Grade Level Standards	The learner listens critically to various text types and expresses ideas accurately in both oral and written forms; demonstrates confidence in the use of the language to meet everyday needs; and reads independently and gets relevant information from various text types.

Domain	Content Standard	Performance Standard
	The learner...	*The learner...*
Oral Language	demonstrates an understanding of verbal cues for clear expression of ideas	actively creates and participates in oral theme-based activities
	demonstrates an understanding of verbal and nonverbal cues for effective oral presentation	efficiently delivers oral presentations
	demonstrates an understanding of information derived from multimedia sources for clear and creative presentation	creatively presents information using broadcast media
Fluency	demonstrates an understanding that English is stress-timed language to achieve accuracy and automaticity	reads aloud text with accuracy, automaticity, and prosody
Listening Comprehension	demonstrates an understanding of the elements of literary and informational texts for comprehension	recalls details, sequence of events, and shares ideas on texts listened to
	demonstrates an understanding of text types to construct feedback	identifies story perspective and text elements
Vocabulary	demonstrates an understanding that word meaning can be derived from different sources	uses different resources to find word meaning
	demonstrates an understanding that words are composed of different parts and their meaning changes depending on context	uses strategies to decode the meaning of words
	demonstrates an understanding that word meaning changes based on context	uses strategies to decode the meaning of words in context
Reading Comprehension	demonstrates an understanding of various linguistics nodes to comprehend various texts	uses linguistic cues to appropriately construct meaning from a variety of texts for a variety of purposes
	demonstrates an understanding of text elements to comprehend various texts	uses knowledge of text types to correctly distinguish literary from informational texts
	demonstrates an understanding of writing styles to comprehend the author's message	uses diction (choice of words) to accurately analyze text elements
	demonstrates an understanding that reading in a wide range of texts provides pleasure and an avenue for self-expression and personal development	uses literal information from texts to aptly infer and predict outcomes
Writing and Composition	demonstrates an understanding of writing as a process	uses a variety of strategies to write informational and literary compositions
	demonstrates an understanding of the importance of using varied sources of information to support writing	uses varied sources of information to support writing
Grammar	demonstrates a command of the conventions of standard English grammar and usage when writing or speaking	speaks and writes using *good* command of the conventions of standard

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Domain	Content Standard	Performance Standard
	The learner…	*The learner…*
		English
	demonstrates an understanding of English grammar and usage in speaking or writing	uses the classes of words aptly in oral and written discourse
Attitude	demonstrates an understanding of nonverbal cues to communicate with others	applies knowledge of nonverbal skills to show respect when communicating with others
	demonstrates an understanding of verbal and nonverbal elements of communication to respond back	uses paralanguage and nonverbal cues to respond appropriately
Study Strategies/ Research	demonstrates an understanding of library skills to research on a variety of topics	uses library skills to gather appropriate and relevant information

FIRST QUARTER

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
1	**EN4LC-Ia-17** Note details in a literary text listened to	**EN4OL-Ia-1.14.4** Speak clearly using appropriate pronunciation and intonation	**EN4V-Ia-31** Use context clues to find meaning of unfamiliar words	**EN4RC-Ia-2.2** Note significant details in a literary text	**EN4F-Ia-6** Read words, phrases, poems, or stories with long vowel **a** sound	**EN5SS-Ia-6** Locate information using print and nonprint resources	**EN4G-Ia-b-2.3** Use the plural form of regular nouns	**EN4WC-Ia-b-15** Write 2–3 sentences about the characters in a literary text listened to or read	**EN4A-Ia-c-19** Show willingness and enthusiasm in reading or listening to a literary text
2	**EN4LC-Ib-1.1** Note details in a selection listened to	**EN4OL-Ib-1.14.4** Speak clearly using appropriate pronunciation and intonation	**EN4V-Ib-13.1** Use context clues (synoynms) to find meaning of unfamiliar words	**EN4RC-Ib-2.1.1** Analyze a story in terms of its setting	**EN4F-Ia-7** Read words, phrases, poems, or stories with long vowel **e** sound	**EN5SS-Ib-6** Locate information using print and nonprint resources			
3	**EN4LC-Ic-18** Note details by asking/ answering questions about a story/poem listened to	**EN4OL-Ic-1.14.4** Speak clearly using appropriate pronunciation and intonation	**EN4V-Ic-13.1** Use context clues (synonyms) to find meaning of unfamiliar words	**EN4RC-Ic-2.1.1** Analyze a story in terms of its setting	**EN4F-Ic-8** Read words, phrases, poems, or stories with long vowel **i** sound	**EN5SS-Ic-2.15** Use graphic organizers to show understanding of texts (story sequence organizers)	**EN4G-Ib-2.4** Use plural form of irregular nouns	**EN4WC-Ic-2.4** Write different forms of simple composition (letters) as a response to stories/poems read or listened to	

