GRADE 3

GRADE LEVEL STANDARD

The learners demonstrate basic literacy in English, with L1 as a literacy resource; expand their vocabulary for conversational use and content learning, using high frequency and content-specific words; use simple and compound sentences to get and express meaning; and comprehend, analyze, create, and compose developmentally-appropriate and content-specific texts.

QUARTER 1

CONTENT STANDARDS	The learners demonstrate expanding vocabulary and understanding of high frequency words and content-specific vocabulary; understand and create simple and compound sentences for comprehending, analyzing, creating, and composing texts about regional themes and content-specific topics.
PERFORMANCE STANDARDS	The learners use their expanding vocabulary of high-frequency and content-specific words, and simple and compound sentences to comprehend, create, and compose narrative and informational texts about regional themes and content-specific topics; and read grade level texts with appropriate speed, accuracy, and expression.

SUBDOMAINS	LEARNING COMPETENCIES	MACRO SKILLS			
		L	S	R	W
Phonics and Word Study *(sounds to words)*	**EN3PWS-I-1** Identify Grade 3 level-appropriate sight words.	L	S	R	W
	EN3PWS-I-2 Read words accurately and automatically according to word patterns (initial, final, medial).				
	1 CVCC words	L	S	R	W
	2 CCVC words (clusters and diphthongs)	L	S	R	W
	3 VCV words	L	S	R	W
	4 VCCV words	L	S	R	W
Vocabulary and Word Knowledge *(words)*	**EN3VWK-I-1** Identify high-frequency words accurately.	L	S	R	W
	EN3VWK-I-2 Use vocabulary referring to:				
	1 regional themes	L	S	R	W
	2 content-specific topics	L	S	R	W
	EN3VWK-I-3 Use content-specific words.	L	S	R	W
	1 Mathematics (basic symbols and terminologies)	L	S	R	W

			L	S	R	W
	2	Science (basic terminologies)	L	S	R	W
	EN3VWK-I-4 Identify words with different functions.					
	1	words that label actions (doing words - verbs)	L	S	R	W
	2	words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives)	L	S	R	W
		words that replace persons, places, things, animals, events, ideas, and emotions				
	3	a. interrogative pronouns	L	S	R	W
		b. possessive pronouns	L	S	R	W
		c. demonstrative pronouns	L	S	R	W
	EN3VWK-I-5 Identify the synonyms and antonyms of words.		L	S	R	W
	EN3VWK-I-6 Read words correctly for meaning (based on word patterns).		L	S	R	
	EN3VWK-I-7 Write words legibly and correctly (based on word patterns).		L	S	R	W
	EN3VWK-I-8 Identify roots of high frequency words (nouns, verbs, and adjectives).		L	S	R	W
Grammar Awareness and Grammatical Structures *(sentences)*	**EN3GAGS-I-1** Identify sentences and non-sentences.		L	S	R	
	EN3GAGS-I-2 Use simple sentences to express ideas about regional themes.		L	S	R	W
	EN3GAGS-I-3 Use simple sentences with proper intonation (pitch, juncture, rhythm).		L	S	R	
	EN3GAGS-I-4 Sequence words to represent meaning in simple sentences.					
	1	telling sentences (declarative)	L	S	R	W
	2	asking sentences (interrogative)	L	S	R	W
	3	commanding and requesting sentences (imperative)	L	S	R	W
	4	exclamatory sentences	L	S	R	W
	EN3GAGS-I-5 Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).					
	1	telling sentences (declarative)	L	S	R	W
	2	asking sentences (interrogative)	L	S	R	W
	3	commanding and requesting sentences (imperative)	L	S	R	W
	4	exclamatory sentences	L	S	R	W

