

K to 12 BASIC EDUCATION CURRICULUM

GRADE 5

FIRST QUARTER

Grade Level Standards	The learner listens critically to different text types; expresses ideas logically in oral and written forms; and demonstrates interest in reading to meet various needs.
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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
Oral Language	demonstrate understanding of various verbal elements in orally communicating information	orally communicates information, opinions, and ideas effectively to different audiences using a variety of literary activities
	demonstrates understanding of various non-verbal elements in orally communicating information	
	demonstrates understanding of the oral standards of English in order to participate in various oral communication demands (situation, purpose and audience)	prepares for and participates effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively
Fluency	demonstrates understanding that English language is stress timed to support comprehension	reads with sufficient accuracy and fluency to support comprehension
	demonstrates understanding that a change in stress entails a change of meaning to evaluate the speaker's/ author's purpose and meaning	uses knowledge of stress and intonation of speech to appropriately evaluate the speaker's intention, purpose and meaning
Listening Comprehension	demonstrates understanding of various linguistics nodes to comprehend various texts	analyzes text types to effectively understand information/ message(s)
	demonstrates understanding of text types to listen for different purposes from a variety of texts	uses linguistic cues to effectively construct meaning from a variety of texts for a variety of purposes
	demonstrates understanding of text types in order to construct feedback	uses literary and informational texts heard to construct an appropriate feedback
Vocabulary	demonstrates understanding that printed words are made up of interconnected letters with separate sounds that are blended together to form coherent pattern of sounds	uses knowledge of phonics (analytic and synthetic) to effectively decode grade-appropriate words
	demonstrate understanding that words are composed of different parts to know that their meaning changes depending in context	uses strategies to decode correctly the meaning of words in isolation and in context
Reading Comprehension	demonstrates 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 understanding of text elements to comprehend various texts	uses knowledge of text types to correctly distinguish literary from informational texts
	demonstrates understanding of writing styles to comprehend the author's message	uses diction (choice of words) to accurately analyze author's tone, mood, and point of view
	demonstrates understanding that reading a wide range of texts provides	uses literal information from texts to aptly infer and predict outcomes

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Domain	Content Standard	Performance Standard
	pleasure and avenue for self-expression and personal development	
Writing and Composition	demonstrates understanding of different formats to write for a variety of audiences and purposes	draft texts using appropriate text types for a variety of audiences and purposes
		edit texts using appropriate text types for a variety of audiences and purposes
		rewrite/revise texts using appropriate text types for a variety of audiences and purposes
		publish texts using appropriate text types for a variety of audiences and purposes
Grammar	demonstrates command of the conventions of standard English grammar and usage when writing or speaking	uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written)
Attitude	demonstrates understanding of non-verbal communication to communicate with others	applies knowledge of non-verbal skills to respectfully give the speaker undivided attention and acknowledge the message
	demonstrates understanding of verbal and non-verbal elements of communication to respond back	uses paralanguage and non-verbal cues to respond appropriately uses a variety of strategies to provide appropriate feedback
Study Strategies/ Research	demonstrates understanding of library skills to research a variety of topics	utilizes discrete techniques (general or specific) and applies appropriately them to all or most fields of study
	demonstrates understanding of the research process to write a variety of texts	uses a variety of research strategies to effectively write a variety of texts for various audiences and purposes
Viewing	demonstrates understanding of the forms and conventions of print, non-print, and digital materials to understand various viewing texts	applies knowledge of the various forms and conventions of print, non-print, and digital materials to appropriately comprehend print, non-print, film and moving texts
	demonstrates understanding of the various forms and conventions of print, non-print, and digital materials	evaluates effectively the message constructed and conveyed in various viewing texts
	demonstrates understanding of the various forms and conventions materials to critically analyze the meaning constructed in print, non-print, and digital materials	applies different views of the real world to effectively interpret (deconstruct) constructed meaning in print, non-print and digital materials
	demonstrates understanding of construction, deconstruction, and reconstruction of print, non-print and digital materials	applies understanding of forms and conventions of viewing texts to appropriately create and recreate meaning/ messages

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	VC Viewing	A Attitude
1	EN5LC-Ia-2.1 Note significant details	EN5OL-Ia-2.6.1 Use appropriate facial	EN5V-Ia-12 and 13 Infer the meaning of		EN5F-Ia-2.9 Self-correct when reading		EN5G-Ia-3.3 Compose clear and coherent sentences	EN5WC-Ia-1.1.6.1 Plan a two to three-	EN5VC-Ia-5.1 Describe different forms and	EN5A-Ia-16 Observe politeness at all times

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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	VC Viewing	A Attitude
		expressions	unfamiliar words (compound) based on given context clues (synonyms, antonyms, word parts) and other strategies				using appropriate grammatical structures: -Aspects of verbs	paragraph composition using an outline/other graphic organizers	conventions of film and moving pictures (lights, blocking, direction, characterization , acting, dialog, setting or set-up)	
2	EN5LC-Ib-2.17.1 Identify the elements of literary texts	EN5OL-Ib-2.6.2 Use appropriate body movements/gestures	EN5V-Ib-12 and 13 Infer the meaning of unfamiliar words (compound) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5RC-Ib-2.9.1 Infer the theme of literary text	EN5F-Ib-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%		EN5G-Ib-3.3 Compose clear and coherent sentences using appropriate grammatical structures: -Aspects of verbs	EN5WC-Ib-1.1.6.1 Plan a two to three-paragraph composition using an outline/other graphic organizers	EN5VC-Ib-5.1 Describe different forms and conventions of film and moving pictures (lights, blocking, direction, characterization , acting, dialog, setting or set-up)	EN5A-Ib-16 Observe politeness at all times
3	EN5LC-Ic-2.17.2 Identify the elements of literary texts	EN5OL-Ic-3.9 Use formal and informal English when appropriate to task and situation	EN5V-Ic-12 and 13 Infer the meaning of unfamiliar words (affixed) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5RC-Ic-2.23 Summarize narrative texts based on elements -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, middle and ending)	EN5F-Ic-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%		EN5G-Ic-3.6 Compose clear and coherent sentences using appropriate grammatical structures: -Modals	EN5WC-Ic-2.2.4 Write two to three-paragraph composition based on the prepared outline	EN5VC-Ic-5.1 Describe different forms and conventions of film and moving pictures (lights, blocking, direction, characterization , acting, dialog, setting or set-up)	EN5A-Ic-16 Observe politeness at all times EN5A-Ic-17 Show tactfulness when communicating with others

