

**GRADE 6**

**GRADE LEVEL STANDARD**

The learners demonstrate applied and critical literacy in consolidating receptive and productive skills; use literal and implied meanings in composing literary and informational texts; use a range of reference materials to compose narrative, expository, and persuasive texts with simple, compound, and complex sentences; create simple survey forms for specific purposes; use tone and mood, and verbal and non-verbal cues for clarity of purpose and meaning appropriate to age, gender and culture; and use visual and multimedia elements to derive meaning from and produce multimedia texts for specific purposes.

**QUARTER 1**

<b>CONTENT STANDARDS</b>	The learners demonstrate their word knowledge as used in formal and informal situations; knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; composing and creating text skills; and knowledge of non-verbal cues and propaganda techniques in order to produce culture-based texts based on one’s purpose, context, and target audience.
<b>PERFORMANCE STANDARDS</b>	The learners apply literal, inferential, and critical comprehension of literary and informational texts; produce culture-based texts: narrative, expository, and persuasive texts appropriate for their purpose, context (Indigenous People and regional celebrations), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

SUBDOMAINS	LEARNING COMPETENCIES		
<b>Listening and Reading</b> <i>(receptive skills)</i>	<b>EN6LR-I-1 Comprehend literary texts.</b>		
	1	noting important elements (story grammar)	
	2	sequencing at least 8 events	
	3	identifying type of plot: flashback	
	4	analyzing figures of speech to get and clarify meaning	
		a	hyperbole
		b	irony
5	inferring: author’s purpose, message, target audience		

	6	making predictions: possible ending	
	7	drawing conclusions	
	8	identifying the main idea	
	9	summarizing story events	
	10	applying the important story elements to one’s schema: learning vicariously from the text	
	<b>EN6LR-I-2 Comprehend informational texts.</b>		
	1	noting important information through outlining (topic, main idea, supporting details): inductive-deductive organization (diamond)	
	2	identifying text types: persuasive	
	3	identifying author’s purpose	
		a	entertain
		b	inform, explain, describe
		c	persuade
	4	drawing conclusions	
	5	making generalizations	
	6	making a summary	
7	distinguishing fact from opinion (statements of facts, opinions, and fact-based statements of opinion)		
8	identifying propaganda technique used to persuade audience to further an idea or agenda		
	a	name calling or labelling	
	b	glittering generalities	
	c	transfer	
<b>Speaking and Writing</b> <i>(productive skills)</i>	<b>EN6SW-I-1 Use words with literal (denotative) and implied (connotative) meanings in sentences.</b>		
	1	using context clues: punctuation	
	2	using general references (print and online): almanac	
	<b>EN6SW-I-2 Compose appropriate sentences for clarity and coherence.</b>		
	1	using kinds of verbs: intransitive	
	2	using tenses of verbs	

	a	perfect	
		present	
		past	
		future	
	3	using prepositional phrases as adjective (adjectival phrase)	
	4	using adverbs: order of adverbs (manner, place, frequency, time, purpose)	
	5	using complement	
a		noun	
b		pronoun	
	c	adjective	
6	composing compound-complex sentences		
	<b>EN6SW-I-3 Produce text with introduction, body, and conclusion in conveying ideas: providing evidence to support information.</b>		
	<b>EN6SW-I-4 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one's purpose, context, and target audience.</b>		
	1	using text types	
		a	narrative
		b	persuasive
	<b>EN6SW-I-5 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.</b>		
	1	using facial expressions	
	2	using gestures	
	3	using eye contact	
	4	using haptics	
	5	using posture	
6	using proxemics and blocking		
<b>EN6SW-I-6 Create simple survey forms based on purpose: personal data information (print).</b>			
<b>Viewing and Representing</b>	<b>EN6VR-I-1 Derive meaning based on the visual elements.</b>		
	1	identifying the purpose of the visual text	
	2	analyzing how visual elements contribute to the meaning of a text	

