

K to 12 BASIC EDUCATION CURRICULUM

GRADE 9

FIRST QUARTER

PROGRAM STANDARD	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.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/her understanding of British-American Literature, including Philippine Literature and other text types for a deeper appreciation of Philippine Culture and those of other countries.
CONTENT STANDARD	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of enhancing the self; also how to use processing, assessing, summarizing information, word derivation and formation strategies, appropriate word order, punctuation marks and interjections to enable him/her to participate actively in a speech choir.
PERFORMANCE STANDARD	The learner actively participates in a speech choir through using effective verbal and non-verbal strategies based on the following criteria: Focus, Voice, Delivery, Facial Expressions, Body Movements/ Gestures and Audience Contact.

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	EN9RC-Ia-16: Share prior knowledge about a text topic	EN9LC-Ia-8: Process information mentioned in the text listened to EN9LC-Ia-3.6: Perform a task by following instructions	EN9VC-Ia-3.8: Infer thoughts, feelings, and intentions in the material viewed	EN9V-Ia-1: Provide words or expressions appropriate for a given situation	EN9LT-Ia-14: Analyze literature as a means of discovering the self EN9LT-Ia-14.1: Identify the distinguishing features of notable Anglo-American lyric poetry, songs, poems, sermons, and allegories	EN9WC-Ia-8: Distinguish between and among <u>informative</u> , journalistic, and literary writing.	EN9OL-Ia-1.15: Use the appropriate segmentals (sounds of English) and the suprasegmentals or prosodic features of speech when delivering lines of poetry and prose in a <u>speech choir</u> , jazz chants and raps.	EN9G-Ia-17: Use normal and inverted word order in creative writing EN9G-Ia-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning EN9G-Ia-18: Use interjections to convey meaning
2	EN9RC-Ib-16: Share prior knowledge about a text topic	EN9LC-Ib-6.2: Infer thoughts, feelings and intentions of the speaker	EN9VC-Ib-3.8: Infer thoughts, feelings, and intentions in the material viewed	EN9V-Ib-1: Provide words or expressions appropriate for a given situation	EN9LT-Ib-14: Analyze literature as a means of discovering the self EN9LT-Ib-14.2: Explain how the elements specific to a selection	EN9WC-Ib-8: Distinguish between and among <u>informative</u> , <u>journalistic</u> , and literary writing	EN9OL-Ib-1.15: Use the appropriate segmentals (sounds of English) and the suprasegmentals or prosodic features of speech when delivering lines of poetry and prose in	EN9G-Ib-17: Use normal and inverted word order in creative writing EN9G-Ib-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning

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
					build its theme		a speech choir, <u>jazz chants</u> and raps EN9F-Ib-3.1: Produce the correct beat and rhythm in delivering <u>jazz chants</u> and raps	EN9G-Ib-18: Use interjections to convey meaning
3	EN9RC-Ic-13.2: Take note of sequence signals or connectors to determine patterns of idea development given in a text	EN9LC-Ic-3.12: Paraphrase the text listened to	EN9VC-Ic-3.8: Infer thoughts, feelings, and intentions in the material viewed	EN9V-Ic-15: Explain how words are derived from names of persons and places	EN9LT-Ic-14: Analyze literature as a means of enhancing the self EN9LT-Ic-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection	EN9WC-Ic-8: Distinguish between and among informative, journalistic, and <u>literary</u> writing	EN9OL-Ic-1.15: Use the appropriate segmentals (sounds of English) and the suprasegmentals or prosodic features of speech when delivering lines of poetry and prose in a speech choir, jazz chants and <u>raps</u> EN9F-Ic-3.1: Produce the correct beat and rhythm in delivering jazz chants and raps	EN9G-Ic-17: Use normal and inverted word order in creative writing EN9G-Ic-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning EN9G-Ic-18: Use interjections to convey meaning.
4	EN9RC-Id-13.2: Scan sequence signals or connectors to determine patterns of idea development	EN9LC-Id-8.4: Agree or disagree with the ideas of the speaker EN9LC-Id-8.5: Accept or reject ideas mentioned	EN9VC-Id-21: Summarize the contents of the material viewed	EN9V-Id-15: Explain how words are derived from names of persons and places	EN9LT-Id-14: Analyze literature as a means of discovering the self EN9LT-Id-2.2.1: Express appreciation for sensory images used	EN9WC-Id-8.1: Examine sample texts representative of each type.	EN9OL-Id-1.14: Use the correct <u>pitch, juncture, stress</u> , intonation, rate of speech, volume and projection when delivering lines of poetry and prose in dramatic and conventional speech choirs	EN9G-Id-17: Use normal and inverted word order in creative writing EN9G-Id-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning EN9G-Id-18: Use interjections to convey meaning.
5	EN9SS-Ie-1.5.1: Skim to determine key ideas and author's purpose	EN9LC-Ie-8.6: Make decisions based on what is listened to	EN9VC-Ie-21: Summarize the contents of the material viewed	EN9V-Ie-11: Arrive at meaning of words through word formation (clipping, blending, acronymy,	EN9LT-Ie-14: Analyze literature as a means of discovering the self EN9LT-Ie-2.2.2: Explain	EN9WC-Ie-9: Compose forms of literary writing	EN9OL-Ie-1.14: Use the correct pitch, juncture, stress, <u>intonation, rate of speech, volume and projection</u> when	EN9G-Ie-17: Use normal and inverted word order in creative writing EN9G-Ie-1.6/1.7: Use appropriate punctuation marks

