3SS-IVa-c-13.1</b> Makes a two-level outline for a report.
<b>Week 2 (b)</b> Theme: Community Livelihood/Occupation/Trade and Industry Genre: Flyers/Advertisements of Products	<b>MT3OL-IVb-c-6.3</b> Participates in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information.	<b>MT3F-IVa-c-1.4</b> Reads aloud grade level text with an accuracy of 95 - 100%.	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-IVa-i-2.7</b> Writes a 3 -5 step procedural paragraph using signal words such as first, last, then, and next.	<b>MT3G-IVb-2.5</b> Identifies synonyms and antonyms of grade-level adjectives.	<b>MT3VCD-IVa-b-1.4</b> Uses words unlocked during story reading in meaningful texts.	<b>MT3LC-IVb-c-2.2.1</b> Gives one's reaction to an event or issue.	<b>MT3A-IVa-i-5.3</b> Expresses interest in texts by reading available print materials.	<b>MT3A-IVa-i-5.3</b> Expresses interest in texts by reading available print materials.	<b>MT3SS-IVa-c-13.1</b> Makes a two-level outline for a report.

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<b>Quarter Week/ Theme</b>	<b>Oral Language (OL)</b>	<b>Fluency (F)</b>	<b>Spelling (S)</b>	<b>Composing (C)</b>	<b>Grammar Awareness (GA)</b>	<b>Vocabulary and Concept Development (VCD)</b>	<b>Listening Comprehension (LC)</b>	<b>Reading Comprehension (RC)</b>	<b>Attitude Towards Reading (ATR)</b>	<b>Study Skills (SS)</b>
<b>Week 3 (c)</b> Theme: Energy Resources Electricity, gas/wood for cooking, wind, solar Genre: Story in the Community	<b>MT3OL-IVb-c-6.3</b> Participates in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information.	<b>MT3F-IVa-c-1.4</b> Reads aloud grade level text with an accuracy of 95 - 100%.	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-IVa-i-2.7</b> Writes a 3 -5 step procedural paragraph using signal words such as first, last, then, and next.	<b>MT3G-IVc-d-1.6.1</b> Uses correctly different degrees of comparison of adjectives (same degree, comparative, superlative).	<b>MT3VCD-IVc-e-1.5</b> Uses the combination of affixes and root words as clues to get meaning of words. (Note: Align with specific competencies in Grammar Awareness)	<b>MT3LC-IVb-c-2.2.1</b> Gives one's reaction to an event or issue.	<b>MT3RC-IVb-c-2.2.1</b> Gives one's reaction to an event or issue.	<b>MT3A-IVa-i-5.3</b> Expresses interest in texts by reading available print materials.	<b>MT3SS-IVa-c-13.1</b> Makes a two-level outline for a report.
<b>Week 4 (d)</b> Theme: Conserving Energy and Other Resources Genre: Graph (Energy Consumption)	<b>MT3OL-IVd-e-1.3</b> Talks about famous people, places, events, etc. using expanding vocabulary in complete sentences/ paragraph	<b>MT3F-IVd-g-1.5</b> Reads grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-IVa-i-2.7</b> Writes a 3 -5 step procedural paragraph using signal words such as first, last, then, and next.	<b>MT3G-IVc-d-1.6.1</b> Uses correctly different degrees of comparison of adjectives (same degree, comparative, superlative).	<b>MT3VCD-IVc-e-1.5</b> Uses the combination of affixes and root words as clues to get meaning of words. (Note: Align with specific competencies in Grammar Awareness)	<b>MT3LC-IVd-3.4</b> Infers important details from an informational text.	<b>MT3RC-IVd-3.4</b> Infers important details from an informational text.	<b>MT3A-IVa-i-5.3</b> Expresses interest in texts by reading available print materials.	<b>MT3SS-IVd-f-12.4</b> Identifies and discusses information from simple line and bar graphs.