	<b>EN6VR-I-2 Evaluate cultural appropriateness of visual elements.</b>	
	<b>EN6VR-I-3 Create a visual text drawn from visual elements learned.</b>	
	<b>EN6VR-I-4 Identify multimedia elements.</b>	
	1	video (clip, film, tv ads, slide show, etc.)
	2	animation (two-dimensional, three-dimensional)
	<b>EN6VR-I-5 Derive meaning for multimedia elements learned.</b>	
	1	identifying the author's purpose
	2	analyzing how multimedia elements contribute to the meaning of a text
		determining ideas that are explicitly used to influence viewers
	3	a author's point of view/stand
		b propaganda technique used
	<b>EN6VR-I-6 Create a multimedia text drawn from multimedia elements learned.</b>	

**GRADE 6 – QUARTER 2**

<b>CONTENT STANDARDS</b>	The learners demonstrate their word knowledge as used in formal and informal situations; knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; composing and creating text skills; and knowledge of non-verbal cues and propaganda techniques in order to produce culture-based texts based on one’s purpose, context, and target audience.
<b>PERFORMANCE STANDARDS</b>	The learners apply literal, inferential, and critical comprehension of literary and informational texts; produce culture-based texts: narrative, expository, and persuasive texts appropriate for their purpose, context (Indigenous People and regional celebrations), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

<b>SUBDOMAINS</b>	<b>LEARNING COMPETENCIES</b>	
<b>Listening and Reading</b> <i>(receptive skills)</i>	<b>EN6LR-II-1 Comprehend literary texts.</b>	
	1	noting important elements (story grammar)
	2	sequencing at least 8 events
	3	identifying type of plot: flashback
	4	analyzing figures of speech to get and clarify meaning: irony
	5	inferring: author’s purpose, message, target audience
	6	making predictions: possible ending
	7	drawing conclusions
	8	identifying the main idea
	9	summarizing story events
	10	applying the important story elements to one’s schema: learning vicariously from the text
	<b>EN6LR-II-2 Comprehend informational texts.</b>	
	1	noting important information through outlining (topic, main idea, supporting details): inductive-deductive organization (diamond)
	2	identifying text types: persuasive
3	identifying author’s purpose	

	a	entertain	
	b	inform, explain, describe	
	c	persuade	
	4	drawing conclusions	
	5	making generalizations	
	6	making a summary	
	7	distinguishing fact from opinion (statements of facts, opinions, and fact-based statements of opinion)	
	8	identifying propaganda technique used to persuade audience to further an idea or agenda	
		a	testimonies/ testimonials
b		plain folks	
	c	bandwagon	
<b>Speaking and Writing</b> <i>(productive skills)</i>	<b>EN6SW-II-1 Use words with literal (denotative) and implied (connotative) meanings in sentences.</b>		
	1	using general references (print and online): directories (acronyms and abbreviations used by organizations)	
	<b>EN6SW-II-2 Compose appropriate sentences for clarity and coherence.</b>		
	1	using kinds of verbs: intransitive	
	2	using tenses of verbs	
		a	perfect
			present
			past
			future
	3	using prepositional phrases as adjective (adjectival phrase)	
	4	using complement	
		a	noun
		b	pronoun
	c	adjective	
5	composing compound-complex sentences		

	<b>EN6SW-II-3 Produce text with introduction, body, and conclusion in conveying ideas: providing evidence to support information.</b>	
	<b>EN6SW-II-4 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one’s purpose, context, and target audience.</b>	
		using text types
	1	a narrative
		b persuasive
	<b>EN6SW-II-5 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.</b>	
	1	using facial expressions
	2	using gestures
	3	using eye contact
	4	using haptics
	5	using posture
	6	using proxemics and blocking
	<b>EN6SW-II-6 Create simple survey forms based on purpose: open-ended survey forms (print).</b>	
	<b>Viewing and Representing</b>	<b>EN6VR-II-1 Derive meaning based on the visual elements.</b>
1		identifying the purpose of the visual text
2		analyzing how visual elements contribute to the meaning of a text
<b>EN6VR-II-2 Evaluate cultural appropriateness of visual elements.</b>		
<b>EN6VR-II-3 Create a visual text drawn from visual elements learned.</b>		
<b>EN6VR-II-4 Identify multimedia elements.</b>		
1		video (clip, film, tv ads, slide show, etc.)
2		animation (two-dimensional, three-dimensional)
<b>EN6VR-II-5 Derive meaning for multimedia elements learned.</b>		
1		identifying the author’s purpose
2		analyzing how multimedia elements contribute to the meaning of a text
3	determining ideas that are explicitly used to influence viewers	
a	author’s point of view/stand	

	b	propaganda technique used
	<b>EN6VR-II-6 Create a multimedia text drawn from multimedia elements learned.</b>	



