

## K to 12 BASIC EDUCATION CURRICULUM

### GRADE 8

#### FIRST QUARTER

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of Afro- Asian Literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of: African literature as a means of exploring forces that human beings contend with; various reading styles vis – à-vis purposes of reading; prosodic features that serve as carriers of meaning; ways by which information may be organized, related, and delivered orally; and parallel structures and cohesive devices in presenting information.
<b>PERFORMANCE STANDARD</b>	The learner transfers learning by composing and delivering an informative speech based on a specific topic of interest keeping in mind the proper and effective use of parallel structures and cohesive devices and appropriate prosodic features, stance, and behavior.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	<b>EN8RC-Ia-7.2:</b> Scan for logical connectors to determine the text type	<b>EN8LC-Ia-5.1:</b> Listen for important points signaled by <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u>	<b>EN8VC-Ia-8:</b> Use <u>context clues from the material viewed</u> to determine the meaning of unfamiliar words or expressions	<b>EN8V-Ia-10.2:</b> Determine the meaning of <u>idiomatic expressions</u> by noting context clues and collocations	<b>EN8LT-Ia-8:</b> Describe the notable literary genres contributed by African writers <b>EN8LT-Ia-8.1:</b> Identify the distinguishing features of notable African <u>chants, poems, folktales, and short stories</u>	<b>EN8WC-Ia-1.1:</b> Generate ideas and their relationships <b>EN8WC-Ia-1.1.6.1:</b> Present ideas using a variety of graphic organizers	<b>EN8OL-Ia-3.11:</b> Use the correct sounds of English	<b>EN8G-Ia-7:</b> Use parallel structures <b>EN8G-Ia-8:</b> Use appropriate cohesive devices in composing an informative speech
2	<b>EN8RC-Ib-7.2:</b> Scan for logical connectors to determine the text type	<b>EN8LC-Ib-5.1:</b> Listen for important points signaled by <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u>	<b>EN8VC-Ib-8:</b> Use context clues from the material viewed to <u>determine the meaning of unfamiliar words</u> or expressions	<b>EN8V-Ib-10.2:</b> Determine the meaning of idiomatic expressions by <u>noting context clues</u> and collocations	<b>EN8LT-Ib-8:</b> Describe the notable literary genres contributed by African writers <b>EN8LT-Ib-8.1:</b> Identify the distinguishing features of	<b>EN8WC-Ib-1.1:</b> Generate ideas and their relationships <b>EN8WC-Ib-1.1.6:</b> Organize ideas in <u>one-step word, phrase, and sentence outline forms</u>	<b>EN8OL-Ib-3.11:</b> Use the correct sounds of English	<b>EN8G-Ib-7:</b> Use parallel structures. <b>EN8G-Ib-8:</b> Use appropriate cohesive devices in composing an informative speech

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>RC</b> Reading Comprehension	<b>LC</b> Listening Comprehension	<b>VC</b> Viewing Comprehension	<b>V</b> Vocabulary Development	<b>LT</b> Literature	<b>WC</b> Writing and Composition	<b>F</b> Oral Language and Fluency	<b>G</b> Grammar Awareness
					notable African chants, poems, folktales, and short stories			
<b>3</b>	<b>EN8SS-Ic-1.5.1:</b> Skim to determine key ideas	<b>EN8LC-Ic-5.1:</b> Listen for important points signaled by volume, projection, pitch, stress, intonation, juncture, and rate of speech	<b>EN8VC-Ic-8:</b> Use context clues from the material viewed to <u>determine the meaning of unfamiliar words or expressions</u>	<b>EN8V-Ic-10.2:</b> Determine the meaning of idiomatic expressions by <u>noting</u> context clues and <u>collocations</u>	<b>EN8LT-Ic-8:</b> Describe the notable literary genres contributed by African writers <b>EN8LT-Ic-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-Ic-2.2.1:</b> Express appreciation for <u>sensory images</u> used <b>EN8LT-Ic-2.2.2:</b> Explain the literary devices used.	<b>EN8WC-Ic-1.1:</b> Generate ideas and their relationships <b>EN8WC-Ic-1.1.6:</b> Organize ideas in one-step word, phrase, and sentence outline <u>forms</u>	<b>EN8OL-Ic-3.11:</b> Use the correct sounds of English	<b>EN8G-Ic-7:</b> Use parallel structures <b>EN8G-Ic-8:</b> Use appropriate cohesive devices in composing an informative speech
<b>4</b>	<b>EN8SS-Id-1.5.1:</b> Skim to determine key ideas	<b>EN8LC-Id-5.1:</b> Listen for important points signaled by volume, projection, pitch, stress, intonation, juncture, and <u>rate of speech</u>	<b>EN8VC-Id-9:</b> Organize information from a material viewed	<b>EN8V-Id-10.2:</b> Determine the meaning of idiomatic expressions by <u>noting</u> context clues and <u>collocations</u>	<b>EN8LT-Id-8:</b> Describe the notable literary genres contributed by African writers <b>EN8LT-Id-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-Id-</b>	<b>EN8WC-Id-1.1:</b> Generate ideas and their relationships <b>EN8WC-Id-1.1.6:</b> Organize ideas in one-step word, phrase, and <u>sentence outline forms</u>	<b>EN8F-Id-3:</b> Deliver a self-composed informative speech	<b>EN8G-Id-7:</b> Use parallel structures. <b>EN8G-Id-8:</b> Use appropriate cohesive devices in composing an informative speech

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>RC</b> Reading Comprehension	<b>LC</b> Listening Comprehension	<b>VC</b> Viewing Comprehension	<b>V</b> Vocabulary Development	<b>LT</b> Literature	<b>WC</b> Writing and Composition	<b>F</b> Oral Language and Fluency	<b>G</b> Grammar Awareness
					<b>2.2.3:</b> Determine <u>tone, mood, technique, and purpose</u> of the author			
<b>5</b>	<b>EN8RC-Ie-7:</b> Use the appropriate reading style (scanning, <u>skimming</u> , <u>speed reading</u> , intensive reading etc.) for one's purpose	<b>EN8LC-Ie-9:</b> Determine how <u>volume, projection, pitch, stress, intonation, juncture, and speech rate</u> serve as carriers of meaning	<b>EN8VC-Ie-9:</b> Organize information from a material viewed	<b>EN8V-Ie-4:</b> Use appropriate strategies in unlocking the meaning of unfamiliar words and idiomatic expressions	<b>EN8LT-Ie-8:</b> Describe the notable literary genres contributed by African writers <b>EN8LT-Ie-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-Ie-2.2.3:</b> Determine <u>tone, mood, technique, and purpose of the author</u>	<b>EN8WC-Ie-6:</b> Organize notes taken from an expository text <b>EN8WC-Ie-6.1:</b> Arrange notes using a variety of graphic organizers	<b>EN8OL-Ie-5:</b> Use appropriate prosodic features of speech when delivering lines	<b>EN8G-Ie-7:</b> Use parallel structures. <b>EN8G-Ie-8:</b> Use appropriate cohesive devices in composing an informative speech
<b>6</b>	<b>EN8RC-If-7:</b> Use the appropriate reading style (scanning, <u>skimming</u> , <u>speed reading</u> , intensive reading etc.) for one's purpose	<b>EN8LC-If-5.2:</b> Note the changes in <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u> that affect meaning	<b>EN8VC-If-9:</b> Organize information from a material viewed	<b>EN8V-If-6:</b> Determine the <u>meaning of words and expressions that reflect the local culture</u> by noting context clues	<b>EN8LT-If-7:</b> Appreciate literature as a means of understanding the human being and the forces he/she needs to contend with	<b>EN8WC-If-6:</b> Organize notes taken from an expository text <b>EN8WC-If-6.1:</b> Arrange notes using a variety of graphic organizers	<b>EN8OL-If-5:</b> Use appropriate prosodic features of speech when delivering lines	<b>EN8G-If-7:</b> Use parallel structures <b>EN8G-If-8:</b> Use appropriate cohesive devices in composing an informative speech
<b>7</b>	<b>EN8RC-Ig-7.1:</b> Read intensively to determine the author's purpose	<b>EN8LC-Ig-5.2:</b> Note the changes in <u>volume, projection, pitch, stress, intonation, juncture, and rate of speech</u> that affect meaning	<b>EN8VC-Ig-15:</b> Compare and contrast the presentation of the same topic in different viewing genres	<b>EN8V-Ig-6:</b> Determine the <u>meaning of words and expressions that reflect the local culture</u> by noting context clues	<b>EN8LT-Ig-8:</b> Describe the notable literary genres contributed by African writers <b>EN8LT-Ig-2.3:</b> Draw similarities	<b>EN8WC-Ig-6:</b> Organize notes taken from an expository text <b>EN8WC-Ig-6.2:</b> Arrange notes in <u>one-step word, phrase, and</u>	<b>EN8F-Ig-3:</b> Deliver a self-composed informative speech <b>EN8OL-Ig-3.8:</b> Use the correct stance and behavior	<b>EN8G-Ig-7:</b> Use parallel structures <b>EN8G-Ig-8:</b> Use appropriate cohesive devices in composing an informative speech

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					and differences of the featured selections in relation to the theme	sentence outline <u>forms</u>		
<b>8</b>	<b>EN8RC-Ih-7.1:</b> Read intensively to determine the author's purpose	<b>EN8LC-Ih-5.2:</b> Note the changes in volume, projection, pitch, stress, <u>intonation</u> , juncture, and rate of speech that affect meaning	<b>EN8VC-Ih-15:</b> Compare and contrast the presentation of the same topic in different viewing genres	<b>EN8V-Ih-6:</b> Determine the <u>meaning of</u> words and <u>expressions that reflect the local culture</u> by noting context clues	<b>EN8LT-Ih-3:</b> Explain how a selection may be influenced by <u>culture, history, environment, or other factors</u>	<b>EN8WC-Ih-6:</b> Organize notes taken from an expository text <b>EN8WC-Ih-6.2:</b> Arrange notes in one-step word, <u>phrase</u> , and sentence outline <u>forms</u>	<b>EN8OL-Ih-3.12:</b> Highlight important points in an informative talk using appropriate presentation aids	<b>EN8G-Ih-7:</b> Use parallel structures <b>EN8G-Ih-8:</b> Use appropriate cohesive devices in composing an informative speech
<b>9</b>	<b>EN8RC-Ii-7:</b> Use the appropriate reading style (scanning, skimming, speed reading, intensive reading <u>etc.</u> ) for one's purpose	<b>EN8LC-Ii-5.2:</b> Note the changes in volume, projection, pitch, stress, intonation, <u>juncture</u> , and <u>rate of speech</u> that affect meaning	<b>EN8VC-Ii-15:</b> Compare and contrast the presentation of the same topic in different viewing genres	<b>EN8V-Ii-6:</b> Determine the <u>meaning of</u> words and <u>expressions that reflect the local culture</u> by noting context clues	<b>EN8LT-Ii-3:</b> Explain how a selection may be influenced by <u>culture, history, environment, or other factors</u>	<b>EN8WC-Ii-6:</b> Organize notes taken from an expository text <b>EN8WC-Ii-6.2:</b> Arrange notes in one-step word, phrase, and <u>sentence outline forms</u>	<b>EN8F-Ii-3:</b> Deliver a self-composed informative speech	<b>EN8G-Ii-7:</b> Use parallel structures <b>EN8G-Ii-8:</b> Use appropriate cohesive devices in composing an informative speech
<b>10</b>	<b>Culminating Task</b>							