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
				compounding, folk etymology, etc.)	the literary devices used		delivering lines of poetry and prose in dramatic and conventional speech choirs	and capitalization to convey meaning EN9G-Ie-18: Use interjections to convey meaning
6	EN9SS-If-1.5.1: Skim to determine key ideas and author's purpose.	EN9LC-If-8.2: Judge the relevance and worth of ideas presented	EN9VC-If-19: Assess the relevance and worth of ideas presented in the material viewed	EN9V-If-11: Arrive at meaning of words through word formation (clipping, blending, acronymy, compounding, folk etymology, etc.)	EN9LT-If-14: Analyze literature as a means of discovering the self EN9LT-If-2.2.3: Determine tone, mood, technique, and purpose of the author.	EN9WC-If-9.1: Identify types and features of poetry.	EN9OL-If-2.6.2: Use the appropriate gestures (hand, face, and body)	EN9G-If-17: Use normal and inverted word order in creative writing EN9G-If-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning EN9G-If-18: Use interjections to convey meaning
7	EN9RC-Ig-17: Make a connection between the present text and previously read texts	EN9LC-Ig-8.7: Draw generalizations and conclusions from the material listened to	EN9VC-Ig-19: Assess the relevance and worth of ideas presented in the material viewed	EN9V-Ig-12.3: Note types of context clue (restatement, definition, synonyms, antonyms) used for a given word or expression.	EN9LT-Ig-14: Analyze literature as a means of discovering the self EN9LT-Ig-2.2.3: Determine tone, mood, technique, and purpose of the author	EN9WC-Ig-9.1: Identify types and features of poetry.	EN9OL-Ig-2.6.2: Use the appropriate gestures (hand, face, and body)	EN9G-Ig-17: Use normal and inverted word order in creative writing EN9G-Ig-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning. EN9G-I-0-18: Use interjections to convey meaning
8	EN9RC-Ih-17: Make a connection between the present text and previously read texts	EN9LC-Ih-8.8: Compare and contrast information listened to	EN9VC-Ih-1.5/2.5: Draw generalizations and conclusions from the material viewed	EN9V-Ih-12.3: Note types of context clue (restatement, definition, synonyms, antonyms) used for a given word or expression	EN9LT-Ih-14: Analyze literature as a means of discovering the self EN9LT-Ih-2.3: Draw similarities and differences of the featured selections in relation to the theme	EN9WC-Ih-3.6: Use literary devices and techniques to craft poetic forms.	EN9F-Ih-3.14: Use the appropriate and effective speech conventions expected of speech choir presentations.	EN9G-Ih-17: Use normal and inverted word order in creative writing EN9G-Ih-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning. EN9G-Ih-18: Use interjections to convey meaning

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
9	EN9RC-II-18: Identify advance organizers, titles, sub-titles, illustrations, etc. given in a text	EN9LC-II-3.14: Summarize information from the text listened to	EN9VC-II-1.5/2.5: Draw generalizations and conclusions from the material viewed	EN9V-II-12.3: Note types of context clue (restatement, definition, synonyms, antonyms) used for a given word or expression	EN9LT-II-14: Analyze literature as a means of discovering the self EN9LT-II-3: Explain how a selection may be influenced by culture, history, environment, or other factors	EN9WC-II-3.6: Use literary devices and techniques to craft poetic forms	EN9F-II-3.14: Use the appropriate and effective speech conventions expected of speech choir presentations	EN9G-II-17: Use normal and inverted word order in creative writing EN9G-II-1.6/1.7: Use appropriate punctuation marks and capitalization to convey meaning EN9G-II-18: Use interjections to convey meaning
10	Culminating Task							

SECOND QUARTER

PROGRAM STANDARD	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.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/her understanding of British-American Literature, including Philippine Literature and other text types for a deeper appreciation of Philippine Culture and those of other countries.
CONTENT STANDARD	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of valuing other people; also how to use processing information strategies, different forms of adverbs and conditionals for him/her to play an active part in a Chamber Theatre presentation.
PERFORMANCE STANDARD	The learner proficiently plays an active part in a Chamber Theatre presentation through employing effective verbal and non- verbal strategies based on the following criteria: Focus, Voice, Delivery, Facial Expressions, Style and Body Movements or Gestures.

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	EN9RC-IIa-3.2.7: Compare and contrast similar information presented in different texts.	EN9LC-IIa-11: Shift from one listening strategy to another based on topic, purpose, and level of difficulty of the	EN9VC-IIa-1.4: Establish connections of events and how these lead to the ending of a material.	EN9V-IIa-27: Give the appropriate communicative styles for various situations	EN9LT-IIa-15: Analyze literature as a means of valuing other people and their various circumstances in	EN9WC-IIa-10: Distinguish the features present in poetry and in prose.	EN9OL-IIa-3.7: Employ varied verbal and non-verbal strategies to create impact on the audience	EN9G-IIa-19: Use adverbs in narration.

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
		argumentative or persuasive text.		(intimate, casual, conversational, consultative, frozen).	life. EN9LT-IIa-15.1: Identify the distinguishing features of notable Anglo-American sonnets, dramatic poetry, vignettes, and short stories.		while delivering lines in a Readers Theatre or in a Chamber Theatre.	
2	EN9RC-IIb-19: Get information from various print media like brochures, pamphlets, periodicals, and audio-video recordings.	EN9LC-IIb-11.1: Listen to get important information from argumentative/persuasive texts. EN9LC-IIb-2.8: Make inferences from what was said.	EN9VC-IIb-21: Summarize the information contained in the material viewed.	EN9V-IIb-27: Give the appropriate communicative styles for various situations (intimate, casual, conversational, consultative, frozen).	EN9LT-IIb-15: Analyze literature as a means of valuing other people and their various circumstances in life. EN9LT-II-0-14.2: Explain how the elements specific to a selection build its theme.	EN9WC-IIb-10: Distinguish the features present in poetry and in prose.	EN9OL-IIb-3.7: Employ varied verbal and non-verbal strategies to create impact on the audience while delivering lines in a Readers Theatre or in a Chamber Theatre.	EN9G-IIb-19: Use adverbs in narration.
3	EN9RC-IIc-19: Get information from various print media like brochures, pamphlets, periodicals, and audio-video recordings.	EN9LC-IIc-3.12/3.14: Listen to paraphrase and summarize information from persuasive texts.	EN9VC-IIc-21: Summarize the information contained in the material viewed.	EN9V-IIc-27: Give the appropriate communicative styles for various situations (intimate, casual, conversational, consultative, frozen).	EN9LT-IIc-15: Analyze literature as a means of valuing other people and their various circumstances in life. EN9LT-IIc-2.2: Explain how the elements specific to a genre contribute to the theme of a particular literary selection.	EN9WC-IIc-10: Distinguish the features present in poetry and in prose.	EN9F-IIc-3.11.1: Use the correct production of English sounds: vowels sounds, consonant sounds, diphthongs, etc.	EN9G-IIb-19: Use adverbs in narration
4	EN9RC-IIId-19: Get information from various print media like brochures,	EN9LC-IIId-11.2: Anticipate the points that will be made based on the speaker's	EN9VC-IIId-22: Agree or disagree with the ideas presented in the material viewed.	EN9V-IIId-27: Give the appropriate communicative	EN9LT-IIId-15: Analyze literature as a means of valuing other people and	EN9WC-IIId-10: Distinguish the features present in poetry and in	EN9F-IIId-3.11.1: Use the correct production of English sounds:	EN9G-IIId-19: Use adverbs in narration.

