REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF EDUCATION
NATIONAL CAPITAL REGION

MELCs
Definitive Budget of Work
(DBOW)

ENGLISH

Learning Area: __ENGLISH__   **Grade Level**: __1__

<u>**QUARTER 3**</u>

Domain	#	MELC	Number of days taught	Remarks
GRADE LEVEL STANDARDS: The learner listens for comprehension, speaks clearly, and uses appropriate expressions in talking about oneself, family, and other social context interactions.				
PA	1	Give the number of syllables of given words	5	
PA		Recognize rhyming words in nursery rhymes, poems, songs heard **(EN1PA-IIIa-e-2.2)**		
G	2	Form words to form a phrase	10	
G		Recognize sentence (telling and asking) and non-sentence		
V	3	Use words that are related to self, family, school, community	2	
LC	4	Listen to short stories/poems and 1. note important details pertaining to a. character b. setting c. events 2. Give the correct sequence of three events 3. Infer the character feelings and traits 4. Identify cause and/or effect of events 5. Identify the speaker in the story or poem 6. Predict possible ending of a story read 7. Relate story events to one's experience 8. Discuss, illustrate, dramatize specific events 9. Identify the problem and solution 10. Retell a story listened to 11. Ask simple question about the text listened to	15	
OL	5	Determine different polite expressions Use/Respond appropriately to polite expressions • Greetings • leave takings • expressing gratitude and apology • asking permission • offering help **(EN10L-IIIa-e-1.5)**	5	
OL	6	Talk about oneself, one's family and one's personal experiences	3	
		TOTAL	**40**	

QUARTER 4

Domain	#	MELC	Number of days taught	Remarks
colspan="5" *GRADE LEVEL STANDARDS: The learner listens for comprehension, speaks clearly, and uses appropriate expressions in talking about oneself, family, and other social context interactions.*
G	7	Recognize common action words in stories listened to. **(EN1G-IVa-e-3.4)**	8	
G	8	Recognize describing words for people, objects, things and places (color, shape, size, height, weight, length, distance, etc.) **(EN1G-IVf-j-5)**	7	
V	9	Sort and classify familiar words into basic categories (colors, shapes, foods, etc.) **(EN1V-IVa-e-3)**	6	
V	10	Give the meaning of words using clues (TPR, pictures, body movements, etc.) **(EN1V-IVf-j-12.1)**	6	
OL	11	Follow one-to-two step directions. **(EN1LC-IVg-h3.6)**	8	
OL	12	Give one-to-two step directions. **(EN10L-IVi-j-1,17.1)**	5	
		TOTAL	**40**	

Learning Area: **ENGLISH**   **Grade Level**: **2**

QUARTER 1

Grade Level Standard: *The learner listens critically to one-two paragraphs; use appropriate expressions in varied situations; reads texts for pleasure and information critically in meaningful thought units; responds properly to environmental prints likes signs, posters, commands, and requests; and writes legibly simple sentences and messages in cursive form.*

Domain	#	MELC	Number of days taught	Remarks
PA	1	Classify/Categorize sounds heard (animals, mechanical, objects, musical instruments, environment, speech) **EN2PA-Ia-c-1.1**	5	
AK	2	Read the alphabets of English and associate to phonemes	5	
G	3	Recognize common or proper nouns in simple sentences listened to	5	
G	4	Recognize the use of a/an + noun in simple sentences listened to	5	
V	5	Identify the English equivalent of words in the Mother Tongue or in Filipino **EN2VD-Id-e-1**	5	
AK	6	Give the beginning letter of the name of each picture **EN2AK-IIa-e-3**	5	
G	7	Recognize common action words in retelling, conversation, etc. **EN1G-11a-e-3.4**	5	
LC	8	Identify and discuss the elements of a story (theme, setting, characters, and events) **EN2LC-IIa-b-2,2**	5	
		TOTAL	**40**	

QUARTER 2

Grade Level Standard: *The learner listens critically to one-two paragraphs; use appropriate expressions in varied situations; reads texts for pleasure and information critically in meaningful thought units; responds properly to environmental prints likes signs, posters, commands and requests; and writes legibly simple sentences and messages in cursive form.*

Domain	#	MELC	Number of days taught	Remarks
BPK	9	Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation **EN2BPK-Ib-c-4**	6	
WC	10	Generate ideas through prewriting activities	4	
WC	11	Writing some words, a phrase, or a sentence about an illustration or a character	5	
BPK	12	Discuss the illustrations on the cover and predict what the story may be about **EN2BPK-IIIa-1**	5	
BPK	13	Identify title, author and book illustrator and tell what they do **EN2BPK-IIIb-2**	5	
S	14	Spell high-frequency words with short a, e, i, o and ʋ sound in CVC pattern	5	
G	15	Use common action words in retelling, conversations, etc.	5	

Domain	#	MELC	Number of days taught	Remarks
RC	16	Identify the basic sequence of events and make relevant predictions about stories **EN2RC-IIId-e- 2.4**	5	
		TOTAL	**40**	

QUARTER 3

Grade Level Standard: The learner listens critically to one-two paragraphs; use appropriate expressions in varied situations; reads texts for pleasure and information critically in meaningful thought units; responds properly to environmental prints like signs, posters, commands and requests; and writes legibly simple sentences and messages in cursive form.