## K to 12 BASIC EDUCATION CURRICULUM

### SECOND QUARTER

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of Afro- Asian Literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of: East Asian literature as an art form inspired and influenced by nature; relationship of visual, sensory, and verbal signals in both literary and expository texts; strategies in listening to long descriptive and narrative texts; value of literal and figurative language; and appropriate grammatical signals or expressions suitable to patterns of idea development.
<b>PERFORMANCE STANDARD</b>	The learner transfers learning by composing and delivering a brief and creative entertainment speech featuring a variety of effective paragraphs, appropriate grammatical signals or expressions in topic development, and appropriate prosodic features, stance, and behavior.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	<p><b>EN8RC-IIa-2.22:</b> Evaluate the personal significance of a literary text</p> <p><b>EN8RC-IIa-2.18:</b> <u>Relate content or theme to previous experiences and background knowledge</u></p>	<p><b>EN8LC-IIa-7:</b> Employ appropriate listening skills and strategies suited to long descriptive and narrative texts</p> <p><b>EN8LC-IIa-7.2:</b> Employ projective listening strategies with longer stories</p>	<p><b>EN8VC-IIa-1.3:</b> Predict the gist of the material viewed based on the <u>title</u>, pictures, and excerpts</p> <p><b>EN8VC-IIa-17:</b> Discern <u>positive</u> and negative messages conveyed in a material viewed</p>	<p><b>EN8V-IIa-24.1:</b> Distinguish between and among <u>verbal</u>, situational, and dramatic types of irony and give examples of each</p>	<p><b>EN8LT-IIa-9.1:</b> Describe the notable literary genres contributed by East Asian writers</p> <p><b>EN8LT-IIa-9.2:</b> Identify the distinguishing features of notable East Asian <u>poems</u>, folktales, and short stories</p>	<p><b>EN8WC-IIa-2.8:</b> Compose effective paragraphs</p> <p><b>EN8WC-IIa-2.8.7:</b> Limit a topic</p>	<p><b>EN8OL-IIa-5:</b> Use the appropriate prosodic features of speech when delivering an entertainment speech</p>	<p><b>EN8G-IIa-9:</b> Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> <li>• <u>general to particular</u></li> <li>• claim and counterclaim</li> <li>• problem-solution</li> <li>• cause-effect</li> <li>• and others</li> </ul>
2	<p><b>EN8RC-IIb-2.22:</b> Evaluate the personal significance of a literary text</p> <p><b>EN8RC-IIb-2.18:</b> <u>Relate content or theme to previous experiences and background knowledge</u></p>	<p><b>EN8LC-IIb-7:</b> Employ appropriate listening skills and strategies suited to long descriptive and narrative texts</p> <p><b>EN8LC-IIb-6.2:</b> Infer dominant thoughts and feelings expressed in the text listened to</p>	<p><b>EN8VC-IIb-1.3:</b> Predict the gist of the material viewed based on the <u>title</u>, pictures, and excerpts</p> <p><b>EN8VC-IIb-17:</b> Discern positive and <u>negative</u> messages conveyed in a material</p>	<p><b>EN8V-IIb-24.1:</b> Distinguish between and among verbal, <u>situational</u>, and dramatic types of irony and give examples of each</p>	<p><b>EN8LT-IIb-9.1:</b> Describe the notable literary genres contributed by East Asian writers</p> <p><b>EN8LT-IIb-9.2:</b> Identify the distinguishing features of</p>	<p><b>EN8WC-IIb-2.8:</b> Compose effective paragraphs</p> <p><b>EN8WC-IIb-2.8.8:</b> Use a variety of techniques to introduce a topic</p>	<p><b>EN8OL-IIb-5:</b> Use the appropriate prosodic features of speech when delivering an entertainment speech</p>	<p><b>EN8G-IIb-9:</b> Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> <li>• <u>general to particular</u></li> <li>• claim and</li> </ul>

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
			viewed		notable East Asian poems, <u>folktales</u> , and <u>short stories</u>			<ul style="list-style-type: none"> <li>counterclaim</li> <li>• problem-solution</li> <li>• cause-effect</li> <li>• and others</li> </ul>
3	<p><b>EN8RC-IIc-2.22:</b> Evaluate the personal significance of a literary text</p> <p><b>EN8RC-IIc-2.1.7:</b> React to assertions made by the author in the text</p>	<p><b>EN8LC-IIc-7:</b> Employ appropriate listening skills and strategies suited to long descriptive and <u>narrative</u> texts</p> <p><b>EN8LC-IIc-2.13:</b> Determine the tone and mood of the speaker or characters in the narrative listened to</p>	<p><b>EN8VC-IIc-1.3:</b> Predict the gist of the material viewed based on the title, pictures, and <u>excerpts</u></p> <p><b>EN8VC-IIc-17:</b> Discern <u>positive</u> and negative messages conveyed in a material viewed</p>	<p><b>EN7V-IIc-24.1:</b> Distinguish between and among verbal, <u>situational</u>, and dramatic types of irony and give examples of each</p>	<p><b>EN8LT-IIc-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection</p> <p><b>EN8LT-IIc-2.2.1:</b> Express appreciation for sensory images used</p>	<p><b>EN8WC-IIc-2.8:</b> Compose effective paragraphs</p> <p><b>EN8WC-IIc-2.2.1:</b> Develop related support sentences</p>	<p><b>EN8OL-IIc-3.11:</b> Produce the sounds of English correctly and effectively when delivering an entertainment speech</p>	<p><b>EN8G-IIc-9:</b> Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> <li>• general to particular</li> <li>• <u>claim and counterclaim</u></li> <li>• problem-solution</li> <li>• cause-effect</li> <li>• and others</li> </ul>
4	<p><b>EN8RC-IIId-2.22:</b> Evaluate the personal significance of a literary text</p>	<p><b>EN8LC-IIId-7:</b> Employ appropriate listening skills and strategies suited to long descriptive and <u>narrative</u> texts</p> <p><b>EN8LC-IIId-2.13:</b> Determine the tone and mood of the speaker or characters in the narrative listened to</p>	<p><b>EN8VC-IIId-1.3:</b> Predict the gist of the material viewed based on the <u>title</u>, pictures, and excerpts</p> <p><b>EN8VC-IIId-17:</b> Discern positive and <u>negative</u> messages conveyed in a material viewed</p>	<p><b>EN8V-IIId-24.1:</b> Distinguish between and among verbal, <u>situational</u>, and <u>dramatic</u> types of irony and give examples of each</p>	<p><b>EN8LT-IIId-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection</p> <p><b>EN8LT-IIId-2.2.2:</b> Explain the literary devices used</p>	<p><b>EN8WC-IIId-2.8:</b> Compose effective paragraphs</p> <p><b>EN8WC-IIId-2.8.9:</b> Use a variety of techniques to formulate a conclusion</p>	<p><b>EN8OL-IIId-3.11:</b> Produce the sounds of English correctly and effectively when delivering an entertainment speech</p>	<p><b>EN8G-IIId-9:</b> Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> <li>• general to particular</li> <li>• <u>claim and counterclaim</u></li> <li>• problem-solution</li> <li>• cause-effect</li> <li>• and others</li> </ul>
5	<p><b>EN8SS-IIe-1.2:</b> Explain visual-verbal relationships illustrated in <u>tables</u>, <u>graphs</u>, and</p>	<p><b>EN8LC-IIe-7:</b> Employ appropriate listening skills and strategies suited to</p>	<p><b>EN8VC-IIe-1.3:</b> Predict the gist of the material viewed based on the title,</p>	<p><b>EN8V-IIe-24:</b> Discriminate between literal</p>	<p><b>EN8LT-IIe-0-9:</b> Appreciate literature as an art form inspired</p>	<p><b>EN8WC-IIe-2.2:</b> Develop paragraphs that illustrate each text</p>	<p><b>EN8OL-IIe-2.6:</b> Use appropriate non-verbal cues when delivering</p>	<p><b>EN8G-IIe-9:</b> Use appropriate grammatical signals or expressions</p>

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
	information maps found in expository texts <b>EN8RC-IIe-11:</b> Transcode information from linear to non-linear texts and vice-versa	long descriptive and <u>narrative</u> texts <b>EN8LC-IIe-2.17.3:</b> Infer the theme of the text listened to	<u>pictures</u> , and excerpts <b>EN8VC-IIe-17:</b> Discern <u>positive</u> and negative messages conveyed in a material viewed	and figurative language	and influenced by nature	type ( <u>narrative in literature</u> , expository, explanatory, factual and personal recount, persuasive)	lines in an entertainment speech	suitable to each pattern of idea development: <ul style="list-style-type: none"> <li>• general to particular</li> <li>• claim and counterclaim</li> <li>• <u>problem-solution</u></li> <li>• cause-effect</li> <li>• and others</li> </ul>
6	<b>EN8SS-IIif-1.2:</b> Explain visual-verbal relationships illustrated in tables, <u>graphs</u> , and information maps found in expository texts <b>EN8RC-IIif-11:</b> Transcode information from linear to non-linear texts and vice-versa	<b>EN8LC-IIif-7:</b> Employ appropriate listening skills and strategies suited to long <u>descriptive</u> and narrative texts <b>EN8LC-IIif-2.5:</b> Formulate predictions about the contents of the listening text.	<b>EN8VC-IIif-1.3:</b> Predict the gist of the material viewed based on the title, pictures, and <u>excerpts</u> <b>EN8VC-IIif-17:</b> Discern positive and <u>negative</u> messages conveyed in a material viewed	<b>EN8V-IIif-10.1.4:</b> Identify figures of speech that show emphasis ( <u>hyperbole</u> and <u>litotes</u> )	<b>EN8LT-IIif-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-IIif-2.2.3:</b> Determine <u>tone</u> , <u>mood</u> , technique, and purpose of the author	<b>EN8WC-IIif-2.2:</b> Develop paragraphs that illustrate each text type (narrative in literature, <u>expository</u> , explanatory, factual and personal recount, persuasive)	<b>EN8OL-IIif-2.6:</b> Use appropriate non-verbal cues when delivering lines in an entertainment speech	<b>EN8G-IIif-9:</b> Use appropriate grammatical signals or expressions suitable to each pattern of idea development: <ul style="list-style-type: none"> <li>• general to particular</li> <li>• claim and counterclaim</li> <li>• <u>problem-solution</u></li> <li>• cause-effect</li> <li>• and others</li> </ul>
7	<b>EN8SS-IIg-1.2:</b> Explain visual-verbal relationships illustrated in tables, graphs, and <u>information maps</u> found in expository texts <b>EN8RC-IIg-11:</b> Transcode information from linear to non-linear texts and vice-versa	<b>EN8LC-IIg-7:</b> Employ appropriate listening skills and strategies suited to long <u>descriptive</u> and narrative texts <b>EN8LC-IIg-3.12:</b> Listen to paraphrase information/ideas	<b>EN8VC-IIg-1.3:</b> Predict the gist of the material viewed based on the <u>title</u> , pictures, and excerpts <b>EN8VC-IIg-17:</b> Discern <u>positive</u> and <u>negative</u> messages conveyed in a material viewed	<b>EN8V-IIg-10.1.4:</b> Identify figures of speech that show emphasis ( <u>hyperbole</u> and <u>litotes</u> )	<b>EN8LT-IIg-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-IIg-2.2.3:</b> Determine tone, mood, <u>technique</u> , and <u>purpose of the author</u>	<b>EN8WC-IIg-2.2:</b> Develop paragraphs that illustrate each text type (narrative in literature, <u>expository</u> , factual and personal recount, persuasive)	<b>EN8OL-IIg-3:</b> Deliver a self-composed entertainment speech using all the needed speech conventions <b>EN8OL-IIh-3.13:</b> Maintain the interest of the audience by delivering punch lines effectively	<b>EN8G-IIg-9:</b> Use appropriate grammatical signals or expressions suitable to each pattern of idea development: <ul style="list-style-type: none"> <li>• general to particular</li> <li>• claim and counterclaim</li> <li>• <u>problem-solution</u></li> <li>• <u>cause-effect</u></li> <li>• and others</li> </ul>