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
4	EN4LC-Id-2.7 Sequence at least 3 events using signal words	EN4OL-Id-1.14.4 Speak clearly using appropriate pronunciation and intonation (poems, chants, rhymes, riddles)	EN4V-Id-13.2 Use context clues (antonym) to determine the meaning of unfamiliar words	EN4RC-Id-e-24 Sequence events in a story or narrative	EN4F-Id-9 Read words, phrases, poems, or stories with long vowel **o** sound	EN4SS-Id-2.15 Use graphic organizers to show understanding of texts (story sequence organizers)	EN4G-Id-33 Use clear and coherent sentences employing appropriate grammatical structures: Kinds of Nouns – Mass Nouns and Count Nouns	EN4WC-Id-33 Write 2–3 step directions using signal words	EN4A-Id-20 Show willingness and enthusiasm in reading or listening to literary text
5	EN4LC-Ie-2.7 Sequence at least 3 events using signal words	EN4OL-Ie-1.13.1 Give oral directions	EN4V-Ie-f-13.9 Use context clues (definition) to determine the meaning of unfamiliar words		EN4F-Ie-10 Read words, phrases, poems, or stories with long vowel **u** sound	EN4SS-Ie-10 Use graphic organizers to show an understanding of texts (story sequence organizers)	EN4G-Ie-34 Use clear and coherent sentences employing appropriate grammatical structures (quantifiers of mass nouns)	EN4WC-Ie-f-34 Write 2–3 step directions using signal words	
6	EN4LC-If-2.8 Infer feelings and traits of characters based on the story heard	EN4OL-If-10 Express one's ideas and feelings clearly		EN4RC-If-25 Infer feelings and traits of characters in a story read	EN4F-If-11 Read words, phrases, poems, or stories with compound words	EN4SS-If-2.15 Use graphic organizers to show an understanding of texts	EN4G-If-35 Compose clear and coherent sentences using appropriate grammatical structures: Kinds of Nouns (Possessive Nouns)		EN4A-If-21 Listen attentively to and react appropriately during story reading
7	EN4LC-Ig-2.8 Infer feelings and traits of characters based on the story heard	EN4OL-Ig-10 Express one's ideas and feelings clearly	EN4V-Ig-13.9 Use context clues to find meaning of unfamiliar words (definition)	EN4RC-Ig-26 Make inferences and draw conclusions based on a literary text	EN4F-Ig-12 Read aloud grade-level texts with accuracy and proper expression	EN4SS-Ig-6 Locate information using print and nonprint resources	EN4G-Ig-36 Identify and use concrete nouns and abstract nouns	EN4WC-Ig-18 Write a friendly letter as a response to stories/poems read or listened to	EN4A-Ig-22 Demonstrate respect for the ideas, feelings, and culture of the author of the text listened to

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
8	EN4LC-Ih-2.8 Infer feelings and traits of characters based on the story heard	EN4OL-Ih-10 Express one's ideas and feelings clearly	EN4V-Ih-13.9 Use context clues (exemplification) to determine the meaning of unfamiliar words	EN4RC-Ih-2.8 Infer feelings and traits of characters based on the story read	EN4F-Ih-13 Read with accuracy words, phrases, poems, and stories with diphthongs	EN4SS-Ih-6 Locate information using print and nonprint resources	EN4G-Ih-3.9 Use collective nouns	EN4WC-Ih-19 Write different forms of simple composition (notes/letters) as a response to stories/ poems read or listened to	
9	EN4LC-Ii-2.8 Infer feelings and traits of characters based on the story heard	EN4OL-Ii-10 Express one's ideas and feelings clearly	EN4V-Ii-13.9 Use context clues (exemplification) to determine the meaning of unfamiliar words	EN4RC-Ii-2.8 Infer feelings and traits of characters based on the story read	EN4F-Ii-14 Read with accuracy words, phrases, poems,and stories with silent letters		EN4G-Ii-3.2.1.1 Use simple present tense of verbs in sentences	EN4WC-Ii-6 Write a response to a story/poem read or listened to -letters	

SECOND QUARTER

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
1	EN4LC-IIa-19 Identify the elements of a literary text listened to	EN4OL-IIa-11 Restate or retell information from a text listened to	EN4V-IIa-32 Identify meanings of unfamiliar words through structural analysis (e.g., compound words and their components: one-word compound [backyard], two-word compound [security guard], hyphenated compound word [sister-in-law])	EN4RC-IIa-1.1 Identify the important story elements such as setting, character, and plot	EN4F-IIa-4 Read with automaticity grade-level and frequently occurring content-area words	EN4SS-IIa-7 Classify related words, ideas, and concepts according to certain characteristics and similarities	EN4G-IIa-4.2.1 Identify and use personal pronouns in sentences	EN4WC-IIa-15 Write 2–3 sentences about the characters in a literary text listened to or read	EN4A-IIa-b-22 Demonstrate respect for the ideas, feelings, and culture of the author of the text listened to
2	EN4LC-IIb-19 Identify the elements of a	EN2OL-IIb-1.5 Use courteous expressions	EN4V-IIb-32 Identify meanings of unfamiliar words	EN4RC-IIb-27 Identify the important story	EN4F-IIb-4 Read with automaticity	EN4SS-IIb-7 Classify related words, ideas,	EN4G-IIb-37 Use the pronoun that	EN4WC-IIb-15 Write 2-3	