Domain	#	MELC	Number of days taught	Remarks
RC	17	Use clues to answer questions, clarify understanding and justify predictions before, during and after reading (titles, pictures, etc.)	4	
V	18	Create or expand word clines	5	
V	19	Recognize that some words may have the same (synonyms) or opposite (antonyms) meaning	5	
LC	20	Recognize the difference between "made-up" and "real" in texts listened to **EN2LC-IIIf-g-3.15**	4	
LC	21	Identify important details in expository text listened **EN2LC-IIIh-3.1**	5	
LC	22	Retell and/or reenact events from a story EN**2LC-IIIi-j-2.6**	4	
RC	23	Talk about texts identifying major points and key themes	5	
OL	24	Participate in choral speaking and echo reading of short poems, rhymes, and stories with repeated patterns and refrains in English **EN2OL-IIIc-d-1.2**	4	
OL	25	Listen and respond to texts to clarify meanings heard while drawing on personal experiences	4	
		TOTAL	**40**	

QUARTER 4

Grade Level Standard: The learner listens critically to one-two paragraphs; use appropriate expressions in varied situations; reads texts for pleasure and information critically in meaningful thought units; responds properly to environmental prints like signs, posters, commands, and requests; and writes legibly simple sentences and messages in cursive form.

Domain	#	MELC	Number of days taught	Remarks
OL	26	Read words with short a, e, i, o, and u sound in CVC pattern **EN2OL-IIIe-f-1.1**	5	
PWR	27	Match the picture with its sight word	4	
PWR	28	Spell 2-syllable words with short a, e, i, o, and u sound in CVC pattern **EN2PWR-IIId-f-7.1**	5	
G	29	Use personal pronouns (e.g., I, you, he, she, it, we, they) in dialogues **EN2G-IVa-b-4.2.1**	5	

G	30	Use demonstrative pronouns (this/that, these/ those) **EN2G-IVc-d-4.2.3**	4	
G	31	Use the most frequently occurring preposition (e.g. on, over, under, to, from, above, etc.) **EN2G-IVg-i-7.3**	5	
PWR	32	Differentiate words with different medial vowels (e.g., cap-cop-cup; fan-fin-fun)	4	
RC	33	Read phrases, short sentences and short stories consisting of words with short a, e, i, o, and u then answer the Who, What and Where questions about them	4	
WC	34	Write the names of pictures with the short a, e, i, o, and u words	4	
		TOTAL	**40**	

Learning Area: __ENGLISH__   **Grade Level:** __3__

<u>**QUARTER 1**</u>

| **Grade Level Standard:** The learner listens critically to get information from text heard, demonstrates independence in using the basic language structure in oral and written communication, and reads with comprehension. |

Domain	#	MELC	Number of days taught	Remarks
WC	1	Describe one's drawing about the stories/poems listened to using simple and compound sentences	3	
WC	2	Write a short descriptive paragraph about a character or setting in stories listened to	4	Prior to teaching this competency, give inputs and practice on "Identify and discuss the elements of a short story (theme, setting, characters, and events)" (G2, Q1)
WC	3	Write a short paragraph providing another ending for a story listened to **(EN3WC-Ia-j8)**	3	
WC	4	Write a diary **(EN3WC-Ia-j-2.2)**	3	
G	5	Use different kinds of sentences in a dialogue (e.g. declarative, interrogative, exclamatory, imperative) **(EN3G-Ic-1.3)**	4	
G	6	Use common and proper nouns in a sentence **(EN3G-If-2.2)**	3	
G	7	Use plural form of regular nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) **(EN2G-Ig-h-2 .3)**	4	
G	8	Use plural from of frequently occurring irregular nouns (e.g., children, feet, teeth) **(EN3G-Ii-j-2.4)**	4	
PWR	9	Review reading and writing short e, a, i, o, and u words in CVC pattern **(EN3PWR-Ia-b-7)**	3	
PWR	10	Read phrases, sentences and short stories consisting of 2-syllable words **(EN3PWR-Ij-21)**	3	
F	11	Initiate conversations with peers in a variety of school settings **(EN3FL-Ia-3.8)**	3	
OL	12	Summarize and restate information shared by others **(EN3OL-Ie1.10)**	3	
	**TOTAL**	**40**	