**GRADE 6 – QUARTER 3**

<b>CONTENT STANDARDS</b>	The learners demonstrate their word knowledge as used in formal and informal situations; knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; composing and creating text skills; and knowledge of non-verbal cues and propaganda techniques in order to produce culture-based texts based on one’s purpose, context, and target audience.
<b>PERFORMANCE STANDARDS</b>	The learners apply literal, inferential, and critical comprehension of literary and informational texts; produce culture-based texts: narrative, expository, and persuasive texts appropriate for their purpose, context (Indigenous People and regional celebrations), and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

<b>SUBDOMAINS</b>	<b>LEARNING COMPETENCIES</b>	
<b>Listening and Reading</b> <i>(receptive skills)</i>	<b>EN6LR-III-1 Comprehend literary texts.</b>	
	1	noting important elements (story grammar)
	2	sequencing at least 8 events
	3	identifying type of plot: flashback
	4	analyzing figures of speech to get and clarify meaning: irony
	5	inferring: author’s purpose, message, target audience
	6	making predictions: possible ending
	7	drawing conclusions
	8	identifying the main idea
	9	summarizing story events
	10	applying the important story elements to one’s schema: learning vicariously from the text
	<b>EN6LR-III-2 Comprehend informational texts.</b>	
	1	noting important information through outlining (topic, main idea, supporting details): inductive-deductive organization (diamond)
	2	identifying text types: persuasive
	3	identifying author’s purpose
a   entertain		

		b	inform, explain, describe		
		c	persuade		
	4		drawing conclusions		
	5		making generalizations		
	6		making a summary		
	7		distinguishing fact from opinion (statements of facts, opinions, and fact-based statements of opinion)		
	8			identifying propaganda technique used to persuade audience to further an idea or agenda	
		a		fear	
b			half-truths or spin		
Speaking and Writing <i>(productive skills)</i>	<b>EN6SW-III-1 Use words with literal (denotative) and implied (connotative) meanings in sentences.</b>				
	1		using general references (print and online): handbooks and manuals		
	<b>EN6SW-III-2 Compose appropriate sentences for clarity and coherence.</b>				
	1		using kinds of verbs: intransitive		
	2			using tenses of verbs	
		a		perfect	
					present
					past
			future		
	3		using prepositional phrases as adverbs (adverbial phrase)		
	4			using complement	
		a		noun	
		b		pronoun	
c			adjective		
5		composing compound-complex sentences			
<b>EN6SW-III-3 Produce text with introduction, body, and conclusion in conveying ideas: providing evidence to support information.</b>					

	<b>EN6SW-III-4 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one’s purpose, context, and target audience.</b>		
		using text types	
	1	a narrative	
		b persuasive	
	<b>EN6SW-III-5 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.</b>		
	1	using facial expressions	
	2	using gestures	
	3	using eye contact	
	4	using haptics	
	5	using posture	
	6	using proxemics and blocking	
	<b>EN6SW-III-6 Create simple survey forms based on purpose: interview survey forms (oral).</b>		
	<b>Viewing and Representing</b>	<b>EN6VR-III-1 Derive meaning based on the visual elements.</b>	
		1	identifying the purpose of the visual text
2		analyzing how visual elements contribute to the meaning of a text	
<b>EN6VR-III-2 Evaluate cultural appropriateness of visual elements.</b>			
<b>EN6VR-III-3 Create a visual text drawn from visual elements learned.</b>			
<b>EN6VR-III-4 Identify multimedia elements.</b>			
1		video (clip, film, tv ads, slide show, etc.)	
2		animation (two-dimensional, three-dimensional)	
<b>EN6VR-III-5 Derive meaning for multimedia elements learned.</b>			
1		identifying the author’s purpose	
2		analyzing how multimedia elements contribute to the meaning of a text	
		determining ideas that are explicitly used to influence viewers	
3		a author’s point of view/stand	
		b propaganda technique used	
<b>EN6VR-III-6 Create a multimedia text drawn from multimedia elements learned.</b>			

