

K to 12 BASIC EDUCATION CURRICULUM

GRADE 6

FIRST QUARTER

Grade Level Standards	The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life's purposes.
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Domain	Content Standard	Performance Standard
	<i>The learner...</i>	<i>The learner...</i>
Oral Language	demonstrates 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	orally communicates information, opinions, and ideas effectively to different audiences for a variety of purposes
	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 construct feedback	uses literal information from 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
	demonstrates 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
	demonstrates understanding of figurative language, word relationships and nuances in word meanings to develop word consciousness	uses figurative language appropriately in various contexts
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
	demonstrated understanding of writing styles to comprehend the author's	uses diction (choice of words) to accurately analyze author's tone, mood,

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Domain	Content Standard	Performance Standard
	message	and point of view
	demonstrates understanding that reading a wide range of texts provides pleasure and avenue for self-expression and personal development	uses literal information from texts to aptly infer and predict outcomes
Writing and Composition	demonstrates understanding of different formats to write for a variety of audiences and purposes	drafts texts using appropriate text types for a variety of audiences and purposes
		edits texts using appropriate text types for a variety of audiences and purposes
	express ideas effectively in formal and informal compositions to fulfil their own purposes for writing	rewrites/revises texts using appropriate text types for a variety of audiences and purposes
		publishes 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)
		speaks and writes using good command of the conventions of standard English
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 Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
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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	EN6LC-Ia-2.3.1 EN6LC-Ia-2.3.3 EN6LC-Ia-2.3.2 EN6LC-Ia-2.3.6 EN6LC-Ia-2.3.8 EN6LC-Ia-2.3.7 Analyze sound devices (onomatopoeia, alliteration, assonance, personification, irony and hyperbole) in a text heard	EN6OL-Ia-1.17 Relate an experience appropriate to the occasion	EN6V-Ia-12.3.1 Infer meaning of idiomatic expressions using -context clues	EN6RC-Ia-2.3.1 EN6RC-Ia-2.3.3 EN6RC-Ia-2.3.2 EN6RC-Ia-2.3.9 Analyze sound devices (onomatopoeia, alliteration, assonance, consonance)	EN6F-Ia-2.9 Self-correct when reading		EN6G-Ia-2.3.1 Compose clear and coherent sentences using appropriate grammatical structures: -Pluralization of regular nouns	EN6WC-Ia-2.2.2 Write a 3-line 4-stanza poem	EN6VC-Ia-5.1.1 Describe different forms and conventions of film and moving pictures (lights)	EN6A-Ia-16 Observe politeness at all times EN6A-Ia-17 Show tactfulness when communicating with others EN6A-Ia-18 Show openness to criticism
2	EN6LC-Ib-2.3.6 Analyze sound devices (personification) in a text heard	EN6OL-Ib-1.17 Relate an experience appropriate to the occasion	EN6V-Ib-12.4.2.1 Infer meaning of idiomatic expressions using -affixes	EN6RC-Ib-6.1 EN6RC-Ib-6.2 EN6RC-Ib-6.3 EN6RC-Ib-6.4 Analyze poem with 4 or more stanzas in terms of its elements (rhymes, sound devices, imagery and figurative language)	EN6F-Ib-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%		EN6G-Ib-2.3.2 Compose clear and coherent sentences using appropriate grammatical structures: -Pluralization of irregular nouns	EN6WC-Ib-2.2.2 Write a 3-line 4-stanza poem	EN6VC-Ib-5.1.2 Describe different forms and conventions of film and moving pictures (blocking)	EN6A-Ib-16 Observe politeness at all times EN6A-Ib-17 Show tactfulness when communicating with others EN6A-Ib-18 Show openness to criticism
3	EN6LC-Ic-2.3.8 EN6LC-Ic-	EN6OL-Ic-1.17 Relate an	EN6V-Ic-12.4.1.1 Infer meaning	EN6RC-Ic-6.5 EN6RC-Ic-6.6 EN6RC-Ic-6.7	EN6F-Ic-1.6 Read aloud grade level		EN6G-Ic-3.2 Compose clear and coherent		EN6VC-Ic-5.1.3 Describe	EN6A-Ic-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 Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
	2.3.7 Analyze sound devices (irony and hyperbole) in a text heard	experience appropriate to the occasion	of idiomatic expressions using -roots	Determine tone, mood, and purpose of the author	appropriate text with an accuracy rate of 95 – 100%		sentences using appropriate grammatical structures: -tenses of verbs		different forms and conventions of film and moving pictures (direction)	times EN6A-Ic-17 Show tactfulness when communicating with others EN6A-Ic-18 Show openness to criticism
4	EN6LC-Id-2.11.1 EN6LC-Id-2.11.2 EN6LC-Id-2.11.3 Infer the speaker's tone, mood and purpose	EN6OL-Id-1.17 Relate an experience appropriate to the occasion	EN6V-Id-12.3.2 EN6V-Id-12.4.1.2 EN6V-Id-12.4.2.2 Infer meaning of figurative language using -context clues -affixes and roots -other strategies	EN6RC-Id-6.8 EN6RC-Id-6.9 Analyze figures of speech (simile, metaphor)	EN6F-Id-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%		EN6G-Id-3.3 Compose clear and coherent sentences using appropriate grammatical structures: -aspects of verbs		EN6VC-Id-5.1.4 Describe different forms and conventions of film and moving pictures (characterization)	EN6A-Id-16 Observe politeness at all times EN6A-Id-17 Show tactfulness when communicating with others EN6A-Id-18 Show openness to criticism
5	EN6LC-Ie-2.11.1 EN6LC-Ie-2.11.2 EN6LC-Ie-2.11.3 Infer the speaker's tone, mood and purpose		EN6V-Ie-12.3.2 EN6V-Ie-12.4.1.2 EN6V-Ie-12.4.2.2 Infer meaning of figurative language using -context clues -affixes and roots -other strategies	EN6RC-Ie-6.10 EN6RC-Ie-6.11 Analyze figures of speech (hyperbole, irony)	EN6F-Ie-1.8.1 Read with automaticity grade level frequently occurring content area words		EN6G-Ie-3.6 Compose clear and coherent sentences using appropriate grammatical structures: -modals		EN6VC-Ie-5.1.5 Describe different forms and conventions of film and moving pictures (acting)	EN6A-Ie-16 Observe politeness at all times EN6A-Ie-17 Show tactfulness when communicating with others EN6A-Ie-18 Show openness

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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
										to criticism
6	<p>EN6LC-If-2.11.1 EN6LC-If-2.11.2 EN6LC-If-2.11.3 Infer the speaker's tone, mood and purpose</p>			<p>EN6RC-If-6.12 Analyze figures of speech (culture-based euphemism)</p>	<p>EN6F-If-1.8.1 Read with automaticity grade level frequently occurring content area words</p>		<p>EN6G-If-4.4.1 EN6G-If-4.4.3 EN6G-If-4.4.2 Compose clear and coherent sentences using appropriate grammatical structures: -Pronoun-reference agreement (number, case, gender)</p>		<p>EN6VC-If-5.1.6 Describe different forms and conventions of film and moving pictures (dialog)</p>	<p>EN6A-If-16 Observe politeness at all times</p> <p>EN6A-If-17 Show tactfulness when communicating with others</p> <p>EN6A-If-18 Show openness to criticism</p>
7				<p>EN6RC-Ig-2.24.1 EN6RC-Ig-2.24.2 Evaluate narratives based on how the author developed the elements: -Setting -Characters (Heroes and Villains)</p>	<p>EN6F-Ig-1.8.1 Read with automaticity grade level frequently occurring content area words</p>		<p>EN6G-Ig-4.4.1 EN6G-Ig-4.4.3 EN6G-Ig-4.4.2 Compose clear and coherent sentences using appropriate grammatical structures: -Pronoun-reference agreement (number, case, gender)</p>		<p>EN6VC-Ig-5.1.7 Describe different forms and conventions of film and moving pictures (setting)</p>	<p>EN6A-Ig-16 Observe politeness at all times</p> <p>EN6A-Ig-17 Show tactfulness when communicating with others</p> <p>EN6A-Ig-18 Show openness to criticism</p>
8				<p>EN6RC-Ih-2.24.3 Evaluate narratives</p>	<p>EN6F-Ih-1.13 Read grade level text with 135 words</p>		<p>EN6G-Ih-3.9 Compose clear and coherent sentences</p>		<p>EN6VC-Ih-5.1.8 Describe different forms</p>	<p>EN6A-Ih-16 Observe politeness at all times</p>