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
	pamphlets, <u>periodicals</u> , and audio-video recordings.	purpose.		styles a situation (intimate, casual, conversational, <u>consultative</u> , frozen).	their various circumstances in life. EN9LT-IIe-2.2.1: Express appreciation for sensory images used.	prose.	vowels sounds, consonant sounds, diphthongs, etc.	
5	EN9RC-IIe-19: Get information from various print media like brochures, pamphlets, periodicals, and <u>audio-video recordings</u> .	EN9LC-IIe-12: Make a stand based on the text listened to.	EN9VC-IIe-22: Agree or disagree with the ideas presented in the material viewed.	EN9V-IIe-27: Give the appropriate communicative styles for various situations (intimate, casual, conversational, consultative, frozen).	EN9LT-IIe-15: Analyze literature as a means of valuing other people and their various circumstances in life. EN9LT-IIe-2.2.2: Explain the literary devices used.	EN9WC-IIe-10: Distinguish the features present in poetry and in prose.	EN9OL-IIe-5: Use the appropriate prosodic features of speech when delivering lines in a Readers Theatre or in a Chamber Theatre.	EN9G-IIe-20: Use conditionals in expressing arguments
6	EN9RC-IIif-11.1: Sense the difference between linear and non-linear texts.	EN9LC-IIif-8.7: Draw conclusions based on the text listened to.	EN9VC-IIif-23: Share personal opinion about the ideas presented in the material viewed.	EN9V-IIif-28: Determine the vocabulary or jargons expected of a communicative style.	EN9LT-IIif-15: Analyze literature as a means of valuing other people and their various circumstances in life. EN9LT-IIif-2.2.3: Determine tone, mood, technique, and purpose of the author.	EN9WC-IIif-9: Compose forms of literary writing. EN9WC-IIif-9.2: Identify types and features of short prose.	EN9OL-IIif-5: Use the appropriate prosodic features of speech when delivering lines in a Readers Theatre or in a Chamber Theatre.	EN9G-IIif-20: Use conditionals in expressing arguments.
7	EN9RC-IIig-5: Interpret information found in non-linear texts such as diagrams, maps, charts, etc	EN9LC-IIig-3.13: React and share personal opinion about the ideas listened to.	EN9VC-IIig-23: Share personal opinion about the ideas presented in the material viewed.	EN9V-IIig-28: Determine the vocabulary or jargons expected of a communicative style.	EN9LT-IIig-15: Analyze literature as a means of valuing other people and their various circumstances in life. EN9LT-IIig-2.2.3: Determine tone, mood, technique, and purpose of the author.	EN9WC-IIig-9: Compose forms of literary writing. EN9WC-IIig-9.2: Identify types and features of short prose.	EN9OL-IIig-2.6: Employ effective and appropriate non-verbal communication to convey meaning in a Readers or Chamber Theatre.	EN9G-IIig-20: Use conditionals in expressing arguments.

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
8	EN9RC-IIh-11.1.1: Match diagrams with their corresponding write-ups.	EN9LC-IIh-12.1: Analyze the content and feeling levels of utterances in persuasive texts.	EN9VC-IIh-19: Judge the relevance and worth of ideas presented in the material viewed.	EN9V-IIh-28: Determine the vocabulary or jargons expected of a communicative style.	EN9LT-IIh-15: Analyze literature as a means of valuing other people and their various circumstances in life. EN9LT-IIh-2.3: Draw similarities and differences of the featured selections in relation to the theme.	EN9WC-IIh-9: Compose forms of literary writing. EN9WC-IIh-9.3: Use literary devices and techniques to craft short prose forms.	EN9OL-IIh-5: Use the appropriate prosodic features of speech when delivering lines in a Readers Theatre or in a Chamber Theatre.	EN9G-IIh-20: Use past conditionals in expressing arguments.
9	EN9RC-IIi-2.15: Organize information in various ways (outlining, graphic, representations, etc.)	EN9LC-IIi-8.2: Judge the relevance and worth of ideas presented.	EN9VC-IIi-19: Judge the relevance and worth of ideas presented in the material viewed.	EN9V-IIi-28: Determine the vocabulary or jargons expected of a communicative style.	EN9LT-IIi-15: Analyze literature as a means of valuing other people and their various circumstances in life. EN9LT-IIi-3: Explain how a selection may be influenced by culture, history, environment, or other factors.	EN9WC-IIi-9: Compose forms of literary writing. EN9WC-IIi-9.3: Use literary devices and techniques to craft short prose forms.	EN9OL-IIi-5: Use the appropriate prosodic features of speech when delivering lines in a Readers Theatre or in a Chamber Theatre.	EN9G-IIi-20: Use conditionals in expressing arguments.
10	Culminating Task							

K to 12 BASIC EDUCATION CURRICULUM

THIRD QUARTER

PROGRAM STANDARD	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.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/her understanding of British-American Literature, including Philippine Literature and other text types for a deeper appreciation of Philippine Culture and those of other countries.
CONTENT STANDARD	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of connecting to the world; also how to use ways of analysing one-act play and different forms of verbals for him/her to skilfully perform in a one-act play.
PERFORMANCE STANDARD	The learner skilfully performs in one-act play through utilizing effective verbal and non-verbal strategies and ICT resources based on the following criteria: Focus, Voice, Delivery, and Dramatic Conventions.

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	EN9RC-IIIa-20: Analyze a one-act play EN9LT-IIIa-20.1: Explain how the elements specific to a one-act play contribute to the development of its theme	EN9LC-IIIa-6: Employ appropriate listening strategies suited to type of text EN9LC-IIIa-6.1: Extract important information from argumentative/persuasive texts	EN9VC-IIIa-1.2/2.2: Interpret the message conveyed in a material viewed	EN9V-IIIa-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions)	EN9LT-IIIa-16: Analyze literature as a means of connecting to the world. EN9LT-IIIa-16.1: Identify the distinguishing features of Anglo-American one-act plays	EN9WC-IIIa-9: Compose forms of literary writing EN9WC-IIIa-9.4: Identify types and features of a play synopsis.	EN9OL-IIIa-3.7: Employ varied verbal and non-verbal strategies while performing in a one-act play EN9F-IIIa-3.11: Produce the English sounds correctly and effectively when delivering lines in a one-act play.	EN9G-IIIa-21: Use verbals.
2	EN9RC-IIIb-20: Analyze a one-act play EN9LT-IIIb-20.1: Explain how the elements specific to a one-act play contribute to the development of its theme	EN9LC-IIIb-6.3: Reflect on the ideas of the speaker	EN9VC-IIIb-1.2/2.2: Interpret the message conveyed in a material viewed	EN9V-IIIb-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions)	EN9LT-IIIb-16: Analyze literature as a means of connecting to the world EN9LT-IIIb-16.1: Identify the distinguishing features of Anglo-American one-act plays	EN9WC-IIIb-9: Compose forms of literary writing EN9WC-IIIb-9.4: Identify types and features of a play synopsis.	EN9F-IIIb-3.11: Produce the English sounds correctly and effectively when delivering lines in a one-act play.	EN9G-IIIb-21: Use verbals.