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<b>Quarter Week/ Theme</b>	<b>Oral Language (OL)</b>	<b>Fluency (F)</b>	<b>Spelling (S)</b>	<b>Composing (C)</b>	<b>Grammar Awareness (GA)</b>	<b>Vocabulary and Concept Development (VCD)</b>	<b>Listening Comprehension (LC)</b>	<b>Reading Comprehension (RC)</b>	<b>Attitude Towards Reading (ATR)</b>	<b>Study Skills (SS)</b>
<b>Week 5 (e)</b> Theme: Helping My Community: Beautifying My Community Genre: Feature Story	<b>MT3OL-IVd-e-1.3</b> Talks about famous people, places, events, etc. using expanding vocabulary in complete sentences/ paragraph	<b>MT3F-IVd-g-1.5</b> Reads grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-IVa-i-2.7</b> Writes a 3 -5 step procedural paragraph using signal words such as first, last, then, and next.	<b>MT3G-IVf-g-2.5.2</b> Identifies and uses adverbs of time, place and manner correctly.	<b>MT3VCD-IVc-e-1.5</b> Uses the combination of affixes and root words as clues to get meaning of words. (Note: Align with specific competencies in Grammar Awareness)	<b>MT3LC-IVe-f-9.2</b> Sequences events in an informational text through discussion, illustration, song, dramatization and art.	<b>MT3RC-IVe-f-9.2</b> Sequences events in an informational text through discussion, illustration, song, dramatization and art.	<b>MT3A-IVa-i-5.3</b> Expresses interest in texts by reading available print materials.	<b>MT3SS-IVd-f-12.4</b> Identifies and discusses information from simple line and bar graphs.
<b>Week 6 (f)</b> Theme: Helping My Community: Keeping Our Community Clean Genre: Autobiography	<b>MT3OL-IVf-h-3.7</b> Uses expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc.	<b>MT3F-IVd-g-1.5</b> Reads grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-IVa-i-2.7</b> Writes a 3 -5 step procedural paragraph using signal words such as first, last, then, and next.	<b>MT3G-IVf-g-2.5.2</b> Identifies and uses adverbs of manner in different degrees of comparison.	<b>MT3VCD-IVf-h-3.6</b> Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.	<b>MT3LC-IVe-f-9.2</b> Sequences events in an informational text through discussion, illustration, song, dramatization and art.	<b>MT3RC-IVe-f-9.2</b> Sequences events in an informational text through discussion, illustration, song, dramatization and art.	<b>MT3A-IVa-i-5.3</b> Expresses interest in texts by reading available print materials.	<b>MT3SS-IVd-f-12.4</b> Identifies and discusses information from simple line and bar graphs.