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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	VC Viewing	A Attitude
4	EN5LC-Id-2.17.3 Identify the elements of literary texts	EN5OL-Id-3.9 Use formal and informal English when appropriate to task and situation	EN5V-Id-12 and 13 Infer the meaning of unfamiliar words (affixed) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5RC-Id-2.23 Summarize narrative texts based on elements -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, middle and ending)	EN5F-Id-1.8.1.1 Read with automaticity grade level frequently occurring content area words (Art)		EN5G-Id-3.6 Compose clear and coherent sentences using appropriate grammatical structures: -Modals	EN5WC-Id-2.2.4 Write two to three-paragraph composition based on the prepared outline	EN5VC-Id-6 Distinguish among various types of viewing materials	EN5A-Id-16 Observe politeness at all times EN5A-Id-17 Show tactfulness when communicating with others
5	EN5LC-Ie-2.11.1/2.11.2 /2.11.3 Analyze sound devices (onomatopoeia, alliteration, assonance)	EN5OL-Ie-3.9 Use formal and informal English when appropriate to task and situation	EN5V-Ie-12 and 13 Infer the meaning of unfamiliar words (blended) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5RC-Ie-6 Analyze a 2-stanza poem in terms of its elements (rhymes, sound devices, imagery and figurative language)	EN5F-Ie-1.8.1.2 Read with automaticity grade level frequently occurring content area words (Math)		EN5G-Ie-8.3/8.4 Compose clear and coherent sentences using appropriate grammatical structures: -conjunctions	EN5WC-Ie-1.8.2 Revise writing for clarity - correct spelling	EN5VC-Ie-6 Distinguish among various types of viewing materials	EN5A-Ie-16 Observe politeness at all times EN5A-Ie-17 Show tactfulness when communicating with others
6	EN5LC-If-2.8.1/2.8.2/2.8.3 Infer the speaker's tone, mood and purpose	EN5OL-If-3.9 Use formal and informal English when appropriate to task and situation	EN5V-If-12 and 13 Infer the meaning of unfamiliar words (blended) based on given	EN5RC-If-2.3 Analyze figures of speech (simile, metaphor, personificati	EN5F-If-1.8.1.3 Read with automaticity grade level frequently occurring content area		EN5G-If-8.3/8.4 Compose clear and coherent sentences using appropriate grammatical	EN5WC-If-1.8.1 Revise writing for clarity -punctuation marks		EN5A-If-16 Observe politeness at all times EN5A-If-17 Show tactfulness

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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	VC Viewing	A Attitude
			context clues (synonyms, antonyms, word parts) and other strategies	on, hyperbole) in a given text	words (Science)		structures: -conjunctions			when communicating with others
7	EN5LC-Ig-2.3 Distinguish reality from fantasy	EN5OL-Ig-1.8 Recount events effectively	EN5V-Ig-12 and 13 Infer the meaning of unfamiliar words (clipped) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5RC-Ig-2.3 Analyze figures of speech (simile, metaphor, personification, on, hyperbole) in a given text	EN5F-Ig-1.8.1.4 Read with automaticity grade level frequently occurring content area words (Health)		EN5G-Ig-8.3/8.4 Compose clear and coherent sentences using appropriate grammatical structures: -conjunctions	EN5WC-Ig-1.8.3 Revise writing for clarity -transition/signal words		EN5A-Ig-16 Observe politeness at all times EN5A-Ig-17 Show tactfulness when communicating with others
8	EN5LC-Ih-2.3 Distinguish reality from fantasy	EN5OL-Ih-1.8 Recount events effectively	EN5V-Ih-12 and 13 Infer the meaning of unfamiliar words (clipped) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5RC-Ih-2.3 Analyze figures of speech (simile, metaphor, personification, on, hyperbole) in a given text	EN5F-Ih-1.1.3 Read grade level text with 118 words correct per minute		EN5G-Ih-8.3/8.4 Compose clear and coherent sentences using appropriate grammatical structures: -conjunctions			EN5A-Ih-16 Observe politeness at all times EN5A-Ih-17 Show tactfulness when communicating with others
9		EN5OL-Ii-1.8 Recount events effectively	EN5VD-Ii-8.1/8.2/8.3 Clarify meaning of words using dictionaries, thesaurus, and/or online resources		EN5F-Ii-1.1.3 Read grade level text with 118 words correct per minute		EN5G-Ii-8.3/8.4 Compose clear and coherent sentences using appropriate grammatical			EN5A-Ii-16 Observe politeness at all times EN5A-Ii-17 Show tactfulness

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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	VC Viewing	A Attitude
							structures: -conjunctions			when communica- ting with others
10		EN5OL-Ij-1.8 Recount events effectively	EN5V-Ij- 8.1/8.2/8.3 Clarify meaning of words using dictionaries, thesaurus, and/or online resources		EN5F-Ij-1.13 Read grade level text with 118 words correct per minute					EN5A-Ij-16 Observe politeness at all times EN5A-Ij-17 Show tactfulness when communica- ting with others

SECOND QUARTER

Grade Level Standards	The learner listens critically to news reports and other radio broadcasts and expresses ideas accurately in oral and in written forms; demonstrates confidence in the use of the language to meet everyday's needs; and reads independently and gets relevant information from various text types.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	EN5LC-IIa-4 Identify signal words from text heard	EN5OL-IIa- 1.13.1 Provide accurate instructions		EN5RC-IIa- 2.21 Identify main idea, key sentences and supporting details of a given paragraph			EN5G-IIa-3.9 Compose clear and coherent sentences using appropriate grammatical structures: -subject-verb agreement (inverted sentences)	EN5WC-IIa- 1.1.6.1 Plan a two to three- paragraph composition using an outline/other graphic organizers	EN5VC-IIa-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIa- 7.1 Stereotypes, EN5VC-IIa- 7.2 Point of view EN5VC-IIa-	EN5A-IIa-16 Observe politeness at all times EN5A-IIa-17 Show tactfulness when communica- ting with others

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
									7.3 Propagandas	
2	EN5LC-IIb-3.19 Identify informational text-types	EN5OL-IIb-1.26 Give precise information on a given topic	EN5V-IIb-20.2.1 Identify different meanings of content specific words (denotation and connotation) (Science)	EN5RC-IIb-2.21 Identify main idea, key sentences and supporting details of a given paragraph		EN5SS-IIb-1.5.3 Use card catalog to locate resources	EN5G-IIb-3.9 Compose clear and coherent sentences using appropriate grammatical structures: -subject-verb agreement (intervening phrases)	EN5WC-IIb-2.2.5 Write paragraphs showing -cause and effect	EN5VC-IIb-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIb-7.1 Stereotypes, EN5VC-IIb-7.2 Point of view EN5VC-IIb-7.3 Propagandas	EN5A-IIb-16 Observe politeness at all times EN5A-IIb-17 Show tactfulness when communicating with others
3	EN5LC-IIc-3.19 Identify informational text-types	EN5OL-IIc-1.3.1 Ask questions to check understanding of information presented	EN5V-IIc-20.1.1 EN5V-IIc-20.2.1 Identify different meanings of content specific words (denotation and connotation) (Science)	EN5RC-IIc-3.2.1 Distinguish text-types according to purpose -To classify or describe	EN5F-IIc-1.8.1 Read with automaticity grade level frequently occurring content area words	EN5SS-IIc-1.4 Gather relevant information from various sources -glossaries	EN5G-IIc-2.2.2 EN5G-IIc-3.9 Compose clear and coherent sentences using appropriate grammatical structures: -irregular nouns and verb agreement	EN5WC-IIc-2.2.5 Write paragraphs showing -cause and effect	EN5VC-IIc-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIc-7.1 Stereotypes, EN5VC-IIc-7.2 Point of view EN5VC-IIc-7.3 Propagandas	EN5A-IIc-16 Observe politeness at all times EN5A-IIc-17 Show tactfulness when communicating with others
4	EN5LC-IIId-2.10 Distinguish fact from opinion	EN5OL-IIId-3.4.1 Respond to ideas and opinions after reflection	EN5V-IIId-20.1.1 EN5V-IIId-20.2.1 Identify different meanings of	EN5RC-IIId-3.2.1 Distinguish text-types according to purpose -To classify or	EN5F-IIId-1.8.1 Read with automaticity grade level frequently occurring	EN5SS-IIId-1.4 Gather relevant information from various sources -Dictionaries	EN5G-IIId-2.2.6 EN5G-IIId-3.9 Compose clear and coherent sentences using	EN5WC-IIId-1.8.2 Revise writing for clarity -correct spelling	EN5VC-IIId-7 Determine images/ideas that are explicitly used to influence viewers	EN5A-IIId-16 Observe politeness at all times EN5A-IIId-17 Show