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
	literary text listened to		through structural analysis (e.g., compound words and their components: one-word compound [backyard], two-word compound [security guard], and hyphenated compound [sister-in-law])	elements such as setting, character and plot	grade-level frequently occurring content area words	and concepts according to certain characteristics and similarities	agrees in gender, number with the antecedent	sentences about the characters in a literary text listened to or read	
3	EN4LC-IIc-19 Note the elements of the literary text listened to	EN4OL-IIc-12 Listen and answer questions about a story read/listened to	EN4V-IIc-32 Identify meanings of unfamiliar words through structural analysis (words and affixes)	EN4RC-IIc-28 Identify the theme of the literary text read	EN4F-IIc-4 Read with automaticity grade-level and frequently occurring content-area words EN4F-IIc-5 Read correctly words that end with –s		EN4G-IIc-38 Identify and use **s** form of verbs		EN4A-IIc-23 Show enthusiasm for participating in read-along activities (choral reading and readers' theather)
4	EN4LC-IId-20 Infer traits and feelings of characters based on what they say or do in a story listened to	EN4OL-IId-12 Listen to and answer questions about the story read/ listened to	EN4V-IId-33 Use prefixes and root words as clues to get the meaning of words	EN4RC-IId-29 Infer traits and feelings of characters based on what they say or do in a story read	EN4F-IId-15 Read words, phrases, poems, and stories with accuracy and appropriate expression	EN4SS-IId-8 Locate meaning of words from the dictionary	EN4G-IId-3.2.1 Use the present form of verbs that agree with the subject	EN4WC-IId-20 Write a short story with its complete elements	EN4A-IId-24 Show enthusiasm for participating in read-along activities (choral reading and readers' theather)
5	EN4LC-IIe-21 Sequence events in a story listened to	EN4OL-IIe-1.1 Relate story events to one's experience	EN4V-IIe-33 Use prefixes and root words as clues to get meaning of words	EN4RC-IIe-30 Use appropriate graphic organizers to show the sequence of events in a text read (story)	EN4F-IIe-15 Read words, phrases, poems, and stories with accuracy and appropriate expression	EN4SS-IIe-9 Use timeline to show order of events	EN4G-IIe-9 Use possessive pronouns that agree in gender with antecedents	EN4WC-IIe-21 Write a short story with its complete elements	EN4A-IIe-25 Take part in creative responses in preparing logs, journal, and other oral presentations

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
6	EN4LC-IIf-21 Sequence events in a story listened to	EN4OL-IIf-13 React to what the characters said in the story listened to	EN4V-IIf-34 Use suffixes and root words as clues to get meaning of words	EN4RC-IIf-2.8 Predict outcomes of events in the story	EN4F-IIf-15 Read words, phrases, poems, and stories with accuracy and appropriate expression	EN4SS-IIf-10 Fill out forms following instructions appropriately	EN4G-IIf-10 Use correct time expressions to tell an action in the present	EN4WC-IIf-22 Write a reaction about the character in a story read	EN4A-IIf-25 Take part in creative responses in preparing logs, journal, and other oral presentations
7	EN4LC-IIg-1.1 Give a possible ending to a story heard	EN4OL-IIg-2.6 Retell best-liked part of a story heard	EN4V-IIg-34 Use suffixes and root words as clues to get meaning of words	EN4RC-IIg-31 Give possible ending to a story read	EN4F-IIg-4.4 Read texts with words with consonant blends /tr/ and /cr/		EN4G-IIg-3.2 Use the past form of regular verbs	EN4WC-IIg-23 Write a paragraph about one's personal experience	EN4A-IIg-26 Browse and read news page for information of a school paper
8	EN4LC-IIh-22 Distinguish reality from fantasy	EN4OL-IIh-2.6 Retell best-liked part of a story heard	EN4V-IIh-35 Get the meaning of words using a dictionary	EN4RC-IIh-35 Distinguish reality from fantasy	EN4F-IIh-16 Read words with consonant blends /br/ and /gr/	EN4SS-IIh-1.4 Use dictionary in getting the meaning of words	EN4G-IIh-11 Use the past form of irregular verbs	EN4WC-IIh-24 Write sentences expressing fantasy and reality	EN4A-IIh-27 Show interest in reading more stories
9	EN4LC-IIi-23 Distinguish fact from opinion in a narrative	EN4OL-IIi-2.6 Retell best-liked part of a story heard	EN4V-IIi-35 Get the meaning of words using a dictionary	EN4RC-IIi-36 Distinguish fact from opinion in a narrative	EN4F-IIi-4.4 Read words with consonant blends /pr/ and /gr/	EN4SS-IIi-1.4 Use dictionary in getting the meaning of words	EN4G-IIi-12 Use the past form of regular and irregular verbs	EN4WC-IIi-25 Write a news report using the given facts	EN4A-IIi-28 Listen attentively and react positively during story reading