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Quarter Week/ Theme</b>	<b>Oral Language (OL)</b>	<b>Fluency (F)</b>	<b>Spelling (S)</b>	<b>Composing (C)</b>	<b>Grammar Awareness (GA)</b>	<b>Vocabulary and Concept Development (VCD)</b>	<b>Listening Comprehension (LC)</b>	<b>Reading Comprehension (RC)</b>	<b>Attitude Towards Reading (ATR)</b>	<b>Study Skills (SS)</b>
<b>Week 7 (g)</b> Theme: Helping Our Community – Tree Planting Genre: Poem	<b>MT3OL-IVf-h-3.7</b> Uses expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc.	<b>MT3F-IVd-g-1.5</b> Reads grade level texts with appropriate speed. (Note: should include benchmarks on number of words per minute once research and data have been gathered)	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-IVa-i-2.7</b> Writes a 3 -5 step procedural paragraph using signal words such as first, last, then, and next.	<b>MT3G-IVE-2.5.1</b> Identifies and uses adverbs of time, place and degrees of comparison.	<b>MT3VCD-IVf-h-3.6</b> Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.	<b>MT3LC-IVg-2.6</b> Gives another title for literary or informational text	<b>MT3LC-IVg-2.6</b> Gives another title for literary or informational text	<b>MT3A-IVa-i-5.3</b> Expresses interest in texts by reading available print materials.	<b>MT3SS-IVg-i-13.1</b> Uses appropriate graphic organizers.
<b>Week 8 (h)</b> Theme: Helping My Community: Growing Vegetables Genre: Experience Story	<b>MT3OL-IVf-h-3.7</b> Uses expressions appropriate to the grade level to explain or give reasons to issues, events, news articles, etc.	<b>MT3F-IVh-i-1.6</b> Reads grade level texts with appropriate intonation, expression, and punctuation cues when applicable.	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-IVa-i-2.7</b> Writes a 3 -5 step procedural paragraph using signal words such as first, last, then, and next.	<b>MT3G-IVh-2.6</b> Identifies and uses correctly prepositions and prepositional phrases.	<b>MT3VCD-IVf-h-3.6</b> Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.	<b>MT3LC-IVh-4.6</b> Identifies the author’s purpose for writing a selection.	<b>MT3RC-IVh-4.6</b> Identifies the author’s purpose for writing a selection.	<b>MT3A-IVa-i-5.3</b> Expresses interest in texts by reading available print materials.	<b>MT3SS-IVg-i-13.1</b> Uses appropriate graphic organizers.
<b>Week 39 (i)</b> Theme: Disaster Preparedness: Weather and Natural Phenomena,	<b>MT3OL-IVi-i-13.1</b> Recognizes appropriate ways of speaking that vary according to purposes, audience, and subject matter.	<b>MT3F-IVh-i-1.6</b> Reads grade level texts with appropriate intonation, expression, and punctuation cues when applicable.	<b>MT3F-IVa-i-1.6</b> Correctly spells the words in the list of vocabulary words and the words in the selections read.	<b>MT3C-IVa-i-2.7</b> Writes a 3 -5 step procedural paragraph using signal words such as first, last, then, and next.	<b>MT3G-IVI-1.7</b> Uses the different parts of speech correctly in writing for a variety of purposes.	<b>MT3VCD-IVi-i-3.6</b> Identifies and uses words with multiple meanings in sentences.	<b>MT3LC-IVI-12.1</b> Describes and reacts to the author’s writing style.	<b>MT3LC-IVI-12.1</b> Describes and reacts to the author’s writing style.	<b>MT3A-IVa-i-5.3</b> Expresses interest in texts by reading available print materials.	<b>MT3SS-IVg-i-13.1</b> Uses appropriate graphic organizers.

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Quarter Week/ Theme</b>	<b>Oral Language (OL)</b>	<b>Fluency (F)</b>	<b>Spelling (S)</b>	<b>Composing (C)</b>	<b>Grammar Awareness (GA)</b>	<b>Vocabulary and Concept Development (VCD)</b>	<b>Listening Comprehension (LC)</b>	<b>Reading Comprehension (RC)</b>	<b>Attitude Towards Reading (ATR)</b>	<b>Study Skills (SS)</b>
Emergency Drill/Kit/etc) Genre: News/Essay	<b>MT3OL-IVi-12.1</b> Speaks clearly and comprehensively by using standard language and appropriate grammatical forms, pitch, and modulation.									
<b>Summative Test</b>										