QUARTER 2

Grade Level Standard: *The learner listens critically to get information from text heard, demonstrates independence in using the basic language structure in oral and written communication, and reads with comprehension.*				
Domain	**#**	**MELC**	**Number of days taught**	**Remarks**
G	13	Use the be-verbs (am, is, are, was, were) correctly in sentences **(EN3G-IIa-b-3.4)**	4	
G	14	Use simple verbs (past, present, future) in sentences **(EN3G-IIef-3.2.1.1); (EN3G-IIij-3.2.2)**	5	Prior to teaching this competency, give inputs and practice on "Recognize common action words in retelling, conversation, etc." (G2, Q1)
PWR	15	Read words with initial and final consonant blends **(EN3PWRIIa-b-22); (EN3PWRIId-e-1.1)**	3	
F	16	Read familiar words and phrases in texts	3	
PWR	17	Read words, phrases, sentences and short stories consisting of words with consonant digraph ch and sh and other words previously studied **(EN3PWR-IIi-j-22.1)**	3	
S	18	Spell one- to- two syllable words with initial and final consonant blends (e.g. pl, tr) and consonant digraphs (ch and sh) **(EN3S-IIab-4); (EN3S-IIg-h-4.2) ; (EN3S-IIi-j4.3)**	3	
G	19	Identify commonly used possessive pronouns and use them in a sentence **(EN3G-IIIef-4.2.4)**	3	
RC	20	Identify several effects based on a given cause **(EN3RC-IIIa 2.7.1)**	4	
RC	21	Make inferences and draw conclusions based on texts (pictures, title, and content words) **(EN3RC-IIIa 2.11)**	4	
RC	22	Distinguish fact from opinion **(EN3RC-IIIa 2.13)**	2	
RC	23	Use different sources of information in reading **(EN3RC-IIIg-j-2.5)**	3	
V	24	Recognize some words represented by common abbreviations (e.g. Mr. Ave., Oct.) **(EN3V-IIIa-7)**	3	
		TOTAL	**40**	

Domain	#	MELC	Number of days taught	Remarks
		Grade Level Standard: The learner listens critically to get information from text heard, demonstrates independence in using the basic language structure in oral and written communication, and reads with comprehension.		
V	25	Homonyms (e.g., flower/flour) **(EN3V-IIIe-f13.6)**	4	
V	26	Homographs (e.g., read-read) **(EN3V-IIIg-h13.7)**	4	
V	27	Hyponyms – type of (e.g., guava - type of fruit) **(EN3V-IIIi-j-13.7)**	4	
LC	28	Identify possible solutions to problems **(EN3LC-IIIb-2.19)**	4	Prior to teaching this competency, give inputs and practice on "Identify and discuss the elements of a short story (theme, setting, characters, and events)" (G2, Q1)
LC	29	Identify the elements of an informational/factual text heard **(EN3LC-IIIij-3.7)**	3	
PWR	30	Read words with long a, i, o , u sound (ending in e)	3	
PWR	31	Read phrases, sentences, stories and poems consisting of long a, i, o, and u words	3	
OL	32	Ask and respond to questions about informational texts listened to (environment, health, how-to's, etc.) **(EN1OL-IIIg-h-3.2)**	4	
OL	33	Compare and contrast information heard **(EN3OL-IIIi-j-1.9)**	3	
V	34	Read word with affixes **(EN1V-IVj-27)**	4	
WC	35	Write a simple story **(EN2WC-IVa-e22)**	4	Prior to teaching this competency, give inputs and practice on "Identify and discuss the elements of a short story (theme, setting, characters, and events)" (G2, Q1)
		TOTAL	**40**	