**K to 12 BASIC EDUCATION CURRICULUM**

<b>Week</b>	<b>RC</b> Reading Comprehension	<b>LC</b> Listening Comprehension	<b>VC</b> Viewing Comprehension	<b>V</b> Vocabulary Development	<b>LT</b> Literature	<b>WC</b> Writing and Composition	<b>F</b> Oral Language and Fluency	<b>G</b> Grammar Awareness
<b>8</b>	<p><b>EN8SS-IIh-1.2:</b> Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts</p> <p><b>EN8RC-IIh-2.15:</b> Organize information in tables, graphs, and maps</p>	<p><b>EN8LC-IIh-7:</b> Employ appropriate listening skills and strategies suited to long <u>descriptive</u> and narrative texts</p> <p><b>EN8LC-IIh-7.2:</b> Employ projective listening strategies with longer stories</p>	<p><b>EN8VC-IIh-1.3:</b> Predict the gist of the material viewed based on the title, pictures, and excerpts</p> <p><b>EN8VC-IIh-17:</b> Discern <u>positive</u> and <u>negative</u> messages conveyed in a material viewed</p>	<p><b>EN8V-IIh-7-10.1.4:</b> Identify figures of speech that show emphasis (<u>hyperbole</u> and <u>litotes</u>)</p>	<p><b>EN8LT-IIh-2.3:</b> Draw similarities and differences of the featured selections in relation to the theme</p>	<p><b>EN8WC-IIh-2.2:</b> Develop paragraphs that illustrate each text type (narrative in literature, expository, <u>factual</u> and <u>personal</u> <u>recount</u>, persuasive)</p>	<p><b>EN8OL-IIh-3:</b> Deliver a self-composed entertainment speech using all the needed speech conventions</p>	<p><b>EN8G-IIh-9:</b> Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> <li>• general to particular</li> <li>• claim and counterclaim</li> <li>• problem-solution</li> <li>• <u>cause-effect</u></li> <li>• and others</li> </ul>
<b>9</b>	<p><b>EN8SS-III-1.2:</b> Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts</p> <p><b>EN8RC-III-2.15:</b> Organize information in tables, graphs, and maps</p>	<p><b>EN8LC-III-7:</b> Employ appropriate listening skills and strategies suited to long <u>descriptive</u> and <u>narrative texts</u></p> <p><b>EN8LC-III-7.2:</b> Employ projective listening strategies with longer stories</p>	<p><b>EN8VC-III-1.3:</b> Predict the gist of the material viewed based on the title, pictures, and <u>excerpts</u></p> <p><b>EN8VC-III-17:</b> Discern <u>positive</u> and <u>negative</u> messages conveyed in a material viewed</p>	<p><b>EN8V-III-24:</b> Discriminate between literal and figurative language</p>	<p><b>EN8LT-III-3:</b> Explain how a selection may be influenced by culture, history, environment, or other factors</p>	<p><b>EN8WC-III-2.2:</b> Develop paragraphs that illustrate each text type (narrative in literature, expository, <u>factual</u> and <u>personal</u> <u>recount</u>, <u>persuasive</u>)</p>	<p><b>EN8OL-III-3:</b> Deliver a self-composed entertainment speech using all the needed speech conventions</p>	<p><b>EN8G-III-9:</b> Use appropriate grammatical signals or expressions suitable to each pattern of idea development:</p> <ul style="list-style-type: none"> <li>• general to particular</li> <li>• claim and counterclaim</li> <li>• problem-solution</li> <li>• <u>cause-effect</u></li> <li>• and <u>others</u></li> </ul>
<b>10</b>	<b>Culminating Task</b>							



## K to 12 BASIC EDUCATION CURRICULUM

### THIRD QUARTER

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture and those other countries.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of: Southeast Asian literature as mirror to a shared heritage ; coping strategies in processing textual information; strategies in examining features of a listening and viewing material; structural analysis of words and propaganda techniques; and grammatical signals for opinion- making, persuasion, and emphasis.
<b>PERFORMANCE STANDARD</b>	The learner transfers learning by composing and delivering a persuasive speech based on an informative essay featuring use of properly acknowledged information sources, grammatical signals for opinion-making , persuasion, and emphasis, and appropriate prosodic features, stance,and behavior.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
<b>1</b>	<b>EN8RC-IIIa-12.1:</b> Recognize propaganda techniques used in a given text	<b>EN8LC-IIIa-7.3:</b> Determine the target audience of a listening text and the objective/s of the speaker	<b>EN8VC-IIIa-3.4/4.4/5.4:</b> Determine the target audience of a material viewed	<b>EN8V-IIIa-15.3:</b> Explain the meaning of a word through structural analysis ( <u>prefixes</u> , roots, suffixes)	<b>EN8LT-IIIa-11:</b> Identify the notable literary genres contributed by Southeast Asian writers  <b>EN8LT-IIIa-11.1:</b> Identify the distinguishing features of notable <u>poems</u> , <u>short stories</u> , dramas, and novels contributed by Southeast Asian writers	<b>EN8SS-IIIa-1.10:</b> Organize information about a chosen subject using a graphic organizer	<b>EN8OL-IIIa-3.11:</b> Use the correct sounds of English during speech delivery	<b>EN8RC-IIIa-10:</b> Share ideas using opinion-marking signals <b>EN8G-IIIa-3.6:</b> Use modals appropriately
<b>2</b>	<b>EN8RC-IIIb-12.1:</b> Recognize propaganda techniques used in a given text	<b>EN8LC-IIIb-8.2:</b> Judge the relevance and worth of ideas presented in the text listened to	<b>EN8VC-IIIb-3.4/4.4/5.4:</b> Determine the target audience of a material viewed	<b>EN8V-IIIb-15.3:</b> Explain the meaning of a word through structural analysis ( <u>prefixes</u> , <u>roots</u> ,	<b>EN8LT-IIIb-11:</b> Identify the notable literary genres contributed by Southeast Asian	<b>EN8WC-IIIb-1.1.6:</b> Transcode information from a graphic organizer to a topic or sentence outline	<b>EN8OL-IIIb-5:</b> Observe the use of correct <u>stress</u> , <u>pitch</u> , and juncture when delivering a persuasive speech	<b>EN8RC-IIIb-10:</b> Share ideas using opinion-marking signals <b>EN8G-IIIb-3.6:</b> Use modals appropriately

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
				suffixes)	writers <b>EN8LT-IIIb-11.1:</b> Identify the distinguishing features of notable poems, short stories, <u>dramas</u> , and <u>novels</u> contributed by Southeast Asian writers			
<b>3</b>	<b>EN8RC-IIIc-2.13:</b> Differentiate facts from opinions	<b>EN8LC-IIIc-7:</b> Employ different listening strategies suited to the topic, purpose, and level of difficulty of the listening text	<b>EN8VC-IIIc-18:</b> Determine the <u>issue</u> and stand presented in the material viewed	<b>EN8V-IIIc-15.3:</b> Explain the meaning of a word through structural analysis (prefixes, roots, <u>suffixes</u> )	<b>EN8LT-IIIc-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-IIIc-2.2.1:</b> Express appreciation for sensory images used	<b>EN8WC-IIIc-1.1.6:</b> Expand the content of an outline using notes from primary and secondary sources	<b>EN8OL-IIIc-5:</b> Observe the use of correct stress, pitch, and <u>juncture</u> when delivering a persuasive speech	<b>EN8RC-IIIc-10:</b> Share ideas using opinion-marking signals <b>EN8G-IIIc-11:</b> Use appropriate documentation <b>EN8G-IIIc-3.6:</b> Use modals appropriately
<b>4</b>	<b>EN8RC-IIIId-12:</b> Utilize coping reading strategies to process information in a text	<b>EN8LC-IIIId-8.2:</b> Judge the relevance and worth of ideas presented in the text listened to	<b>EN8VC-IIIId-18:</b> Determine the issue and <u>stand</u> presented in the material viewed	<b>EN8V-IIIId-25:</b> Use appropriate strategies for unlocking unfamiliar words	<b>EN8LT-IIIId-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-IIIId-2.2.4:</b> Explain figurative language used	<b>EN8WC-IIIId-2.2.16:</b> Compose an informative essay	<b>EN8OL-IIIId-5:</b> Observe the use of correct <u>stress</u> , <u>pitch</u> , and <u>juncture</u> when delivering a persuasive speech	<b>EN8G-IIIId-11:</b> Use appropriate documentation <b>EN8G-IIIId-3.6:</b> Use modals appropriately
<b>5</b>	<b>EN8RC-IIIe-2.1.7:</b> React to what is asserted or expressed in a text	<b>EN8LC-IIIe-7.1:</b> Determine the stand of the speaker on a given issue presented in the text listened to	<b>EN8VC-IIIe-18:</b> Determine the issue and stand presented in the material viewed	<b>EN8V-IIIe-12.3:</b> Arrive at meanings through context clues	<b>EN8LT-IIIe-10:</b> Appreciate literature as a mirror to a shared heritage	<b>EN8SS-IIIe-1.6:</b> Show respect for intellectual property rights by acknowledging	<b>EN8OL-IIIe-1.14:</b> Use appropriate persuasive devices	<b>EN8G-IIIe-3.6:</b> Use modals appropriately <b>EN8G-IIIe-12:</b> Use emphasis markers for persuasive purposes