	EN3GAGS-I-6 Use correct capitalization and punctuation for simple sentences.					
	1	telling sentences (declarative)	**L**	**S**	**R**	**W**
	2	asking sentences (interrogative)	**L**	**S**	**R**	**W**
	3	commanding and requesting sentences (imperative)	**L**	**S**	**R**	**W**
	4	exclamatory sentences	**L**	**S**	**R**	**W**
	EN3GAGS-I-7 Identify discourse markers for a given text type.					
	1	time order and procedural	**L**	**S**	**R**	**W**
	2	Description	**L**	**S**	**R**	**W**
	3	explanation	**L**	**S**	**R**	**W**
Comprehending and Analyzing Text *(discourse)*	**EN3CAT-I-1** Read grade level sentences with appropriate speed, accuracy, and expression.		**L**	**S**	**R**	
	EN3CAT-I-2 Comprehend stories.					
	1	Note important elements from stories (characters, setting, events).	**L**	**S**	**R**	**W**
	2	Sequence at least four to five events.	**L**	**S**	**R**	**W**
	3	Identify the problem and solution in stories.	**L**	**S**	**R**	**W**
	4	Infer the character's feelings and traits.	**L**	**S**	**R**	**W**
	5	Relate story events to one's experience.	**L**	**S**	**R**	**W**
	6	Identify cause and effect of events.	**L**	**S**	**R**	**W**
	7	Predict possible ending.	**L**	**S**	**R**	**W**
	8	Give a summary.	**L**	**S**	**R**	**W**
	EN3CAT-I-3 Comprehend informational texts.					
	1	Note at least four to five significant details in informational texts.	**L**	**S**	**R**	**W**
	2	Identify problem and solution.	**L**	**S**	**R**	**W**
	3	Identify text types.	**L**	**S**	**R**	**W**
		a. time order and procedural	**L**	**S**	**R**	**W**
		b. description	**L**	**S**	**R**	**W**
		c. explanation	**L**	**S**	**R**	**W**
	4	Draw conclusions.	**L**	**S**	**R**	**W**

				S		W
Creating and Composing Text *(discourse)*	**EN3CCT-I-1** Use common expressions and polite greetings appropriate to a given situation.			S		W
	EN3CCT-I-2 Use own words in retelling myths, legends, fables, and narrative poems.			S		W
	EN3CCT-I-3 Express ideas about one's experiences.					
	1	regional themes		S		W
	2	content-specific topics		S		W
	EN3CCT-I-4 Use basic sight words, high frequency, and content-specific words.			S		W
	EN3CCT-I-5 Compose texts to react to the character, setting, or events in a story.			S		W
	EN3CCT-I-6 Compose texts to react to a topic.			S		W
	EN3CCT-I-7 Make a summary of narrative text.			S		W
	EN3CCT-I-8 Express ideas using text types.			S		W
	1	time order and procedural		S		W
	2	description		S		W
	3	explanation		S		W

GRADE 3 – QUARTER 2

CONTENT STANDARDS	The learners demonstrate expanding vocabulary and understanding of high frequency words and content-specific vocabulary; understand and create simple and compound sentences for comprehending, analyzing, creating, and composing texts about regional themes and content-specific topics.
PERFORMANCE STANDARDS	The learners use their expanding vocabulary of high-frequency and content-specific words, and simple and compound sentences to comprehend, create, and compose narrative and informational texts about regional themes and content-specific topics; and read grade level texts with appropriate speed, accuracy, and expression.

SUBDOMAINS	LEARNING COMPETENCIES		MACRO SKILLS		
		L	S	R	W
Phonics and Word Study *(sounds to words)*	**EN3PWS-II-1** Identify Grade 3 level-appropriate sight words.	L	S	R	W
	EN3PWS-II-2 Read words accurately and automatically according to word patterns (initial, final, medial).				
	1 VCV words	L	S	R	W
	2 VCCV words	L	S	R	W
Vocabulary and Word Knowledge *(words)*	**EN3VWK-II-1** Identify high-frequency words accurately.	L	S	R	W
	EN3VWK-II-2 Use vocabulary referring to:				
	1 regional themes	L	S	R	W
	2 content-specific topics	L	S	R	W
	EN3VWK-II-3 Use content-specific words.	L	S	R	W
	1 Mathematics (basic symbols and terminologies)	L	S	R	W
	2 Science (basic terminologies)	L	S	R	W
	EN3VWK-II-4 Identify words with different functions.				
	1 words that label actions (doing words - verbs)	L	S	R	W
	2 words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives)	L	S	R	W
	3 words that replace persons, places, things, animals, events, ideas, and emotions				
	a. possessive pronouns	L	S	R	W
	b. demonstrative pronouns	L	S	R	W