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
3	<p>EN9RC-IIIc-20: Analyze a one-act play.</p> <p>EN9LT-IIIc-20.1: Explain how the elements specific to a one-act play contribute to the development of its theme</p>	<p>EN9LC-IIIc-6.4: Interpret the information listened to</p>	<p>EN9VC-IIIc-1.2/2.2: Interpret the message conveyed in a poster</p>	<p>EN9V-IIIc-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions)</p>	<p>EN9LT-IIIc-16: Analyze literature as a means of connecting to the world</p> <p>EN9LT-IIIc-16.1: Identify the distinguishing features of Anglo-American one-act plays</p>	<p>EN9WC-IIIc-9: Compose forms of literary writing</p> <p>EN9WC-IIIc-9.4: Identify types and features of a play synopsis.</p>	<p>EN9OL-IIIc-5: Use the appropriate prosodic features of speech when delivering lines in a one-act play</p>	<p>EN9G-IIIc-21: Use verbals.</p>
4	<p>EN9RC-IIIId-20: Analyze a one-act play</p> <p>EN9LT-IIIId-2.1.5: Express appreciation for sensory images used</p> <p>EN9LT-IIIId-20.2: Explain the literary devices used</p>	<p>EN9LC-IIIId-6.5: Recognize faulty logic, unsupported facts, and emotional appeal</p>	<p>EN9VC-IIIId-4.3/5.3: Analyze the information contained in the material viewed</p>	<p>EN9V-IIIId-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions)</p>	<p>EN9LT-IIIId-16: Analyze literature as a means of connecting to the world</p> <p>EN9LT-IIIId-2.3: Draw similarities and differences of the featured selections in relation to the theme</p>	<p>EN9WC-IIIId-9: Compose forms of literary writing</p> <p>EN9WC-IIIId-9.4: Identify types and features of a play synopsis</p>	<p>EN9OL-IIIId-5: Use the appropriate prosodic features of speech when delivering lines in a one-act play</p>	<p>EN9G-IIIId-21: Use verbals.</p>
5	<p>EN9RC-IIIe-20: Analyze a one-act play</p> <p>EN9LT-IIIe-2.1.5: Express appreciation for sensory images used</p> <p>EN9LT-IIIe-20.2: Explain the literary devices used</p>	<p>EN9LC-IIIe-3.13: Provide appropriate and critical feedback/ reaction to a specific context or situation</p>	<p>EN9VC-IIIe-4.3/5.3: Analyze the information contained in the material viewed</p>	<p>EN9V-IIIe-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions)</p>	<p>EN9LT-IIIe-16: Analyze literature as a means of connecting to the world</p> <p>EN9LT-IIIe-2.3: Draw similarities and differences of the featured selections in relation to the theme</p>	<p>EN9WC-IIIe-9: Compose forms of literary writing</p> <p>EN9WC-IIIe-9.5: Use literary devices and techniques to craft a play synopsis</p>	<p>EN9OL-IIIe-5: Use the appropriate prosodic features of speech when delivering lines in a one-act play</p>	<p>EN9G-IIIe-21: Use verbals.</p>
6	<p>EN9RC-IIIIf-20: Analyze a one-act play</p> <p>EN9LT-IIIIf-2.1.5:</p>	<p>EN9LC-IIIIf-3.13: Provide appropriate and critical feedback/ reaction to a specific</p>	<p>EN9VC-IIIIf-4.3/5.3: Analyze the information contained in the</p>	<p>EN9V-IIIIf-29: Get familiar with the technical vocabulary for</p>	<p>EN9LT-IIIIf-16: Analyze literature as a means of connecting to the</p>	<p>EN9WC-IIIIf-9: Compose forms of literary writing</p> <p>EN9WC-IIIIf-9.5:</p>	<p>EN9OL-IIIIf-2: Use effective and appropriate non-verbal</p>	<p>EN9G-IIIIf-21: Use verbals.</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
	Express appreciation for sensory images used EN9LT-III f-20.2: Explain the literary devices used	context or situation	material viewed	drama and theatre (like stage directions)	world EN9LT-III f-2.3: Draw similarities and differences of the featured selections in relation to the theme	Use literary devices and techniques to craft a play synopsis	communication strategies	
7	EN9LT-III g-2.11: Determine tone, mood, technique, and purpose of the author	EN9LC-III g-2.10: Share personal opinion about the ideas listened to	EN9VC-III g-24: Provide critical feedback to the idea presented in the material viewed	EN9V-III g-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions)	EN9LT-III g-16: Analyze literature as a means of connecting to the world EN9LT-III g-3: Explain how a selection may be influenced by culture, history, environment, or other factors	EN9WC-III g-9: Compose forms of literary writing EN9WC-III g-9.5: Use literary devices and techniques to craft a play synopsis	EN9OL-III g-2: Use effective and appropriate non-verbal communication strategies	EN9G-III g-21: Use verbals.
8	EN9LT-III h-2.11: Determine tone, mood, technique, and purpose of the author	EN9LC-III h-12.1: Analyze the content and feeling levels of utterances in persuasive texts	EN9VC-III h-24: Provide critical feedback to the idea presented in the material viewed	EN9V-III h-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions)	EN9LT-III h-16: Analyze literature as a means of connecting to the world EN9LT-III h-3: Explain how a selection may be influenced by culture, history, environment, or other factors	EN9WC-III h-9: Compose forms of literary writing EN9WC-III h-9.5: Use literary devices and techniques to craft a play synopsis	EN9OL-III h-3.10: Use appropriate multi-media resources to accompany the oral delivery of lines	EN9G-III h-21: Use verbals.
9	EN9LT-III i-2.11: Determine tone, mood, technique, and purpose of the author	EN9LC-III i-8.2: Judge the relevance and worth of information/ ideas EN9LC-III i-8.6: Form decisions based on the ideas mentioned	EN9VC-III i-24: Provide critical feedback to the idea presented in the material viewed	EN9V-III i-29: Get familiar with the technical vocabulary for drama and theatre (like stage directions)	EN9LT-III i-16: Analyze literature as a means of connecting to the world EN9LT-III i-3: Explain how a selection may be influenced by	EN9WC-III i-9: Compose forms of literary writing EN9WC-III i-9.5: Use literary devices and techniques to craft a play synopsis	EN9OL-III i-3.10: Use appropriate multi-media resources to accompany the oral delivery of lines	EN9G-III i-21: Use verbals.