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					of people with diverse backgrounds	citations made in an informative essay <b>EN8SS-IIIe-1.6.3:</b> Acknowledge sources by creating a bibliography		
<b>6</b>	<b>EN8RC-IIIIf-2.1.7.1:</b> Evaluate the details that support assertions in a text	<b>EN8LC-IIIIf-2.10:</b> Distinguish facts from opinion cited in the text listened to	<b>EN8VC-IIIIf-19:</b> Judge the <u>relevance</u> and <u>worth of ideas</u> presented in the material viewed	<b>EN8V-IIIIf-12.3:</b> Arrive at meanings through context clues	<b>EN8LT-IIIIf-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-IIIIf-2.2.5:</b> Determine <u>key ideas, tone,</u> and <u>purposes</u> of the author	<b>EN8SS-IIIIf-1.6:</b> Show respect for intellectual property rights by acknowledging citations made in an informative essay. <b>EN8SS-IIIIf-1.6.3:</b> Acknowledge sources by creating a bibliography.	<b>EN8OL-IIIIf-3:</b> Deliver a self-composed persuasive speech	<b>EN8G-IIIIf-3.6:</b> Use modals appropriately <b>EN8G-IIIIf-12:</b> Use emphasis markers for persuasive purposes
<b>7</b>	<b>EN8RC-IIIg-3.1.12:</b> Examine biases (for or against) made by the author	<b>EN8LC-IIIg-7:</b> Employ different listening strategies suited to the topic, purpose, and level of difficulty of the listening text	<b>EN8VC-IIIg-19:</b> Judge the <u>relevance</u> and <u>worth of ideas</u> presented in the material viewed	<b>EN8V-IIIg-26:</b> Analyze intention of words or expressions used in propaganda techniques	<b>EN8LT-IIIg-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-IIIg-2.2.5:</b> Determine <u>key ideas, tone,</u> and <u>purposes</u> of the author	<b>EN8SS-IIIg-1.6:</b> Show respect for intellectual property rights by acknowledging citations made in an informative essay <b>EN8SS-IIIg-1.6.4:</b> Use conventions in citing sources	<b>EN8OL-IIIg-1.14:</b> Use appropriate persuasive devices	<b>EN8RC-IIIg-10:</b> Share ideas using opinion-marking signals <b>EN8G-IIIg-3.6:</b> Use modals appropriately. <b>EN8G-IIIg-12:</b> Use emphasis markers for persuasive purposes
<b>8</b>	<b>EN8RC-IIIh-3.1.12:</b> Examine biases (for or against) made by the author	<b>EN8LC-IIIh-7.4:</b> Determine various <u>social</u> , <u>moral</u> , and <u>economic</u> issues discussed in the text listened to	<b>EN8VC-IIIh-19:</b> Judge the <u>relevance</u> and <u>worth of ideas</u> presented in the material viewed	<b>EN8V-IIIh-26:</b> Analyze intention of words or expressions used in propaganda techniques	<b>EN8LT-IIIh-2.3:</b> Identify similarities and differences of the featured selections	<b>EN8SS-IIIh-1.6:</b> Show respect for intellectual property rights by acknowledging citations made in an informative essay	<b>EN8OL-IIIh-3:</b> Deliver a self-composed persuasive speech	<b>EN8RC-IIIh-10:</b> Share ideas using opinion-marking signals <b>EN8G-IIIh-3.6:</b> Use modals appropriately <b>EN8G-IIIh-12:</b> Use emphasis markers for

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
						<b>EN8SS-IIIh-1.6.5:</b> Use in-text citation		persuasive purposes
9	<b>EN8RC-IIIi-12:</b> Utilize coping reading strategies to process information in a text	<b>EN8LC-IIIi-7.4:</b> Determine various social, <u>moral</u> , and <u>economic</u> issues discussed in the text listened to	<b>EN8VC-IIIi-19:</b> Judge the relevance and worth of ideas presented in the material viewed	<b>EN8V-IIIi-25:</b> Use appropriate strategies for unlocking unfamiliar words	<b>EN8LT-IIIi-3:</b> Explain how a selection is influenced by culture, history, environment	<b>EN8WC-IIIi-2.2.16:</b> Compose an informative essay	<b>EN8OL-IIIi-4.1:</b> Use appropriate verbal and non-verbal cues when delivering a persuasive speech	<b>EN8RC-IIIi-10:</b> Share ideas using opinion-marking signals <b>EN8G-IIIi-11:</b> Use appropriate documentation <b>EN8G-IIIi-3.6:</b> Use modals appropriately <b>EN8G-IIIi-12:</b> Use emphasis markers for persuasive purposes
10	<b>Culminating Task</b>							

#### FOURTH QUARTER

<b>PROGRAM STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.
<b>GRADE LEVEL STANDARD</b>	The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.
<b>CONTENT STANDARD</b>	The learner demonstrates understanding of: South and West Asian literature as an expression of philosophical and religious beliefs; information flow in various text types; reality, fantasy, and opinion in listening and viewing materials; word decoding strategies; and use of information sources, active/passive constructions, direct/reported speech, perfect tenses, and logical connectors in journalistic writing.
<b>PERFORMANCE STANDARD</b>	The learner transfers learning by composing a variety of journalistic texts, the contents of which may be used in composing and delivering a memorized oral speech featuring use of properly acknowledged information sources, grammatical signals for opinion-making, persuasion, and emphasis, and appropriate prosodic features, stance, and behavior.

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
1	<b>EN8RC-IVa-2.21.1:</b> Identify positions of a topic sentence	<b>EN8LC-IVa-2.5:</b> Predict what is to follow after a segment of a text	<b>EN8VC-IVa-20:</b> Analyze the elements that make up reality and	<b>EN8V-IVa-15:</b> Use various strategies in decoding the	<b>EN8LT-IVa-13:</b> Identify notable literary genres contributed by	<b>EN8WC-IVa-3.4.1:</b> Identify features of journalistic writing	<b>EN8OL-IVa-3.11:</b> Use the correct production of the sounds of English	<b>EN8G-IVa-15:</b> Use appropriate modifiers <b>EN8G-IVa-16:</b> Use appropriate logical

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
		listened to	fantasy based on a material viewed	meaning of words	South and West Asian writers <b>EN8LT-IVa-13.1:</b> Identify the distinguishing features found in <u>religious texts</u> , epics, myths, drama, and short stories contributed by South and West Asian writers		when delivering a <u>manuscript</u> or memorized speech in an oration, in a declamation or in a dramatic monologue	connectors for emphasis
2	<b>EN8RC-IVb-2.21.2:</b> Identify details that support the topic sentence	<b>EN8LC-IVb-6.2:</b> Infer thoughts and feelings expressed in a text listened to	<b>EN8VC-IVb-12:</b> Raise questions about a particular aspect of a material viewed	<b>EN8V-IVb-15:</b> Use various strategies in decoding the meaning of words	<b>EN8LT-IVb-13:</b> Identify notable literary genres contributed by South and West Asian writers <b>EN8LT-IVb-13.1:</b> Identify the distinguishing features found in religious texts, <u>epics</u> , myths, drama, and short stories contributed by South and West Asian writers	<b>EN8WC-IVb-3.4.2:</b> Distinguish among types of journalistic writing ( <u>news report</u> , <u>opinion article</u> , feature article, and sports news article)	<b>EN8OL-IVb-3.11:</b> Use the correct production of the sounds of English when delivering a manuscript or memorized speech in an <u>oration</u> , in a declamation or in a dramatic monologue	<b>EN8G-IVb-13:</b> Use active and passive constructions in journalistic contexts. <b>EN8G-IVb-3:</b> Use past and past perfect tenses in journalistic writing
3	<b>EN8RC-IVc-13.1:</b> Note explicit and implicit signals (like cohesive devices) used by the writer	<b>EN8LC-IVc-3.2:</b> Raise questions about the text listened to	<b>EN8VC-IVc-15:</b> Compare and contrast one's beliefs/convictions with those presented in a material viewed	<b>EN8V-IVc-15:</b> Use various strategies in decoding the meaning of words	<b>EN8LT-IVc-13:</b> Identify notable literary genres contributed by South and West Asian writers <b>EN8LT-IVc-13.1:</b> Identify the distinguishing features found in religious texts, epics, <u>myths</u> ,	<b>EN8WC-IVc-3.4.2:</b> Distinguish among types of journalistic writing (news report, opinion article, <u>feature article</u> , and <u>sports news article</u> )	<b>EN8OL-IVc-3.11:</b> Use the correct production of the sounds of English when delivering a manuscript or memorized speech in an oration, in a <u>declamation</u> or in a dramatic monologue	<b>EN8G-IVc-14:</b> Use direct and reported speech in journalistic writing <b>EN8G-IVc-15:</b> Use appropriate modifiers

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					drama, and short stories contributed by South and West Asian writers			
4	<b>EN8RC-IVd-14.1:</b> Interpret and follow instructions, directions, notices, rules and regulations	<b>EN8LC-IVd-8.2:</b> Judge the relevance and worth of ideas presented in the text listened to	<b>EN8VC-IVd-20:</b> Analyze the elements that make up reality and fantasy based on a material viewed	<b>EN8V-IVd-15:</b> Use various strategies in decoding the meaning of words	<b>EN8LT-IVd-13:</b> Identify notable literary genres contributed by South and West Asian writers <b>EN8LT-IVd-13.1:</b> Identify the distinguishing features found in religious texts, epics, myths, <u>drama</u> , and <u>short stories</u> contributed by South and West Asian writers	<b>EN8WC-IVd-3.4.2:</b> Distinguish among types of journalistic writing (news report, opinion article, feature article, and sports news article)	<b>EN8OL-IVd-3.11:</b> Use the correct production of the sounds of English when delivering a manuscript or memorized speech in an oration, in a declamation or in a <u>dramatic monologue</u>	<b>EN8G-IVd-14:</b> Use direct and reported speech in journalistic writing <b>EN8G-IVd-3:</b> Use past and past perfect tenses in journalistic writing
5	<b>EN8RC-IVe-13:</b> Use text type knowledge (narrative in literature, explanation, factual and personal recount, persuasive, expository) to process information in a text	<b>EN8LC-IVe-3.14:</b> Summarize information from the text listened to.	<b>EN8VC-IVe-12:</b> Raise questions about a particular aspect of a material viewed	<b>EN8V-IVe-15:</b> Use various strategies in decoding the meaning of words	<b>EN8LT-IVe-12:</b> Appreciate literature as an expression of philosophical and religious ideals	<b>EN8WC-IVe-3.4:</b> Compose journalistic texts	<b>EN8OL-IVe-5:</b> Use the appropriate prosodic features of speech like <u>pitch</u> , <u>stress</u> , <u>juncture</u> , <u>volume</u> , and projection, intonation and speech rate	<b>EN8G-IVe-14:</b> Use direct and reported speech in journalistic writing <b>EN8G-IVe-3:</b> Use past and past perfect tenses in journalistic writing <b>EN8G-IVe-15:</b> Use appropriate modifiers
6	<b>EN8RC-IVf-10.2:</b> Distinguish between general and specific statements	<b>EN8LC-IVf-10:</b> Process speech delivered by making inferences from what has been listened to	<b>EN8VC-IVf-15:</b> Compare and contrast one's beliefs/convictions with those presented in a material viewed	<b>EN8V-IVf-15:</b> Use various strategies in decoding the meaning of words	<b>EN8LT-IVf-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-IVf-2.2.1:</b> Express	<b>EN8WC-IVf-7:</b> Use primary and secondary sources to develop a topic for journalistic writing	<b>EN8OL-IVf-5:</b> Use the appropriate prosodic features of speech like pitch, stress, juncture, volume, and <u>projection</u> , <u>intonation</u> and <u>speech rate</u>	<b>EN8G-IVf-13:</b> Use active and passive constructions in journalistic contexts <b>EN8G-IVf-16:</b> Use appropriate logical connectors for emphasis