			L	S	R	W
	EN3VWK-II-5 Identify the synonyms and antonyms of words.		L	S	R	W
	EN3VWK-II-6 Read words correctly for meaning (based on word patterns).		L	S	R	
	EN3VWK-II-7 Write words legibly and correctly (based on word patterns).		L	S	R	W
	EN3VWK-II-8 Identify roots of high frequency words (nouns, verbs, and adjectives).		L	S	R	W
Grammar Awareness and Grammatical Structures *(sentences)*	**EN3GAGS-II-1** Identify sentences and non-sentences.		L	S	R	
	EN3GAGS-II-2 Use simple sentences to express ideas about regional themes.		L	S	R	W
	EN3GAGS-II-3 Use simple sentences with proper intonation (pitch, juncture, rhythm).		L	S	R	
	EN3GAGS-II-4 Sequence words to represent meaning in simple sentences.					
	1	telling sentences (declarative)	L	S	R	W
	2	asking sentences (interrogative)	L	S	R	W
	3	commanding and requesting sentences (imperative)	L	S	R	W
	4	exclamatory sentences	L	S	R	W
	EN3GAGS-II-5 Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).					
	1	telling sentences (declarative)	L	S	R	W
	2	asking sentences (interrogative)	L	S	R	W
	3	commanding and requesting sentences (imperative)	L	S	R	W
	4	exclamatory sentences	L	S	R	W
	EN3GAGS-II-6 Use correct capitalization and punctuation for simple sentences.					
	1	telling sentences (declarative)	L	S	R	W
	2	asking sentences (interrogative)	L	S	R	W
	3	commanding and requesting sentences (imperative)	L	S	R	W
	4	exclamatory sentences	L	S	R	W
	EN3GAGS-II-7 Identify in a compound sentence:					
	1	the two independent clauses in a compound sentence	L	S	R	W
	2	the joining word in a compound sentence (coordinating conjunction)	L	S	R	W
	3	the doers and the actions in the two clauses	L	S	R	W

			L	S	R	W
	EN3GAGS-II-8 Use correct capitalization and punctuation in compound sentences.		L	S	R	W
	EN3GAGS-II-9 Identify discourse markers for a given text type.					
	1	time order and procedural	L	S	R	W
	2	description	L	S	R	W
	3	explanation	L	S	R	W
Comprehending and Analyzing Text *(discourse)*	**EN3CAT-II-1** Read grade level sentences with appropriate speed, accuracy, and expression.		L	S	R	
	EN3CAT-II-2 Comprehend stories.					
	1	Note important elements from stories (characters, setting, events).	L	S	R	W
	2	Sequence at least four to five events.	L	S	R	W
	3	Identify the problem and solution in stories.	L	S	R	W
	4	Infer the character's feelings and traits.	L	S	R	W
	5	Relate story events to one's experience.	L	S	R	W
	6	Identify cause and effect of events.	L	S	R	W
	7	Predict possible ending.	L	S	R	W
	8	Give a summary.	L	S	R	W
	EN3CAT-II-3 Comprehend informational texts.					
	1	Note at least four to five significant details in informational texts.	L	S	R	W
	2	Identify problem and solution.	L	S	R	W
	3	Identify text types.	L	S	R	W
		a. time order and procedural	L	S	R	W
		b. description	L	S	R	W
		c. explanation	L	S	R	W
	4	Draw conclusions.	L	S	R	W
	EN3CCT-II-1 Use common expressions and polite greetings appropriate to a given situation.			S		W

			S		W
Creating and Composing Text *(discourse)*		**EN3CCT-II-2** Use own words in retelling myths, legends, fables, and narrative poems.	S		W
		EN3CCT-II-3 Express ideas about one's experiences.			
	1	regional themes	S		W
	2	content-specific topics	S		W
		EN3CCT-II-4 Use basic sight words, high frequency, and content-specific words.	S		W
		EN3CCT-II-5 Compose texts to react to the character, setting, or events in a story.	S		W
		EN3CCT-II-6 Compose texts to react to a topic.	S		W
		EN3CCT-II-7 Make a summary of narrative text.	S		W
		EN3CCT-II-8 Express ideas using text types.	S		W
	1	time order and procedural	S		W
	2	description	S		W
	3	explanation	S		W