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
			content specific words (denotation and connotation) (Science)	describe	content area words		appropriate grammatical structures: - collective nouns and verb agreement		EN5VC-IIId-7.1 Stereotypes, EN5VC-IIId-7.2 Point of view EN5VC-IIId-7.3 Propagandas	tactfulness when communicating with others
5	EN5LC-IIe-2.10 Distinguish fact from opinion	EN5OL-IIe-3.4.1 Respond to ideas and opinions after reflection	EN5V-IIe-20.1.2 EN5V-IIe-20.2.2 Identify different meanings of content specific words (denotation and connotation) (Mathematics)	EN5RC-IIe-3.2.2 Distinguish text-types according to purpose -To recall a series of events/ information	EN5F-IIe-1.8.1 Read with automaticity grade level frequently occurring content area words	EN5SS-IIe-1.4 Gather relevant information from various sources -Thesaurus	EN5G-IIe-5.3 Compose clear and coherent sentences using appropriate grammatical structures: -kinds of adjectives	EN5WC-IIe-1.8.1 EN5WC-IIe-1.8.3 Revise writing for clarity -punctuation marks -signal words	EN5VC-IIe-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIe-7.1 Stereotypes, EN5VC-IIe-7.2 Point of view EN5VC-IIe-7.3 Propagandas	EN5A-IIe-16 Observe politeness at all times EN5A-IIe-17 Show tactfulness when communicating with others
6		EN5OL-IIIf-3.5.1 Provide evidence to support opinion/fact	EN5V-IIIf-20.1.2 EN5V-IIIf-20.2.2 Identify different meanings of content specific words (denotation and connotation) (Mathematics)	EN5RC-IIIf-3.2.3 Distinguish text-types according to purpose -To explain	EN5F-IIIf-1.8.1 Read with automaticity grade level frequently occurring content area words	EN5SS-IIIf-1.7 Gather relevant information from various sources -Online references	EN5G-IIIf-5.5 Compose clear and coherent sentences using appropriate grammatical structures: -order of adjectives	EN5WC-IIIf-2.2.6 Write paragraphs showing -comparison and contrast	EN5VC-IIIf-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIIf-7.1 Stereotypes, EN5VC-IIIf-7.2 Point of view EN5VC-IIIf-7.3 Propagandas	EN5A-IIIf-16 Observe politeness at all times EN5A-IIIf-17 Show tactfulness when communicating with others

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
7			EN5V-IIg-20.1.3 EN5V-IIg-20.2.3 Identify different meanings of content specific words (denotation and connotation) (Health)	EN5RC-IIg-2.12 Make generalizations	EN5F-IIg-2.9 Self-correct when reading	EN5SS-IIg-1.7 Gather relevant information from various sources -Online references	EN5G-IIg-5.2 Compose clear and coherent sentences using appropriate grammatical structures: -degrees of adjectives	EN5WC-IIg-2.2.6 Write paragraphs showing -comparison and contrast	EN5VC-IIg-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIg-7.1 Stereotypes, EN5VC-IIg-7.2 Point of view EN5VC-IIg-7.3 Propagandas	EN5A-IIg-16 Observe politeness at all times EN5A-IIg-17 Show tactfulness when communicating with others
8		EN5OL-IIh-4 Make a stand	EN5V-IIh-20.1.3 EN5V-IIh-20.2.3 Identify different meanings of content specific words (denotation and connotation) (Health)	EN5RC-IIh-2.15.1 Make an outline from a selection read	EN5F-IIh-1.3 Read grade level text with accuracy, appropriate rate and proper expression	EN5SS-IIh-1.8 Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5G-IIh-8.3 Compose clear and coherent sentences using appropriate grammatical structures: -subordinate and coordinate conjunctions	EN5WC-IIh-1.8.2 Revise writing for clarity - correct spelling	EN5VC-IIh-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIh-7.1 Stereotypes, EN5VC-IIh-7.2 Point of view EN5VC-IIh-7.3 Propagandas	EN5A-IIh-16 Observe politeness at all times EN5A-IIh-17 Show tactfulness when communicating with others
9		EN5OL-III-4 Make a stand		EN5RC-III-2.15.1 Make an outline from a selection read	EN5F-III-1.3 Read grade level text with accuracy, EN5F-III-1.6 appropriate rate and EN5F-III-1.7 proper expression			EN5WC-III-1.8.1 Revise writing for clarity - appropriate punctuation marks EN5WC-III-1.8.3 -transition/	EN5VC-III-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-III-7.1 Stereotypes,	EN5A-III-16 Observe politeness at all times EN5A-III-17 Show tactfulness when communicating

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
								signal words	EN5VC-III-7.2 Point of view EN5VC-III-7.3 Propagandas	ting with others
10		EN5OL-IIj-4 Make a stand			EN5F-IIj-1.3 Read grade level text with accuracy, EN5F-IIj-1.6 appropriate rate EN5F-IIj-1.7 and proper expression			EN5WC-IIj-3.7 Distinguish among forms (kinds and descriptions) Fill-out forms accurately (school forms, deposit and withdrawal slips, etc.)	EN5VC-IIj-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIj-7.1 Stereotypes, EN5VC-IIj-7.2 Point of view EN5VC-IIj-7.3 Propagandas	EN5A-IIj-16 Observe politeness at all times EN5A-IIj-17 Show tactfulness when communicating with others

THIRD QUARTER

Grade Level Standards	The learner listens critically to different text types; expresses ideas logically in oral and written forms; and demonstrates interest in reading to meet various needs.
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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
1	EN5LC-IIIa-2.10 Distinguish fact from opinion EN5LC-IIIa-2.15 Provide evidence to support	EN5OL-IIIa-2.7 Remind others to stay on topic	EN5V-IIIa-20.3 Infer the meaning of unfamiliar words (compound, affixed) based	EN5RC-IIIa-3.2.4 Distinguish text-types according to purpose -To persuade	EN5F-IIIa-1.3 Read grade level text with accuracy, EN5F-IIIa-1.6 appropriate	EN5SS-IIIa-3 Organize information from primary sources in preparation for writing, reporting and	EN5G-IIIa-7.3.1 Compose clear and coherent sentences using appropriate grammatical			EN5A-IIIa-16 Observe politeness at all times EN5A-IIIa-17 Show tactfulness