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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
				based on how the author developed the elements: -Plot (chronological-sequential, en medias res, flashback)	correct per minute		using appropriate grammatical structures: -Subject-verb agreement		and conventions of film and moving pictures (set-up)	EN6A-Ih-17 Show tactfulness when communicating with others EN6A-Ih-18 Show openness to criticism
9				EN6RC-Ii-2.24.4 EN6RC-Ii-2.24.5 Evaluate narratives based on how the author developed the elements: -theme -point of view	EN6F-Ii-1.13 Read grade level text with 135 words correct per minute		EN6G-Ii-3.9 Compose clear and coherent sentences using appropriate grammatical structures: -Subject-verb agreement		EN6VC-Ii-3.3.1 EN6VC-Ii-3.3.2 EN6VC-Ii-3.3.3 Analyze the characters used in print, non-print, and digital materials (Age and gender, Race and nationality, Attitude and behavior) EN6VC-Ii-3.3.4 Analyze the setting used in print, non-print and digital materials (Urban or Rural; Affluent or Poor)	EN6A-Ii-16 Observe politeness at all times EN6A-Ii-17 Show tactfulness when communicating with others EN6A-Ii-18 Show openness to criticism
10					EN6F-Ij-1.13 Read grade level text with 135 words correct per		EN6G-Ij-3.9 Compose clear and coherent sentences using		EN6VC-Ij-3.3.1 EN6VC-Ij-3.3.2 EN6VC-Ij-	EN6A-Ij-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 Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
					minute		appropriate grammatical structures: -Subject-verb agreement		3.3.3 Analyze the characters used in print, non-print, and digital materials (Age and gender, Race and nationality, Attitude and behavior) EN6VC-Ij-3.3.4 Analyze the setting used in print, non-print and digital materials (Urban or Rural; Affluent or Poor)	EN6A-Ij-17 Show tactfulness when communicating with others EN6A-Ij-18 Show openness to criticism

SECOND QUARTER

Grade Level Standards	The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life’s purposes.
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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	EN6LC-IIa-3.2 Distinguish various types of informational/f actual text	EN6OL-IIa-3.7 Employ an appropriate style of speaking, adjusting language, gestures, rate, and volume	EN6V-IIa-12.3.3 EN6V-IIa-12.4.1.3 EN6V-IIa-12.4.2.3 Infer meaning of borrowed words and content specific	EN6RC-IIa-5.5 Respond appropriately to the messages of the different authentic texts	EN6F-IIa-2.9 Self-correct when reading	EN6SS-IIa-1.3 EN6SS-IIa-1.4 Gather relevant information from various sources -glossary -indices	EN6G-IIa-5.5 EN6G-IIa-5.2 Compose clear and coherent sentences using appropriate grammatical structures: -Order and	EN6WC-IIa-3.7 Fill-out forms accurately and efficiently (biodata, application forms, etc.)	EN6VC-IIa-3.7 Infer the target audience	EN6A-IIa-16 Observe politeness at all times EN6A-IIa-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
		according to audience and purpose	terms using -context clues -affixes and roots -other strategies (Math)				degrees of regular adjectives			with others EN6A-IIa-18 Show openness to criticism
2	EN6LC-IIb-3.2 Distinguish various types of informational/f actual text	EN6OL-IIb-3.7 Employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose	EN6V-IIb-12.3.3 EN6V-IIb-12.4.1.3 EN6V-IIb-12.4.2.3 Infer meaning of borrowed words and content specific terms using -context clues -affixes and roots -other strategies (Science)	EN6RC-IIb-5.5 Respond appropriately to the messages of the different authentic texts	EN6F-IIb-1.6 EN6F-IIb-1.3 EN6F-IIb-1.7 Read grade level text with accuracy, appropriate rate and proper expression	EN6SS-IIb-1.4 EN6SS-IIb-1.4.1 Gather relevant information from various sources -Dictionary -Thesaurus	EN6G-IIb-5.5.1 EN6G-IIb-5.2.1 Compose clear and coherent sentences using appropriate grammatical structures: -Order and degrees of irregular adjectives	EN6WC-IIb-1.1.6.1 Plan a composition using an outline/other graphic organizers	EN6VC-IIb-3.7 Infer the target audience	EN6A-IIb-16 Observe politeness at all times EN6A-IIb-17 Show tactfulness when communicating with others EN6A-IIb-18 Show openness to criticism
3	EN6LC-IIc-3.2 Distinguish various types of informational/f actual text	EN6OL-IIc-3.7 Employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose	EN6V-IIc-12.3.3 EN6V-IIc-12.4.1.3 EN6V-IIc-12.4.2.3 Infer meaning of borrowed words and content specific terms using -context clues -affixes and roots -other strategies (Health)	EN6RC-IIc-5.5 Note significant details of informational texts	EN6F-IIc-1.6 EN6F-IIc-1.3 EN6F-IIc-1.7 Read grade level text with accuracy, appropriate rate and proper expression	EN6SS-IIc-1.4.2 EN6SS-IIc-1.4.3 Gather relevant information from various sources - -Almanac -Encyclopedia	EN6G-IIc-6.6 Compose clear and coherent sentences using appropriate grammatical structures: -Adverbs of intensity	EN6WC-IIc-1.1.6.1 Use appropriate graphic organizers for pre-writing tasks	EN6VC-IIc-3.7 Infer the target audience	EN6A-IIc-16 Observe politeness at all times EN6A-IIc-17 Show tactfulness when communicating with others EN6A-IIc-18 Show openness to criticism