THIRD QUARTER

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
1	EN4LC-IIIa-24 Note details in an informational text heard	EN4OL-IIIa-b-14 Use appropriate expression to talk about famous events	EN4V-IIIa-13.2 Use context clues (synonym and antonym) to find meaning of unfamiliar words	EN4RC-IIIa-34 Compare and contrast people, places, and events in texts read	EN4F-IIIa-15 Read grade-level texts with appropriate speed, accuracy, and proper expression	EN4SS-IIIa-11 Take note of relevant information from a given text	EN4G-IIIa-13 Identify and use adjectives in sentences	EN4WC-IIIa-26 Write sentences describing persons, places, things, and animals	EN4A-IIIa-28 Show love for reading by listening attentively during story reading and making comments or reactions
2	EN4LC-IIIb-25 Note details from news reports/ sections listened to		EN4V-IIIb-13.2 Use context clues (synonym and antonym) to find meaning of unfamiliar words	EN4RC-IIIb-35 Note details in informational text	EN4F-IIIb-15 Read grade-level texts with appropriate speed, accuracy, and expression	EN4SS-IIIb-11 Take note of relevant information from a given text	EN4G-IIIb-14 Identify and use words that show degrees of comparison of adjectives in sentences	EN4WC-IIIb-27 Write/ compose a news story	EN4A-IIIb-28 Show love for reading by listening attentively during story reading and making comments or reactions
3	EN4LC-IIIc-26 Identify the elements of informational text (editorial)	EN4OL-IIIc-15 Use appropriate expression to talk about issues/ current events	EN4V-IIIc-36 Identify multiple meanings of words	EN4RC-IIIc-36 Identify various text types according to structure (problem and solution)	EN4F-IIIc-15 Read grade-level texts with appropriate speed, accuracy, and proper expression	EN4SS-IIIc-12 Use graphic organizers to organize information obtained from various sources in preparation for reporting, etc.	EN4G-IIIc-14 Identify and use words that show degrees of comparison of adjectives in sentences	EN4WC-IIIc-28 Write/ compose an editorial	EN4A-IIIc-29 Show interest in reading an editorial
4	EN4LC-IIId-27 Identify the elements of informational text (feature story)	EN4OL-IIId-16 Use of appropriate expression in talking about famous places	EN4V-IIId-3 Identify multiple meanings of words	EN4RC-IIId-37 Identify various text types according to structure (description)	EN4F-IIId-15 Read grade-level texts with appropriate speed, accuracy, and expression	EN4SS-IIId-12 Use graphic organizers to organize information obtained from various sources in preparation for reporting, etc.	EN4G-IIId-15 Identify and use the correct order of adjectives in a series in sentences	EN4WC-IIId-29 Write/ compose clear and coherent sentences using the correct order of adjectives	EN4A-IIId-30 Show interest in reading a feature story
5	EN4LC-IIIe-28 Recall the elements of informational text listened to (autobiography, biography)	EN4OL-IIIe-f-17 Use appropriate expression in talking about famous people	EN4V-IIIe-37 Get unfamiliar words through restatements	EN4RC-IIIe-38 Identify various text types according to structure (description)	EN4F-IIIe-15 Read grade-level texts with appropriate speed, accuracy, and expression	EN4SS-IIIe-12 Use graphic organizers to organize information obtained from various sources in	EN4G-IIIe-16 Identify and use adverbs of place in sentences	EN4WC-IIIe-30 Write/ compose clear and coherent sentences using adverbs of time	EN4A-IIIe-31 Show interest on reading an autobiography/ biography

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
						preparation for reporting, etc.			
6	**EN4LC-IIIf-29** Identify the elements of informational text ("how to")		**EN4V-IIIf-38** Identify different meanings of content specific words. (denotation and connotation)	**EN4RC-IIIf-39** Identify various text types according to structure (procedural/ sequence)	**EN4F-IIIf-15** Read grade-level texts with appropriate speed, accuracy, and expression	**EN5SS-IIIf-1.3** Locate information from indices	**EN4G-IIIf-17** Use appropriate adverbs of time in sentences	**EN4WC-IIIf-31** Write/ compose clear and coherent sentences using adverbs of manner	**EN4A-IIIf-32** Browse and read books for learning or pleasure
7	**EN4LC-IIIg-1.1** Identify the main idea, key sentences, and supporting details from text listened to	**EN4OL-IIIg-18** Tell/retell familiar stories by using appropriate gestures and expressions in complete sentences	**EN4V-IIIg-38** Identify different meanings of content specific words (denotation and connotation)	**EN4RC-IIIg-40** Identify the main idea, key sentences, and supporting details of a given text	**EN4F-IIIg-15** Read grade-level texts with appropriate speed, accuracy, and expression	**EN5SS-IIIf-1.3** Locate information from indices	**EN4G-IIIg-18** Use adverbs of place in sentences	**EN4WC-IIIg-32** Write/ compose clear and coherent sentences using adverbs of place	**EN4A-IIIg-33** Browse and read news page of school paper for information
8	**EN4LC-IIIh-2.10** Distinguish fact from opinion in news reports listened to	**EN4OL-IIIh-19** Retell a news report using appropriate gestures and expressions	**EN4V-IIIh-39** Get the meaning of words through word association (analogy)	**EN4RC-IIIh-i-41** Distinguish fact from opinion in a news report	**EN4F-IIIh-15** Read grade-level texts with appropriate speed, accuracy, and expression	**EN5SS-IIIh-13** Interpret charts	**EN4G-IIIh-19** Use a particular kind of sentence for a specific purpose (e.g., making requests)	**EN4WC-IIIh-33** Write news report using the given facts	**EN4A-IIIh-33** Browse and read news page of school paper for information
9	**EN4LC-IIIi-2.10** Distinguish fact from opinion in news reports listened to	**EN4OL-IIIi-19** Retell a news report using appropriate gestures and expressions	**EN4V-IIIi-40** Get the meaning of words through word classification		**EN4F-IIIi-15** Read grade-level texts with appropriate speed, accuracy, and expression	**EN5SS-IIIi-14** Use a thesaurus to find synonyms and antonyms	**EN4G-IIIi-20** Use a particular kind of sentence for a specific purpose (e.g., asking permission)	**EN4WC-IIIi-33** Write a news report using the given facts	**EN4A-IIIi-33** Browse and read news page of school paper for information