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
					culture, history, environment, or other factors			
10	Culminating Task							

FOURTH QUARTER

PROGRAM STANDARD	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.
GRADE LEVEL STANDARD	The learner demonstrates communicative competence through his/her understanding of British-American Literature, including Philippine Literature and other text types for a deeper appreciation of Philippine Culture and those of other countries.
CONTENT STANDARD	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of preserving unchanging values in a changing world; also how to use the features of a full-length play, tense consistency, modals, active and passive constructions plus direct and indirect speech to enable him/her competently performs in a full-length play.
PERFORMANCE STANDARD	The learner competently performs in a full-length play through applying effective verbal and non-verbal strategies and ICT resources based on the following criteria: Focus, Voice, Delivery and Dramatic Conventions.

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	EN9RC-IVa-2.18: Relate text content to particular social issues, concerns, or dispositions in real life	EN9LC-IVa-13: Listen to lay value judgment on critical issues that demand sound analysis and call for prompt actions	EN9VC-IVa-10: Determine the relevance and the truthfulness of the ideas presented in the material viewed	EN9V-IVa-29: Get familiar with the technical vocabulary for drama and theater (like stage directions)	EN9LT-IVa-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVa-17.1: Explain how the elements specific to full-length	EN9WC-IVa-11: Compose a play review	EN9OL-IVa-3.7: Use varied verbal and non-verbal communication strategies when performing in a full-length play EN9F-IVa-3.11: Produce the sounds of English effectively when delivering lines in a	EN9G-IVa-22: Use active and passive constructions

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
					plays build its theme		full-length play	
2	EN9RC-IVb-2.18: Relate text content to particular social issues, concerns, or dispositions in real life	EN9LC-IVb-13.1: Get the different sides of social, moral, and economic issues affecting the nation	EN9VC-IVb-10: Determine the relevance and the truthfulness of the ideas presented in the material viewed	EN9V-IVb-29: Get familiar with the technical vocabulary for drama and theater (like stage directions)	EN9LT-IVb-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVb-17.1: Explain how the elements specific to full-length plays build its theme	EN9WC-IVb-11: Compose a play review.	EN9F-IVb-3.11: Produce the sounds of English effectively when delivering lines in a full-length play	EN9G-IVb-22: Use active and passive constructions
3	EN9RC-IVc-2.18: Relate text content to particular social issues, concerns, or dispositions in real life	EN9LC-IVc-13.2: Employ analytical listening to make prediction/projections	EN9VC-IVc-10: Determine the relevance and the truthfulness of the ideas presented in the material viewed	EN9V-IVc-29: Get familiar with the technical vocabulary for drama and theater (like stage directions)	EN9LT-IVc-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVc-2.2.1: Express appreciation for sensory images used	EN9WC-IVc-11: Compose a play review	EN9OL-IVc-2: Employ effective and appropriate non-verbal communication strategies	EN9G-IVc-23: Express <u>permission</u> , <u>obligation</u> , and <u>prohibition</u> .
4	EN9RC-IVd-2.18: Relate text content to particular social issues, concerns, or dispositions in real life	EN9LC-IVd-7.2: Analyze the stand of the speaker based on the explicit statement made	EN9VC-IVd-1.3/2.3: Formulate predictions based on the material viewed	EN9V-IVd-29: Get familiar with the technical vocabulary for drama and theater (like stage directions)	EN9LT-IVd-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVd-2.2.2: Explain the literary devices used	EN9WC-IVd-11: Compose a play review.	EN9OL-IVd-2: Employ effective and appropriate non-verbal communication strategies	EN9G-IVd-23: Express <u>permission</u> , <u>obligation</u> , and <u>prohibition</u> .
5	EN9RC-IVe-2.18: Relate text content to particular social	EN9LC-IVe-8.8: Compare and contrast ideas listened to	EN9VC-IVe-1.3/2.3: Formulate	EN9V-IVe-29: Get familiar with the technical	EN9LT-IVe-17: Analyze literature as a means of	EN9WC-IVe-11: Compose a play review	EN9OL-IVe-2: Employ effective and appropriate	EN9G-IVe-23: Express <u>permission</u> , <u>obligation</u> , and

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
	issues, concerns, or dispositions in real life		predictions based on the material viewed	vocabulary for drama and theater (like stage directions)	understanding unchanging values in a changing world EN9LT-IVe-2.2.2: Explain the literary devices used		non-verbal communication strategies	<u>prohibition</u> writing an evaluation
6	EN9RC-IVf-2.22: Judge the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation	EN9LC-IVf-13.3: Differentiate biases from prejudices	EN9VC-IVf-1.3/2.3: Formulate predictions based on the material viewed	EN9V-IVf-29: Get familiar with the technical vocabulary for drama and theater (like stage directions).	EN9LT-IVf-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVf-2.2.3: Determine tone, mood, technique, and purpose of the author	EN9WC-IVf-11: Compose a play review	EN9OL-IVf-1.14: Use the appropriate suprasegmentals: pitch, stress, juncture, intonation, etc.	EN9G-IVf-1: Change direct to indirect speech and vice versa
7	EN9RC-IVg-2.22: Judge the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation	EN9LC-IVg-13.4: Judge the relevance and truthfulness of the ideas listened to	EN9VC-IVg-14: Take a stand on critical issues brought up in the material viewed	EN9V-IVg-29: Get familiar with the technical vocabulary for drama and theater (like stage directions)	EN9LT-IVg-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVg-2.2.3: Determine tone, mood, technique, and purpose of the author	EN9WC-IVg-11: Compose a play review	EN9OL-IVg-1.14: Use the appropriate suprasegmentals: pitch, stress, juncture, intonation, etc.	EN9G-IVg-1: Change direct to indirect speech and vice versa
8	EN9RC-IVh-2.22: Judge the relevance and worth of ideas,	EN9LC-IVh-2.15: Judge the validity of the evidence listened	EN9VC-IVh-14: Take a stand on critical issues	EN9V-IVh-29: Get familiar with the technical	EN9LT-IVh-17: Analyze literature as a means of	EN9WC-IVh-11: Compose a play review	EN9OL-IVh-3.10: Use appropriate multi-media	EN9G-IVh-24: Use words to express evaluation