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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
4	EN6LC-IIId-2.2 Note down relevant information from text heard	EN6OL-IIId-5 Share brief impromptu remarks about topics of interest	EN6V-IIId-12.3.3 EN6V-IIId-12.4.1.3 EN6V-IIId-12.4.2.3 Infer meaning of borrowed words and content specific terms using -context clues -affixes and roots -other strategies (Literary terms)	EN6RC-IIId-5.5 Note significant details of informational texts	EN6F-IIId-1.6 EN6F-IIId-1.3 EN6F-IIId-1.7 Read grade level text with accuracy, appropriate rate and proper expression	EN6SS-IIId-1.7 Gather relevant information from various sources -Online references	EN6G-IIId-6.7 Compose clear and coherent sentences using appropriate grammatical structures: -Adverbs of frequency	EN6WC-IIId-2.2.6 Write a 4-paragraph composition showing -comparison and contrast	EN6VC-IIId-3.8 Infer purpose of the visual media	EN6A-IIId-16 Observe politeness at all times EN6A-IIId-17 Show tactfulness when communicating with others EN6A-IIId-18 Show openness to criticism
5	EN6LC-IIe-2.2 Note down relevant information from text heard	EN6OL-IIe-5 Share brief impromptu remarks about topics of interest	EN6V-IIe-12.3.3 EN6V-IIe-12.4.1.3 EN6V-IIe-12.4.2.3 Infer meaning of borrowed words and content specific terms using -context clues -affixes and roots -other strategies (ICT terms)		EN6F-IIe-2.9 Self-correct when reading	EN6SS-IIe-3 Organize information from primary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN6G-IIe-6.8 Compose clear and coherent sentences using appropriate grammatical structures: -Adverbs of manner	EN6WC-IIe-1.8.2 EN6WC-IIe-1.8.1 EN6WC-IIe-1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words		EN6A-IIe-16 Observe politeness at all times EN6A-IIe-17 Show tactfulness when communicating with others EN6A-IIe-18 Show openness to criticism
6		EN6OL-IIIf-5 Share brief impromptu remarks about topics of interest	EN6V-IIIf-12.3.3 EN6V-IIIf-12.4.1.3 EN6V-IIIf-12.4.2.3 Infer meaning of borrowed		EN6F-IIIf-2.9 Self-correct when reading	EN6SS-IIIf-4 Organize information from secondary sources in preparation for writing, reporting and	EN6G-IIIf-6.5 Compose clear and coherent sentences using appropriate grammatical structures:	EN6WC-IIIf-2.2.5 Write a 4-paragraph composition showing -cause and effect		EN6A-IIIf-16 Observe politeness at all times EN6A-IIIf-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
			words and content specific terms using -context clues -affixes and roots -other strategies (EPP)			similar academic tasks in collaboration with others	-Adverbs of place and time			when communicating with others EN6A-IIIf-18 Show openness to criticism
7		EN6OL-IIg-5 Share brief impromptu remarks about topics of interest			EN6F-IIg-1.6 EN6F-IIg-1.3 EN6F-IIg-1.7 Read grade level text with accuracy, appropriate rate and proper expression		EN6G-IIg-7.3.1 EN6G-IIg-7.3.2 Compose clear and coherent sentences using appropriate grammatical structures: -Prepositions and prepositional phrases	EN6WC-IIg-1.8.2 EN6WC-IIg-1.8.1 EN6WC-IIg-1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words		EN6A-IIg-16 Observe politeness at all times EN6A-IIg-17 Show tactfulness when communicating with others EN6A-IIg-18 Show openness to criticism
8		EN6OL-IIh-6 React on the content of the material presented			EN6F-IIh-1.6 EN6F-IIh-1.3 EN6F-IIh-1.7 Read grade level text with accuracy, appropriate rate and proper expression		EN6G-IIh-8.3 EN6G-IIh-8.4 Compose clear and coherent sentences using appropriate grammatical structures: -Subordinate and coordinate conjunctions	EN6WC-IIh-2.2.9 Write a 4-paragraph composition showing -problem and solution		EN6A-IIh-16 Observe politeness at all times EN6A-IIh-17 Show tactfulness when communicating with others EN6A-IIh-18 Show openness to criticism
9		EN6OL-IIi-6 React on the			EN6F-IIi-1.6 EN6F-IIi-1.3		EN6G-IIi-8.3 EN6G-IIi-8.4	EN6WC-IIi-1.8.2		EN6A-IIi-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 Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
		content of the material presented			EN6F-IIi-1.7 Read grade level text with accuracy, appropriate rate and proper expression		Compose clear and coherent sentences using appropriate grammatical structures: -Subordinate and coordinate conjunctions	EN6WC-IIi-1.8.1 EN6WC-IIi-1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/signal words		politeness at all times EN6A-IIi-17 Show tactfulness when communicating with others EN6A-IIi-18 Show openness to criticism
10							EN6G-IIj-8.3 EN6G-IIj-8.4 Compose clear and coherent sentences using appropriate grammatical structures: -Subordinate and coordinate conjunctions			EN6A-IIj-16 Observe politeness at all times EN6A-IIj-17 Show tactfulness when communicating with others EN6A-IIj-18 Show openness to criticism

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THIRD QUARTER

Grade Level Standards	The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life's purposes.
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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	EN6LC-IIIa-2.2 Note significant details	EN6OL-IIIa-1.27 Provide evidence to support opinions	EN6V-IIIa-8.1 EN6V-IIIa-8.2 Clarify meaning of words using dictionaries, thesaurus <i>MISOSA Eng6</i> <i>Using a dictionary</i>	EN6RC-IIIa-3.2.8 Distinguish text-types according to purpose and language features -Enumeration	EN6F-IIIa-2.9 Self-correct when reading	EN6SS-IIIa-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN6SS-IIIa-1.8.1 Use a particular kind of sentence for a specific purpose and audience -asking permission	EN6WC-IIIa-1.1.6.1 Plan a composition using an outline/other graphic organizers	EN6VC-IIIa-6.1 EN6VC-IIIa-6.2 Identify real or make-believe, fact or non-fact images	EN6A-IIIa-16 Observe politeness at all times EN6A-IIIa-17 Show tactfulness when communicating with others EN6A-IIIa-18 Show openness to criticism
2	EN6LC-IIIb-3.1.12 Detect biases and propaganda devices used by speakers	EN6OL-IIIb-1.28 Make a stand based on informed opinion	EN6V-IIIb-8.3 Clarify meaning of words using online resources	EN6RC-IIIb-3.2.9 Distinguish text-types according to purpose and language features -Time-order (sequence, recounts, process)	EN6F-IIIb-1.6 EN6F-IIIb-1.3 EN6F-IIIb-1.7 Read grade level text with accuracy, appropriate rate and proper expression	EN6SS-IIIb-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN6SS-IIIb-1.8.2 Use a particular kind of sentence for a specific purpose and audience -responding to questions	EN6WC-IIIb-2.2.10 Write a 3-paragraph editorial article	EN6VC-IIIb-6.1 EN6VC-IIIb-6.2 Identify real or make-believe, fact or non-fact images	EN6A-IIIb-16 Observe politeness at all times EN6A-IIIb-17 Show tactfulness when communicating with others EN6A-IIIb-18 Show openness to criticism
3	EN6LC-IIIc-3.1.12 Detect biases and propaganda devices used by	EN6OL-IIIc-1.28 Make a stand based on informed	EN6V-IIIc-12.3.3 EN6V-IIIc-12.4.1.3 Infer meaning	EN6RC-IIIc-3.2.7 Distinguish text-types according to	EN6F-IIIc-1.6 EN6F-IIIc-1.3 EN6F-IIIc-	EN6SS-IIIc-4 Organize information from secondary sources in	EN6SS-IIIc-1.8.3 Use a particular kind of sentence for a	EN6WC-IIIc-1.8.2 EN6WC-IIIc-1.8.1 EN6WC-IIIc-	EN6VC-IIIc-7.1 Identify the values suggested in	EN6A-IIIc-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 Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
	speakers	opinion	of borrowed words using -context clues -affixes and roots -other strategies	purpose and language features -Comparison and contrast	1.7 Read grade level text with accuracy, appropriate rate and proper expression	preparation for writing, reporting and similar academic tasks in collaboration with others	specific purpose and audience -making requests	1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words	the visual media	EN6A-IIIc-17 Show tactfulness when communicating with others EN6A-IIIc-18 Show openness to criticism
4	EN6LC-IIIId-3.1.13 Make a stand	EN6OL-IIIId-3.7 Use appropriate strategies to keep a discussion going	EN6V- IIIId -12.4.1.3 Infer meaning of borrowed words using roots	EN6RC-IIIId-2.15.2 Use appropriate graphic organizers in texts read	EN6F-IIIId-3.5 EN6F-IIIId-3.2 EN6F-IIIId-3.6 Observe accuracy, appropriate rate and proper expressions in dialogs	EN6SS-IIIId-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN6SS-IIIId-1.8.4 Use a particular kind of sentence for a specific purpose and audience -following and giving directions	EN6WC-IIIId-1.1.6.1 Plan a composition using an outline/other graphic organizers	EN6VC-IIIId-7.1 Identify the values suggested in the visual media	EN6A-IIIId-16 Observe politeness at all times EN6A-IIIId-17 Show tactfulness when communicating with others EN6A-IIIId-18 Show openness to criticism
5	EN6LC-IIIId-3.1.13 Make a stand	EN6OL-IIIId-3.7 Use appropriate strategies to keep a discussion going	EN6V- IIIId -12.4.2.3 Infer meaning of borrowed words using prefix		EN6F-IIIId-3.5 EN6F-IIIId-3.2 EN6F-IIIId-3.6 Observe accuracy, appropriate rate and proper expressions in dialogs	EN6SS-IIIId-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN6SS-IIIId-1.8.10 Use a particular kind of sentence for a specific purpose and audience -expressing opinions/ Emotions	EN6WC-IIIId-2.2.10 Write a 3-paragraph editorial article		EN6A-IIIId-16 Observe politeness at all times EN6A-IIIId-17 Show tactfulness when communicating with others EN6A-IIIId-18 Show openness to criticism