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FOURTH QUARTER

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
1	**EN4LC-IVa-30** Distinguish fact from opinion in informational text	**EN4OL-IVa-20** State a fact and opinion about a particular topic (advertisements)	**EN4V-IVa-13.1** Use knowledge of context clues to find the meaning of unfamiliar words (synonyms)	**EN4RC-IVa-42** Distinguish fact from opinion in an informational text	**EN4F-IVa-1.6** Read aloud grade four-level texts with accuracy rate of 95–100%	**EN4SS-IVa-15** Get information from an advertisement	**EN4G-IVa-21** Identify prepositions in sentences	**EN4WC-IVa-34** Outline a paragraph with explicity given main idea	**EN4A-IVa-34** Express interest in different texts by reading available print materials (Informational)
2	**EN4LC-IVb-31** Distinguish fact from opinion in informational text	**EN4OL-IVb-21** State a fact and opinion about a particular topic (announcement)	**EN4V-IVb-13.2** Use knowledge of context clues to find the meaning of unfamiliar words (antonyms)	**EN4RC-IVb-42** Distinguish fact from opinion in informational text	**EN4F-IVb-1.6** Read aloud grade four-level texts with an accuracy rate of 95–100%	**EN4SS-IVb-16** Get information from an announcement	**EN4G-IVb-7.3** Use prepositions in sentences – *to* and *from*	**EN4WC-IVb-35** Write a 2- point sentence outline	**EN4A-IVb-34** Express interest in text by reading available print materials (Informational)
3	**EN4LC-IVc-31** Tell whether an action or event is a reality or a fantasy	**EN4OL-IVc-22** Express whether an action or event is reality or fantasy	**EN4V-IVc-41** Identify the meaning of words with multiple meanings	**EN4RC-IVc-43** Distiguish reality from fantasy in stories read	**EN4F-IVc-1.6** Read aloud grade four-level texts with accuracy rate of 95–100%	**EN4SS-IVc-17** Use search engine, encyclopedia, almanac and other multimedia sources to get information	**EN4G-IVc-7.3** Use prepositions in sentences – *among* and *between*	**EN4WC-IVc-36** Write a paragraph based on a 2-point outline	**EN4A-IVc-34** Express interest in text by reading available print materials (Informational)
4	**EN4LC-IVd-32** Evaluate the likelihood that a story/event could really happen	**EN4OL-IVd-23** State conclusion to realistic fiction	**EN4V-IVd-42** Identify meaning of words with prefixes un-, in-, im-, dis-, mis- and re-	**EN4RC-IVd-43** Distinguish reality from fantasy in stories read	**EN4F-IVd-1.13** Read grade-level texts with 118 words correct words per minute	**EN4SS-IVd-18** Take down important information	**EN4G-IVd-7.3** Use prepositions in, on, under, and above in sentences	**EN4WC-IVd-37** Write 5–6 sentence paragraph about a given topic (Prewriting)	**EN4A-IVd-34** Express interest in text by reading available print materials (Informational)
5	**EN4LC-IVe-33** Draw conclusion in informational text heard	**EN4OL-IVe-24** State conclusion to informational text	**EN4V-IVe-43** Identify meaning of word with suffixes -ful and -less	**EN4RC-IVe-44** Make inferences and draw conclusions based on informational text	**EN4F-IVe-1.13** Read grade-level texts with 118 words correct words per minute	**EN4SS-IVe-5.4** Interpret a map	**EN4G-IVe-7.2** Use prepositional phrases in sentences	**EN4WC-IVe-38** Write 5–6 sentence paragraph about a given topic (Writing)	**EN4A-IVe-34** Express interest in text by reading available print materials (Informational)

Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy	G Grammar	WC Writing Composition	A Attitude
6	EN4LC-IVf-34 Give conclusions to realistic fiction listened to	EN4OL-IVf-25 State one's conclusion to realistic fiction listened to	EN4V-IVf-44 Identify meaning of words with suffixes -er and -or	EN4RC-IVf-45 Give conclusions to realistic fiction read	EN4F-IVf-1.13 Read grade-level texts with 118 words correct words per minute	EN4SS-IVf-19 Interpret bar and line graphs	EN4G-IVf-22 Use simple sentence: Simple subject and simple predicate	EN4WC-IVf-39 Write 5–6 sentence paragraph about a given topic (Editing)	EN4A-IVf-34 Express interest in text by reading available print materials (Informational)
7	EN4LC-IVg-35 Give one's reaction to an event or issue heard	EN4OL-IVg-26 Express one's reaction to an event or issue	EN4V-IVg-45 Identify meaning of words with prefixes de- and dis-	EN4RC-IVg-2.2.12 Make generalizations	EN4F-IVg-1.13 Read grade-level texts with 118 words correct words per minute	EN4SS-IVg-20 Use a glossary to get the meaning of words	EN4G-IVg-23 Use simple sentence: Compound subject + simple predicate	EN4WC-IVg-40 Write 5–6 sentence paragraph about a given topic (Rewriting/ Revising)	EN4A-IVg-34 Express interest in text by reading available print materials (Informational)
8	EN4LC-IVh-2.16 Identify cause-and-effect relationship	EN4OL-IVh-27 State the effects of a given cause	EN4V-IVh-46 Identify meaning of words with suffixes -ly and -y	EN4RC-IVh-2.16 Identify cause- and-effect relationship	EN4F-IVh-1.13 Read grade-level texts with 118 words correct words per minute	EN4SS-IVg-21 Use a glossary to get the meaning of words	EN4G-IVh-24 Use simple sentences: Simple subject and compound predicate	EN4WC-IVh-41 Write 5–6 sentence paragraph about a given topic (Publishing)	EN4A-IVh-32 Browse and read books for learning or for pleasure
9	EN4LC-IVi-2.16 Identify cause- and-effect relationship	EN4OL-IVi-28 State the cause of a given effect	EN4V-IVi-47 Identify meaning of words with suffixes -able and -ible	EN4RC-IVi-2.16 Identify cause- and-effect relationship	EN4F-IVi-1.13 Read grade-level texts with 118 words correct words per minute	EN4SS-IVg-22 Use strategies in taking tests A. Before the test B. During the test	EN4G-IVi-25 Use compound sentences	EN4WC-IVi-42 Write 5–6 sentence paragraph about a given topic (Publishing)	EN4A-IVi-32 Browse and read books for learning or for pleasure