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
	understanding		on EN5V-IIIa-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIa-20.5 other strategies (Health)		rate and EN5F-IIIa-1.7 proper expression	similar academic tasks in collaboration with others	structures: -Prepositions			when communica- ting with others
2	EN5LC-IIIb-2.15 Provide evidence to support understanding	EN5OL-IIIb-2.7 Remind others to stay on topic	EN5V-IIIb-20.3 Infer the meaning of unfamiliar words (compound, affixed) based on EN5V-IIIb-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIb-20.5 other strategies (Health)	EN5RC-IIIb-3.2.5 Distinguish text-types according to features (structural and language) -Problem and solution	EN5F-IIIb-2.9 Self-correct when reading	EN5SS-IIIb-3 Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5G-IIIa-7.3.2 Compose clear and coherent sentences using appropriate grammatical structures: -Prepositional phrases			EN5A-IIIb-16 Observe politeness at all times EN5A-IIIb-17 Show tactfulness when communica- ting with others
3	EN5LC-IIIc-2.15 Provide evidence to support understanding	EN5OL-IIIc-2.8 Link comments to the remarks of others	EN5V-IIIc-20.3 Infer the meaning of unfamiliar words (compound, affixed) based	EN5RC-IIIc-3.2.5 Distinguish text-types according to features (structural and language)	EN5F-IIIc-1.3 Read grade level text with accuracy, EN5F-IIIc-1.6 appropriate	EN5SS-IIIc-4 Organize information from secondary sources in preparation for writing, reporting and	EN5G-IIIa-1.8.1 EN5G-IIIa-1.8.3 Use a particular kind			EN5A-IIIc-16 Observe politeness at all times EN5A-IIIc-17 Show tactfulness

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
			on EN5V-IIIc-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIc-20.5 other strategies (Science)	-Problem and solution	rate and EN5F-IIIc-1.7 proper expression	similar academic tasks in collaboration with others	of sentence for a specific purpose and audience -asking permission -making requests			when communica- ting with others
4	EN5LC-IIIId-2.8.1/2.8.2/2.8.3 Infer the speaker's tone, mood and purpose	EN5OL-IIIId-2.8 Link comments to the remarks of others	EN5V-IIIId-20.3 Infer the meaning of unfamiliar words (compound, affixed) based on EN5V-IIIId-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIId-20.5 other strategies (Health)	EN5RC-IIIId-3.2.4 Distinguish text-types according to features (structural and language) -Problem and solution	EN5F-IIIId-2.9 Self-correct when reading	EN5SS-IIIId-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5G-IIIId-1.8.1 EN5G-IIIId-1.8.2 Use a particular kind of sentence for a specific purpose and audience -asking permission -responding to questions	EN5WC-IIIId-1.1.6.1 Plan a two to three- paragraph composition using an outline/other graphic organizers		EN5A-IIIId-16 Observe politeness at all times EN5A-IIIId-17 Show tactfulness when communica- ting with others
5	EN5LC-IIIId-2.8.1/2.8.2/2.8.3 Infer the speaker's tone, mood and purpose	EN5OL-IIIId-3.7 Use appropriate strategies to keep the discussion going	EN5V-IIIId-20.3 Infer the meaning of unfamiliar words (compound, affixed) based	EN5RC-IIIId-3.2.6 Distinguish text-types according to features (structural and language)	EN5F-IIIId-1.3 Read grade level text with accuracy, EN5F-IIIId-1.6 appropriate	EN5SS-IIIId-4 Organize information from secondary sources in preparation for writing, reporting and	EN5G-IIIId-1.8.4 Use a particular kind of sentence for a specific purpose and audience	EN5WC-IIIId-2.2.7 Write a 3- paragraph feature article	EN5VC-IIIId-3.7 Infer the target audience	EN5A-IIIId-16 Observe politeness at all times EN5A-IIIId-17 Show tactfulness

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
			on EN5V-IIIe-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIe-20.5 other strategies (Mathematics)	-Cause and effect	rate and EN5F-IIIe-1.7 proper expression	similar academic tasks in collaboration with others	-following and giving directions			when communicating with others
6	EN5LC-IIIIf-2.8.1/2.8.2/2.8.3 Infer the speaker's tone, mood and purpose	EN5OL-IIIIf-3.7 Use appropriate strategies to keep the discussion going	EN5V-IIIIf-20.3 Infer the meaning of unfamiliar words (compound, affixed) based on EN5V-IIIIf-20.4 given context clues (Synonyms Antonyms word parts) and EN5V-IIIIf-20.5 other strategies (Mathematics)	EN5RC-IIIIf-3.2.6 Distinguish text-types according to features (structural and language) -Cause and effect	EN5F-IIIIf-2.9 Self-correct when reading	EN5SS-IIIIf-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5G-IIIIf-1.8.8 Use a particular kind of sentence for a specific purpose and audience -giving information	EN5WC-IIIIf-1.8.2/1.8.1/1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words	EN5VC-IIIIf-3.8 Infer purpose of the visual media	EN5A-IIIIf-16 Observe politeness at all times EN5A-IIIIf-17 Show tactfulness when communicating with others
7	EN5LC-IIIIf-3.17 Identify point-of-view			EN5RC-IIIIf-3.2.7 Distinguish text-types according to features (structural and language)	EN5F-IIIIf-1.3 EN5F-IIIIf-1.7 Observe accuracy, appropriate rate and proper	EN5SS-IIIIf-4 Organize information from secondary sources in preparation for writing, reporting and	EN5G-IIIIf-1.8.9 Use a particular kind of sentence for a specific purpose and audience	EN5WC-IIIIf-2.2.7 Write a 3-paragraph feature article	EN5VC-IIIIf-7 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIIIf-	EN5A-IIIIf-16 Observe politeness at all times EN5A-IIIIf-17 Show tactfulness

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
				-comparison and contrast	expressions in choral, echo and shadow reading.	similar academic tasks in collaboration with others	-making explanation		7.1 Stereotypes, EN5VC-IIIg- 7.2 Point of view EN5VC-IIIg- 7.3 Propagandas	when communicating with others
8	EN5LC-IIIh-3.17 Identify point-of-view			EN5RC-IIIh-3.2. 7 Distinguish text-types according to features (structural and language) -comparison and contrast	EN5F-IIIh-1.3 EN5F-IIIh-1.7 Observe accuracy, appropriate rate and proper expressions in choral, echo and shadow reading	EN5SS-IIIh-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5G-IIIh-1.8.10 Use a particular kind of sentence for a specific purpose and audience -expressing opinions/ Emotions	EN5WC-IIIh-1.8.2/1.8.1/1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words	EN5VC-IIIh-7.1 Determine images/ideas that are explicitly used to influence viewers EN5VC-IIIh-7.1 Stereotypes, EN5VC-IIIh-7.2 Point of view EN5VC-IIIh-7.3 Propagandas	EN5A-IIIh-16 Observe politeness at all times EN5A-IIIh-17 Show tactfulness when communicating with others
9	EN5LC-IIIi-3.17 Identify point-of-view				EN5F-IIIi-1.3 EN5F-IIIi-1.7 Observe accuracy, appropriate rate and proper expressions in choral, echo and shadow reading	EN5SS-IIIi-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5G-IIIi-1.8.10 Use a particular kind of sentence for a specific purpose and audience -expressing opinions/ Emotions	EN5WC-IIIi-2.2.7 Write a 3-paragraph feature article		EN5A-IIIi-16 Observe politeness at all times EN5A-IIIi-17 Show tactfulness when communicating with others