GRADE 3 – QUARTER 3

CONTENT STANDARDS	The learners demonstrate expanding vocabulary and understanding of high frequency words and content-specific vocabulary; understand and create simple and compound sentences for comprehending, analyzing, creating, and composing texts about national themes and content-specific topics.
PERFORMANCE STANDARDS	The learners use their expanding vocabulary of high-frequency and content-specific words, and simple and compound sentences to comprehend, create, and compose narrative and informational texts about national themes and content-specific topics; and read grade level texts with appropriate speed, accuracy, and expression.

SUBDOMAINS	LEARNING COMPETENCIES	MACRO SKILLS			
		L	S	R	W
Phonics and Word Study *(sounds to words)*	**EN3PWS-III-1** Identify Grade 3 level-appropriate sight words.	L	S	R	W
Vocabulary and Word Knowledge *(words)*	**EN3VWK-III-1** Identify high-frequency words accurately.	L	S	R	W
	EN3VWK-III-2 Use vocabulary referring to:				
	1 national themes	L	S	R	W
	2 content-specific topics	L	S	R	W
	EN3VWK-III-3 Use content-specific words.	L	S	R	W
	1 Mathematics (basic symbols and terminologies)	L	S	R	W
	2 Science (basic terminologies)	L	S	R	W
	EN3VWK-III-4 Identify words with different functions.				
	1 words that label actions (doing words - verbs)	L	S	R	W
	2 words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives)	L	S	R	W
	3 words that replace persons, places, things, animals, events, ideas, and emotions: demonstrative pronouns	L	S	R	W
	EN3VWK-III-5 Identify the synonyms and antonyms of words.	L	S	R	W
	EN3VWK-III-6 Read words correctly for meaning (based on word patterns).	L	S	R	

			L	S	R	W
	EN3VWK-III-7 Write words legibly and correctly (based on word patterns).		L	S	R	W
	EN3VWK-III-8 Identify roots of high frequency words (nouns, verbs, and adjectives).		L	S	R	W
Grammar Awareness and Grammatical Structures *(sentences)*	**EN3GAGS-III-1** Identify sentences and non-sentences.		L	S	R	
	EN3GAGS-III-2 Use simple sentences to express ideas about national themes.		L	S	R	W
	EN3GAGS-III-3 Use simple sentences with proper intonation (pitch, juncture, rhythm).		L	S	R	
	EN3GAGS-III-4 Sequence words to represent meaning in simple sentences.					
	1	telling sentences (declarative)	L	S	R	W
	2	asking sentences (interrogative)	L	S	R	W
	3	commanding and requesting sentences (imperative)	L	S	R	W
	4	exclamatory sentences	L	S	R	W
	EN3GAGS-III-5 Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).					
	1	telling sentences (declarative)	L	S	R	W
	2	asking sentences (interrogative)	L	S	R	W
	3	commanding and requesting sentences (imperative)	L	S	R	W
	4	exclamatory sentences	L	S	R	W
	EN3GAGS-III-6 Use correct capitalization and punctuation for simple sentences.					
	1	telling sentences (declarative)	L	S	R	W
	2	asking sentences (interrogative)	L	S	R	W
	3	commanding and requesting sentences (imperative)	L	S	R	W
	4	exclamatory sentences	L	S	R	W
	EN3GAGS-III-7 Identify in a compound sentence:					
	1	the two independent clauses in a compound sentence	L	S	R	W
	2	the joining word in a compound sentence (coordinating conjunction)	L	S	R	W
	3	the doers and the actions in the two clauses	L	S	R	W
	EN3GAGS-III-8 Use correct capitalization and punctuation in compound sentences.		L	S	R	W