LEARNING COMPETENCY	CODE	LEARNING MATERIALS
LC - Listening Comprehension		
1Q		
Sequence events in a story listened to	**EN4LC-IIe-21** **EN4LC-IIf-21**	1. BEAM-DLP4 Module 41 – Sequencing Events in the Story Listened to Through Groups of Sentences/Guided Questions. 2. BEAM-DLP4 Module 43 – Sequencing the Major Events/Ideas in a Selection. 3. *Fun in English 4. 1999. pp. 56, 64, 70-72. 4. *English for All Times 5. 1999. pp 49.
2Q		
Identify the main idea, key sentences and supporting details from text listened to	**EN4LC-IIIg-1.1**	1. BEAM-DLP4 Module 18 – Giving Main Idea. 2. BEAM-DLP4 Module 19 – Identifying the Main Ideas That Are Implied or Explicit. 3. BEAM-DLP4 Module 20 – Making Titles from the Main Idea. 4. BEAM-DLP4 Module 22 – Skimming the General Idea. 5. BEAM ENG5 Module 10 – Getting the Main Idea. 6. *English for You and Me 3 (Reading). 2008. pp 40-41. 7. *Fun in English 4. 1999. pp. 35, 36-37, 41, 47-49, 50. 8. *English for All Times 5. 1999. pp 19, 37, 47, 77, 84-85, 92, 107-108. 9. *English Expressways 5. 2010. pp 7, 26-27, 54-55, 84-87, 121-123, 134, 143-144, 165.
3Q		
Distinguish reality from fantasy	**EN4LC-IIh-22**	1. BEAM-DLP3 Module 69 – Distinguishing Real and Fantasy. 2. BEAM-DLP4 Module 67 – Evaluating Ideas/Making Judgment (Reality or Fantasy). 3. BEAM-DLP4 Module 68 – Reality or Fanciful. 4. *English for You and Me 3 (Reading). 2008. pp 161. 5. *Fun in English 4. 1999. pp. 187. 6. *English for All Times 5. 1999. pp 7, 173, 200-201. 7. *English Expressways 5. 2010. pp 200.
4Q		
Distinguish fact from opinion in a narrative	**EN4LC-IIi-23** **EN4LC-IIIh-2.10** **EN4LC-IIIi-2.10** **EN4LC-IVa-30** **EN4LC-IVb-31**	1. BEAM-DLP4 Module 69 – Fact or Opinion. 2. *Fun in English 4. 1999. pp. 209. 3. *English for All Times 5. 1999. pp 218. 4. *English Expressways 5. 2010. pp 215.
OL - Oral Language		
1Q		
Speak clearly using appropriate pronunciation and intonation	**EN4OL-Ia-1.14.4** **EN4OL-Ib-1.14.4**	1. BEAM-DLP3 Module 12 – How Will You Say It? 1 Final Rising Intonation. 2. BEAM-DLP3 Module 13 – How Will You Say It? 2 Final Rising Intonation. 3. BEAM-DLP4 Module 1 – Distinguishing Rising and Falling Intonation. 4. *English for You and Me 3 (Language). 2008. pp 18-19. 5. *English for All Times 5. 1999. pp 125. 6. *English Expressways 5. 2010. pp 57-58.
Give oral directions	**EN4OL-Ie-1.13.1**	1. BEAM-DLP4 Module 8 – Giving Series of Directions Using Sequence Signals.

Learning Materials are uploaded at http://lrmds.deped.gov.ph/.   ***These materials are in textbooks that have been delivered to schools.**

LEARNING COMPETENCY	CODE	LEARNING MATERIALS
		2. *English for You and Me 3 (Reading). 2008. pp 11-12. 3. *English for You and Me 3 (Language). 2008. pp 40-46. 4. *English Expressways 5. 2010. pp 70, 143.
V - Vocabulary Development		
1Q		
Use context clues (synonym) to find the meaning of unfamiliar words	**EN4V-Ib-13. 1** **EN4V-Ic-13. 1**	1. BEAM-DLP4 Module 2 – Using Synonyms. 2. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 3. BEAM ENG5 Module 8 Module 2 Using Synonyms. 4. *English for You and Me 3 (Reading). 2008. pp 113. 5. *Fun in English 4. 1999. pp. 62, 102, 115, 116, 123. 6. *English for All Times 5. 1999. pp 31, 68, 200, 224. 7. *English Expressways 5. 2010. pp 31, 68, 200.
Use context clues (antonym) to find the meaning of unfamiliar words	**EN4V-Id-13.2**	1. BEAM-DLP4 Module 2 – Using Antonyms. 2. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 3. BEAM ENG5 Module 9 – Using Antonyms. 4. *Fun in English 4. 1999. pp. 120, 124, 128, 131, 136, 143, 146. 5. *English for All Times 5. 1999. pp 68. 6. *English Expressways 5. 2010. pp 67.
Use context clues (definition) to determine the meaning of unfamiliar words	**EN4V-Ie-f-13.9** **EN4V-Ig-13.9**	1. *Fun in English 4. 1999. pp. 165, 204, 205, 209. 2. *English for All Times 5. 1999. pp 7. 3. *English Expressways 5. 2010. pp 5-6.
Use context clues (exemplification) to determine the meaning of unfamiliar words	**EN4V-Ih-13.9** **EN4V-Ii-13.9**	1. *Fun in English 4. 1999. pp. 55. 2. *English for All Times 5. 1999. pp 105. 3. *English Expressways 5. 2010. pp 104.
3Q		
Synonym	**EN4V-IIIa-13.1**	1. BEAM-DLP4 Module 2 – Using Synonyms. 2. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 3. BEAM ENG5 Module 8 Module 2 Using Synonyms. 4. *English for You and Me 3 (Reading). 2008. pp 113. 5. *Fun in English 4. 1999. pp. 62, 102, 115, 116, 123. 6. *English for All Times 5. 1999. pp 31, 68, 75, 200-201 224. 7. *English Expressways 5. 2010. pp 31, 66, 75, 200.
Antonym Use context clues (synonym and antonym) to find the meaning of unfamiliar words	**EN4V-IIIa-13.2** **EN4V-IIIb-13.2**	1. BEAM-DLP4 Module 2 – Using Antonyms. 2. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 3. BEAM ENG5 Module 9 – Using Antonyms. 4. *English for You and Me 3 (Reading). 2008. pp 113. 5. *Fun in English 4. 1999. pp. 120, 124, 128, 131, 136, 143, 146. 6. *English for All Times 5. 1999. pp 18, 68. 7. *English Expressways 5. 2010. pp 18, 67.
4Q		
Identify the meaning of words with multiple meanings	**EN4V-IVc-41** **EN4V-IIIc-36** **EN4V-IIId-3**	1. BEAM-DLP4 Module 14 – Identifying Meaning of Unfamiliar Words through Structural Analysis. 2. BEAM ENG5 Module 7 – Context to Get Meaning of Word with Multiple Meanings.