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
					appreciation for sensory images used <b>EN8LT-IVf-2.2.4:</b> Explain figurative language used			
<b>7</b>	<b>EN8RC-IVg-15.1:</b> Evaluate the accuracy of a given information	<b>EN8LC-IVg-8.2:</b> Judge the relevance and worth of ideas presented in the text listened to	<b>EN8VC-IVg-20:</b> Analyze the elements that make up reality and fantasy based on a material viewed	<b>EN8V-IVg-15:</b> Use various strategies in decoding the meaning of words	<b>EN8LT-IVg-2.2:</b> Explain how the elements specific to a genre contribute to the theme of a particular literary selection <b>EN8LT-IVg-2.2.5:</b> Determine key ideas, tone, and purposes of the author	<b>EN8WC-IVg-1.6:</b> Show respect for intellectual property rights by acknowledging sources of information in journalistic writing	<b>EN8OL-IVg-1.5:</b> Deliver a <u>manuscript</u> /memorized oral speech with ease and fluency before an audience	<b>EN8G-IVg-14:</b> Use direct and reported speech in journalistic writing <b>EN8G-IVg-15:</b> Use appropriate modifiers <b>EN8G-IVg-16:</b> Use appropriate logical connectors for emphasis
<b>8</b>	<b>EN8RC-IVh-2.12:</b> Draw conclusions from a set of details	<b>EN8LC-IVh-10:</b> Process speech delivered by making inferences from what has been listened to	<b>EN8VC-IVh-12:</b> Raise questions about a particular aspect of a material viewed	<b>EN8V-IVh-15:</b> Use various strategies in decoding the meaning of words	<b>EN8LT-IVh-2.3:</b> Identify similarities and differences of the featured selections <b>EN8LT-IVh-3:</b> Explain how a selection is influenced by culture, history, environment	<b>EN8SS-IVh-1.6.4:</b> Use writing conventions to indicate acknowledgement of sources	<b>EN8OL-IVh-3.7:</b> Use effective non-verbal communication strategies: gestures and body movements and eye contact, etc.	<b>EN8G-IVh-13:</b> Use active and passive constructions in journalistic contexts <b>EN8G-IVh-14:</b> Use direct and reported speech in journalistic writing
<b>9</b>	<b>EN8RC-IVi-15:</b> Synthesize essential information found in a given text	<b>EN8LC-IVi-3.14:</b> Summarize information from the text listened to	<b>EN8VC-IVi-15:</b> Compare and contrast one's beliefs/convictions with those presented in a material viewed	<b>EN8V-IVi-15:</b> Use various strategies in decoding the meaning of words	<b>EN8LT-IVi-12:</b> Appreciate literature as an expression of philosophical and religious ideals	<b>EN8WC-IVi-3.4:</b> Compose journalistic texts	<b>EN8OL-IVi-1.5:</b> Deliver a <u>manuscript</u> / <u>memorized oral speech</u> with ease and fluency before an audience	<b>EN8G-IVi-13:</b> Use active and passive constructions in journalistic contexts <b>EN8G-IVi-14:</b> Use direct and reported speech in journalistic writing

### K to 12 BASIC EDUCATION CURRICULUM

Week	RC Reading Comprehension	LC Listening Comprehension	VC Viewing Comprehension	V Vocabulary Development	LT Literature	WC Writing and Composition	F Oral Language and Fluency	G Grammar Awareness
								<b>EN8G-IVi-3:</b> Use past and past perfect tenses in journalistic writing <b>EN8G-IVi-15:</b> Use appropriate modifiers <b>EN8G-IVi-16:</b> Use appropriate logical connectors for emphasis
<b>10</b>	<b>Culminating Task</b>							

### Grade 8 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
<b>RC - Reading Comprehension</b>		
<b>1Q</b>		
Scan for logical connectors to determine the text type	<b>EN8RC-Ia-7.2</b> <b>EN8RC-Ib-7.2</b>	1. *English Arts I. 2000. pp 11, 12. 2. *English Expressways II. 2007. pp 72, 118, 165-166, 216. 3. *English Expressways III. 2007. pp 238-239.
Skim to determine key ideas	<b>EN8RC-Ic-1.5.1</b> <b>EN8RC-Id-1.5.1</b>	1. *English Arts I. 2000. pp 31. 2. *New Horizons in Learning English I. 1999. pp 29-34. 3. *English Expressways II. 2007. pp 56, 216. 4. *English Expressways III. 2007. pp 44-45, 113.
Use the appropriate reading style (scanning, skimming, <u>speed reading</u> , intensive reading etc.) for one's purpose	<b>EN8RC-Ie-7</b> <b>EN8RC-If-7</b>	1. *English Expressways II. 2007. pp 56, 72, 118, 165-166, 216-217.
Read intensively to determine the author's purpose	<b>EN8RC-Ig-7.1</b> <b>EN8RC-Ih-7.1</b>	1. *English Expressways II. 2007. pp 216-217. 2. *English Expressways III. 2007. pp 9-11, 206-207.
Use the appropriate reading style (scanning, skimming, <u>speed reading</u> , intensive reading etc.) for one's purpose	<b>EN8RC-Ii-7</b>	1. BEAM ENG 8 Module 1 – Noting Cultural Differences. 1. *English Expressways III. 2007. pp 286-287.
<b>2Q</b>		
Relate content or theme to previous experiences and background knowledge	<b>EN8RC-IIa-2.18</b>	1. BEAM ENG8 Module 6 – Making Outlines. 2. *English Expressways III. 2007. pp 250.
Relate content or theme to previous experiences and background knowledge	<b>EN8RC-IIb-2.18</b>	1. BEAM ENG8 Module 6 – Making Outlines. 2. *English Expressways III. 2007. pp 250.
Explain visual-verbal relationships illustrated in <u>tables</u> , <u>graphs</u> , and information maps found in expository texts	<b>EN8RC-IIe-1.2</b>	1. BEAM ENG8 Module 5 – Organizing in Non-Linear Text. 2. *English Arts I. 2000. pp 174, 175, 178.



## K to 12 BASIC EDUCATION CURRICULUM

<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
Transcode information from linear to non-linear texts and vice-versa	<b>EN8RC-IIe-11</b> <b>EN8RC-IIf-11</b> <b>EN8RC-IIg-11</b>	3. *English Expressways II. 2007. pp 102-103, 128, 134-135, 242, 262-263. 1. BEAM ENG8 Module 5 – Organizing in Non-Linear Text. 2. *English Expressways III. 2007. pp 76-78.
Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts	<b>EN8RC-IIif-1.2</b>	1. BEAM ENG8 Module 5 – Organizing in Non-Linear Text. 2. *English Arts I. 2000. pp 171-173.
Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts	<b>EN8RC-IIg-1.2</b>	1. BEAM ENG8 Module 7 – Using Information Maps in Note Taking. 2. *English Arts I. 2000. pp 182, 183.
Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts	<b>EN8RC-IIh-1.2</b> <b>EN8RC-IIi-1.2</b>	1. BEAM ENG8 Module 7 – Using Information Maps in Note Taking.
Organize information in tables, graphs, and maps	<b>EN8RC-IIh-2.15</b> <b>EN8RC-IIi-2.15</b>	1. BEAM ENG8 Module 5 – Organizing in Non-Linear Text. 2. BEAM ENG8 Module 7 – Using Information Maps in Note Taking. 3. *English Arts I. 2000. pp 171-179, 182, 183. 4. *New Horizons in Learning English I. 1999. pp 13, 191-192, 215-216, 269-270. 5. *English Expressways II. 2007. pp 102-103, 128, 134-135, 242, 262-263. 6. *English Expressways III. 2007. pp 77.
<b>3Q</b>		
Recognize propaganda techniques used in a given text	<b>EN8RC-IIIa-12.1</b> <b>EN8RC-IIIb-12.1</b>	1. *English Expressways II. 2007. pp 45-46. 2. *English Arts III. 2000. pp 156-158.
Differentiate facts from opinions	<b>EN8RC-IIIc-2.13</b>	1. BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes. 2. BEAM ENG8 – Social Issues Affecting the Community. 3. *English Expressways II. 2007. pp 76-77, 174-176, 208-209, 276-277.
Utilize coping reading strategies to process information in a text	<b>EN8RC-IIIid-12</b> <b>EN8RC-IIIi-12</b>	1. *English Expressways II. 2007. pp 120-121, 202, 243-244.
React to what is asserted or expressed in a text	<b>EN8RC-IIIe-2.1.7</b>	1. *English Expressways II. 2007. pp 59-60, 68-71, 114-117. 2. *English Expressways III. 2007. pp 116-117.
Examine biases (for or against) made by the author	<b>EN8RC-IIIg-3.1.12</b> <b>EN8RC-IIIh-3.1.12</b>	
<b>4Q</b>		
Identify positions of a topic sentence	<b>EN8RC-IVa-2.21.1</b>	1. *English Expressways II. 2007. pp 82, 91.
Identify details that support the topic sentence	<b>EN8RC-IVb-2.21.2</b>	1. *English Expressways II. 2007. pp 82, 91, 200-201.
Note explicit and implicit signals (like cohesive devices) used by the writer	<b>EN8RC-IVc-13.1</b>	1. BEAM ENG8 – Social Issues Affecting the Community. 2. *English Expressways II. 2007. pp 153-154, 195. 3. *English Expressways III. 2007. pp 92-94.
Interpret and follow instructions, directions, notices, rules and regulations	<b>EN8RC-IVd-14.1</b>	1. *English Arts I. 2000. pp 47, 48, 61, 82, 83, 101, 132.
Use text type knowledge (narrative in literature, instructions, explanation, factual and personal recount, persuasive, expository) to process information in a text	<b>EN8RC-IVe-13</b>	1. *English Expressways II. 2007. pp 83-89, 130-133, 159.
Distinguish between general and specific statements	<b>EN8RC-IVf-10.2</b>	1. *English Expressways II. 2007. pp 68-71, 190-195.