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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
6		EN6OL-IIIIf-2.7 Remind others to stay on topic	EN6V- IIIIf -12.4.2.3 Infer meaning of borrowed words using suffix		EN6F-IIIIf-3.5 EN6F-IIIIf-3.2 EN6F-IIIIf-3.6 Observe accuracy, appropriate rate and proper expressions in dialogs	EN6SS-IIIIf-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others	EN6SS-IIIIf-1.8.11 Use a particular kind of sentence for a specific purpose and audience -asserting	EN6WC-IIIIf-1.8.2 EN6WC-IIIIf-1.8.1 EN6WC-IIIIf-1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words		EN6A-IIIIf-16 Observe politeness at all times EN6A-IIIIf-17 Show tactfulness when communicating with others EN6A-IIIIf-18 Show openness to criticism
7		EN6OL-IIIIf-1.19 Present a coherent, comprehensive report on differing viewpoints on an issue	EN6V-IIIIf-12.3.3 EN6V- IIIIf -12.4.1.3 EN6V- IIIIf -12.4.2.3 Infer meaning of content specific terms using -context clues -affixes and roots -other strategies		EN6F-IIIIf-3.5 EN6F-IIIIf-3.2 EN6F-IIIIf-3.6 Observe accuracy, appropriate rate and proper expressions in dialogs	EN6SS-IIIIf-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others				EN6A-IIIIf-16 Observe politeness at all times EN6A-IIIIf-17 Show tactfulness when communicating with others EN6A-IIIIf-18 Show openness to criticism
8		EN6OL-IIIIf-1.19 Present a coherent, comprehensive report on differing viewpoints on an issue	EN6V-IIIIf-12.3.3 EN6V- IIIIf -12.4.1.3 EN6V- IIIIf -12.4.2.3 Infer meaning of content specific terms using -context clues -affixes and		EN6F-IIIIf-3.5 EN6F-IIIIf-3.2 EN6F-IIIIf-3.6 Observe accuracy, appropriate rate and proper expressions in dialogs	EN6SS-IIIIf-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others				EN6A-IIIIf-16 Observe politeness at all times EN6A-IIIIf-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
			roots -other strategies							EN6A-IIIh-18 Show openness to criticism
9		EN6OL-IIIi-1.19 Present a coherent, comprehensive report on differing viewpoints on an issue	EN6V-IIIi-12.3.3 EN6V- IIIi -12.4.1.3 EN6V- IIIi -12.4.2.3 Infer meaning of content specific terms using -context clues -affixes and roots -other strategies		EN6F-IIIi-3.5 EN6F-IIIi-3.2 EN6F-IIIi-3.6 Observe accuracy, appropriate rate and proper expressions in dialogs	EN6SS-IIIi-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others				EN6A-IIIi-16 Observe politeness at all times EN6A-IIIi-17 Show tactfulness when communicating with others EN6A-IIIi-18 Show openness to criticism
10		EN6OL-IIIj-1.19 Present a coherent, comprehensive report on differing viewpoints on an issue	EN6V-IIIj-12.3.3 EN6V- IIIj -12.4.1.3 EN6V- IIIj -12.4.2.3 Infer meaning of content specific terms using -context clues -affixes and roots -other strategies		EN6F-IIIj-3.5 EN6F-IIIj-3.2 EN6F-IIIj-3.6 Observe accuracy, appropriate rate and proper expressions in dialogs	EN6SS-IIIj-4 Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others				EN6A-IIIj-16 Observe politeness at all times EN6A-IIIj-17 Show tactfulness when communicating with others EN6A-IIIj-18 Show openness to criticism