LEARNING COMPETENCY	CODE	LEARNING MATERIALS
		3. *Fun in English 4. 1999. pp. 204-205. 4. *English for All Times 5. 1999. pp 37, 59-60. 5. BEAM ENG5 Module 3 – Decoding Words with Prefixes. 6. BEAM ENG5 Module 4 – Decoding Words with Suffixes. 7. *English for You and Me 3 (Reading). 2008. pp 39-40. 8. *Fun in English 4. 1999. pp. 115, 116, 123, 124, 131.
Identify the meaning of unfamiliar words through structural analysis (words and affixes)	**EN4V-IIc-32**	BEAM-DLP4 Module 14 – Identifying Meaning of Unfamiliar Words through Structural Analysis.
Identify the meaning of unfamiliar words according to structure (inflections)	**EN4VD-IVe-11.5** **EN4V-IVf-11.5**	*English for You and Me 3 (Language). 2008. pp 105.
RC - Reading Comprehension		
1Q		
Analyze a narrative in terms of its setting	**EN4RC-Ib-2.1.1** **EN4RC-Ic-2.1.1**	1. *Fun in English 4. 1999. pp. 20, 210. 2. *English for All Times 5. 1999. pp 47.
Analyze a narrative in terms of its characters	**EN4RC-Ib-2.1.2**	1. *Fun in English 4. 1999. pp. 21, 210. 2. *English for All Times 5. 1999. pp 47.
Analyze a narrative in terms of its plot (Conflict/Problem/Reaction/Resolution/Ending)	**EN4RC-Id-2.1.4**	1. *Fun in English 4. 1999. pp. 210-211. 2. *English for All Times 5. 1999. pp 47.
Analyze a 3-4-line poem in terms of its elements (rhymes, sound devices)	**EN4RC-Ie-2.1.5** **EN4RC-If-2.1.5**	1. BEAM-DLP3 Module 10 – Identifying Rhyming Words. 2. *English for You and Me 3 (Reading). 2008. pp 4, 8, 48, 56, 61, 148. 3. *English for You and Me 3 (Language). 2008. pp 3, 14, 16, 51, 62-63, 76, 92, 136, 139, 156, 167. 4. *Fun in English 4. 1999. pp. 74, 90. 5. *English for All Times 5. 1999. pp 19, 58.
Infer the theme of literary text	**EN4RC-Ig-2.9.1** **EN4RC-Ih-2.9.1** **EN4RC-Ii-2.9.1** **EN4RC-Ij-2.9.1**	*Fun in English 4. 1999. pp. 92-93.
2Q		
Identify main idea, key sentences and supporting details of a given text	**EN4RC-IIIg-40**	1. BEAM-DLP4 Module 18 – Giving Main Idea. 2. BEAM-DLP4 Module 19 – Identifying the Main Ideas That Are Implied or Explicit. 3. BEAM-DLP4 Module 20 – Making Titles from the Main Idea. 4. BEAM-DLP4 Module 22 – Skimming the General Idea. 5. BEAM ENG5 Module 10 – Getting the Main Idea. 6. *English for You and Me 3 (Reading). 2008. pp 31, 33, 81, 83. 7. *Fun in English 4. 1999. pp. 35, 36, 47-49, 50. 8. *English for All Times 5. 1999. pp 54, 76-77, 84, 107-108, 121-122, 143. 9. *English Expressways 5. 2010. pp 76-77, 84-85.
3Q		
Note significant details in a literary text	**EN4RC-Ia-2.2**	*English for All Times 5. 1999. pp 137.
Identify cause-and-effect relationship	**EN4RC-IVh-2.16** **EN4RC-IVi-2.16**	1. BEAM ENG5 Module 25 – Identifying Cause and Effect. 2. *English for You and Me 3 (Reading). 2008. pp 113-114, 116, 123-124. 3. *Fun in English 4. 1999. pp. 97, 98, 99, 101, 108-109.