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<b>GLOSSARY</b>	
<b>Alphabet Principle/ Knowledge</b>	Refers to the understanding that each speech sound (i.e., phoneme) of a language has its alphabetic/ letter representation.
<b>Attitude</b>	This pertains to the process of reflecting on the ethical considerations of the use of ideas and information; the use of language in appreciating contexts and situations considering the culture of the audience.
<b>Fluency</b>	<ul style="list-style-type: none"> <li>• The fluidity of utterances (oral fluency) or the reading of text smoothly (reading fluency), not hindered with word-by-word reading and other word recognition problems that might hinder comprehension.</li> <li>• It is also writing without thinking about how to form a letter before writing (writing fluency).</li> <li>• Smooth, rapid, effortless use of language.</li> </ul>
<b>Grammar Awareness and Structure</b>	Refers to both the language we use and the description of language as a system. In describing language, attention is paid to both structure (syntax) and meaning (semantics at the level of the word, the sentence and the text).
<b>Information Text</b>	Also known as <i>factual text</i> . Uses levels of information such as topic, main idea, and supporting details; it presents information and ideas that aim show, tell, or persuade the audience in advertisements, announcements, internet web sites, current affairs shows, debates, recipes, reports and instructions.
<b>Listening Comprehension</b>	The ability and capacity for understanding constructing and negotiating meaning from text via listening.
<b>Mother Tongue</b>	A child's first language, the language s/he knows best; a child's language at home.
<b>Narrative Text</b>	The understanding of a story (written language for reading and spoken language for listening) which is usually told by a storyteller, a person who gives his/her point of view to the audience and determines the order in which events of the story will be told.
<b>Oral Language</b>	The ability and capacity of learners to listen for information and give information (speaking). Through speaking, learners are able to orally communicate and interact with others (audience) for a variety of purposes.
<b>Phonics</b>	focuses on acoustics and is a method of teaching sounds based on the alphabetic principle and emphasizes the correspondence between sounds and letters.
<b>Phonics Instruction</b>	Helping pupils figure out the pronunciation of new words through teaching them that letters represent certain sounds. When pupils learn to connect sounds with letters or groups of letters, they will be able to approximate pronunciations of unknown words. Phonics instruction should also include teaching the skills of segmenting (analytic phonics) and blending sounds (synthetic phonics) within words and making analogies across words.
<b>Phonological Awareness</b>	Refers to the metacognitive understanding that spoken words are composed of a series of sounds and those sounds occur within a particular order.
<b>Print Awareness and Print Concept Development</b>	Pertains to the way print works, including directionality, recognition of words and letters, the connection between spoken and written language, and the function of punctuation.
<b>Reading Comprehension</b>	The process of constructing and negotiating meaning from print.
<b>Reading Strategy</b>	Include preparing, organizing, elaborating, rehearsing, and monitoring. (.
<b>Schema</b>	The organized knowledge that an individual has about people, places, things, and events
<b>Spelling</b>	The forming of words from letters according to accepted usage ;the art of writing words with the proper letters according to standard usage; the representation of the sounds of a language by written or printed symbols.

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**GLOSSARY**

<b>Study Strategy</b>	Deliberate and planned procedures designed to help a reader reach a goal; it includes the use of advance organizers, marginal notes, research, etc.
<b>Vocabulary</b>	The process of acquiring and learning words used in a language, book, content area, or by an author.; it consists of the individual words that an individual understands or knows the meanings of; words that an individual does not understand are not part of his/her vocabulary.
<b>Word Recognition</b>	A process of determining the meaning and pronunciation of a word.
<b>Writing and Composition</b>	<ul style="list-style-type: none"><li>• The process of using the writing system or orthography in the conduct of people’s daily lives and in the transmission of their culture to other generations.</li><li>• It is the process or result of recording language graphically by hand or by others means, as by letters, logograms, and other symbols.</li><li>• A meaningful set of ideas so expressed. A person’s distinct style of graphically recording language; handwriting.</li></ul>



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### CODE BOOK LEGEND

Sample: **MT1SS-IIIa-c-5.1**

LEGEND		SAMPLE		DOMAIN/ COMPONENT	CODE
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Mother Tongue	<b>MT1</b>	Oral Language	OL
	Grade Level	Grade 1		Phonological Awareness	PA
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Study Skills	<b>SS</b>	Book and Print Knowledge	BPK
				Phonics and Word Recognition	PWR
			<b>-</b>	Fluency	F
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Third Quarter	<b>III</b>	Spelling	S
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week one to three	<b>a-c</b>	Composing	C
			<b>-</b>	Grammar Awareness	GA
<b>Arabic Number</b>	Competency	Interpret a pictograph	<b>5.1</b>	Vocabulary and Concept Development	VCD
				Listening Comprehension	LC
			<b>-</b>	Reading Comprehension	RC
			<b>-</b>	Attitude Towards Reading	ATR
			<b>-</b>	Study Skills	SS

## K to 12 BASIC EDUCATION CURRICULUM

### REFERENCES

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