QUARTER 4

Grade Level Standard: The learner listens critically to get information from text heard, demonstrates independence in using the basic language structure in oral and written communication, and reads with comprehension.				
Domain	#	MELC	Number of days taught	Remarks
G	36	Use the degrees of adjectives in making comparisons (positive, comparative, superlative) **(EN3G-IVi-j-5.2)**	5	
G	37	Recognize adverbs of manner **(EN3G-IVi-j-6.1)**	4	
SS	38	Interpret simple maps of unfamiliar places, signs and symbols **(EN3SS- IVab -1.2.3)**	3	
SS	39	Interpret simple graphs, tables, and pictographs **(EN3SS- IVcd-1.2.7); (EN3SS- IVef -1.2.2) ; (EN3SS-IVgh -1.2.1)**	4	
LC	40	Restate facts from informational texts (climate change, children's rights, traffic safety, etc.) listened to **(EN3LC-IVi-j-3.5)**	4	
PWR	41	Read words containing vowel digraphs - ai, ay, ea, ee, oo, oa **(EN3PWRIVa-b-8); (EN3PWRIVf-g-8) (EN3PWRIVd-e-22 and 29)**	3	
PWR	42	Read phrases, sentences and stories with vowel digraphs - ai, ay, ea, ee, oo, oa	3	
PWR	43	Read words with vowel diphthongs: oy (boy), oi (boil), ou (out) ow (bow) **(EN2PWIVh-i-6)**	3	
PWR	44	Read phrases, sentences and short stories consisting of vowel diphthongs: oy, oi, ou, ow **(EN3PWRIVi-21)**	3	
PWR	45	Recognize and read some irregularly spelled words (e.g., such as enough, through, beautiful) **(EN3PWR-IVj-22)**	4	
OL	46	Present information in varied artistic ways (e.g., role playing, show and tell, radio play/ podcast/ broadcast/ reporting/ poster presentations) **(EN3OL-IVa-e1.19)**	4	
		TOTAL	**40**	

Learning Area: **ENGLISH**   **Grade Level:** **4**

Domain	#	MELC	Number of days taught	Remarks
*Grade Level Standard:* The learner listens critically to various text types and expresses ideas accurately in both oral and written forms; demonstrates confidence in the use of the language to meet every day needs; and reads independently and gets relevant information from various text types.
RC	1	Recognize parts of a simple paragraph • Identify topic sentence • Identify supporting details **EN4RC-IIIg-40** • Identify the topic sentence and supporting details in a paragraph	*5*	
SS/V	2	Use resources such as a dictionary, thesaurus, online sources to find the meaning of words • Identify the parts of a dictionary • Locate meaning of words in a dictionary using guide words **EN4SS-IIh1.4/ EN4V-IIi-35** • Locate meaning of words using thesaurus to find synonyms and antonyms **EN4SS-IIIi-14** • Locate meaning of words using online sources • Identify appropriate meaning of a word based on how it is used in the sentence	*5*	Prior to teaching this competency, give inputs and practice on "Use different sources of information in reading." EN3RC-IIIg-j-2.5 Give activities on -Identifying different sources of information in reading -Locating information in reading using various sources
LC	3	Note significant details of various text types • Identify different text types **EN4LC-Ib-1.1** • Identify the elements of a narrative text **EN4LC-Ia-17** • Recognizing appropriate signal words for specific text types	*5*	Prior to teaching this competency, give inputs and practice on "Summarize and restate information shared by others." Give activities on -Noting details from an information listened to -Summarizing/restating information heard
RC	4	Identify the structure, purpose and language features of different text types, e.g. narrative, information report, procedure, arguments • Identify various text types according to structure *(narrative)* • Identify various text types according to structure *(informational text)*	*10*	

		• Identify various text types according to structure *(procedural/ sequence)* **EN4RC-IIIf-39** • Identify various text types according to structure *(text that enumerate)*			
V	5	Identify meanings of unfamiliar words through structural analysis (words and affixes, prefixes, and suffixes) • Identify meanings of unfamiliar words through structural analysis (words and affixes) **EN4V-IIc-32** • Use prefixes and root words as clues to get the meaning of words **EN4V-IIe-33** • Use suffixes and root words as clues to get the meaning of words **EN4V-IIf-34**		*5*	
V	6	Identify different meanings of content specific words (denotation and connotation) **EN4V -IIIf -38** • Identifying different meanings of words using denotation and connotation. • Examine how word choice affects meaning.		*5*	
V	7	Get the meaning of words through word association (analogy) and classification **EN4V -IIIh -39** • Build vocabulary through word associations (analogy) • Identify appropriate meaning of a word based on word classification **EN4V-IIIi-40**		*5*	
		Total		*40*	