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Week	LC Listening Comprehension	OL Oral Language	V Vocabulary Development	RC Reading Comprehension	F Oral Reading Fluency	SS Study Strategy Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
10	EN5LC-IIIj-3.17 Identify point-of-view				EN5F-IIIj-1.3 EN5F-IIIj-1.7 Observe accuracy, appropriate rate and proper expressions in choral, echo and shadow reading	EN5SS-IIIj-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5G-IIIj-1.8.10 Use a particular kind of sentence for a specific purpose and audience -expressing opinions/ Emotions			EN5A-IIIj-16 Observe politeness at all times EN5A-IIIj-17 Show tactfulness when communicating with others

FOURTH QUARTER

Grade Level Standards	The learner listens critically to different text types; expresses ideas logically in oral and written forms; and demonstrates interest in reading to meet various needs.
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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	VC Viewing	A Attitude
1	EN5LC-IVa-3.11 Restate sentences heard in one's own words	EN5OL-IVa-2.6.1 Use appropriate facial expressions	EN5V-IVa-20.1 EN5V-IVa-20.2 Identify different meanings of content specific words (denotation and connotation) (Science)	EN5RC-IVa-3.2. 8 Distinguish text-types according to features (structural and language) -Enumeration	EN5F-IVa-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%	EN5SS-IVa-1.8 Take down relevant notes	EN5G-IVa-1.8.1 Use compound sentences to show cause and effect		EN5VC-IVa-3.7 Infer target audience	EN5A-IVa-16 Observe politeness at all times EN5A-IVa-17 Show tactfulness when communicating with others
2	EN5LC-IVb-3.11 Restate	EN5OL-IVb-2.6.1 Use appropriate	EN5V-IVb-20.1 EN5V-IVb-	EN5RC-IVb-3.2. 8 Distinguish	EN5F-IVb-1.6 Read aloud grade level	EN5SS-IVb-1.8 Take down	EN5G-IVb-1.8.1 Use compound		EN5VC-IVb-3.7 Infer target	EN5A-IVb-16 Observe politeness at all

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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	VC Viewing	A Attitude
	sentences heard in one's own words	facial expressions	20.2 Identify different meanings of content specific words (denotation and connotation) (Science)	text-types according to features (structural and language) -Enumeration	appropriate text with an accuracy rate of 95 – 100%	relevant notes	sentences to show cause and effect		audience	times EN5A-IVb-17 Show tactfulness when communicating with others
3	EN5LC-IVc-3.11 Restate sentences heard in one's own words	EN5OL-IVc-2.6.2 Use appropriate body movements/ Gestures	EN5V-IVc-20.1 EN5V-IVc-20.2 Identify different meanings of content specific words (denotation and connotation) (Health)	EN5RC-IVc-3.2. 9 Distinguish text-types according to features (structural and language) -Time-order (sequence, recounts, process)	EN5F-IVc-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%	EN5SS-IVc-1.9 Assess credibility of the sources of information	EN5G-IVc-1.8.2 Use compound sentences to show problem-solution relationship of ideas	EN5WC-IVc-1.1.6.1 Plan a two to three-paragraph composition using an outline/other graphic organizers	EN5VC-IVc-3.8 Infer purposes of the visual media	EN5A-IVc-16 Observe politeness at all times EN5A-IVc-17 Show tactfulness when communicating with others
4	EN5LC-IVd-3.11 Restate sentences heard in one's own words	EN5OL-IVd-2.6.2 Use appropriate body movements/ Gestures	EN5V-IVd-20.1 EN5V-IVd-20.2 Identify different meanings of content specific words (denotation and connotation) (Health)	EN5RC-IVd-3.2. 9 Distinguish text-types according to features (structural and language) -Time-order (sequence, recounts, process)	EN5F-IVd-1.13 Read grade level text with 128 words correct per minute	EN5SS-IVd-1.9 Assess credibility of sources of information	EN5G-IVd-1.8.2 Use compound sentences to show problem-solution relationship of ideas	EN5WC-IVd-2.2.8 Compose a three-paragraph descriptive essay on self-selected topic	EN5VC-IVd-1.7.1 Analyze how visual and multimedia elements contribute to the meaning of a text	EN5A-IVd-16 Observe politeness at all times EN5A-IVd-17 Show tactfulness when communicating with others
5	EN5LC-IVe-3.11 Restate sentences heard in one's own words	EN5OL-IVe-4 Use verbal and non-verbal cues in a TV broadcast	EN5V-IVe-20.1 EN5V-IVe-20.2 Identify different	EN5RC-IVe-2.15.2 Use appropriate graphic organizers in texts read	EN5F-IVe-1.13 Read grade level text with 128 words correct per	EN5SS-IVe-5 List primary and secondary sources of information	EN5G-IVe-1.9.1 Use complex sentences to show cause and	EN5WC-IVe-1.8 Revise writing for clarity - correct spelling	EN5VC-IVe-1.7.1 Analyze how visual and multimedia elements	EN5A-IVe-16 Observe politeness at all times EN5A-IVe-17

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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	VC Viewing	A Attitude
			meanings of content specific words (denotation and connotation) (TLE)		minute		effect		contribute to the meaning of a text	Show tactfulness when communicating with others
6	EN5LC-IVf-3.13 Summarize information from various text types	EN5OL-IVf-4 Use verbal and non-verbal cues in a TV broadcast	EN5V-IVf-20.1 EN5V-IVf-20.2 Identify different meanings of content specific words (denotation and connotation) (TLE)	EN5RC-IVf-5.5 Respond appropriately to messages of different authentic texts	EN5F-IVf-1.13 Read grade level text with 128 words correct per minute	EN5SS-IVf-5 List primary and secondary sources of information	EN5G-IVf-1.9.1 Use complex sentences to show cause and effect	EN5WC-IIIIf-2.2.8 Compose a three-paragraph descriptive essay on self-selected topic	EN5VC-IVf-7 Determine images/ideas that are explicitly used to influence viewers EN5VC- IVf - 7.1 Stereotypes, EN5VC- IVf - 7.2 Point of view EN5VC- IVf - 7.3 Propagandas	EN5A-IVf-16 Observe politeness at all times EN5A-IVf-17 Show tactfulness when communicating with others
7	EN5LC-IVg-3.13 Summarize information from various text types	EN5OL-IVg-4 Use verbal and non-verbal cues in a TV broadcast	EN5V-IVg-20.1 EN5V-IVg-20.2 Identify different meanings of unfamiliar words (denotation and connotation) (Mathematics)	EN5RC-IVg-2.12 Make generalizations	EN5F-IVg-2.9 Self-correct when reading	EN5SS-IVg-2.3 Conduct short research projects on a self-selected topic	EN5G-IVg-1.9.2 Use complex sentences to show problem-solution relationship of ideas	EN5WC-IIIg-1.8.1/1.8.3 Revise writing for clarity - appropriate punctuation marks -transition/ signal words	EN5VC-IVg-7 Determine images/ideas that are explicitly used to influence viewers EN5VC- IVg - 7.1 Stereotypes, EN5VC- IVg - 7.2 Point of view EN5VC- IVg - 7.3 Propagandas	EN5A-IVg-16 Observe politeness at all times EN5A-IVg-17 Show tactfulness when communicating with others
8	EN5LC-IVh-3.13	EN5OL-IVh-4 Use verbal and	EN5V-IVh-20.1		EN5F-IVh-1.6 EN5F-IVh-1.3	EN5SS-IVh-2.3	EN5G-IVh-1.9.2	EN5WC-IIIh-2.2.8	EN5VC- IVh - 2.4	EN5A-IVh-16 Observe