LEARNING COMPETENCY	CODE	LEARNING MATERIALS
		4. *English for All Times 5. 1999. pp 131-133. 5. *English Expressways 5. 2010. pp 132-133.
Comparison and contrast people, places and events in texts read	**EN4RC-IIIa-34**	1. *English for You and Me 3 (Language). 2008. pp 150-155. 2. *Fun in English 4. 1999. pp. 88.
Make generalizations	**EN4RC-IVg-2.2.12**	1. *English for All Times 5. 1999. pp 135, 202. 2. *English Expressways 5. 2010. pp 201-202.
F - Oral Reading Fluency		
3Q		
Read grade-level texts with appropriate speed, accuracy and proper expression	**EN4F-IIIa-15** **EN4F-IIIb-15** **EN4F-IIIc-15** **EN4F-IIId-15** **EN4F-IIIe-15** **EN4F-IIIf-15** **EN4F-IIIg-15** **EN4F-IIIh-15** **EN4F-IIIi-15**	1. BEAM-DLP3 Module 12 – How Will You Say It? 1 Final Rising Intonation. 2. BEAM-DLP3 Module 13 – How Will You Say It? 2 Final Rising Intonation. 3. BEAM-DLP4 Module 1 – Distinguishing Rising and Falling Intonation. 4. BEAM-DLP4 Module 23 – Writing a Paragraph/Short Story from One's Experience. 5. *English for You and Me 3 (Reading). 2008. pp 11. 6. *English for You and Me 3 (Language). 2008. pp 18-27, 141. 7. *English for All Times 5. 1999. pp 125, 202. 8. *English Expressways 5. 2010. pp 201-202.
SS - Study Strategy		
3Q		
Use dictionary in getting the meaning of words	**EN4SS-IIIc-1.4** **EN4SS-IIId-1.4** **EN4SS-IIIe-1.4**	1. BEAM-DLP4 Module 6 – Using the Dictionary. 2. *English for You and Me 3 (Reading). 2008. pp 40. 3. *English for You and Me 3 (Language). 2008. pp 164-166. 4. *Fun in English 4. 1999. pp. 150-151, 160-161, 204-205. 5. *English for All Times 5. 1999. pp 20. 6. *English Expressways 5. 2010. pp 20.
Locate information from Indices	**EN4SS-IIIf-1.3**	1. BEAM ENG5 Module 43 – Using Library Resources to Get Information. 2. *English for You and Me 3 (Language). 2008. pp 40, 173-174. 3. *Fun in English 4. 1999. pp. 57, 65, 72-73. 4. *English Expressways 5. 2010. pp 227-228.
4Q		
Take note of relevant information from a given text	**EN4SS-IIIa-11** **EN4SS-IIIb-11**	1. *English for You and Me 3 (Reading). 2008. pp 40. 2. *English for You and Me 3 (Language). 2008. pp 164-166. 3. *English for All Times 5. 1999. pp 20. 4. *English Expressways 5. 2010. pp 20.
G – Grammar		
1Q		
Use the plural form of regular nouns	**EN4G-Ia-b-2.3**	1. BEAM-DLP3 Module 19 – Using the Plural of Nouns. 2. BEAM-DLP3 Module 24 – Forming Plural of Nouns Ending in –y. 3. BEAM-DLP3 Module 25 – Forming Plural of Nouns Ending in –o. 4. BEAM-DLP4 Module 25 – Using Possessive Form of Plural Nouns. 5. BEAM ENG5 Module 6 – Using the Plural Form of Nouns. 6. BEAM ENG5 Module 20 – Using Possessive Forms of Plural Nouns.

LEARNING COMPETENCY	CODE	LEARNING MATERIALS
		7. *English for You and Me 3 (Language). 2008. pp 56-57.
Use the simple present tense of verbs in sentences	EN4G-Ii-3.2.1.1	1. BEAM-DLP3 Module 37 – Using the Present Tense of the Verb. 2. BEAM ENG4 DLP Module 11 Using the Simple Present Form of the Verb. 3. BEAM ENG5 Module 27 – Using the Simple Present Tense. 4. *English for You and Me 3 (Language). 2008. pp 99-102.
2Q		
Use simple sentence: compound subject + simple predicate	EN4G-IIc-1.2.1.2 EN4G-IId-1.2.1.2	*English for You and Me 3 (Reading). 2008. pp 50-54.
WC – Writing/ Composition		
2Q		
Write a news report using the given facts	EN4WC-IIi-25 EN4WC-IIIh-33 EN4WC-IIIi-33	1. *English for All Times 5. 1999. pp 227-229. 2. *English Expressways 5. 2010. pp 224-225.

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.

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.

blurbing - 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

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

infographic - visual representation of data or knowledge
interior monologue - this is where the actor speaks as if to himself

J

juncture - an important point in a process or activity; joint, connection; the manner of transition or mode of
justify - to provide a good reason for the actions of

K

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

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.

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

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 <u>script</u> 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

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

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

U

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

V

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

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

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

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

K to 12 BASIC EDUCATION CURRICULUM

CODE BOOK LEGEND

Sample: EN4G-If-2.5

LEGEND		SAMPLE	
First Entry	Learning Area and Strand/ Subject or Specialization	English	**EN4**
	Grade Level	Grade 4	
Uppercase Letter/s	Domain/Content/ Component/ Topic	Grammar	**G**
			-
Roman Numeral *Zero if no specific quarter*	Quarter	First Quarter	**I**
Lowercase Letter/s *Put a hyphen (-) in between letters to indicate more than a specific week*	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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