

GRADE 4

GRADE LEVEL STANDARD

The learners demonstrate basic and applied and critical literacy in developing receptive and productive skills; understand how literal and implied meanings are used in literary and informational texts; compose narrative and expository texts with simple, compound, and some complex sentences; use verbal and non-verbal cues for clarity of purpose and meaning appropriate to age, gender, and culture; and use visual elements to derive meaning and evaluate the cultural appropriateness of visual texts.

QUARTER 1

CONTENT STANDARDS	The learners demonstrate their expanding vocabulary knowledge and grammatical awareness, comprehension of literary and informational texts, and composing and creating processes; and their receptive and productive skills in order to produce age-appropriate and gender-responsive texts based on one's purpose, context, and target audience.
PERFORMANCE STANDARDS	The learners apply comprehension of literary and informational texts and produce narrative and expository texts (enumeration-description) based on their purpose, context (mealtimes and birthdays), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

SUBDOMAINS	LEARNING COMPETENCIES		
Listening and Reading <i>(receptive skills)</i>	EN4LR-I-1 Comprehend literary texts.		
	1	noting important elements (story grammar)	
	2	identifying author's/speaker's point of view	
		a	first person
		b	second person
	c	third person (omniscient)	
	3	sequencing at least 6 events	
	4	identifying type of plot: sequential	
	5	analyzing sound devices: onomatopoeia	
	6	inferring: setting, theme, genre	
	7	making predictions: outcomes of events	
	8	drawing conclusions	
	9	identifying the main idea	
10	summarizing story events		
11	differentiating fantasy from reality		
12	applying the important story elements to one's schema: relating story to one's experiences		

	EN4LR-I-2 Comprehend informational texts.		
	1	noting important information through outlining (topic, main idea, supporting details): inductive organization (pyramid)	
	2	identifying text types: enumeration-description	
	3	identifying author's purpose	
		a	entertain
	b	inform, explain, describe	
	4	drawing conclusions	
	5	making a summary	
	Speaking and Writing <i>(productive skills)</i>	EN4SW-I-1 Use words with literal (denotative) and implied (connotative) meanings in sentences.	
		1	using context clues
a			synonyms
b			antonyms
2		using structural analysis	
		a	root words
		b	prefixes: un-, in-, il-, ir-, im- mis-, dis-
		c	suffixes: -able, -en, -ful, -ion, -less, -er, -or, -ly, -ible, -ness
d		compound words	
EN4SW-I-2 Use tone and mood appropriately for one's purpose, context, and target audience: informal.			
EN4SW-I-3 Compose appropriate sentences for clarity and coherence.			
1		using subject-verb agreement	
		a	number of nouns: regular
		b	kinds of nouns: mass, count
		c	subject pronouns: personal
2		using kinds of verbs: action	
3		using tenses of verbs	
		a	simple
			present
			past
future			
4	using active and passive voices		
5	using adjectives: descriptive/qualitative or attributive		
6	composing complex sentences		

	EN4SW-I-4 Produce text with introduction, body, and conclusion in conveying idea: using introduction, body, and conclusion.	
	EN4SW-I-5 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one's purpose, context, and target audience.	
	1	using text types
		a narrative
		b enumeration-description
	2	using friendly letters (e.g., excuse, invitation, gratitude, etc.)
	EN4SW-I-6 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.	
	1	using facial expressions
2	using gestures	
Viewing and Representing	EN4VR-I-1 Identify visual elements.	
	1	using lines
		a straight
		b diagonal and zigzag
		c thin, thick, broken, and dotted
	EN4VR-I-2 Derive meaning based on the visual elements.	
	1	interpreting lines, shapes, and colors used to convey meaning
	2	interpreting images/ideas that are explicitly used to influence viewers (symbolism)
	3	identifying the purpose of the visual text
	EN4VR-I-3 Identify real or make-believe, fact or non-fact images.	
EN4VR-I-4 Identify multimedia elements: text (headlines, subtitles, slogans).		