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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	VC Viewing	A Attitude
	Summarize information from various text types	non-verbal cues in a TV broadcast	EN5V-IVh-20.2 Identify different meanings of unfamiliar words (denotation and connotation) (Mathematics)		EN5F-IVh-1.7 EN5F-IVh-1.14 Observe accuracy, appropriate rate, proper expressions and correct pronunciation in dramatic readings and presentations	Conduct short research projects on a self-selected topic	Use complex sentences to show problem-solution relationship of ideas	Compose a three-paragraph descriptive essay on self-selected topic	Make connections between information viewed and personal experiences	politeness at all times EN5A-IVh-17 Show tactfulness when communicating with others
9	EN5LC-IVi-3.13 Summarize information from various text types	EN5OL-IVi-4 Use verbal and non-verbal cues in a TV broadcast			EN5F-IVi-1.6 EN5F-IVi-1.3 EN5F-IVi-1.7 EN5F-IVi-1.14 Observe accuracy, appropriate rate, proper expressions and correct pronunciation in dramatic readings and presentations	EN5SS-IVi-2.3 Conduct short research projects on a self-selected topic			EN5VC- IVi - 2.4 Make connections between information viewed and personal experiences	EN5A-IVi-16 Observe politeness at all times EN5A-IVi-17 Show tactfulness when communicating with others
10	EN5LC-IVj-3.13 Summarize information from various text types	EN5OL-IVj-4 Use verbal and non-verbal cues in a TV broadcast			EN5F-IVj-1.6 EN5F-IVj-1.3 EN5F-IVj-1.7 EN5F-IVj-1.14 Observe accuracy, appropriate rate, proper expressions and correct	EN5SS-IVj-2.3 Conduct short research projects on a self-selected topic			EN5VC- IVj - 2.4 Make connections between information viewed and personal experiences	EN5A-IVj-16 Observe politeness at all times EN5A-IVj-17 Show tactfulness when communicating with others

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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	VC Viewing	A Attitude
					pronunciation in dramatic readings and presentations					

Grade 5 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
LC - Listening Comprehension		
1Q		
Note significant details	EN5LC-Ia-2.1	<ol style="list-style-type: none"> MISOSA ENG5 – Noting Details. *English for You and Me (Language) 6. 2008. pp 3, 8, 14, 21, 37, 38, 44, 50, 54, 60, 64, 69, 77, 84, 91, 94, 100, 106, 112, 120, 127, 133, 139, 156, 162.
Identify the elements of literary texts	EN5LC-Ib-2.17.1 EN5LC-Ic-2.17.2 EN5LC-Id-2.17.3	<ol style="list-style-type: none"> *Fun in English 4. 1999. pp 20, 21, 22, 23. *English for You and Me (Language) 6. 2008. pp 100.
Analyze sound devices (onomatopoeia, alliteration, assonance)	EN5LC-Ie- 2.11.1/2.11.2/2.11.3	*English for All Times 6. 1999. pp 105, 144-146.
Infer the speaker's tone, mood and purpose	EN5LC-If- 2.8.1/2.8.2/2.8.3	<ol style="list-style-type: none"> *Fun in English 4. 1999. pp 166, 167. *English for All Times 5. 1999. pp 142, 184.
Distinguish reality from fantasy	EN5LC-Ig-2.3 EN5LC-Ih-2.3	<ol style="list-style-type: none"> *Fun in English 4. 1999. pp 185, 187. *English for All Times 5. 1999. pp 171, 200. *English for All Times 6. 1999. pp 72.
2Q		
Identify informational text-types	EN5LC-IIb-3.19 EN5LC-IIc-3.19	*English for All Times 5. 1999. pp 44.
Distinguish fact from opinion	EN5LC-IIId-2.10 EN5LC-IIe-2.10	<ol style="list-style-type: none"> *Fun in English 4. 1999. pp 209. *English for All Times 5. 1999. pp 218-219. *English for You and Me (Reading) 6. 2008. pp 31.
3Q		
Distinguish fact from opinion	EN5LC-IIIa-2.10	<ol style="list-style-type: none"> *English for All Times 5. 1999. pp 48-49, 75, 103-104. *English for You and Me (Reading) 6. 2008. pp 31.
Provide evidence to support understanding	EN5LC-IIIa-2.15 EN5LC-IIIb-2.15 EN5LC-IIIc-2.15	*English for All Times 5. 1999. pp 7, 18, 31, 44, 65, 75, 82, 91-92, 103-104, 131-132, 141-142, 163, 173, 200, 211, 223.
Infer the speaker's tone, mood and purpose	EN5LC-IIId- 2.8.1/2.8.2/2.8.3	<ol style="list-style-type: none"> *Fun in English 4. 1999. pp 166, 167. *English for All Times 5. 1999. pp 18, 184.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
	EN5LC-IIIe-2.8.1/2.8.2/2.8.3 EN5LC-III f-2.8.1/2.8.2/2.8.3	
Identify point-of-view	EN5LC-IIIg-3.17 EN5LC-IIIh-3.17 EN5LC-IIIi-3.17 EN5LC-IIIj-3.17	*English for All Times 5. 1999. pp 18, 184.
4Q		
Restate sentences heard in one's own words	EN5LC-IVa-3.11 EN5LC-IVb-3.11 EN5LC-IVc-3.11 EN5LC-IVd-3.11 EN5LC-IVe-3.11	*English for You and Me (Language) 6. 2008. pp 74, 158.
OL - Oral Language		
2Q		
Provide accurate instructions	EN5OL-IIa-1.13.1	1. *English for All Times 5. 1999. pp 175-177. 2. *English for You and Me 6 (Language). 2008. pp 26.
Give precise information on a given topic	EN5OL-IIb-1.26	*English for All Times 5. 1999. pp 3, 16, 18, 42, 50, 63, 72, 80, 88, 98, 117, 128, 138, 150, 160, 171, 180, 194, 206, 220.
Ask questions to check understanding of information presented	EN5OL-IIc-1.3.1	*English for You and Me 6 (Language). 2008. pp 3, 8, 14, 21, 37, 38, 40, 50, 54, 60, 64, 69, 77, 84, 91, 94, 100, 106, 112, 120, 127, 133, 139, 156, 162.
Provide evidence to support opinion/fact	EN5OL-II f-3.5.1	*English for All Times 5. 1999. pp 75, 103-104.
V - Vocabulary Development		
1Q		
Infer the meaning of unfamiliar words (compound) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5V-Ia-12 and 13 EN5V-Ib-12 and 13	1. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 2. BEAM-DLP5 Module 3 – Decoding Words with Prefixes. 3. BEAM-DLP5 Module 4 – Decoding Words with Suffixes. 4. BEAM-DLP5 Module 8 – Using Synonyms. 5. BEAM-DLP5 Module 9 – Using Antonyms. 6. *Fun in English 4. 1999. pp 56, 63, 69, 85, 96-97, 124. 7. *English for You and Me 4 (Reading). 2011. pp 38-42. 3. *English for All Times 5. 1999. pp 18, 37-39, 45, 53, 57-61, 68, 104-105, 120, 153-155, 173, 184, 200, 211. 8. *English for All Times 6. 1999. pp 35, 45, 46, 47, 51, 79, 117. 9. *English for You and Me 6 (Reading). 2008. pp 10, 12.
Infer the meaning of unfamiliar words (affixes) based on given context clues (synonyms, antonyms, word parts) and other strategies	EN5V-Ic-12 and 13 EN5V-Id-12 and 13	*English for You and Me 4 (Reading). 2011. pp 32-36.
Clarify meaning of words using dictionaries, thesaurus, and/or online resources	EN5V-Ii-8.1/8.2/8.3 EN5V-Ij-8.1/8.2/8.3	1. BEAM-DLP4 Module 6 – Using the Dictionary. 2. BEAM-DLP5 Module 5 – Using the Dictionary (Guide Words; Multiple Meaning; Choosing the