## K to 12 BASIC EDUCATION CURRICULUM

<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
Draw conclusions from a set of details	<b>EN8RC-IVh-2.12</b>	1. *English Expressways II. 2007. pp 140, 240-241, 252-253.
<b>LC- Listening Comprehension</b>		
<b>1Q</b>		
Listen for important points signaled by <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u>	<b>EN8LC-Ia-5.1</b>	1. *English Expressways II. 2007. pp 12, 44, 64-65, 184-186, 211. 2. *English Expressways III. 2007. pp 38.
Listen for important points signaled by <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u>	<b>EN8LC-Ib-5.1</b>	1. BEAM ENG 8 Module 1 – Noting Cultural Differences. 2. *English Arts I. 2000. pp 10, 11. 3. *English Expressways II. 2007. pp 12, 44, 64-65, 184-186, 211. 4. *English Expressways III. 2007. pp 106-107, 120-121.
Listen for important points signaled by <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u>	<b>EN8LC-Ic-5.1</b>	1. BEAM ENG 8 Module 1 – Noting Cultural Differences. 2. *English Arts I. 2000. pp 31, 32, 238, 239. 3. *New Horizons in Learning English I. 1999. pp 105-108. 4. *English Expressways II. 2007. pp 12, 44, 64-65, 184-186, 211. 5. *English Expressways III. 2007. pp 105-107, 120-121.
Listen for important points signaled by <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u>	<b>EN8LC-Id-5.1</b>	2. BEAM ENG 8 Module 1 – Noting Cultural Differences. 3. *English Expressways II. 2007. pp 12, 44, 64-65, 184-186, 211.
Determine how <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>speech rate</u> serve as carriers of meaning	<b>EN8LC-Ie-9</b>	1. *English Arts I. 2000. pp 10, 11. 2. *English Expressways III. 2007. pp 38, 105-107, 120-121.
Note the changes in <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u> that affect meaning	<b>EN8LC-If-5.2</b>	1. BEAM ENG 8 Module 1 – Noting Cultural Differences. 2. *English Arts I. 2000. pp 10, 11. 3. *English Expressways II. 2007. pp 12, 28-30, 44, 64-65, 184-185.
Note the changes in <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u> that affect meaning	<b>EN8LC-Ig-5.2</b>	1. *English Expressways III. 2007. pp 38.
Note the changes in <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u> that affect meaning	<b>EN8LC-Ih-5.2</b>	1. BEAM ENG 8 Module 1 – Noting Cultural Differences. 2. *English Arts I. 2000. pp. 31, 32, 238, 239. 3. *New Horizons in Learning English I. 1999. pp 105-108. 4. *English Expressways III. 2007. pp 105-107.
Note the changes in <u>volume</u> , <u>projection</u> , <u>pitch</u> , <u>stress</u> , <u>intonation</u> , <u>juncture</u> , and <u>rate of speech</u> that affect meaning	<b>EN8LC-Ii-5.2</b>	1. BEAM ENG 8 Module 1 – Noting Cultural Differences. 2. *English Expressways II. 2007. pp 12, 44, 64-65, 184-186, 211.
<b>2Q</b>		
Employ appropriate listening skills and strategies suited to long descriptive and <u>narrative</u> texts	<b>EN8LC-IIa-7</b> <b>EN8LC-IIb-7</b> <b>EN8LC-IIc-7</b> <b>EN8LC-IId-7</b> <b>EN8LC-IIe-7</b>	1. *English Expressways II. 2007. pp 42-43, 173-174, 198, 280-281.
Employ projective listening strategies with longer stories	<b>EN8LC-IIa-7.2</b> <b>EN8LC-IIh-7.2</b> <b>EN8LC-IIi-7.2</b>	1. *English Expressways II. 2007. pp 42-43, 173-174, 198, 280-281.

## K to 12 BASIC EDUCATION CURRICULUM

<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
Infer dominant thoughts and feelings expressed in the text listened to	<b>EN8LC-IIb-6.2</b>	1. *English Expressways II. 2007. pp 78-79, 109, 173-174, 210-211, 258, 270.
Determine the tone and mood of the speaker or characters in the narrative listened to	<b>EN8LC-IIc-2.13</b> <b>EN8LC-IIId-2.13</b>	1. *English Arts I. 2000. pp 218, 236. 2. *English Expressways II. 2007. pp 12, 27-28, 63-64, 98, 140.
Infer the theme of the text listened to	<b>EN8LC-IIe-2.17.3</b>	1. *English Expressways II. 2007. pp 12, 98, 140.
Formulate predictions about the contents of the listening text	<b>EN8LC-IIIf-2.5</b>	1. BEAM ENG8 Module 6 – Making Outlines. 2. *English Expressways II. 2007. pp 99, 140-141.
Listen to paraphrase information/ideas	<b>EN8LC-IIg-3.12</b>	1. *English Expressways II. 2007. pp 78-79, 109, 140-141, 198. 2. *English Arts III. 2000. pp 94, 113-114.
Employ appropriate listening skills and strategies suited to long descriptive and narrative texts	<b>EN8LC-IIi-7</b>	1. *English Arts I. 2000. pp 218, 236. 2. *English Expressways II. 2007. pp 12, 27-28, 63-64, 98, 140.
<b>3Q</b>		
Determine the target audience of a listening text and the objective/s of the speaker	<b>EN8LC-IIIa-7.3</b>	1. *English Expressways II. 2007. pp 27-28, 98, 109, 210-211, 258-259, 270.
Judge the relevance and worth of ideas presented in the text listened to	<b>EN8LC-IIIb-8.2</b> <b>EN8LC-IIIId-8.2</b>	1. *English Arts III. 2000. pp 104, 156, 255-256. 2. *English Expressways II. 2007. pp 78-79, 109-110. 3. *English Expressways III. 2007. pp 31-33, 128-131, 288-289.
Determine the stand of the speaker on a given issue presented in the text listened to	<b>EN8LC-IIIe-7.1</b>	1. *English Arts I. 2000. pp 237, 238. 2. *English Expressways II. 2007. pp 270. 3. *English Expressways III. 2007. pp 36-37.
Distinguish facts from opinion cited in the text listened to	<b>EN8LC-IIIf-2.10</b>	1. *English Expressways II. 2007. pp 76-77, 174-176, 208-209, 276-277.
<b>4Q</b>		
Predict what is to follow after a segment of a text listened to	<b>EN8LC-IVa-2.5</b>	1. *English Expressways II. 2007. pp 99, 140-141.
Infer thoughts and feelings expressed in a text listened to	<b>EN8LC-IVb-6.2</b>	
Judge the relevance and worth of ideas presented in the text listened to	<b>EN8LC-IVd-8.2</b> <b>EN8LC-IVg-8.2</b>	1. *English Arts III. 2000. pp 104, 156, 255-256. 2. *English Expressways III. 2007. pp 128-131, 288-289.
Summarize information from the text listened to.	<b>EN8LC-IVe-3.14</b> <b>EN8LC-IVi-3.14</b>	1. *English Expressways II. 2007. pp 78-79, 109-110, 173-174.
Process speech delivered by making inferences from what has been listened to	<b>EN8LC-IVf-10</b> <b>EN8LC-IVh-10</b>	1. *English Expressways II. 2007. pp 12, 98, 140. 2. *English Expressways III. 2007. pp 288-289, 327-329.
<b>VC- Viewing Comprehension</b>		
<b>1Q</b>		
Use <u>context clues from the material viewed</u> to determine the meaning of unfamiliar words or expressions	<b>EN8VC-Ia-8</b>	1. BEAM ENG8 Module 2 – Establishing Links Among People.
Use context clues from the material viewed to <u>determine the meaning of unfamiliar words</u> or expressions	<b>EN8VC-Ib-8</b>	1. BEAM ENG8 Module 2 – Establishing Links Among People.
Use context clues from the material viewed to <u>determine the meaning of unfamiliar words or expressions</u>	<b>EN8VC-Ic-8</b>	1. BEAM ENG8 Module 2 – Establishing Links Among People.
<b>2Q</b>		

## K to 12 BASIC EDUCATION CURRICULUM

<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
Predict the gist of the material viewed based on the <u>title</u> , pictures, and excerpts	<b>EN8VC-IIa-1.3</b> <b>EN8VC-IIId-1.3</b> <b>EN8VC-IIg-1.3</b>	1. *English Expressways III. 2007. pp 271-272.
Determine the issue and <u>stand</u> presented in the material viewed	<b>EN8VC-IIId-18</b>	1. BEAM ENG 8 Module 3 - Appreciating Asian Traditions and Values.
<b>4Q</b>		
Analyze the elements that make up reality and fantasy based on a material viewed	<b>EN8VC-IVa-20</b> <b>EN8VC-IVd-20</b> <b>EN8VC-IVg-20</b>	
<b>V- Vocabulary Development</b>		
<b>1Q</b>		
Determine the meaning of <u>idiomatic expressions</u> by noting context clues and collocations	<b>EN8V-Ia-10.2</b>	1. BEAM ENG8 Module 15 – Getting Meaning of Idioms. 2. *English Arts I. 2000. pp 148, 149. 3. *English Expressways II. 2007. pp 153, 179-180, 191-195, 273. 4. *English Arts III. 2000. pp 11-12, 235-236. 5. *English Expressways III. 2007. pp 144, 157, 251.
Determine the meaning of idiomatic expressions <u>by noting context clues</u> and collocations	<b>EN8V-Ib-10.2</b>	1. *English Arts I. 2000. pp 80, 81, 99, 100, 101. 2. *English Arts III. 2000. pp 11-12. 3. *English Expressways III. 2007. pp 45-47, 172, 350.
Determine the meaning of idiomatic expressions <u>by noting context clues and collocations</u>	<b>EN8V-Ic-10.2</b> <b>EN8V-Id-10.2</b>	1. *English Arts I. 2000. pp 258, 259. 2. *English Expressways III. 2007. pp 207, 305.
Use appropriate strategies in unlocking the meaning of unfamiliar words and idiomatic expressions	<b>EN8V-Ie-4</b>	1. *New Horizons in Learning English I. 1999. pp 59-63, 109, 228-230. 2. *English Expressways II. 2007. pp 179-180. 3. *English Arts III. 2000. pp 11-12, 30-31, 45, 63-64, 73, 88, 113, 171. 4. *English Expressways III. 2007. pp 157, 287.
<b>2Q</b>		
Discriminate between literal and figurative language	<b>EN8V-IIe-24</b> <b>EN8V-IIi-24</b>	1. *English Expressways II. 2007. pp 153, 166, 191-195.
Identify figures of speech that show emphasis ( <u>hyperbole</u> and <u>litotes</u> )	<b>EN8V-IIIf-10.1.4</b>	1. *English Arts I. 2000. pp 44, 45. 2. *English Arts III. 2000. pp 54, 103-104.
Identify figures of speech that show emphasis ( <u>hyperbole</u> and <u>litotes</u> )	<b>EN8V-IIh-10.1.4</b>	1. *English Arts I. 2000. pp 44, 45.
<b>3Q</b>		
Explain the meaning of a word through structural analysis ( <u>prefixes</u> , roots, suffixes)	<b>EN8V-IIIa-15.3</b>	1. *English Arts I. 2000. pp. 116, 117, 131, 132, 205, 247, 248. 2. *English Expressways II. 2007. pp 5, 22-23, 58. 3. *English Arts III. 2000. pp 113. 4. *English Expressways III. 2007. pp 29-30, 114-115.
Explain the meaning of a word through structural analysis (prefixes, <u>roots</u> , suffixes)	<b>EN8V-IIIb-15.3</b>	1. *English Arts I. 2000. pp. 116, 117, 131, 132, 205, 247, 248. 2. *English Arts III. 2000. pp 113. 3. *English Expressways III. 2007. pp 114-115.