QUARTER 2

Domain	#	MELC	Number of days taught	Remarks
Grade Level Standard:				
V	8	Use context clues to find meaning of unfamiliar words, definition, exemplification • Use context clues to find meaning of unfamiliar words (definition) **EN4V-Ig-13.9** • Use context clues (exemplification) to determine the meaning of unfamiliar words **EN4V-Ih-13.9**	*5*	
G	9	Use clear and coherent sentences employing appropriate grammatical structures: Kinds of Nouns – Mass Nouns and Count Nouns, Possessive Nouns, Collective Nouns • define what a sentence is • identify the parts of a sentence • differentiate and use mass and count nouns in sentences • use the quantifiers for mass nouns correctly **EN4G-Ie-34** • define what possessive nouns are • use possessive nouns in sentences **EN4G-If-35** • define what collective nouns are • use collective nouns in sentences **EN4G-Ih-3.9**	*10*	Prior to teaching this competency, give inputs and practice on "Use plural form of regular nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)" EN2G-Ig-h-2 .3." *(G2, Q1)* Give activities on -Forming the plural of regular nouns -Constructing sentences using plural form of regular nouns
G	10	Use personal pronouns in sentences **EN4G-IIa4.2.1** • define what personal pronouns are • identify personal pronouns in sentences • determine and use the appropriate verb for personal pronouns • write sentences using personal pronouns	*5*	
G	11	Use adjectives (degrees of comparison, order) in sentences EN**4G-IIIb-14 / EN4G-IIId-15** • define what adjectives are • identify and use words that show degrees of comparison of adjectives	*5*	

		• write sentences describing persons, places, things, and animals • identify and use the correct order of adjectives in series in • write or compose clear and coherent sentences using the correct order of adjectives			
G	12	Use simple present tense of verbs in sentences • define what verbs are • Identify verbs in sentences • identify and use –s form of verbs **EN4G-IIc-38** • write sentences using the simple present form of the verbs that agree with the subject **EN4G-IId3.2.1**		5	
G	13	Use correct time expressions to tell an action in the present **EN4G-IIf-10** • define what time expressions are • give examples of time expressions in the present • use the correct time expressions to tell an action in the present in sentences		5	
G	14	Use the past form of regular and irregular verbs • differentiate regular verbs and irregular verbs • use the past form of regular verbs in sentences **EN4G-IIg-3.2** • use the past form of irregular verbs in sentences **EN4G-IIh-11**		5	
		Total		40	

Domain	#	MELCS	Number of days taught	Remarks
*Grade Level Standard*: The learner listens critically to various text types and expresses ideas accurately in both oral and written forms; demonstrates confidence in the use of the language to meet everyday needs; and reads independently and gets relevant information from various text types.
G/ WC	15	Use adverbs (adverbs of manner, place and time) in sentences **EN4G-IIIe-16** • Define what adverbs are • Identify the types of adverbs in sentences • Construct sentences using adverb of time • Construct sentences using adverb of place • Construct sentences using adverb of manner	5	
WC	16	Write directions using signal words • recognize signal words in writing directions • give series of directions using signal words • construct sentences with 2-3 step directions using signal words	5	
RC	17	Distinguish between general and specific statements • define general statement and specific statement • differentiate general from specific statements	5	
LC	18	Identify the main idea, key sentences, and supporting details from text listened to **EN4LC-IIIg-1.1** • Define and identify the key sentence/main idea in a paragraph (explicit) • Recognize the supporting details (explicit) • Define and identify the main idea in a paragraph (implicit) • Recognize the supporting details (implicit)	5	Prior to teaching this competency, give inputs and practice on "Summarize and restate information shared by others." Give activities on - Noting details from an information listened to - Summarizing/restating information heard
SS/RC	19	Use appropriate graphic organizers in text read **EN4RC-IIe-30** • Define and identify the kinds of graphic organizers • Use graphic organizers to show understanding of texts (story sequence organizer) EN4SS-Ie-10 • Use graphic organizers to organize information obtained from various sources in preparation for reporting EN4SSIIId-12	5	

Domain	#	MELCS	Number of days taught	Remarks
		• Use graphic organizers to show an understanding of text (to show similarities and contrast, characterization, and to show the main idea and supporting details of a text read) **EN4SS-If-2.15.**		
RC	20	Infer the speaker's tone, mood and purpose • Differentiate tone from mood • Identify the purpose of the speaker/writer • Analyze the speaker's tone, mood and purpose	10	Prior to teaching this competency, give inputs and practice on "Make inferences and draw conclusions based on texts (pictures, title and content words)" EN3RC-IIIa 2.11 Give activities on -Drawing conclusions based on text read -Making inferences based on title and content words
RC	21	Analyze a story in terms of its elements **EN4RC-Ib-2.1.1** • define and identify story elements (setting, characters, conflict, plot, and theme) using graphic organizers • infer the story elements in a selection read	5	Prior to teaching this competency, give inputs and practice on "Write a simple story." Give activities on -Identifying story elements -Constructing a plot using graphic organizer
TOTAL			*40*	