**GRADE 6 – QUARTER 4**

<b>CONTENT STANDARDS</b>	The learners demonstrate their word knowledge as used in formal and informal situations; knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; composing and creating text skills; and knowledge of non-verbal cues and propaganda techniques in order to produce culture-based texts based on one’s purpose, context, and target audience.
<b>PERFORMANCE STANDARDS</b>	The learners apply literal, inferential, and critical comprehension of literary and informational texts; produce culture-based texts: narrative, expository, and persuasive texts appropriate for their purpose, context (Indigenous People and regional celebrations), and target audience, using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.

<b>SUBDOMAINS</b>	<b>LEARNING COMPETENCIES</b>	
<b>Listening and Reading</b> <i>(receptive skills)</i>	<b>EN6LR-IV-1 Comprehend literary texts.</b>	
	1	noting important elements (story grammar)
	2	sequencing at least 8 events
	3	identifying type of plot: flashback
	4	analyzing figures of speech to get and clarify meaning: irony
	5	inferring: author’s purpose, message, target audience
	6	making predictions: possible ending
	7	drawing conclusions
	8	identifying the main idea
	9	summarizing story events
	10	applying the important story elements to one’s schema: learning vicariously from the text
	<b>EN6LR-IV-2 Comprehend informational texts.</b>	
	1	noting important information through outlining (topic, main idea, supporting details): inductive-deductive organization (diamond)
	2	identifying text types: persuasive
	3	identifying author’s purpose
a	entertain	

		b	inform, explain, describe
		c	persuade
	4	drawing conclusions	
	5	making generalizations	
	6	making a summary	
	7	distinguishing fact from opinion (statements of facts, opinions, and fact-based statements of opinion)	
	8	identifying propaganda technique used to persuade audience to further an idea or agenda	
a		bad logic/unwarranted extrapolation	
b		card stacking	
	<b>EN6SW-IV-1 Compose appropriate sentences for clarity and coherence.</b>		
	1	using kinds of verbs: intransitive	
	2	using tenses of verbs	
		a	perfect
			present
			past
		future	
	3	using prepositional phrases as adverbs (adverbial phrase)	
	4	using complement	
		a	noun
		b	pronoun
		c	adjective
	5	composing compound-complex sentences	
	<b>EN6SW-IV-2 Produce text with introduction, body, and conclusion in conveying ideas: providing evidence to support information.</b>		
	<b>EN6SW-IV-3 Express ideas appropriately (age-appropriate, gender-responsive, culture sensitive) for one's purpose, context, and target audience.</b>		
1	using text types		
	a	narrative	

		b	persuasive
	<b>EN6SW-IV-4 Use appropriate non-verbal cues for clarity of context, purpose, and meaning.</b>		
	1	using facial expressions	
	2	using gestures	
	3	using eye contact	
	4	using haptics	
	5	using posture	
	6	using proxemics and blocking	
<b>EN6SW-IV-5 Create simple survey forms based on purpose: online survey forms (digital).</b>			
<b>Viewing and Representing</b>	<b>EN6VR-IV-1 Derive meaning based on the visual elements.</b>		
	1	identifying the purpose of the visual text	
	2	analyzing how visual elements contribute to the meaning of a text	
	<b>EN6VR-IV-2 Evaluate cultural appropriateness of visual elements.</b>		
	<b>EN6VR-IV-3 Create a visual text drawn from visual elements learned.</b>		
	<b>EN6VR-IV-4 Identify multimedia elements.</b>		
	1	video (clip, film, tv ads, slide show, etc.)	
	2	animation (two-dimensional, three-dimensional)	
	<b>EN6VR-IV-5 Derive meaning for multimedia elements learned.</b>		
	1	identifying the author's purpose	
	2	analyzing how multimedia elements contribute to the meaning of a text	
	3	determining ideas that are explicitly used to influence viewers	
		a	author's point of view/stand
		b	propaganda technique used
	<b>EN6VR-IV-6 Create a multimedia text drawn from multimedia elements learned.</b>		