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
	soundness of author’s reasoning, and the effectiveness of the presentation	to	brought up in the material viewed	vocabulary for drama and theater (like stage directions)	understanding unchanging values in a changing world EN9LT-IVh-2.3: Draw similarities and differences of the featured selections in relation to the theme		resources appropriately, effectively and efficiently	
9	EN9RC-IVi-2.22: Judge the relevance and worth of ideas, soundness of author’s reasoning, and the effectiveness of the presentation	EN9LC-IVi-8.7: Make generalizations	EN9VC-IVi-14: Take a stand on critical issues brought up in the material viewed	EN9V-IVi-29: Get familiar with the technical vocabulary for drama and theater (like stage directions)	EN9LT-IVi-17: Analyze literature as a means of understanding unchanging values in a changing world EN9LT-IVi-3: Explain how a selection may be influenced by culture, history, environment, or other factors	EN9WC-IVi-11: Compose a play review	EN9OL-IVi-3.10: Use appropriate multi-media resources appropriately, effectively and efficiently	EN9G-IVi-25: Observe tense consistency in writing an evaluation
10	Culminating Task							

K to 12 BASIC EDUCATION CURRICULUM
Grade 9 Tagged Materials

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
RC - Reading Comprehension		
1Q		
Share prior knowledge about a text topic	EN9RC-Ia-16 EN9RC-Ib-16	*English Expressways II. 2007. pp 190-191.
Take note of sequence signals or connectors to determine patterns of idea development given in a text	EN9RC-Ic-13.2	1. *English Expressways II. 2007. pp 118-119. 2. *English Expressways IV. 2007. pp 121-122.
Scan sequence signals or connectors to determine patterns of idea development	EN9RC-Id-13.2	1. *English Arts III. 2000. pp 79. 2. *English Expressways III. 2007. pp 238, 239. 3. *English Expressways IV. 2007. pp 121-122.
Skim to determine key ideas and author's purpose	EN9RC-Ie-1.5.1 EN9RC-If-1.5.1	1. *English Expressways III. 2007. pp 44, 45, 113, 126, 222. 2. *English Expressways IV. 2007. pp 74-75, 104, 294.
Make a connection between the present text and previously read texts	EN9RC-Ig-17 EN9RC-Ih-17	1. *English Expressways II. 2007. pp 190-191. 2. *English Expressways III. 2007. pp 208-210, 306.
Identify advance organizers, titles, sub-titles, illustrations, etc. given in a text	EN9RC-Ii-18	*English Expressways II. 2007. pp 93-95.
2Q		
Compare and contrast similar information presented in different texts.	EN9RC-IIa-3.2.7	*English Expressways II. 2007. pp 136-137, 138-139
Get information from various print media like brochures, pamphlets, periodicals, and audio-video recordings.	EN9RC-IIb-19	*English Expressways II. 2007. pp 30.
Get information from various print media like brochures, pamphlets, periodicals, and audio-video recordings.	EN9RC-IIc-19	*English Expressways II. 2007. pp 30.
Get information from various print media like brochures, pamphlets, periodicals, and audio-video recordings.	EN9RC-IIId-19	1. *English Expressways II. 2007. pp 74-75. 2. *English Expressways III. 2007. pp 3-7, 28-29. 3. *English Expressways IV. 2007. pp 34-35.
Get information from various print media like brochures, pamphlets, periodicals, and audio-video recordings.	EN9RC-IIe-19	*English Expressways II. 2007. pp 78-79.
Sense the difference between linear and non-linear texts.	EN9RC-IIf-11.1	1. *English Expressways III. 2007. pp 76-78. 2. *English Expressways IV. 2007. pp 116-117, 142-143, 159-160.
Interpret information found in non-linear texts such as diagrams, maps, charts, etc	EN9RC-IIg-5	1. *English Expressways II. 2007. pp 134-135, 247. 2. *English Arts III. 2000. pp 205-209. 3. *English Expressways III. 2007. pp 77. 4. *English Expressways IV. 2007. pp 172, 194-196.
Match diagrams with their corresponding write-ups.	EN9RC-IIh-11.1.1	1. *English Expressways II. 2007. pp 128-129. 2. *English Expressways III. 2007. pp 183, 184.
Organize information in various ways(outlining, graphic, representations, etc.)	EN9RC-IIi-2.15	1. *English Expressways II. 2007. pp 91-92, 93-95, 238-239. 2. *English Arts III. 2000. pp 205-209. 3. *English Expressways IV. 2007. pp 11-12, 41-42, 43-44, 64-65, 172, 180-181, 222-223.

K to 12 BASIC EDUCATION CURRICULUM

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
3Q		
Express appreciation for sensory images used	EN9RC-IIIId-2.1.5 EN9RC-IIIE-2.1.5 EN9RC-IIIf-2.1.5	1. *English Expressways II. 2007. pp 14-19. 2. *English Expressways III. 2007. pp 180, 181, 281-285. 3. *English Expressways IV. 2007. pp 113-115, 206-207, 220-221.
Explain the literary devices used	EN9RC-IIIId-20.2 EN9RC-IIIE-20.2 EN9RC-IIIf-20.2	*English Arts III. 2000. pp 153-154.
Determine tone, mood, technique, and purpose of the author	EN9RC-IIIg-2.1.1 EN9RC-IIIf-2.1.1 EN9RC-IIIf-2.1.1	1. *English Expressways III. 2007. pp 9-11, 96. 2. *English Expressways IV. 2007. pp 66-73, 104, 107, 288-293.
4Q		
Judge the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation	EN9RC-IVf-2.2.2 EN9RC-IVg-2.2.2 EN9RC-IVh-2.2.2 EN9RC-IVi-2.2.2	*English Arts III. 2000. pp 104, 156, 255.
LC- Listening Comprehension		
1Q		
Infer thoughts, feelings and intentions of the speaker	EN9LC-Ib-6.2	*English Expressways II. 2007. pp 210-211.
Paraphrase the text listened to	EN9LC-Ic-3.1.2	*English Arts III. 2000. pp 89-90, 94, 113-114.
Agree or disagree with the ideas of the speaker	EN9LC-Id-8.4	*English Expressways II. 2007. pp 109, 208-209.
Judge the relevance and worth of ideas presented	EN9LC-If-8.2	*English Arts III. 2000. pp 104, 156, 255. *English Expressways III. 2007. pp 128-131, 158-159.
Draw generalizations and conclusions from the material listened to	EN9LC-Ig-8.7	1. *English Expressways II. 2007. pp 136-137. 2. *English Expressways IV. 2007. pp 133-135.
Compare and contrast information listened to	EN9LC-Ih-8.8	*English Expressways II. 2007. pp 136-137, 138-139.
Summarize information from the text listened to	EN9LC-Ii-3.1.4	
2Q		
Shift from one listening strategy to another based on topic, purpose, and level of difficulty of the argumentative or persuasive text.	EN9LC-IIa-11	*English Expressways II. 2007. pp 280-281.
Make inferences from what was said.	EN9LC-IIb-2.8	*English Expressways II. 2007. pp 104-105.
Listen to paraphrase and summarize information from persuasive texts.	EN9LC-IIc-3.1.2/3.1.4	*English Arts III. 2000. pp 89-90, 94, 113-114.
React and share personal opinion about the ideas listened to.	EN9LC-IIg-3.1.3	*English Expressways II. 2007. pp 174-175, 208-209.
Analyze the content and feeling levels of utterances in persuasive texts.	EN9LC-IIh-12.1	*English Expressways II. 2007. pp 281.
Judge the relevance and worth of ideas presented.	EN9LC-IIi-8.2	*English Arts III. 2000. pp 104, 156, 255.
3Q		
Employ appropriate listening strategies suited to type of	EN9LC-IIIf-6	*English Expressways II. 2007. pp 280-281.