	EN3GAGS-III-9 Identify discourse markers for a given text type.					
	1	time order and procedural	**L**	**S**	**R**	**W**
	2	description	**L**	**S**	**R**	**W**
	3	explanation	**L**	**S**	**R**	**W**
Comprehending and Analyzing Text *(discourse)*	**EN3CAT-III-1** Read grade level sentences with appropriate speed, accuracy, and expression.		**L**	**S**	**R**	
	EN3CAT-III-2 Comprehend stories.					
	1	Note important elements from stories (characters, setting, events).	**L**	**S**	**R**	**W**
	2	Sequence at least five events.	**L**	**S**	**R**	**W**
	3	Identify the problem and solution in stories.	**L**	**S**	**R**	**W**
	4	Infer the character's feelings and traits.	**L**	**S**	**R**	**W**
	5	Relate story events to one's experience.	**L**	**S**	**R**	**W**
	6	Identify cause and effect of events.	**L**	**S**	**R**	**W**
	7	Predict possible ending.	**L**	**S**	**R**	**W**
	8	Give a summary.	**L**	**S**	**R**	**W**
	EN3CAT-III-3 Comprehend informational texts.					
	1	Note at least five significant details in informational texts.	**L**	**S**	**R**	**W**
	2	Identify problem and solution.	**L**	**S**	**R**	**W**
	3	Identify text types.	**L**	**S**	**R**	**W**
		a. time order and procedural	**L**	**S**	**R**	**W**
		b. description	**L**	**S**	**R**	**W**
		c. explanation	**L**	**S**	**R**	**W**
	4	Draw conclusions.	**L**	**S**	**R**	**W**
Creating and Composing Text *(discourse)*	**EN3CCT-III-1** Use common expressions and polite greetings appropriate to a given situation.			**S**		**W**
	EN3CCT-III-2 Use own words in retelling myths, legends, fables, and narrative poems.			**S**		**W**
	EN3CCT-III-3 Express ideas about one's experiences.					

1	national themes		S		W
2	content-specific topics		S		W
EN3CCT-III-4 Use basic sight words, high frequency, and content-specific words.			S		W
EN3CCT-III-5 Compose texts to react to the character, setting, or events in a story.			S		W
EN3CCT-III-6 Compose texts to react to a topic.			S		W
EN3CCT-III-7 Make a summary of narrative text.			S		W
EN3CCT-III-8 Express ideas using text types.			S		W
1	time order and procedural		S		W
2	description		S		W
3	explanation		S		W

GRADE 3 – QUARTER 4

CONTENT STANDARDS	The learners demonstrate expanding vocabulary and understanding of high frequency words and content-specific vocabulary; understand and create simple and compound sentences for comprehending, analyzing, creating, and composing texts about national themes and content-specific topics.
PERFORMANCE STANDARDS	The learners use their expanding vocabulary of high-frequency and content-specific words, and simple and compound sentences to comprehend, create, and compose narrative and informational texts about national themes and content-specific topics; and read grade level texts with appropriate speed, accuracy, and expression.

SUBDOMAINS	LEARNING COMPETENCIES	MACRO SKILLS			
		L	S	R	W
Phonics and Word Study *(sounds to words)*	**EN3PWS-IV-1** Identify Grade 3 level-appropriate sight words.	L	S	R	W
Vocabulary and Word Knowledge *(words)*	**EN3VWK-IV-1** Identify high-frequency words accurately.	L	S	R	W
	EN3VWK-IV-2 Use vocabulary referring to:				
	1 national themes	L	S	R	W
	2 content-specific topics	L	S	R	W
	EN3VWK-IV-3 Use content-specific words.	L	S	R	W
	1 Mathematics (basic symbols and terminologies)	L	S	R	W
	2 Science (basic terminologies)	L	S	R	W
	EN3VWK-IV-4 Identify words with different functions.				
	1 words that label actions (doing words - verbs)	L	S	R	W
	2 words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives)	L	S	R	W
	EN3VWK-IV-5 Identify the synonyms and antonyms of words.	L	S	R	W
	EN3VWK-IV-6 Read words correctly for meaning (based on word patterns).	L	S	R	
	EN3VWK-IV-7 Write words legibly and correctly (based on word patterns).	L	S	R	W