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FOURTH QUARTER

Grade Level Standards	The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life's purposes.
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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	EN6LC-IVa-3.1.14 Restate portions of a text heard to clarify meaning	EN6OL-IVa-3.6 Summarize information conveyed through discussion	EN6V-IVa-12.3.3 EN6V- IVa - 12.4.1.3 EN6V- IVa - 12.4.2.3 Infer meaning of borrowed words using -context clues -affixes and roots -other strategies	EN6RC-IVa-3.2.6 Distinguish text-types according to purpose and language features -Cause and effect	EN6F-IVa-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%	EN6SS-IVa-1.8 Take down relevant notes	EN6SS-IVa-1.8 Use various types and kinds of sentences for effective communication of information/ ideas (compound sentences)	EN6WC-IVa-1.1.6.1 Plan a composition using an outline/other graphic organizers	EN6VC-IVa-7.1 EN6VC-IVa-7.2 EN6VC-IVa-7.3 Determine images/ideas that are explicitly used to influence viewers (Stereotypes, Point of view, Propagandas)	EN6A-IVa-16 Observe politeness at all times EN6A-IVa-17 Show tactfulness when communicating with others EN6A-IVa-18 Show openness to criticism
2	EN6LC-IVb-3.1.14 Restate portions of a text heard to clarify meaning	EN6OL-IVb-3.6 Summarize information conveyed through discussion	EN6V-IVb-12.3.3 EN6V- IVb - 12.4.1.3 EN6V- IVb - 12.4.2.3 Infer meaning of borrowed words using -context clues -affixes and roots -other strategies	EN6RC-IVb-3.2.6 Distinguish text-types according to purpose and language features -Cause and effect	EN6F-IVb-1.6 Read aloud grade level appropriate text with an accuracy rate of 95 – 100%	EN6SS-IVb-1.9 Assess credibility of sources of information	EN6SS-IVb-1.9 Use various types and kinds of sentences for effective communication of information/ ideas (complex sentences)	EN6WC-IVb-2.2.11 Compose a three-paragraph persuasive essay on self-selected topic	EN6VC-IVb-7.1 EN6VC-IVb-7.2 EN6VC-IVb-7.3 Determine images/ideas that are explicitly used to influence viewers (Stereotypes, Point of view, Propagandas)	EN6A-IVb-16 Observe politeness at all times EN6A-IVb-17 Show tactfulness when communicating with others EN6A-IVb-18 Show openness to criticism
3	EN6LC-IVc-3.1.14 Restate portions of a text heard to clarify	EN6OL-IVc-3.6 Summarize information conveyed	EN6V- IVc - 12.4.1.3 Infer meaning of borrowed words using	EN6RC-IVc-3.2.5 Distinguish text-types according to	EN6F-IVc-2.9 Self-correct when reading	EN6SS-IVc-5 List primary and secondary sources of information	EN6SS-IVc-1.10 Use various types and kinds of sentences	EN6WC-IVc-1.8.2 EN6WC-IVc-1.8.1 EN6WC-IVc-	EN6VC-IVc-7.1 EN6VC-IVc-7.2 EN6VC-IVc-	EN6A-IVc-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 Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
	meaning	through discussion	roots	purpose and language features -Problem and solution		Revise writing for correctness/validity of information	for effective communication of information/ideas (compound, complex sentences)	1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/signal words	7.3 Determine images/ideas that are explicitly used to influence viewers (Stereotypes, Point of view, Propagandas)	EN6A-IVc-17 Show tactfulness when communicating with others EN6A-IVc-18 Show openness to criticism
4	EN6LC-IVd-2.23 Summarize the information from a text heard	EN6OL-IVd-3.6 Summarize information conveyed through discussion	EN6V- IVd - 12.4.2.3 Infer meaning of borrowed words using Prefix	EN6RC-IVd-3.2.5 Distinguish text-types according to purpose and language features -Problem and solution	EN6F-IVd-1.13 Read grade level text with 145 words correct per minute	EN6SS-IVd-2.3 Conduct short research projects on a relevant issue	EN6SS-IVd-1.10 Use various types and kinds of sentences for effective communication of information/ideas (compound, complex sentences)	EN6WC-IVd-1.1.6.1 Plan a composition using an outline/other graphic organizers	EN6VC-IVd-1.4 Make connections between information viewed and personal experiences	EN6A-IVd-16 Observe politeness at all times EN6A-IVd-17 Show tactfulness when communicating with others EN6A-IVd-18 Show openness to criticism
5	EN6LC-IVe-2.23 Summarize the information from a text heard	EN6OL-IVe-3.6 Summarize information conveyed through discussion	EN6V- IVe - 12.4.2.3 Infer meaning of borrowed words using Suffix	EN6RC-IVe-2.15.2 Use appropriate graphic organizers in texts read	EN6F-IVe-1.13 Read grade level text with 145 words correct per minute	EN6SS-IVe-2.3 Conduct short research projects on a relevant issue	EN6SS-IVe-1.10 Use various types and kinds of sentences for effective communication of information/ideas (compound, complex sentences)	EN6WC-IVe-2.2.11 Compose a three-paragraph persuasive essay on self-selected topic	EN6VC-IVe-1.4 Make connections between information viewed and personal experiences	EN6A-IVe-16 Observe politeness at all times EN6A-IVe-17 Show tactfulness when communicating with others EN6A-IVe-18 Show openness to criticism
6	EN6LC-IVf-2.23 Summarize the	EN6OL-IVf-3.6 Summarize	EN6V-IVf-12.3.3 EN6V- IVf -	EN6RC-IVf-2.15.2 Use	EN6F-IVf-3.5 EN6F- IVf - 3.2	EN6SS-IVf-2.3 Conduct short	EN6SS-IVf-1.10 Use various	EN6WC-IVf-1.8.2 EN6WC-IVf-	EN6VC-IVf-1.4 Make	EN6A-IVf-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 Research	G Grammar	WC Writing/ Composition	VC Viewing	A Attitude
	information from a text heard	information conveyed through discussion	12.4.1.3 EN6V- IVf - 12.4.2.3 Infer meaning of content-specific terms using -context clues -affixes and roots -other strategies	appropriate graphic organizers in texts read	EN6F- IVf - 3.6 EN6F- IVf - 3.11 Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication group task	research projects on a relevant issue	types and kinds of sentences for effective communication of information/ ideas (compound, complex sentences)	1.8.1 EN6WC-IVf- 1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words	connections between information viewed and personal experiences	times EN6A-IVf-17 Show tactfulness when communicating with others EN6A-IVf-18 Show openness to criticism
7		EN6OL-IVg- 3.6 Summarize information conveyed through discussion	EN6V-IVg- 12.3.3 EN6V- IVg - 12.4.1.3 EN6V- IVg - 12.4.2.3 Infer meaning of content-specific terms using -context clues -affixes and roots -other strategies	EN6RC-IVg- 2.15.2 Use appropriate graphic organizers in texts read	EN6F-IVg-3.5 EN6F- IVg - 3.2 EN6F- IVg - 3.6 EN6F- IVg - 3.11 Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication group task	EN6SS-IVg- 2.3 Conduct short research projects on a relevant issue	EN6SS-IVg- 1.10 Use various types and kinds of sentences for effective communication of information/ ideas (compound, complex sentences)	EN6WC-IVg- 2.2.11 Compose a three-paragraph persuasive essay on self-selected topic	EN6VC-IVg- 1.4 Make connections between information viewed and personal experiences	EN6A-IVg-16 Observe politeness at all times EN6A-IVg-17 Show tactfulness when communicating with others EN6A-IVg-18 Show openness to criticism
8		EN6OL-IVh- 3.6 Summarize information conveyed through discussion	EN6V-IVh- 12.3.3 EN6V- IVh - 12.4.1.3 EN6V- IVh - 12.4.2.3 Infer meaning of content-specific terms using -context clues	EN6RC-IVh- 2.15.2 Use appropriate graphic organizers in texts read	EN6F-IVh-3.5 EN6F- IVh - 3.2 EN6F- IVh - 3.6 EN6F- IVh - 3.11 Observe accuracy, appropriate rate, proper	EN6SS-IVh- 2.3 Conduct short research projects on a relevant issue	EN6SS-IVh- 1.10 Use various types and kinds of sentences for effective communication of information/ ideas (compound, complex	EN6WC-IVh- 1.8.2 EN6WC-IVh- 1.8.1 EN6WC-IVh- 1.8.3 Revise writing for clarity - correct spelling - appropriate	EN6VC-IVh- 1.4 Make connections between information viewed and personal experiences	EN6A-IVh-16 Observe politeness at all times EN6A-IVh-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
			-affixes and roots -other strategies		expressions and correct pronunciation in oral communication group task		sentences)	punctuation marks -transition/ signal words		EN6A-IVh-18 Show openness to criticism
9		EN6OL-IVi-3.6 Summarize information conveyed through discussion	EN6V-IVi-12.3.3 EN6V- IVi - 12.4.1.3 EN6V- IVi - 12.4.2.3 Infer meaning of content-specific terms using -context clues -affixes and roots -other strategies	EN6RC-IVi-2.15.2 Use appropriate graphic organizers in texts read	EN6F-IVi-3.5 EN6F- IVi - 3.2 EN6F- IVi - 3.6 EN6F- IVi - 3.11 Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication group task	EN6SS-IVi-2.3 Conduct short research projects on a relevant issue	EN6SS-IVi-1.10 Use various types and kinds of sentences for effective communication of information/ ideas (compound, complex sentences)	EN6WC-IVi-2.2.11 Compose a three-paragraph persuasive essay on self-selected topic	EN6VC-IVi-1.4 Make connections between information viewed and personal experiences	EN6A-IVi-16 Observe politeness at all times EN6A-IVi-17 Show tactfulness when communicating with others EN6A-IVi-18 Show openness to criticism
10		EN6OL-IVj-3.6 Summarize information conveyed through discussion	EN6V-IVj-12.3.3 EN6V- IVj - 12.4.1.3 EN6V- IVj - 12.4.2.3 Infer meaning of content-specific terms using -context clues -affixes and roots -other strategies	EN6RC-IVj-2.15.2 Use appropriate graphic organizers in texts read	EN6F-IVj-3.5 EN6F- IVj - 3.2 EN6F- IVj - 3.6 EN6F- IVj - 3.11 Observe accuracy, appropriate rate, proper expressions and correct pronunciation in oral communication group task	EN6SS-IVj-2.3 Conduct short research projects on a relevant issue	EN6SS-IVj-1.10 Use various types and kinds of sentences for effective communication of information/ ideas (compound, complex sentences)	EN6WC-IVj-1.8.2 EN6WC-IVj-1.8.1 EN6WC-IVj-1.8.3 Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words	EN6VC-IVj-1.4 Make connections between information viewed and personal experiences	EN6A-IVj-16 Observe politeness at all times EN6A-IVj-17 Show tactfulness when communicating with others EN6A-IVj-18 Show openness to criticism