QUARTER 2

CONTENT STANDARDS	The learners demonstrate their expanding vocabulary knowledge and grammatical awareness, comprehension of literary and informational texts, and composing and creating processes; and their receptive and productive skills in order to produce age-appropriate and gender-responsive texts based on their purpose, context, and target audience.
PERFORMANCE STANDARDS	The learners apply comprehension of literary and informational texts and produce narrative and expository texts (enumeration-description, time order: chronology and procedural) based on their purpose, context (christenings and weddings), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

SUBDOMAINS	LEARNING COMPETENCIES		
Listening and Reading <i>(receptive skills)</i>	EN4LR-II-1 Comprehend literary texts.		
	1	noting important elements (story grammar)	
	2	identifying author's/speaker's point of view	
		a	first person
		b	second person
	c	third person (omniscient)	
	3	sequencing at least 6 events	
	4	identifying type of plot: sequential	
	5	analyzing sound devices	
		a	onomatopoeia
	b	alliteration	
	6	inferring: setting, theme, genre	
	7	making predictions: outcomes of events	
	8	drawing conclusions	
	9	identifying the main idea	
	10	summarizing story events	
	11	differentiating fantasy from reality	
	12	applying the important story elements to one's schema: relating story to one's experiences	
EN4LR-II-2 Comprehend informational texts.			
1	noting important information through outlining (topic, main idea, supporting details): inductive organization (pyramid)		
2	identifying text types		
	a	enumeration-description	

		b	time order: chronology
		c	time order: procedural
	3		identifying author's purpose
		a	entertain
		b	inform, explain, describe
4		drawing conclusions	
	5		making a summary
Speaking and Writing (productive skills)	EN4SW-II-1 Use words with literal (denotative) and implied (connotative) meanings in sentences.		
	1		using context clues
		a	synonyms
		b	antonyms
	2		using structural analysis
		a	root words
		b	prefixes: non-, anti-, de-, mal-, sub-, a-, under-
		c	suffixes: -dom, -ity/-ty, -ment, -ship, -wise, -al, -age, -ious/-ous
	EN4SW-II-2 Use tone and mood appropriately for one's purpose, context, and target audience: informal.		
	EN4SW-II-3 Compose appropriate sentences for clarity and coherence.		
	1		using subject-verb agreement
		a	number of nouns: regular
		b	kinds of nouns: mass, count
		c	subject pronouns
			personal
		indefinite	
	2		using kinds of verbs: action
	3		using tenses of verbs
		a	simple
			present
			past
	future		
4		using active and passive voices	
5		using adjectives: quantitative/numeral	
6		composing complex sentences	

	EN4SW-II-4 Produce text with introduction, body, and conclusion in conveying ideas: using introduction, body, and conclusion.	
	EN4SW-II-5 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one's purpose, context, and target audience.	
	1	using text types
		a narrative
		b enumeration-description
		c time order: chronology
		d time order: procedural
	2	using friendly letters (e.g., excuse, invitation, gratitude, etc.)
	EN4SW-II-6 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.	
	1	using facial expressions
2	using gestures	
Viewing and Representing	EN4VR-II-1 Identify visual elements.	
	1	using shapes
		a geometric
		b organic
		c abstract
	EN4VR-II-2 Derive meaning based on the visual elements.	
	1	interpreting lines, shapes, and colors used to convey meaning
	2	interpreting images/ideas that are explicitly used to influence viewers (symbolism)
3	identifying the purpose of the visual text	
EN4VR-II-3 Identify real or make-believe, fact or non-fact images.		
EN4VR-II-4 Identify multimedia elements: text (headlines, subtitles, slogans).		