		L	S	R	W
	EN3VWK-IV-8 Identify roots of high frequency words (nouns, verbs, and adjectives).	L	S	R	W
Grammar Awareness and Grammatical Structures *(sentences)*	**EN3GAGS-IV-1** Identify sentences and non-sentences.	L	S	R	
	EN3GAGS-IV-2 Use simple sentences to express ideas about national themes.	L	S	R	W
	EN3GAGS-IV-3 Use simple sentences with proper intonation (pitch, juncture, rhythm).	L	S	R	
	EN3GAGS-IV-4 Sequence words to represent meaning in simple sentences.				
	1 telling sentences (declarative)	L	S	R	W
	2 asking sentences (interrogative)	L	S	R	W
	3 commanding and requesting sentences (imperative)	L	S	R	W
	4 exclamatory sentences	L	S	R	W
	EN3GAGS-IV-5 Identify the parts of simple sentences: (who/what, what are they doing, when/where/how).				
	1 telling sentences (declarative)	L	S	R	W
	2 asking sentences (interrogative)	L	S	R	W
	3 commanding and requesting sentences (imperative)	L	S	R	W
	4 exclamatory sentences	L	S	R	W
	EN3GAGS-IV-6 Use correct capitalization and punctuation for simple sentences.				
	1 telling sentences (declarative)	L	S	R	W
	2 asking sentences (interrogative)	L	S	R	W
	3 commanding and requesting sentences (imperative)	L	S	R	W
	4 exclamatory sentences	L	S	R	W
	EN3GAGS-III-7 Identify in a compound sentence:				
	1 the two independent clauses in a compound sentence	L	S	R	W
	2 the joining word in a compound sentence (coordinating conjunction)	L	S	R	W
	3 the doers and the actions in the two clauses	L	S	R	W
	EN3GAGS-III-8 Use correct capitalization and punctuation in compound sentences.	L	S	R	W
	EN3GAGS-IV-9 Identify discourse markers for a given text type.				

				L	S	R	W
	1	time order and procedural		L	S	R	W
	2	description		L	S	R	W
	3	explanation		L	S	R	W
Comprehending and Analyzing Text *(discourse)*	**EN3CAT-IV-1** Read grade level sentences with appropriate speed, accuracy, and expression.			L	S	R	
	EN3CAT-IV-2 Comprehend stories.						
	1	Note important elements from stories (characters, setting, events).		L	S	R	W
	2	Sequence at least five events.		L	S	R	W
	3	Identify the problem and solution in stories.		L	S	R	W
	4	Infer the character's feelings and traits.		L	S	R	W
	5	Relate story events to one's experience.		L	S	R	W
	6	Identify cause and effect of events.		L	S	R	W
	7	Predict possible ending.		L	S	R	W
	8	Give a summary.		L	S	R	W
	EN3CAT-IV-3 Comprehend informational texts.						
	1	Note at least five significant details in informational texts.		L	S	R	W
	2	Identify problem and solution.		L	S	R	W
	3	Identify text types.		L	S	R	W
		a. time order and procedural		L	S	R	W
		b. description		L	S	R	W
		c. explanation		L	S	R	W
	4	Draw conclusions.		L	S	R	W
Creating and Composing Text *(discourse)*	**EN3CCT-IV-1** Use common expressions and polite greetings appropriate to a given situation.				S		W
	EN3CCT-IV-2 Use own words in retelling myths, legends, fables, and narrative poems.				S		W
	EN3CCT-IV-3 Express ideas about one's experiences.						
	1	national themes			S		W

			S		W
2	content-specific topics		S		W
EN3CCT-IV-4 Use basic sight words, high frequency, and content-specific words.			S		W
EN3CCT-IV-5 Compose texts to react to the character, setting, or events in a story.			S		W
EN3CCT-IV-6 Compose texts to react to a topic.			S		W
EN3CCT-IV-7 Make a summary of narrative text.			S		W
EN3CCT-IV-8 Express ideas using text types.			S		W
1	time order and procedural		S		W
2	description		S		W
3	explanation		S		W