K to 12 BASIC EDUCATION CURRICULUM

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
text		
Extract important information from argumentative/persuasive texts	EN9LC-IIIa-6.1	*English Arts III. 2000. pp 33-34.
Reflect on the ideas of the speaker	EN9LC-IIIb-6.3	*English Expressways II. 2007. pp 27-28.
Provide appropriate and critical feedback/ reaction to a specific context or situation	EN9LC-IIIe-3.13 EN9LC-III f-3.13	*English Expressways II. 2007. pp 174-175, 208-209.
Share personal opinion about the ideas listened to	EN9LC-IIIg-2.10	1. *English Expressways II. 2007. pp 174-175, 208-209. 2. *English Arts III. 2000. pp 256.
Analyze the content and feeling levels of utterances in persuasive texts	EN9LC-IIIh-12.1	*English Expressways II. 2007. pp 281.
Judge the relevance and worth of information/ ideas	EN9LC-IIIi-8.2	1. *English Arts III. 2000. pp 104, 156, 255. 2. *English Expressways III. 2007. pp 128-131, 158-159.
4Q		
Analyze the stand of the speaker based on the explicit statement made	EN9LC-IVd-7.2	*English Expressways II. 2007. pp 109, 258, 270.
VC- Viewing Comprehension		
1Q		
Infer thoughts, feelings, and intentions in the material viewed	EN9VC-Ia-3.8 EN9VC-Ib-3.8 EN9VC-Ic-3.8	*English Expressways III. 2007. pp 288-289, 327-329.
Assess the relevance and worth of ideas presented in the material viewed.	EN9VC-If-19 EN9VC-Ig-19	1. *English Arts III. 2000. pp 104, 156, 255. 2. *English Expressways III. 2007. pp 128-131.
Draw generalizations and conclusions from the material viewed	EN9VC-Ih-1.5/2.5 EN9VC-Ii-1.5/2.5	
2Q		
Share personal opinion about the ideas presented in the material viewed.	EN9VC-II f-23 EN9VC-IIg-23	*English Arts III. 2000. pp 256.
Judge the relevance and worth of ideas presented in the material viewed.	EN9VC-IIh-19 EN9VC-IIi-19	1. *English Arts III. 2000. pp 104, 156, 255. 2. *English Expressways III. 2007. pp 128-131.
3Q		
Interpret the message conveyed in a material viewed	EN9VC-IIIa-1.2/2.2 EN9VC-IIIb-1.2/2.2 EN9VC-IIIc-1.2/2.2	*English Arts III. 2000. pp 46.
Interpret the message conveyed in a poster Analyze the information contained in the material viewed	EN9VC-III d-4.3/5.3 EN9VC-IIIe-4.3/5.3 EN9VC-III f-4.3/5.3	*English Arts III. 2000. pp 46.
V- Vocabulary Development		
1Q		
Note types of context clue (restatement, definition, synonyms, antonyms) used for a given word or	EN9V-Ig-12.3 EN9V-Ih-12.3	*English Expressways II. 2007. pp 92, 114, 153, 203.

K to 12 BASIC EDUCATION CURRICULUM

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
expression.	EN9V-Ii-12.3	
3Q		
Get familiar with the technical vocabulary for drama and theatre (like stage directions)	EN9V-IIIa-29 EN9V-IIIb-29 EN9V-IIIc-29 EN9V-IIId-29 EN9V-IIIE-29 EN9V-IIIf-29 EN9V-IIIG-29 EN9V-IIIH-29 EN9V-IIII-29	<ol style="list-style-type: none"> *English Arts III. 2000. pp 234-235. *English Expressways III. 2007. pp 340-347.
4Q		
Get familiar with the technical vocabulary for drama and theater (like stage directions)	EN9V-IVa-29 EN9V-IVb-29 EN9V-IVc-29 EN9V-IVd-29 EN9V-IVe-29 EN9V-IVf-29 EN9V-IVg-29 EN9V-IVh-29 EN9V-IVi-29	<ol style="list-style-type: none"> *English Arts III. 2000. pp 234-235. *English Expressways III. 2007. pp 340-347.
LT- Literature		
1Q		
Analyze literature as a means of discovering the self	EN9LT-Ia-14 EN9LT-Ib-14 EN9LT-Id-14 EN9LT-Ie-14 EN9LT-If-14 EN9LT-Ig-14 EN9LT-Ih-14 EN9LT-Ii-14	*English Arts III. 2000. pp 75.
Express appreciation for sensory images used	EN9LT-Id-2.2.1	<ol style="list-style-type: none"> *English Expressways III. 2007. pp 180-181, 281-285. *English Expressways IV. 2007. pp 113-115, 206-207, 220-221.
Explain the literary devices used	EN9LT-Ie-2.2.2	*English Arts III. 2000. pp 153-154, 203-204.
Determine tone, mood, technique, and purpose of the author.	EN9LT-If-2.2.3 EN9LT-Ig-2.2.3	<ol style="list-style-type: none"> *English Expressways III. 2007. pp 9-11, 96. *English Expressways IV. 2007. pp 66-73, 104-107, 288-293.
2Q		
Analyze literature as a means of valuing other people and their various circumstances in life.	EN9LT-IIa-15 EN9LT-IIb-15 EN9LT-IIc-15 EN9LT-IIId-15	*English Arts III. 2000. pp 75.