QUARTER 3

CONTENT STANDARDS	The learners demonstrate their expanding knowledge of vocabulary and grammatical structures, literal and inferential comprehension of literary and informational texts, and composing and creating processes; and apply their receptive and productive skills in order to produce culture-specific texts based on their purpose, context, and target audience.
PERFORMANCE STANDARDS	The learners apply literal and inferential comprehension of literary and informational texts and produce culture-specific narrative and expository texts (time order: chronology and procedural, recount) based on their purpose, context (funerals and symposia), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

SUBDOMAINS	LEARNING COMPETENCIES		
Listening and Reading <i>(receptive skills)</i>	EN4LR-III-1 Comprehend literary texts.		
	1	noting important elements (story grammar)	
	2	identifying author's/speaker's point of view	
		a	first person
		b	second person
	c	third person (omniscient)	
	3	sequencing at least 6 events	
	4	identifying type of plot: sequential	
	5	analyzing sound devices	
		a	onomatopoeia
		b	alliteration
	c	assonance	
	6	analyzing figures of speech to get and clarify meaning: simile	
	7	inferring: setting, theme, genre	
	8	making predictions: outcomes of events	
	9	drawing conclusions	
10	identifying the main idea		
11	summarizing story events		
12	differentiating fantasy from reality		
13	applying the important story elements to one's schema: relating story to one's experiences		
EN4LR-III-2 Comprehend informational texts.			
1	noting important information through outlining (topic, main idea, supporting details): inductive organization (pyramid)		

	2		identifying text types
		a	time order: chronology
		b	time order: procedural
		c	recount
	3		identifying author's purpose
		a	entertain
	b	inform, explain, describe	
4		drawing conclusions	
5		making a summary	
6		distinguishing fact from opinion (statements of facts, opinions, and fact-based statements of opinion)	
Speaking and Writing (productive skills)	EN4SW-III-1 Use words with literal (denotative) and implied (connotative) meanings in sentences.		
	1		using context clues
		a	definition
		b	exemplification
	2		using structural analysis
		a	root words
		b	prefixes: re-, ex-, super-, inter-, intra-, mid-
		c	suffixes: noun-forming suffixes
	EN4SW-III-2 Use tone and mood appropriately for one's purpose, context, and target audience: informal.		
	EN4SW-III-3 Compose appropriate sentences for clarity and coherence.		
	1		using subject-verb agreement
		a	number of nouns: irregular
		b	kinds of nouns: collective, concrete, abstract
		c	subject pronouns
			indefinite
possessive			
2		using kinds of verbs	
	a	action	
	b	Helping	
3		using tenses of verbs	
	a	simple	
		present	

		past	
		future	
	4	using active and passive voices	
	5	using adjectives	
		a degrees of regular adjectives	
		b degrees of irregular adjectives	
	6	composing complex sentences	
	EN4SW-III-4 Produce text with introduction, body, and conclusion in conveying ideas: using introduction, body, and conclusion.		
	EN4SW-III-5 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one's purpose, context, and target audience.		
	1	using text types	
		a narrative	
		b time order: chronology	
		c time order: procedural	
		d recount	
	2	using friendly letters (e.g., excuse, invitation, gratitude, etc.)	
	EN4SW-III-6 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.		
	1	using facial expressions	
2	using gestures		
3	using eye contact		
4	using haptics		
Viewing and Representing	EN4VR-III-1 Identify visual elements: using colors (general meaning of colors)		
	EN4VR-III-2 Derive meaning based on the visual elements.		
	1	interpreting lines, shapes, and colors used to convey meaning	
	2	interpreting images/ideas that are explicitly used to influence viewers (symbolism)	
	3	identifying the purpose of the visual text	
	EN4VR-III-3 Identify real or make-believe, fact or non-fact images.		
EN4VR-III-4 Identify multimedia elements: graphics (photographs, drawings, graphs, illustrations, icons, etc.).			