QUARTER 4

Grade Level Standard: The learner listens critically to various text types and expresses ideas accurately in both oral and written forms; demonstrates confidence in the use of the language to meet everyday needs; and reads independently and gets relevant information from various text types.				
Domain	**#**	**MELCS**	**Number of days taught**	**Remarks**
RC	22	Distinguish fact from opinion in a narrative EN4RC-IIi-36	2	Prior to teaching this competency, give inputs and practice on "Distinguish fact from opinion." EN3RC-IIIa 2.13 Give activities on -Differentiating fact from opinion
WC	23	Write a reaction about the story read **EN4WC-IIf-22** • Analyze the different story elements using graphic organizers • Construct a paragraph/s showing one's reaction of the story read	5	

WC	24	Write a short story (fiction/nonfiction) with its complete elements **EN4WC-IId-20** • Differentiate fiction from non-fiction • identify the important story elements such as setting, character **EN4RC-IIa-1.1** • identify the process/steps in writing a short story (pre-writing, writing the first draft, revising/rewriting, and finalizing) • write a short story with its complete elements. **EN4WC-IId 20**	10	
G	25	Identify features of Journalistic Writing • define journalism • describe the features of a journalistic writing	6	
G	26	Distinguish among types of Journalistic Writing (news report, opinion article, feature article, and sports news article) • define journalistic writing • classify the types of journalistic writing according to purpose; • differentiate the types of journalistic writing (news report, opinion article, feature article, and sports article)	6	
WC	27	Write a news report using the given facts **EN4WC-IIi-25** • Identify and describe parts of a news report • Compose a news report using the given facts	6	
WC	28	Write/compose an editorial **EN4WC-IIIc-28** • Define what an editorial is • identify the parts and types of an editorial • Compose an editorial	5	
TOTAL			*40*	

SULONG
EduKALIDAD

Learning Area: <u>ENGLISH</u>   **Grade Level**: <u>5</u>

<u>QUARTER 1</u>

Content Standard:				
Performance Standard:				
Domain	**MELC**		**Number of days taught**	**Remarks**
WC	**Fill-out forms accurately (school forms, deposit, and withdrawal slips, etc.) EN5WC-IIj-3.7**		3 days	
	Day 1: Fill-out forms accurately – school forms			
	Day 2: Fill-out forms accurately – deposit slips			
	Day 3: Fill-out forms accurately – withdrawal slips			
V	**Infer the meaning of unfamiliar words (<u>compound</u>) based on given context clues (synonyms, antonyms, word parts) and other strategies**		4 days	
	Day 4: Infer the meaning of unfamiliar words (b			
	Day 5: Infer the meaning of unfamiliar words (compound) based on given context clues (synonyms, antonyms, word parts) and other strategies			
	Day 6: Infer the meaning of unfamiliar words (compound) based on given context clues (synonyms, antonyms, word parts) and other strategies			
	Day 7: Infer the meaning of unfamiliar words (compound) based on given context clues (synonyms, antonyms, word parts) and other strategies			
V	**Infer the meaning of unfamiliar words (<u>blended</u>) based on given context clues (synonyms, antonyms, word parts) and other strategies**		4 days	
	Day 8: Infer the meaning of unfamiliar words (blended) based on given context clues (synonyms, antonyms, word parts) and other strategies			
	Day 9: Infer the meaning of unfamiliar words (blended) based on given context clues (synonyms, antonyms, word parts) and other strategies			
	Day 10: Infer the meaning of unfamiliar words (blended) based on given context clues (synonyms, antonyms, word parts) and other strategies			

	Day 11: Infer the meaning of unfamiliar words (blended) based on given context clues (synonyms, antonyms, word parts) and other strategies		
V	**Infer the meaning of unfamiliar words (clipped) based on given context clues (synonyms, antonyms, word parts) and other strategies**	4 days	
	Day 12 Infer the meaning of unfamiliar words (clipped) based on given context clues (synonyms, antonyms, word parts) and other strategies		
	Day 13 Infer the meaning of unfamiliar words (clipped) based on given context clues (synonyms, antonyms, word parts) and other strategies		
	Day 14 Infer the meaning of unfamiliar words (clipped) based on given context clues (synonyms, antonyms, word parts) and other strategies		
	Day 15 Infer the meaning of unfamiliar words (clipped) based on given context clues (synonyms, antonyms, word parts) and other strategies		
G	**Use compound and complex sentences to show cause and effect and problem-solution relationship of ideas EN5G-IVa-1.8.1**	5 days	
	Day 16 Use compound and complex sentences to show cause and effect and problem-solution relationship of ideas.		
	Day 17 Use compound and complex sentences to show cause and effect and problem-solution relationship of ideas.		
	Day 18 Use compound and complex sentences to show cause and effect and problem-solution relationship of ideas.		
	Day 19 Use compound and complex sentences to show cause and effect and problem-solution relationship of ideas.		
	Day 20 Use compound and complex sentences to show cause and effect and problem-solution relationship of ideas.		
G	**Compose clear and coherent sentences using appropriate grammatical structures: Subject -Verb Agreement EN5G-IIa-3.9**	5 days	Prior to teaching this competency, give inputs and exercises first on identifying the subject and verb in a sentence
	Day 21 Compose clear and coherent sentences using appropriate grammatical structures: Subject-Verb Agreement		
	Day 22: Compose clear and coherent sentences using appropriate grammatical structures: Subject-Verb Agreement		