## K to 12 BASIC EDUCATION CURRICULUM

<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
Explain the meaning of a word through structural analysis (prefixes, roots, <u>suffixes</u> )	<b>EN8V-IIIc-15.3</b>	<ol style="list-style-type: none"> <li>*English Arts I. 2000. pp. 116, 117, 131, 132, 205, 247, 248.</li> <li>*English Expressways III. 2007. pp 30, 114-115.</li> </ol>
Use appropriate strategies for unlocking unfamiliar words	<b>EN8V-IIIId-25</b> <b>EN8V-IIIi-25</b>	<ol style="list-style-type: none"> <li>*English Arts I. 2000. pp. 80, 81, 99, 100, 101, 116, 117, 131, 132, 148, 149.</li> <li>*New Horizons in Learning English I. 1999. pp 59-63, 109, 228-230, 238-239.</li> <li>*English Expressways II. 2007. pp 179-180.</li> <li>*English Arts III. 2000. pp 11-12, 30-31, 45, 63-64, 73, 88, 113, 171.</li> <li>*English Expressways III. 2007. pp 287.</li> </ol>
Arrive at meanings through context clues	<b>EN8V-IIIe-12.3</b> <b>EN8V-IIIf-12.3</b>	<ol style="list-style-type: none"> <li>*English Arts I. 2000. pp. 80, 81, 99, 100, 101, 148, 149.</li> <li>*New Horizons in Learning English I. 1999. pp 109, 228-230.</li> <li>*English Expressways II. 2007. pp 153, 191-195.</li> <li>*English Arts III. 2000. pp 10-11, 45, 63-64, 73, 88, 171.</li> <li>*English Expressways III. 2007. pp 45-47, 172, 350.</li> </ol>
Analyze intention of words or expressions used in propaganda techniques	<b>EN8V-IIIg-26</b> <b>EN8V-IIIh-26</b>	<ol style="list-style-type: none"> <li>*English Expressways II. 2007. pp 45-46.</li> </ol>
Use appropriate strategies for unlocking unfamiliar words	<b>EN8V-IIIi-25</b>	<ol style="list-style-type: none"> <li>*English Expressways III. 2007. pp 157, 287.</li> </ol>
<b>4Q</b>		
Use various strategies in decoding the meaning of words	<b>EN8V-IVa-15</b> <b>EN8V-IVb-15</b> <b>EN8V-IVc-15</b> <b>EN8V-IVd-15</b> <b>EN8V-IVe-15</b> <b>EN8V-IVf-15</b> <b>EN8V-IVg-15</b> <b>EN8V-IVh-15</b> <b>EN8V-IVi-15</b>	<ol style="list-style-type: none"> <li>*New Horizons in Learning English I. 1999. pp 59-63, 109, 228, 230, 238-239.</li> <li>*English Expressways II. 2007. pp 179-180.</li> <li>*English Arts III. 2000. pp 11-12, 30-31, 45, 63-64, 73, 88, 113, 171.</li> </ol>
<b>LT- Literature</b>		
<b>1Q</b>		
Express appreciation for <u>sensory images</u> used	<b>EN8LT-Ic-2.2.1</b>	<ol style="list-style-type: none"> <li>*English Arts I. 2000. pp 246, 247.</li> <li>*English Expressways III. 2007. pp 180-181, 281-285.</li> </ol>
Explain the literary devices used.	<b>EN8LT-Ic-2.2.2</b>	
Determine <u>tone</u> , <u>mood</u> , <u>technique</u> , and purpose of the author	<b>EN8LT-Id-2.2.3</b>	<ol style="list-style-type: none"> <li>BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes.</li> <li>*English Arts I. 2000. pp 218, 236.</li> </ol>
Determine <u>tone</u> , <u>mood</u> , <u>technique</u> , and <u>purpose of the author</u>	<b>EN8LT-Ie-2.2.3</b>	<ol style="list-style-type: none"> <li>BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes.</li> <li>*English Arts I. 2000. pp 7, 8, 9, 218.</li> <li>*English Expressways III. 2007. pp 9-11, 206-207.</li> </ol>
Explain how a selection may be influenced by <u>culture</u> , <u>history</u> , <u>environment</u> , or other factors	<b>EN8LT-Ih-3</b>	<ol style="list-style-type: none"> <li>*English Expressways III. 2007. pp 179.</li> </ol>
<b>2Q</b>		
Express appreciation for sensory images used	<b>EN8LT-IIc-2.2.1</b>	<ol style="list-style-type: none"> <li>*English Arts I. 2000. pp. 246, 247.</li> </ol>

## K to 12 BASIC EDUCATION CURRICULUM

<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
Determine <u>tone, mood</u> , technique, and purpose of the author	<b>EN8LT-IIIf-2.2.3</b>	<ol style="list-style-type: none"> <li>2. *English Expressways III. 2007. pp 180-181, 281-285.</li> <li>1. BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes.</li> <li>2. *English Arts I. 2000. pp 218, 236.</li> </ol>
Determine <u>tone, mood, technique, and purpose of the author</u>	<b>EN8LT-IIg-2.2.3</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes.</li> <li>2. *English Arts I. 2000. pp 7, 8, 9, 218.</li> <li>3. *English Expressways III. 2007. pp 9-11, 206-207.</li> </ol>
Explain how a selection may be influenced by culture, history, environment, or other factors	<b>EN8LT-IIIi-3</b>	<ol style="list-style-type: none"> <li>1. *English Expressways III. 2007. pp 179.</li> </ol>
<b>3Q</b>		
Identify the distinguishing features of notable <u>poems, short stories, dramas, and novels</u> contributed by Southeast Asian writers	<b>EN8LT-IIIa-11.1</b>	<ol style="list-style-type: none"> <li>1. *New Horizons in Learning English I. 1999. pp 177-183, 189-191, 205-205.</li> </ol>
Express appreciation for sensory images used	<b>EN8LT-IIIc-2.2.1</b>	<ol style="list-style-type: none"> <li>1. *English Arts I. 2000. pp 246, 247.</li> </ol>
Explain figurative language used	<b>EN8LT-IIIId-2.2.4</b>	<ol style="list-style-type: none"> <li>1. *English Expressways III. 2007. pp 248-249.</li> </ol>
Determine <u>key ideas, tone</u> , and purposes of the author	<b>EN8LT-IIIIf-2.2.5</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes.</li> </ol>
Determine key ideas, tone, and <u>purposes</u> of the author	<b>EN8LT-IIIg-2.2.5</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes.</li> <li>2. *English Arts I. 2000. pp 7, 8, 9, 218.</li> <li>3. *English Expressways III. 2007. pp 9-11, 206-207.</li> </ol>
<b>4Q</b>		
Express appreciation for sensory images used	<b>EN8LT-IVf-2.2.1</b>	<ol style="list-style-type: none"> <li>1. *English Arts I. 2000. pp 246, 247.</li> </ol>
Explain figurative language used	<b>EN8LT-IVf-2.2.4</b>	<ol style="list-style-type: none"> <li>1. *English Arts I. 2000. pp 43-45, 187, 188, 245, 246.</li> </ol>
Determine key ideas, tone, and purposes of the author	<b>EN8LT-IVg-2.2.5</b>	<ol style="list-style-type: none"> <li>1. BEAM ENG8 Module 9 – Understanding and Appreciation of Genres Expressing Feelings and Attitudes.</li> <li>2. *English Expressways III. 2007. pp 9-11, 206-207.</li> </ol>
<b>WC- Writing and Composition</b>		
<b>1Q</b>		
Present ideas using a variety of graphic organizers	<b>EN8WC-Ia-1.1.6.1</b>	<ol style="list-style-type: none"> <li>1. *New Horizons in Learning English I. 1999. pp 13-14, 162-163, 191-192, 215-216, 269-270.</li> <li>2. *English Expressways II. 2007. pp 14-18, 150-152, 242.</li> </ol>
Organize ideas in <u>one-step word</u> , phrase, and sentence outline <u>forms</u>	<b>EN8WC-Ib-1.1.6</b>	<ol style="list-style-type: none"> <li>1. *English Expressways II. 2007. pp 94-95, 283-289.</li> </ol>
Organize ideas in one-step word, <u>phrase</u> , and sentence outline <u>forms</u>	<b>EN8WC-Ic-1.1.6</b>	<ol style="list-style-type: none"> <li>1. *New Horizons in Learning English I. 1999. pp 243-244.</li> </ol>
Organize ideas in one-step word, phrase, and <u>sentence outline forms</u>	<b>EN8WC-Id-1.1.6</b>	<ol style="list-style-type: none"> <li>1. *English Arts I. 2000. pp 197-199.</li> <li>2. *New Horizons in Learning English I. 1999. pp 243-244.</li> </ol>
Arrange notes using a variety of graphic organizers	<b>EN8WC-Ie-6.1</b> <b>EN8WC-If-6.1</b>	<ol style="list-style-type: none"> <li>1. *New Horizons in Learning English I. 1999. pp 13-14, 162-163, 191-192, 215-216, 269-270.</li> <li>2. *English Expressways II. 2007. pp 14-18, 150-152, 242.</li> </ol>