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Grade 6 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		
Analyze sound devices (onomatopoeia, alliteration, assonance, personification, irony and hyperbole) in a text heard	EN6LC-Ia-2.3.1 EN6LC-Ia-2.3.3 EN6LC-Ia-2.3.2 EN6LC-Ia-2.3.6 EN6LC-Ia-2.3.8 EN6LC-Ia-2.3.7	1. *English for All Times 6. 1999. pp 144-146. 2. *English for You and Me 6 (Reading). 2011. pp 51-52. 3. *English Arts I. 2000. pp 40-44, 187.
Analyze sound devices (personification) in a text heard	EN6LC-Ib-2.3.6	1. *English for You and Me 6 (Reading). 2011. pp 51. 2. *English Arts I. 2000. pp 40, 43-44, 186-188.
Analyze sound devices (irony and hyperbole) in a text heard	EN6LC-Ic-2.3.7 EN6LC-Ic-2.3.8	1. BEAM-DLP6 Module 13 – Using Figurative Language Simile, Metaphor, Hyperbole. 2. *English for You and Me 6 (Reading). 2011. pp 52. 3. *English Arts I. 2000. pp 44.
Infer the speaker’s tone, mood and purpose	EN6LC-Id-2.11.1 EN6LC-Id-2.11.2 EN6LC-Id-2.11.3 --- EN6LC-Ie-2.11.2 EN6LC-Ie-2.11.3 --- EN6LC-If-2.11.1 EN6LC-If-2.11.2 EN6LC-If-2.11.3	1. BEAM-DLP6 Module 12 – Using the Plural Form of Nouns. 2. BEAM-DLP6 Module 51 – Determining the Purpose of the Author. 3. MISOSA English 6 – Determining the Purpose of the Author. 4. *English for All Times 5. 1999. pp 135. 5. *English Expressways 5. 2010. pp 137. 6. *English Arts I. 2000. pp 26, 27, 249.
OL - Oral Language		
V - Vocabulary Development		
1Q		
Infer meaning of idiomatic expressions using -context clues	EN6V-Ia-12.3.1	1. BEAM-DLP6 Module 8 – Decoding Meaning of Unfamiliar Words Using Context. 2. BEAM-DLP6 Module 12 – Common Idioms. 3. *English Arts I. 2000. pp 80, 81, 99, 100, 148, 149.
-affixes	EN6V-Ib-12.4.2.1	1. BEAM-DLP6 Module 5 – Words with Affixes – Prefixes. 2. BEAM-DLP6 Module 6 – Words with Affixes – Suffixes. 3. *English Arts I. 2000. pp. 205-207
Infer meaning of figurative language using -context clues	EN6V-Id-12.3.2 EN6V-Ie-12.3.2	1. BEAM-DLP6 Module 13 – Using Figurative Language. 2. *English Arts I. 2000. pp 80, 81, 99, 100, 148, 149, 205-207.
-affixes and roots	EN6V-Id-12.4.1.2 EN6V-Ie-12.4.1.2	1. BEAM-DLP6 Module 13 – Using Figurative Language. 2. *English Arts I. 2000. pp 80, 81, 99, 100, 148, 149, 205-207.
-other strategies	EN6V-Id-12.4.2.2 EN6V-Ie-12.4.2.2	1. BEAM-DLP6 Module 13 – Using Figurative Language. 2. *English Arts I. 2000. pp 80, 81, 99, 100, 148, 149, 205-207.

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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.
2Q		
Infer meaning of borrowed words and content specific terms using (Math) -context clues	EN6V-IIa-12.3.3	*English Arts I. 2000. pp 46-47, 118-120.
-affixes and roots	EN6V-IIa-12.4.1.3	*English Arts I. 2000. pp 46-47, 118-120.
-other strategies	EN6V-IIa-12.4.2.3	*English Arts I. 2000. pp 46-47, 118-120.
3Q		
Clarify meaning of words using dictionaries, thesaurus	EN6V-IIIa-8.1 EN6V-IIIa-8.2	1. MISOSA ENG6 – Using a Dictionary. 2. *English Expressways 5. 2010. pp 45, 46, 113.
Infer meaning of borrowed words using -context clues -affixes and roots -other strategies	EN6V-IIIc-12.3.3 EN6V-IIIc-12.4.1.3	1. *English for All Times 6. 1999. pp 28, 29, 94-95. 2. *English for You and Me 6 (Reading). 2011. pp 9-10, 11-12.
-prefix	EN6V-IIIe-12.4.2.3	1. *English for All Times 5. 1999. pp. 78-79. 2. *English Expressways 5. 2010. pp 78-79. 3. *English for All Times 6. 1999. pp 94-95. 4. *English for You and Me 6 (Reading). 2011. pp 9-10.
-suffix	EN6V-III f-12.4.2.3	1. *English for All Times 5. 1999. pp. 110, 166. 2. *English Expressways 5. 2010. pp 109, 110. 3. *English for All Times 6. 1999. pp 28-29. 4. *English for You and Me 6 (Reading). 2011. pp 11-12.
Infer meaning of content specific terms using -context clues	EN6V-IIIg-12.3.3 EN6V-IIIh-12.3.3 EN6V-IIIi-12.3.3 EN6V-IIIj-12.3.3	1. *English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166. 2. *English for All Times 6. 1999. pp 184-185.
-affixes and roots	EN6V-IIIg-12.4.1.3 EN6V-IIIh-12.4.1.3 EN6V-IIIi-12.4.1.3 EN6V-IIIj-12.4.1.3	1. *English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166. 2. *English for All Times 6. 1999. pp 28, 29, 94-95. 3. *English for You and Me 6 (Reading). 2011. pp 9-10, 11-12.
-other strategies	EN6V-IIIg-12.4.2.3 EN6V-IIIh-12.4.2.3 EN6V-IIIi-12.4.2.3 EN6V-IIIj-12.4.2.3	*English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166.
4Q		
-affixes and roots	EN6V-IVa-12.4.1.3 EN6V-IVb-12.4.1.3	1. *English for All Times 6. 1999. pp 28, 29, 94-95. 2. *English for You and Me 6 (Reading). 2011. pp 9-10, 11-12.
-prefix	EN6V-IVd-12.4.2.3	1. *English for All Times 5. 1999. pp. 78-79. 2. *English Expressways 5. 2010. pp 78-79. 3. *English for All Times 6. 1999. pp 94-95. 4. *English for You and Me 6 (Reading). 2011. pp 9-10.
-suffix	EN6V-IVe-12.4.2.3	1. *English for All Times 5. 1999. pp. 110, 166.