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
		Correct Word). 3. *Fun in English 4. 1999. pp 160-161, 204-205. 4. *English for You and Me 4 (Reading). 2011. pp 7-10. 5. *English for All Times 5. 1999. pp 53. 6. *English for All Times 6. 1999. pp 73, 74, 106, 107.
2Q		
Identify different meanings of content specific words (denotation and connotation) (Health)	EN5V-IIg-20.1.3 EN5V-IIg-20.2.3 --- EN5V-IIh-20.1.3 EN5V-IIh-20.2.3	1. *English for You and Me 4 (Reading). 2011. pp 16-21.
3Q		
Infer the meaning of unfamiliar words (compound, affixed) based on	EN5V-IIIa-20.3 EN5V-IIIb-20.3 EN5V-IIIc-20.3 EN5V-IIId-20.3	1. *Fun in English 4. 1999. pp 56, 63, 69, 85, 96-97, 124. 2. *English for All Times 6. 1999. pp 45-47, 184. 3. *English for All Times 5. 1999. pp 18, 37-39, 45, 53, 57-61, 68, 104-105, 120, 153-155, 173, 184, 200, 211. 4. *English for You and Me 6 (Language). 2008. pp 59. 5. *English for You and Me 6 (Reading). 2008. pp 10, 12.
given context clues (Synonyms/Antonyms word parts) and	EN5V-IIIa-20.4 EN5V-IIIb-20.4 EN5V-IIIc-20.4 EN5V-IIId-20.4	1. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 2. BEAM-DLP5 Module 8 – Using Synonyms. 3. BEAM-DLP5 Module 9 – Using Antonyms. 4. *English for All Times 6. 1999. pp 35, 51, 79, 117. 5. *Fun in English 4. 1999. pp 96-97, 124.
given context clues (Synonyms/Antonyms word parts) and	EN5V-IIIe-20.4 EN5V-IIIf-20.4	1. BEAM-DLP4 Module 21 – Using Synonyms and Antonyms. 2. BEAM-DLP5 Module 8 – Using Synonyms. 3. BEAM-DLP5 Module 9 – Using Antonyms.
RC - Reading Comprehension		
1Q		
Infer the theme of literary text	EN5RC-Ib-2.9.1	1. MISOSA ENG6 - Making Inferences. 2. *English for You and Me 4 (Reading). 2011. pp 31-32, 37-38.
Summarize narrative texts based on elements -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, middle and ending)	EN5RC-Ic-2.23 EN5RC-Id-2.23	1. *Fun in English 4. 1999. pp 23. 2. *English for All Times 6. 1999. pp 51-55. 3. *English for You and Me 6 (Reading). 2008. pp 94.
Analyze a 2-stanza poem in terms of its elements (rhymes, sound devices, imagery and figurative language)	EN5RC-Ie-6	1. *English for You and Me 4 (Reading). 2011. pp 2-6, 67-68, 73-75. 2. *English for You and Me 6 (Reading). 2008. pp 94.
Analyze figures of speech (simile, metaphor, personification, hyperbole) in a given text	EN5RC-If-2.3 EN5RC-Ig-2.3 EN5RC-Ih-2.3	*English for All Times 6. 1999. pp 210.
2Q		