## K to 12 BASIC EDUCATION CURRICULUM

<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
Arrange notes in <u>one-step word</u> , phrase, and sentence outline <u>forms</u>	<b>EN8WC-Ig-6.2</b>	3. *English Expressways III. 2007. pp 290-291. 1. *English Expressways II. 2007. pp 44-45, 283-289.
Arrange notes in one-step word, <u>phrase</u> , and sentence outline <u>forms</u>	<b>EN8WC-Ih-6.2</b>	1. *New Horizons in Learning English I. 1999. pp 243-244.
Arrange notes in one-step word, phrase, and <u>sentence</u> outline <u>forms</u>	<b>EN8WC-Ii-6.2</b>	1. *English Arts I. 2000. pp 197-199. 2. *New Horizons in Learning English I. 1999. pp 243-244.
<b>2Q</b>		
Compose effective paragraphs	<b>EN8WC-IIa-2.8</b> <b>EN8WC-IIb-2.8</b> <b>EN8WC-IIc-2.8</b> <b>EN8WC-IIId-2.8</b>	1. *English Arts I. 2000. pp. 228-230. 2. *English Expressways II. 2007. pp 81-82, 111-113, 158, 175. 3. *English Arts III. 2000. pp 36-37, 99, 197. 4. *English Expressways III. 2007. pp 17-18, 63-65.
Develop related support sentences	<b>EN8WC-IIc-2.2.1</b>	1. *English Expressways II. 2007. pp 12 82, 91, 200-201.
Use a variety of techniques to formulate a conclusion	<b>EN8WC-IIId-2.8.9</b>	1. *English Expressways II. 2007. pp 11.
Develop paragraphs that illustrate each text type ( <u>narrative in literature</u> , expository, explanatory, factual and personal recount, persuasive)	<b>EN8WC-IIe-2.2</b>	1. BEAM ENG8 – Social Issues Affecting the Community. 2. *English Arts I. 2000. pp 52, 231. 3. *English Expressways II. 2007. pp 100, 111-113, 158, 175.
Develop paragraphs that illustrate each text type (narrative in literature, <u>expository</u> , explanatory, factual and personal recount, persuasive)	<b>EN8WC-IIIf-2.2</b>	1. *English Expressways II. 2007. pp 100, 111-113, 158, 175.
Develop paragraphs that illustrate each text type (narrative in literature, expository, <u>explanatory</u> , factual and personal recount, persuasive)	<b>EN8WC-IIg-2.2</b>	1. *English Arts I. 2000. pp 253. 2. *English Expressways II. 2007. pp 100, 111-113, 158, 175.
Develop paragraphs that illustrate each text type (narrative in literature, expository, explanatory, <u>factual</u> and personal recount, persuasive)	<b>EN8WC-IIh-2.2</b>	1. *English Expressways II. 2007. pp 100, 111-113, 158, 175.
Develop paragraphs that illustrate each text type (narrative in literature, expository, explanatory, factual and personal recount, <u>persuasive</u> )	<b>EN8WC-IIi-2.2</b>	1. *English Expressways II. 2007. pp 100, 111-113, 158, 175.
<b>3Q</b>		
Organize information about a chosen subject using a graphic organizer	<b>EN8WC-IIIa-1.10</b>	1. *English Expressways II. 2007. pp 94-95, 283-284. 2. *English Expressways III. 2007. pp 290-291.
Transcode information from a graphic organizer to a topic or sentence outline	<b>EN8WC-IIIb-1.1.6</b>	1. *English Expressways II. 2007. pp 14-18, 150-152, 242.
Compose an informative essay	<b>EN8WC-IIIId-2.2.16</b> <b>EN8WC-IIIi-2.2.16</b>	1. *English Arts I. 2000. pp 69. 2. *English Expressways II. 2007. pp 81-82, 158.
Acknowledge sources by creating a bibliography	<b>EN8WC-IIIe-1.6.3</b> <b>EN8WC-IIIIf-1.6.3</b>	1. *English Expressways III. 2007. pp 230-231.
<b>4Q</b>		
Distinguish among types of journalistic writing ( <u>news</u>	<b>EN8WC-IVb-3.4.2</b>	1. *English Expressways II. 2007. pp 81-82, 158.

## K to 12 BASIC EDUCATION CURRICULUM

<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
report, opinion article, feature article, and sports news article)		
Distinguish among types of journalistic writing (news report, opinion article, <u>feature article</u> , and <u>sports news article</u> )	<b>EN8WC-IVc-3.4.2</b>	1. *English Expressways II. 2007. pp 81-82, 158.
Distinguish among types of journalistic writing (news report, opinion article, feature article, and sports news article)	<b>EN8WC-IVd-3.4.2</b>	1. *English Expressways II. 2007. pp 81-82, 158.
<b>F- Oral Language and Fluency</b>		
<b>1Q</b>		
Use the correct sounds of English	<b>EN8F-Ia-3.11</b> <b>EN8F-Ib-3.11</b> <b>EN8F-Ic-3.11</b>	1. *English Expressways II. 2007. pp 25-30, 44-45, 64-65, 79-80, 184-186, 211, 269. 2. *English Arts III. 2000. pp 81-82, 105, 114-115, 133-134.
<b>2Q</b>		
Deliver a self-composed entertainment speech using all the needed speech conventions	<b>EN8F-IIg-3</b> <b>EN8F-IIh-3</b> <b>EN8F-IIi-3</b>	1. *English Arts III. 2000. pp 178-180.
Maintain the interest of the audience by delivering punch lines effectively	<b>EN8F-IIh-3.13</b>	1. BEAM ENG8 Module 6 – Making Outlines.
<b>3Q</b>		
Observe the use of correct <u>stress</u> , <u>pitch</u> , and juncture when delivering a persuasive speech	<b>EN8F-IIIb-5</b>	1. *English Expressways II. 2007. pp 26-30, 44-45, 64-65, 184-186, 211, 269.
Deliver a self-composed persuasive speech	<b>EN8F-IIIf-3</b> <b>EN8F-IIIh-3</b>	1. *English Arts III. 2000. pp 33-34.
<b>G- Grammar Awareness</b>		
<b>1Q</b>		
Use parallel structures	<b>EN8G-Ia-7</b> <b>EN8G-Ib-7</b> <b>EN8G-Ic-7</b> <b>EN8G-Id-7</b> <b>EN8G-Ie-7</b> <b>EN8G-If-7</b> <b>EN8G-Ig-7</b> <b>EN8G-Ih-7</b> <b>EN8G-Ii-7</b>	1. *English Expressways II. 2007. pp 208-210.
Use appropriate cohesive devices in composing an informative speech	<b>EN8G-Ia-8</b> <b>EN8G-Ib-8</b> <b>EN8G-Ic-8</b> <b>EN8G-Id-8</b> <b>EN8G-Ie-8</b>	1. *English Expressways II. 2007. pp 212-213, 271. 2. *English Expressways III. 2007. pp 280.



### K to 12 BASIC EDUCATION CURRICULUM

<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
	<b>EN8G-If-8</b> <b>EN8G-Ig-8</b> <b>EN8G-Ih-8</b> <b>EN8G-Ii-8</b>	
<b>2Q</b>		
Use appropriate grammatical signals or expressions suitable to each pattern of idea development: <ul style="list-style-type: none"> <li>• general to particular</li> <li>• claim and counterclaim</li> <li>• problem-solution</li> <li>• <u>cause-effect</u></li> <li>• and others</li> </ul>	<b>EN8G-IIg-9</b> <b>EN8G-IIh-9</b>	1. *English Expressways III. 2007. pp 48-57, 173-175, 176-177.
<b>3Q</b>		
Share ideas using opinion-marking signals	<b>EN8G-IIIa-10</b> <b>EN8G-IIIb-10</b> <b>EN8G-IIIc-10</b> <b>EN8G-IIIg-10</b> <b>EN8G-IIIf-10</b> <b>EN8G-IIIi-10</b>	1. *English Expressways II. 2007. pp 208-210.
Use modals appropriately	<b>EN8G-IIIa-3.6</b> <b>EN8G-IIIb-3.6</b> <b>EN8G-IIIc-3.6</b> <b>EN8G-IIId-3.6</b> <b>EN8G-IIIf-3.6</b> <b>EN8G-IIIg-3.6</b> <b>EN8G-IIIh-3.6</b> <b>EN8G-IIIi-3.6</b>	1. *English Arts I. 2000. pp 261. 2. *English Expressways II. 2007. pp 256-258.
<b>4Q</b>		
Use appropriate modifiers	<b>EN8G-IVa-15</b> <b>EN8G-IVc-15</b> <b>EN8G-IVe-15</b> <b>EN8G-IVg-15</b> <b>EN8G-IVi-15</b>	1. *English Arts III. 2000. pp 53-54, 82-83.
Use appropriate logical connectors for emphasis	<b>EN8G-IVa-16</b> <b>EN8G-IVf-16</b> <b>EN8G-IVg-16</b> <b>EN8G-IVi-16</b>	1. *English Expressways II. 2007. pp 64-65.
Use active and passive constructions in journalistic contexts	<b>EN8G-IVb-13</b> <b>EN8G-IVf-13</b> <b>EN8G-IVh-13</b>	1. *English Expressways II. 2007. pp 77-78.

### K to 12 BASIC EDUCATION CURRICULUM

<b>LEARNING COMPETENCY</b> Learning Materials are uploaded at <a href="http://lrmds.deped.gov.ph">http://lrmds.deped.gov.ph</a>	<b>CODE</b>	<b>LEARNING MATERIALS</b> *These materials are in textbooks that have been delivered to schools.
	<b>EN8G-IVi-13</b>	
Use past and past perfect tenses in journalistic writing	<b>EN8G-IVb-3</b> <b>EN8G-IVd-3</b> <b>EN8G-IVe-3</b> <b>EN8G-IVi-3</b>	<ol style="list-style-type: none"> <li>1. *English Expressways II. 2007. pp 39-42.</li> <li>2. *English Arts III. 2000. pp 66-68.</li> </ol>
Use direct and reported speech in journalistic writing	<b>EN8G-IVc-14</b> <b>EN8G-IVd-14</b> <b>EN8G-IVe-14</b> <b>EN8G-IVg-14</b> <b>EN8G-IVh-14</b> <b>EN8G-IVi-14</b>	<ol style="list-style-type: none"> <li>1. *English Arts III. 2000. pp 97-99.</li> </ol>

## K to 12 BASIC EDUCATION CURRICULUM

### 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.

## K to 12 BASIC EDUCATION CURRICULUM

### 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

## K to 12 BASIC EDUCATION CURRICULUM

### 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

## K to 12 BASIC EDUCATION CURRICULUM

**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

## K to 12 BASIC EDUCATION CURRICULUM

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.

## K to 12 BASIC EDUCATION CURRICULUM

**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



## K to 12 BASIC EDUCATION CURRICULUM

### 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

## K to 12 BASIC EDUCATION CURRICULUM

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

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

### U

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

### V

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

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

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

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

## K to 12 BASIC EDUCATION CURRICULUM

### CODE BOOK LEGEND

Sample: **EN4G-If-2.5**

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

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

## K to 12 BASIC EDUCATION CURRICULUM

### REFERENCES

- Alberta Education, *The Common Curriculum Framework for English Language Arts Kindergarten to Grade 12 Western Canadian Protocol for Collaboration in Basic Education*, (Manitoba: Alberta Education, 1998)
- Anderson, Mark and Anderson, Kathryn. *Text Type in English 1*, (Malaysia: MacMillan, 2003)
- Bureau of Secondary Education, Department of Education *Basic Education Curriculum*. Pasig City, 2002.
- Bureau of Secondary Education, Department of Education Culture and Sports. *Desired Learning Competencies New Secondary Education Curriculum*. Pasig City, 1991.
- Bureau of Secondary Education, Department of Education Culture and Sports. *Desired Learning Competencies Philippine Secondary Schools Learning Competencies* . Pasig City, 1998.
- Bureau of Secondary Education, Department of Education. *Secondary Education Curriculum*. Pasig City, 2010.
- Canale, Michael and Swain, Merrill. "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing" in *Applied Linguistics Vol. 1, Issue 1*, (USA: Oxford, 1980.)
- Cummins, Jim, *The Acquisition of English as a Second Language in Spangenberg-Urbschat.K and Pritchard, R. (eds.), Reading Instruction for ESL Students Delaware*, (Delaware: International Reading Association, 1994)
- Malone, Susan, *Manual on MTB-MLE (Community-Based Program)*, (Switzerland: UNESCO, 2006)
- Massachusetts Department of Elementary and Secondary Education, "Guiding Principles for English Language Arts and Literacy Programs," (Massachusetts: Department of Elementary and Secondary Education, 2011)
- Second Language Studies, *Standard Course of Study and Grade Level Competencies*, (Public School of Carolina: State Board of Education-Department of Instruction, 2004)