	Day 23: Compose clear and coherent sentences using appropriate grammatical structures: Subject-Verb Agreement			
	Day 24: Compose clear and coherent sentences using appropriate grammatical structures: Subject and Verb Agreement			
	Day 25: Compose clear and coherent sentences using appropriate grammatical structures: Subject and Verb Agreement			
G	**Compose clear and coherent sentences using appropriate grammatical structures: Kinds of Adjectives EN5G-IIa-3.9**	5 days	Prior to teaching this competency, give inputs and exercises first on identifying adjectives in sentences	
	Day 26: Compose clear and coherent sentences using appropriate grammatical structures: -Kinds of Adjectives			
	Day 27: Compose clear and coherent sentences using appropriate grammatical structures: -Kinds of Adjectives			
	Day 28: Compose clear and coherent sentences using appropriate grammatical structures: -Kinds of Adjectives			
	Day 29: Compose clear and coherent sentences using appropriate grammatical structures: Kinds of Adjectives			
	Day 30: Compose clear and coherent sentences using appropriate grammatical structures: Kinds of Adjectives			
G	**Compose clear and coherent sentences using appropriate grammatical structures: Subordinate and Coordinate Conjunctions EN5G-IIa-3.9**	5 days	Prior to teaching this competency, give inputs and exercises first on identifying the coordinating and subordinating conjunctions	
	Day 31: Compose clear and coherent sentences using appropriate grammatical structures: -Coordinate and Subordinate Conjunctions			
	Day 32: Compose clear and coherent sentences using appropriate grammatical structures: - Coordinate and Subordinate Conjunctions			
	Day 33: Compose clear and coherent sentences using appropriate grammatical structures: -Coordinate and Subordinate Conjunctions			
	Day 34: Compose clear and coherent sentences using appropriate grammatical structures: -Coordinate and Subordinate Conjunctions			
	Day 35: Compose clear and coherent sentences using appropriate grammatical structures: -Conjunctions			
G	**Compose clear and coherent sentences using appropriate grammatical structures: - Adverbs of Intensity and Frequency EN5G-IIa-3.9**	5 days	Prior to teaching this competency, give inputs and exercises first on identifying the adverbs of intensity and frequency in sentences	
	Day 36: Compose clear and coherent sentences using appropriate grammatical structures: -Adverbs of Intensity and Frequency			

	Day 37: Compose clear and coherent sentences using appropriate grammatical structures: -Adverbs of Intensity and Frequency		
	Day 38: Compose clear and coherent sentences using appropriate grammatical structures: -Adverbs of Intensity and Frequency		
	Day 39: Compose clear and coherent sentences using appropriate grammatical structures: -Adverbs of Intensity and Frequency		
	Day 40: Compose clear and coherent sentences using appropriate grammatical structures: -Adverbs of Intensity and Frequency		

QUARTER 2

Content Standard:			
Performance Standard:			
#	**MELC**	**Number of days taught**	**Remarks**
G	**Compose clear and coherent sentences using appropriate grammatical structures: -Aspects of Verbs EN5G-Ia-3.3**	6 days	Prior to teaching this competency, give inputs and exercises first on the aspects of verbs
	Day 1: Compose clear and coherent sentences using appropriate grammatical structures: -Aspects of Verbs		
	Day 2: Compose clear and coherent sentences using appropriate grammatical structures: -Aspects of Verbs		
	Day 3: Compose clear and coherent sentences using appropriate grammatical structures: -Aspects of Verbs		
	Day 4: Compose clear and coherent sentences using appropriate grammatical structures: -Aspects of Verbs		
	Day 5: Compose clear and coherent sentences using appropriate grammatical structures: -Aspects of Verbs		
	Day 6: Compose clear and coherent sentences using appropriate grammatical structures: -Aspects of Verbs		
G	**Compose clear and coherent sentences using appropriate grammatical structures: -Modals EN5G-Ia-3.3**		