K to 12 BASIC EDUCATION CURRICULUM

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
	EN9LT-IIe-15 EN9LT-IIIf-15 EN9LT-IIg-15 EN9LT-IIh-15 EN9LT-IIi-15	
Identify the distinguishing features of notable Anglo-American sonnets, dramatic poetry, vignettes, and short stories.	EN9LT-IIa-15.1	*English Arts III. 2000. pp 123.
Express appreciation for sensory images used.	EN9LT-IIId-2.2.1	1. *English Expressways III. 2007. pp 180-181, 281-285. 2. *English Expressways IV. 2007. pp 113-115, 206-207, 220-221.
Explain the literary devices used	EN9LT-IIe-2.2.2	*English Arts III. 2000. pp 153-154, 201, 203-204.
Determine tone, mood, technique, and purpose of the author.	EN9LT-IIIf-2.2.3 EN9LT-IIg-2.2.3	*English Expressways III. 2007. pp 9-11, 96.
3Q		
Analyze literature as a means of connecting to the world.	EN9LT-IIIa-16 EN9LT-IIIb-16 EN9LT-IIIc-16 EN9LT-IIId-16 EN9LT-IIIE-16 EN9LT-IIIf-16 EN9LT-IIIg-16 EN9LT-IIih-16 EN9LT-IIii-16	*English Arts III. 2000. pp 75.
4Q		
Analyze literature as a means of understanding unchanging values in a changing world	EN9LT-IVa-17 EN9LT-IVb-17 EN9LT-IVc-17 EN9LT-IVd-17 EN9LT-IVe-17 EN9LT-IVf-17 EN9LT-IVg-17 EN9LT-IVh-17 EN9LT-IVi-17	*English Arts III. 2000. pp 75.
Determine tone, mood, technique, and purpose of the author	EN9LT-IVf-2.2.3 EN9LT-IVg-2.2.3	*English Expressways III. 2007. pp 9-11, 96.
WC- Writing and Composition		
1Q		
Distinguish between and among <u>informative</u> , journalistic, and literary writing	EN9WC-Ia-8	*English Expressways IV. 2007. pp 6.
Distinguish between and among <u>informative</u> , <u>journalistic</u> , and literary writing	EN9WC-Ib-8	*English Expressways IV. 2007. pp 57-59.

K to 12 BASIC EDUCATION CURRICULUM

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
Use literary devices and techniques to craft poetic forms.	EN9WC-Ih-3.6 EN9WC-Ii-3.6	*English Arts III. 2000. pp 153, 201, 203.
2Q		
Compose forms of literary writing.	EN9WC-IIIf-9 EN9WC-IIg-9 EN9WC-IIh-9 EN9WC-IIi-9	*English Arts III. 2000. pp 19, 53, 107, 260.
3Q		
Compose forms of literary writing	EN9WC-IIIa-9 EN9WC-IIIb-9 EN9WC-IIIc-9 EN9WC-IIId-9 EN9WC-IIIE-9 EN9WC-IIIf-9 EN9WC-IIIg-9 EN9WC-IIIH-9 EN9WC-IIIi-9	*English Arts III. 2000. pp 19, 53, 107, 260.
4Q		
Compose a play review	EN9WC-IVa-11 EN9WC-IVb-11 EN9WC-IVc-11 EN9WC-IVd-11 EN9WC-IVe-11 EN9WC-IVf-11 EN9WC-IVg-11 EN9WC-IVh-11 EN9WC-IVi-11	*English Arts III. 2000. pp 234.
F- Oral Language and Fluency		
1Q		
Use the appropriate segmental (sounds of English) and the supra segmental or prosodic features of speech when delivering lines of poetry and prose in a <u>speech choir</u> , jazz chants and raps	EN9F-Ia-1.15	*English Arts III. 2000. pp 190-191.
Use the correct <u>pitch, juncture, stress</u> , intonation, rate of speech, volume and projection when delivering lines of poetry and prose in dramatic and conventional speech choirs	EN9F-Id-1.14	*English Expressways II. 2007. pp 28-30, 64-65, 184-186.
Use the correct pitch, juncture, stress, <u>intonation, rate of speech, volume and projection</u> when delivering lines of poetry and prose in dramatic and conventional speech choirs	EN9F-Ie-1.14	*English Expressways II. 2007. pp 44-45, 64-65, 184-186.

K to 12 BASIC EDUCATION CURRICULUM

LEARNING COMPETENCY Learning Materials are uploaded at http://lrmds.deped.gov.ph	CODE	LEARNING MATERIALS *These materials are in textbooks that have been delivered to schools.
Use the appropriate and effective speech conventions expected of speech choir presentations.	EN9F-Ih-3.14 EN9F-Ii-3.14	*English Arts III. 2000. pp 190-191.
2Q		
Employ varied verbal and non-verbal strategies to create impact on the audience while delivering lines in a Readers Theatre or in a Chamber Theatre.	EN9F-IIa-3.7 EN9F-IIb-3.7	*English Arts III. 2000. pp 158-159.
Use the correct production of English sounds: vowels sounds, consonant sounds, diphthongs, etc.	EN9F-IIc-3.11.1 EN9F-IId-3.11.1	1. *English Expressways II. 2007. pp 79-81. 2. *English Arts III. 2000. pp 81-82, 95-96, 105, 114-115, 133-134.
3Q		
Employ varied verbal and non-verbal strategies while performing in a one-act play	EN9F-IIIa-3.7	
Produce the English sounds correctly and effectively when delivering lines in a one-act play.	EN9F-IIIa-3.11 EN9F-IIIb-3.11	*English Arts III. 2000. pp 227-233, 269-277.
Use the appropriate prosodic features of speech when delivering lines in a one-act play	EN9F-IIIc-5 EN9F-IIId-5 EN9F-IIIE-5	*English Arts III. 2000. pp 227-233, 269-277.
Use effective and appropriate non-verbal communication strategies	EN9F-IIIf-2 EN9F-IIIg-2	1. *English Arts III. 2000. pp 209. 2. *English Expressways III. 2007. pp 294-296.
4Q		
Employ effective and appropriate non-verbal communication strategies	EN9F-IVc-2 EN9F-IVd-2 EN9F-IVe-2	*English Expressways III. 2007. pp 294-296.
G- Grammar Awareness		
2Q		
Use adverbs in narration.	EN9G-IIa-19 EN9G-IIb-19 EN9G-IIc-19	*English Expressways II. 2007. pp 196-197.
Use past conditionals in expressing arguments.	EN9G-IIh-20 EN9G-IIi-20	*English Expressways III. 2007. pp 242-244.
4Q		
Change direct to indirect speech and vice versa	EN9G-IVf-1 EN9G-IVg-1	*English Arts III. 2000. pp 96-99.

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

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

justify - to provide a good reason for the actions of

K

kinds of listening and reading strategies

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

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

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

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)