QUARTER 4

CONTENT STANDARDS	The learners demonstrate their expanding knowledge of vocabulary and grammatical structures, literal and inferential comprehension of literary and informational texts, and composing and creating processes; and apply their receptive and productive skills in order to produce culture-specific texts based on their purpose, context, and target audience.
PERFORMANCE STANDARDS	The learners apply literal and inferential comprehension of literary and informational texts and produce culture-specific narrative and expository texts (recount) based on their purpose, context (national holidays), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

SUBDOMAINS	LEARNING COMPETENCIES		
Listening and Reading <i>(receptive skills)</i>	EN4LR-IV-1 Comprehend literary texts.		
	1	noting important elements (story grammar)	
	2	identifying author's/speaker's point of view	
		a	first person
		b	second person
		c	third person (omniscient)
	3	sequencing at least 6 events events	
	4	identifying type of plot: sequential	
	5	analyzing sound devices	
		a	onomatopoeia
		b	alliteration
		c	assonance
		d	consonance
6	analyzing figures of speech to get and clarify meaning		
	a	simile	
	b	metaphor	
7	inferring: setting, theme, genre		
8	making predictions: outcomes of events		
9	drawing conclusions		
10	identifying the main idea		
11	summarizing story events		
12	differentiating fantasy from reality		
13	applying the important story elements to one's schema: relating story to one's experiences		

	EN4LR-IV-2 Comprehend informational texts.		
	1	noting important information through outlining (topic, main idea, supporting details): inductive organization (pyramid)	
	2	identifying text types: recount	
	3	identifying author's purpose	
		a entertain	
		b inform, explain, describe	
	4	drawing conclusions	
	5	making a summary	
6	distinguishing fact from opinion (statements of facts, opinions, and fact-based statements of opinion)		
Speaking and Writing <i>(productive skills)</i>	EN4SW-IV-1 Use words with literal (denotative) and implied (connotative) meanings in sentences.		
	1	using context clues	
		a	definition
		b	exemplification
	2	using structural analysis	
		a	root words
		b	prefixes
			pre-, post-, semi-, over-, fore-, trans-
			uni-, mono-, bi-, tri-, quad-, multi-, poly-
	c	suffixes: adjective-forming suffixes	
	EN4SW-IV-2 Use tone and mood appropriately for one's purpose, context, and target audience: informal.		
	EN4SW-IV-3 Compose appropriate sentences for clarity and coherence.		
	1	using subject-verb agreement	
		a	number of nouns: irregular
		b	kinds of nouns: collective, concrete, abstract
		c	subject pronouns
			possessive
		demonstrative	
	2	using kinds of verbs	
		a	Action
b		helping	
c		linking (and sense)	
3	using tenses of verbs		

	a	simple	
		present	
		past	
		future	
	4	using active and passive voices	
	5	using adjectives: series (quality, size, shape, color)	
	6	composing complex sentences	
	EN4SW-IV-4 Produce text with introduction, body, and conclusion in conveying ideas: using introduction, body, and conclusion.		
	EN4SW-IV-5 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one's purpose, context, and target audience.		
	1	using text types	
		a	narrative
		b	recount
	2	using friendly letters (e.g., excuse, invitation, gratitude, etc.)	
	EN4SW-IV-6 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.		
1	using facial expressions		
2	using gestures		
3	using eye contact		
4	using haptics		
Viewing and Representing	EN4VR-IV-1 Identify visual elements: using space (three-dimensional, four-dimensional, and proportional).		
	EN4VR-IV-2 Derive meaning based on the visual elements.		
	1	interpreting lines, shapes, and colors used to convey meaning	
	2	interpreting images/ideas that are explicitly used to influence viewers (symbolism)	
	3	identifying the purpose of the visual text	
	EN4VR-IV-3 Identify real or make-believe, fact or non-fact images.		
	EN4VR-IV-4 Create a visual text drawn from visual elements learned.		
EN4VR-IV-5 Identify multimedia elements: graphics (photographs, drawings, graphs, illustrations, icons, etc.).			