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
Identify main idea, key sentences and supporting details of a given paragraph	EN5RC-IIa-2.21 EN5RC-IIb-2.21	<ol style="list-style-type: none"> *Fun in English 4. 1999. pp 34, 35, 36, 41, 47, 50. *English for You and Me 4 (Reading). 2011. pp 46-51, 54-58. *English for You and Me 6 (Reading). 2008. pp 103.
Distinguish text-types according to purpose -To classify or describe	EN5RC-IIc-3.2.1 EN5RC-IIId-3.2.1	<ol style="list-style-type: none"> *English for You and Me 4 (Language). 2011. pp 147-148. *English for You and Me 6 (Language). 2008. pp 4-5.
-To recall a series of events/information	EN5RC-IIe-3.2.2	*English for You and Me 4 (Language). 2011. pp 45-46, 111-112.
-To explain	EN5RC-IIIf-3.2.3	*English for You and Me 4 (Reading). 2011. pp 23-26.
Make an outline from a selection read	EN5RC-IIh-2.15.1 EN5RC-IIi-2.15.1	*English for You and Me 4 (Reading). 2011. pp 96-97, 100. <ol style="list-style-type: none"> *English for All Times 6. 1999. pp 204-205.
3Q		
Distinguish text-types according to features (structural and language) -Problem and solution	EN5RC-IIIb-3.2.5 EN5RC-IIIc-3.2.5 EN5RC-IIId-3.2.4	*English for You and Me 4 (Reading). 2011. pp 14-16, 64-65, 70-71, 77-80, 98-99, 119-123, 136-137, 140, 160.
-Cause and effect	EN5RC-IIIe-3.2.6 EN5RC-IIIf-3.2.6	<ol style="list-style-type: none"> *Fun in English 4. 1999. pp 97-101, 124-125. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 138-139. *English for All Times 6. 1999. pp 60.
-Comparison and Contrast	EN5RC-IIIg-3.2.7 EN5RC-IIIf-3.2.7	*English for You and Me 4 (Language). 2011. pp 155-164.
4Q		
Distinguish text-types according to features (structural and language) -Enumeration	EN5RC-IVa-3.2.8 EN5RC-IVb-3.2.8	*English for You and Me 4 (Language). 2011. pp 13, 18-19.
-Time-order (sequence, recounts, process)	EN5RC-IVc-3.2.9 EN5RC-IVd-3.2.9	<ol style="list-style-type: none"> *Fun in English 4. 1999. pp 70, 71-72. *English for You and Me 4 (Language). 2011. pp 13, 18-19, 20-21. *English for All Times 6. 1999. pp 236-237.
Use appropriate graphic organizers in texts read	EN5RC-IVe-2.15.2	*English for You and Me 4 (Language). 2011. pp 43, 48, 78, 80, 85, 92, 94, 99-102, 143, 163, 176-177, 180-181.
F - Oral Reading Fluency		
SS - Study Strategy		
2Q		
Use card catalog to locate resources	EN5SS-IIb-1.5.3	<ol style="list-style-type: none"> MISOSA English 6 – Using the Card Catalogue. *English for All Times 6. 1999. pp 85-87.
-Dictionaries	EN5SS-IIId-1.4	<ol style="list-style-type: none"> BEAM-DLP4 Module 6 – Using the Dictionary. *English for All Times 6. 1999. pp 73-74, 106-107.
Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN5SS-IIh-1.8	MISOSA English 6 – Organizing Ideas.
G - Grammar		
1Q		
Compose clear and coherent sentences using appropriate	EN5G-Ia-3.3	*English for You and Me 4 (Language). 2011. pp 120-125, 130-138.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
grammatical structures: -Aspects of Verbs	EN5G-Ib-3.3	
2Q		
-kinds of adjectives	EN5G-IIe-5.3	*English for You and Me 4 (Language). 2011. pp 149-154.
-order of adjectives	EN5G-IIf-5.5	
-degrees of adjectives	EN5G-IIg-5.2	*English for You and Me 4 (Language). 2011. pp 155-164.
-subordinate and coordinate conjunctions	EN5G-IIh-8.3	
3Q		
Compose clear and coherent sentences using appropriate grammatical structures: -Prepositions	EN5G-IIIa-7.3.1	*English for You and Me 4 (Language). 2011. pp 173-178.
-Prepositional phrases	EN5G-IIIa-7.3.2	*English for You and Me 4 (Language). 2011. pp 173-178.
Use a particular kind of sentence for a specific purpose and audience -asking permission	EN5G-IIIa-1.8.1	*English for You and Me 4 (Language). 2011. pp 83-85, 90-95.
-following and giving directions	EN5G-IIIe-1.8.4	1. BEAM-DLP4 Module 10 – Writing Sentences/Paragraphs Giving Simple Directions in Doing Something. 2. *Fun in English 4. 1999. pp 192, 193, 194, 197. 3. *English for You and Me 4 (Language). 2011. pp 12-17. 4. *English for All Times 6. 1999. pp 161-163.
-giving information	EN5G-IIIIf-1.8.8	1. *English for You and Me 4 (Language). 2011. pp 90-95.
-making explanation	EN5G-IIIg-1.8.9	1. *English for You and Me 4 (Language). 2011. pp 90-95.
4Q		
Use compound sentences to show -cause and effect	EN5G-IVa-1.8.1 EN5G-IVb-1.8.1	1. *Fun in English 4. 1999. pp 97-101, 124-125. 2. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 138-139.
-problem – solution relationship of ideas	EN5G-IVc-1.8.2 EN5G-IVd-1.8.2	1. *English for You and Me 4 (Reading). 2011. pp 14-16, 64-65, 70-71, 77-80, 98-99, 119-123, 136-137, 140, 160.
Use complex sentences to show -cause and effect	EN5G-IVe-1.9.1 EN5G-IVf-1.9.1	1. *Fun in English 4. 1999. pp 97-101, 124-125. 2. *English for You and Me 4 (Reading). 2011. pp 124-127, 131-132, 138-139.
-problem – solution relationship of ideas	EN5G-IVg-1.9.2 EN5G-IVh-1.9.2	1. *English for You and Me 4 (Reading). 2011. pp 14-16, 64-65, 70-71, 77-80, 98-99, 119-123, 136-137, 140, 160.
WC - Writing/Composition		
1Q		
Plan a two to three-paragraph composition using an outline/other graphic organizers	EN5WC-Ia-1.1.6.1 EN5WC-Ib-1.1.6.1	1. *English for You and Me 4 (Reading). 2011. pp 118. 2. *English for You and Me 4 (Language). 2011. pp 18-19, 110.
Revise writing for clarity - correct spelling	EN5WC-Ie-1.8.2	1. *English for You and Me 4 (Reading). 2011. pp 6. 2. *English for You and Me 4 (Language). 2011. pp 6, 10.
-punctuation marks	EN5WC-If-1.8.1	1. *English for You and Me 4 (Language). 2011. pp 8-9, 75-79, 81, 89.
2Q		
Plan a two to three-paragraph composition using an	EN5WC-IIa-1.1.6.1	1. *English for All Times 6. 1999. pp 172-179.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
outline/other graphic organizers		
Write paragraphs showing -cause and effect	EN5WC-IIb-2.2.5 EN5WC-IIc-2.2.5	<ol style="list-style-type: none"> 1. *Fun in English 4. 1999. pp 97-98, 99, 101, 124-125. 2. *English for All Times 6. 1999. pp 60.
Distinguish among forms (kinds and descriptions) Fill-out forms accurately (school forms, deposit and withdrawal slips, etc.)	EN5WC-IIj-3.7	<ol style="list-style-type: none"> 1. BEAM-DLP5 Module 12. 2. *English for All Times 6. 1999. pp 141.
3Q		
Plan a two to three-paragraph composition using an outline/other graphic organizers	EN5WC-IIIId-1.1.6.1	*English for All Times 6. 1999. pp 172-179.
4Q		
Plan a two to three-paragraph composition using an outline/other graphic organizers	EN5WC-IVc-1.1.6.1	*English for All Times 6. 1999. pp 172-179.

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GLOSSARY

A

account - reason given for a particular action or even

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

act - a division or unit of a drama

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

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

adverbs of place - words that indicate location

adverbs of time - words that indicate when

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

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

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

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

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

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

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

articulation - the clear and precise pronunciation of words

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

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

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B

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

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

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

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

bullying - any deliberate action that inflicts physical
or psychological harm

C

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

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

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

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

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

characters – people involved in the story

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

comedy - a theatrical work that is intentionally humorous

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

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

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

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

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

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

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

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

craft - a job or activity that requires special skill

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

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D

depict - to represent or characterize in words; describe

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

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

discourse - denotes written and spoken communications

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

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

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

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

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

dramatic poetry - poetic forms that articulates emotions or feelings

dynamic - always active or changing

E

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

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

exposition - detailed information revealing the facts of a plot

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

F

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

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

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

G

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

genre - the main types of literary form

H

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

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

I

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

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

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infographic - visual representation of data or knowledge

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

J

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

justify - to provide a good reason for the actions of

K

kinds of listening and reading strategies

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

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

L

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

M

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

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

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

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

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

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

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

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

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

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

mood - the feeling the reader gets when reading

N

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

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

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

O

octet - first eight lines of a sonnet

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

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

P

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

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

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

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

pantomime - the telling of a story without words

participle - is a verbal that functions as an adjective

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

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

play bill - a poster announcing a theatrical performance

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

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

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

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

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

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

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

props – the objects used onstage in the play

protagonist – the central or main figure of a story

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

R

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

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

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

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

renewed - to make new or as if new again

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

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

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

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

rite - an established, ceremonious, usually religious act

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

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S

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

T

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

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

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

U

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

V

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

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

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

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

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CODE BOOK LEGEND

Sample: **EN4G-If-2.5**

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

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

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