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LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
		<ol style="list-style-type: none"> 2. *English Expressways 5. 2010. pp 109, 110. 3. *English for All Times 6. 1999. pp 28-29. 4. *English for You and Me 6 (Reading). 2011. pp 11-12.
Infer meaning of content-specific terms using -context clues	EN6V-IVf-12.3.3 EN6V-IVg-12.3.3 EN6V-IVh-12.3.3 EN6V-IVi-12.3.3 EN6V-IVj-12.3.3	<ol style="list-style-type: none"> 1. *English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166. 2. *English for All Times 6. 1999. pp 184-185.
-affixes and roots	EN6V-IVf-12.4.1.3 EN6V-IVg-12.4.1.3 EN6V-IVh-12.4.1.3 EN6V-IVi-12.4.1.3 EN6V-IVj-12.4.1.3	<ol style="list-style-type: none"> 1. *English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166. 2. *English for All Times 6. 1999. pp 28, 29, 94-95. 3. *English for You and Me 6 (Reading). 2011. pp 9-10, 11-12.
-other strategies	EN6V-IVf-12.4.2.3 EN6V-IVg-12.4.2.3 EN6V-IVh-12.4.2.3 EN6V-IVi-12.4.2.3 EN6V-IVj-12.4.2.3	*English for All Times 5. 1999. pp 45, 46, 57, 59, 78, 79, 104, 110, 166.
RC - Reading Comprehension		
1Q		
Analyze sound devices (onomatopoeia, alliteration, assonance, consonance)	EN6RC-Ia-2.3.1 EN6RC-Ia-2.3.3 EN6RC-Ia-2.3.2 EN6RC-Ia-2.3.9	<ol style="list-style-type: none"> 1. *English for All Times 6. 1999. pp 103, 145. 2. *English for You and Me 6 (Reading). 2011. pp 51-52. 3. *English Arts I. 2000. pp 40, 42.
Analyze poem with 4 or more stanzas in terms of its elements (rhymes, sound devices, imagery and figurative language)	EN6RC-Ib-6.1 EN6RC-Ib-6.2 EN6RC-Ib-6.3 EN6RC-Ib-6.4	*English Arts I. 2000. pp 40-44, 244-247.
Determine tone, mood, and purpose of the author	EN6RC-Ic-6.5 EN6RC-Ic-6.6 EN6RC-Ic-6.7	<ol style="list-style-type: none"> 1. BEAM-DLP6 Module 12 – Using the Plural Form of Nouns. 2. BEAM-DLP6 Module 51 – Determining the Purpose of the Author. 3. MISOSA ENG6 – Determining the Purpose of the Author. 4. *English for All Times 5. 1999. pp 18, 135. 5. *English Expressways 5. 2010. pp 137. 6. *English Arts I. 2000. pp 26, 27, 249.
Analyze figures of speech (simile, metaphor)	EN6RC-Id-6.8 EN6RC-Id-6.9	<ol style="list-style-type: none"> 1. BEAM-DLP6 Module 2 – Using Figurative Language. 2. BEAM-DLP6 Module 13 – Using Figurative Language Simile, Metaphor, Hyperbole. 3. MISOSA ENG6 – Using Figures of Speech. 4. *English for All Times 5. 1999. pp 190, 191. 5. *English for You and Me 6 (Reading). 2011. pp 51. 6. *English Arts I. 2000. pp 43, 186, 187.
Analyze figures of speech (hyperbole, irony)	EN6RC-Ie-6.10	1. BEAM-DLP6 Module 13 – Using Figurative Language Simile, Metaphor, Hyperbole.

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	EN6RC-Ie-6.11	<ol style="list-style-type: none"> 2. *English for You and Me 6 (Reading). 2011. pp 52. 3. *English Arts I. 2000. pp 44.
Analyze figures of speech (culture-based euphemism)	EN6RC-If- 6.12	
Evaluate narratives based on how the author developed the elements: -Setting -Characters (Heroes and Villains)	EN6RC-Ig-2.24.1 EN6RC-Ig-2.24.2	<ol style="list-style-type: none"> 1. BEAM-DLP5 Module 37 – Evaluating and Making Judgments on Oral Texts. 2. *English Arts I. 2000. pp 28.
Evaluate narratives based on how the author developed the elements: -Plot (chronological-sequential, en medias res, flashback)	EN6RC-Ih-2.24.3	<ol style="list-style-type: none"> 1. MISOSA ENG6 – Identifying the Plot of a Story. 2. *English for You and Me 6 (Reading). 2011. pp 73. 3. *English Arts I. 2000. pp 28.
2Q		
Respond appropriately to the messages of the different authentic texts	EN6RC-IIa-5.5 EN6RC-IIb-5.5	<ol style="list-style-type: none"> 1. *English for All Times 5. 1999. pp 160-165. 2. *English Expressways 5. 2010. pp 160-162, 164, 165.
3Q		
-Comparison and Contrast	EN6RC-IIIc-3.2.7	*English Arts I. 2000. pp 261, 262.
4Q		
Distinguish text-types according to purpose and language features -Cause and effect	EN6RC-IVa-3.2.6 EN6RC-IVb-3.2.6	<ol style="list-style-type: none"> 1. *English for You and Me 6 (Reading). 2011. pp 122-123. 2. *English Arts I. 2000. pp 30, 219, 220.
F - Oral Reading Fluency		
SS - Study Strategy Research		
2Q		
Gather relevant information from various sources -Glossary	EN6SS-IIa-1.3	<ol style="list-style-type: none"> 1. *English for All Times 5. 1999. pp 12, 13. 2. *English Expressways 5. 2010. pp 10. 3. *New Horizons in Learning English I. 1999. pp 30-31.
-Indices	EN6SS-IIa-1.4	<ol style="list-style-type: none"> 1. *English for All Times 5. 1999. pp 12, 13. 2. *English Expressways 5. 2010. pp 10. 3. *New Horizons in Learning English I. 1999. pp 30-31.
-Dictionary	EN6SS-IIb-1.4	<ol style="list-style-type: none"> 1. *English for All Times 5. 1999. pp 20-27, 36, 37, 40, 41, 53, 142, 184. 2. *English Expressways 5. 2010. pp 113. 3. *English for All Times 6. 1999. pp 73-74, 139, 184. 4. *English for You and Me 6 (Reading). 2011. pp 46. 5. *English Arts I. 2000. pp 13, 20-25.
-Thesaurus	EN6SS-IIb-1.4.1	<ol style="list-style-type: none"> 1. *English for All Times 5. 1999. pp 20-27, 36, 37, 40, 41, 53, 142, 184. 2. *English Expressways 5. 2010. pp 113. 3. *English for All Times 6. 1999. pp 73-74, 139, 184. 4. *English for You and Me 6 (Reading). 2011. pp 46. 5. *English Arts I. 2000. pp 13, 20-25.
-Almanac	EN6SS-IIc-1.4.2	<ol style="list-style-type: none"> 1. *English for All Times 5. 1999. pp. 111-113.

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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.
-Encyclopedia	EN6SS-IIc-1.4.3	2. *English Expressways 5. 2010. pp 111-112. 3. *English for All Times 6. 1999. pp 84-87. 1. *English for All Times 5. 1999. pp. 111-113. 2. *English Expressways 5. 2010. pp 111-112. 3. *English for All Times 6. 1999. pp 84-87.
G - Grammar		
1Q		
Compose clear and coherent sentences using appropriate grammatical structures: -pluralization of regular nouns	EN6G-Ia-2.3.1 EN6G-Ib-2.3.2	1. BEAM-DLP6 Module 12 – Using the Plural Form of Nouns. 2. *English Arts I. 2000. pp 155, 156, 159. 3. *English for You and Me 6 (Language). 2011. pp 46-47.
Compose clear and coherent sentences using appropriate grammatical structures: -pluralization of irregular nouns		1. MISOSA ENG5 Module 5 – Using the Plural Form of Nouns. 2. *English for You and Me 6 (Language). 2011. pp 46-47. 3. *New Horizons in Learning English I. 1999. pp 194-195. 4. *English Arts I. 2000. pp 157, 158.
-tenses of verbs	EN6G-Ic-3.2	1. *English for You and Me 6 (Language). 2011. pp 92. 2. *New Horizons in Learning English I. 1999. pp 15, 92-93, 222. 3. *English Arts I. 2000. pp 104-107.
-modals	EN6G-Ie-3.6	*English Arts I. 2000. pp 261.
-Subject-verb agreement	EN6G-Ih-3.9 EN6G-Ii-3.9 EN6G-Ij-3.9	*English Arts I. 2000. pp 136-139.
2Q		
Compose clear and coherent sentences using appropriate grammatical structures: -Order and degrees of regular adjectives	EN6G-IIa-5.5 EN6G-IIa-5.2 --- EN6G-IIb-5.5.1 EN6G-IIb-5.2.1	1. BEAM-DLP6 Module 11 – Using Adjectives in Series. 2. *New Horizons in Learning English I. 1999. pp 194-195. 3. *English Arts I. 2000. pp 221-228.
-Adverbs of frequency	EN6G-IIId-6.7	1. BEAM-DLP5 Module 38 – Using Adverbs of Manner and Frequency. 2. MISOSA ENG5 Module 8 – Using Adverbs of Time, Place, Manner and Frequency.
-Adverbs of manner	EN6G-IIe-6.8	1. BEAM-DLP5 Module 38 – Using Adverbs of Manner and Frequency. 2. MISOSA ENG5 Module 8 – Using Adverbs of Time, Place, Manner and Frequency.
-Adverbs of place and time	EN6G-IIIf-6.5	1. MISOSA ENG5 Module 8 – Using Adverbs of Time, Place, Manner and Frequency.
-Prepositions and prepositional phrases	EN6G-IIg-7.3.1 EN6G-IIg-7.3.2	1. BEAM-DLP5 Module 40 – Using Prepositions and Prepositional Phrase. 2. BEAM-DLP6 Module 57 – Using Prepositions and Prepositional Phrase. 3. MISOSA 5 Module 6 – Using Prepositions and Prepositional Phrase. 4. *English for You and Me 6 (Language). 2011. pp 152-153. 4. *New Horizons in Learning English I. 1999. pp 165. 5. *English Arts I. 2000. pp 251-252.
-Subordinate and coordinate conjunctions	EN6G-IIh-8.3 EN6G-IIh-8.4	1. *New Horizons in Learning English I. 1999. pp 245-246.

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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.
	--- EN6G-IIIi-8.3 EN6G-IIIi-8.4 --- EN6G-IIj-8.3 EN6G-IIj-8.4	
3Q		
-following and giving directions	EN6G-IIIId-1.8.4	1. BEAM-DLP6 Module 10 – Following Series of Directions. 2. BEAM-DLP6 Module 15 – Writing Specific Directions on Given Situations.
4Q		
Use various types and kinds of sentences for effective communication of information/ideas (compound sentences)	EN6G-IVa-1.8	1. BEAM-DLP5 Module 23 – Using Variety of Sentences According To Structure. 2. BEAM-DLP6 Module 32 – Using Compound Sentences. 3. MISOSA ENG6 – Using Compound Sentences. 4. *English for You and Me 6 (Language). 2011. pp 61-63. 5. *English Arts I. 2000. pp 33, 34.
Use various types and kinds of sentences for effective communication of information/ideas (complex sentences)	EN6G-IVb-1.9	1. BEAM-DLP6 Module 33 – Using Complex Sentences. 2. *English for You and Me 6 (Language). 2011. pp 65-67. 3. *New Horizons in Learning English I. 1999. pp 271-272. 4. *English Arts I. 2000. pp 35, 36.
Use various types and kinds of sentences for effective communication of information/ideas (compound, complex sentences)	EN6G-IVc-1.10 EN6G-IVd-1.10 EN6G-IVe-1.10 EN6G-IVf-1.10 EN6G-IVg-1.10 EN6G-IVh-1.10 EN6G-IVi-1.10 EN6G-IVj-1.10	1. *English for You and Me 6 (Language). 2011. pp 61-69. 2. *New Horizons in Learning English I. 1999. pp 271-272.
WC - Writing/Composition		
1Q		
Write a 3-line 4-stanza poem	EN6WC-Ia-2.2.2 EN6WC-Ib-2.2.2	*English for All Times 6 (Reading). 1999. pp 104.
2Q		
Fill-out forms accurately and efficiently (bio data, application forms, etc.)	EN6WC-IIa-3.7	1. BEAM-DLP5 Module 12 – Filling out Forms Correctly. 2. *English Expressways 5. 2010. pp 13-15. 3. *English for All Times 6. 1999. pp 141.
Plan a composition using an outline/other graphic organizers	EN6WC-IIb-1.1.6.1	*English for You and Me 6 (Reading). 2011. pp 66-67.
Write a 4-paragraph composition showing -comparison and contrast	EN6WC-IIId-2.2.6	1. *New Horizons in Learning English. 1999. pp 201-202. 2. *English Arts I. 2000. pp 261, 262.
Revise writing for clarity -correct spelling	EN6WC-IIe-1.8.2 EN6WC-IIg-1.8.2	*New Horizons in Learning English. 1999. pp 42.

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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.
Write a 4-paragraph composition showing -cause and effect	<p align="center">EN6WC-III-1.8.2</p> <p align="center">EN6WC-IIIf-2.2.5</p>	<ol style="list-style-type: none"> *English for All Times 6. 1999. pp 42-44. *English for You and Me 6 (Reading). 2011. 122-123. *English Arts I. 2000. pp 30, 219, 220.
<p>4Q</p>		
Plan a composition using an outline/other graphic organizers	<p align="center">EN6WC-IVa-1.1.6.1</p> <p align="center">EN6WC-IVd-1.1.6.1</p>	<p align="center">*English for You and Me 6 (Reading). 2011. pp 66-67.</p>
<p>VC – Viewing</p>		
<p>1Q</p>		
Analyze the characters used in print, non-print, and digital materials (age and gender, race and nationality, attitude and behaviour)	<p align="center">EN6VC-Ii-3.3.1</p> <p align="center">EN6VC-Ii-3.3.2</p> <p align="center">EN6VC-Ii-3.3.3</p> <p align="center">---</p> <p align="center">EN6VC-Ij-3.3.1</p> <p align="center">EN6VC-Ij-3.3.2</p> <p align="center">EN6VC-Ij-3.3.3</p>	<p align="center">*English for All Times 6. 1999. pp 7-8, 18, 35, 126, 192-193.</p>
Analyze the setting used in print, non-print and digital materials (Urban or Rural; Affluent or Poor)	<p align="center">EN6VC-Ii-3.3.4</p> <p align="center">EN6VC-Ij-3.3.4</p>	<p align="center">*English for All Times 6. 1999. pp 15-17.</p>
<p>A - Attitude</p>		
<p>1Q</p>		
Observe politeness at all times	<p align="center">EN6A-Ia-16</p> <p align="center">EN6A-Ib-16</p> <p align="center">EN6A-Ic-16</p> <p align="center">EN6A-Id-16</p> <p align="center">EN6A-Ie-16</p> <p align="center">EN6A-If-16</p> <p align="center">EN6A-Ig-16</p> <p align="center">EN6A-Ih-16</p> <p align="center">EN6A-Ii-16</p> <p align="center">EN6A-Ij-16</p>	<ol style="list-style-type: none"> BEAM-DLP6 Module 11 – Using Courteous Expressions. MISOSA ENG6 – Using Courteous Expressions.

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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

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

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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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