	Day 7: Compose clear and coherent sentences using appropriate grammatical structures: -Modals	6 days	Prior to teaching this competency, give inputs and exercises first on identifying modals in sentences
	Day 8: Compose clear and coherent sentences using appropriate grammatical structures: -Modals		
	Day 9: Compose clear and coherent sentences using appropriate grammatical structures: -Modals		
	Day 10: Compose clear and coherent sentences using appropriate grammatical structures: -Modals		
	Day 11: Compose clear and coherent sentences using appropriate grammatical structures: -Modals		
	Day 12: Compose clear and coherent sentences using appropriate grammatical structures: -Modals		
	Compose clear and coherent sentences using appropriate grammatical structures: Conjunctions EN5G-Ia-3.3	6 days	Prior to teaching this competency, give inputs and exercises first on identifying conjunctions in sentences
	Day 13: Compose clear and coherent sentences using appropriate grammatical structures: Conjunctions		
	Day 14: Compose clear and coherent sentences using appropriate grammatical structures: Conjunctions		
	Day 15: Compose clear and coherent sentences using appropriate grammatical structures: Conjunctions		
	Day 16: Compose clear and coherent sentences using appropriate grammatical structures: Conjunctions		
	Day 17: Compose clear and coherent sentences using appropriate grammatical structures: Conjunctions		
	Day 18: Compose clear and coherent sentences using appropriate grammatical structures: Conjunctions		
VC	**Identify point-of-view.**	4 days	
	Day 19: Identify point-of-view.		
	Day 20: Identify point-of-view.		
	Day 21: Identify point-of-view.		
	Day 22: Identify point-of-view.		
VC	**Examine images which present particular viewpoints, e.g., stereotypes (gender, age, cultural), opinions on an issue**		

	Day 23: Examine images which present particular viewpoints, e.g. stereotypes (gender, age, cultural), opinions on an issue	10 days	
	Day 24: Examine images which present particular viewpoints, e.g. stereotypes (gender, age, cultural), opinions on an issue		
	Day 25 Examine images which present particular viewpoints, e.g. stereotypes (gender, age, cultural), opinions on an issue		
	Day 26: Examine images which present particular viewpoints, e.g. stereotypes (gender, age, cultural), opinions on an issue		
	Day 27: Examine images which present particular viewpoints, e.g. stereotypes (gender, age, cultural), opinions on an issue		
	Day 28: Examine images which present particular viewpoints, e.g. stereotypes (gender, age, cultural), opinions on an issue		
	Day 29: Examine images which present particular viewpoints, e.g. stereotypes (gender, age, cultural), opinions on an issue		
	Day 30 Examine images which present particular viewpoints, e.g. stereotypes (gender, age, cultural), opinions on an issue		
	Day 31: Examine images which present particular viewpoints, e.g. stereotypes (gender, age, cultural), opinions on an issue		
	Day 32: Examine images which present particular viewpoints, e.g. stereotypes (gender, age, cultural), opinions on an issue		
VC	**Distinguish among various types of viewing materials EN5VC-Id-6**		
	Day 33: Distinguish among various types of viewing materials		
	Day 34 Distinguish among various types of viewing materials	8 days	
	Day 35: Distinguish among various types of viewing materials		
	Day 36: Distinguish among various types of viewing materials		
	Day 37: Distinguish among various types of viewing materials		
	Day 38: Distinguish among various types of viewing materials		
	Day 39: Distinguish among various types of viewing materials		
	Day 40: Distinguish among various types of viewing materials		

QUARTER 3

Domain	MELC	Number of days taught	Remarks
RC	**Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order. EN5RC-IIc-3.2.1**	5 Days	
	Day 1: Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order.		
	Day 2: Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order.		
	Day 3: Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order.		
	Day 4: Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order.		
	Day 5: Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order.		
RC	**Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order. EN5RC-IIc-3.2.1**	5 Days	
	Day 6: Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order.		
	Day 7: Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order.		
	Day 8: Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order.		
	Day 9: Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order.		
	Day 10: Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order.		
RC	**Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order. EN5RC-IIc-3.2.1**	5 Days	
	Day 11: Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order.		
	Day 12: Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order.		
	Day 13: Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order.		
	Day 14: Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order.		

	Day 15: Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order.			
RC	**Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order. EN5RC-IIc-3.2.1**	5 Days		
	Day 16: Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order.			
	Day 17: Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order.			
	Day 18: Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order.			
	Day 19: Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order.			
	Day 20: Distinguish text-types according to purpose and features: classification, explanation, enumeration and time order.			
LC	**Summarize various text types based on elements EN5RC-Ic2.23** -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, middle and ending)	7 Days		
	Day 21: Summarize various text types based on elements EN5RC-Ic2.23 -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, middle and ending)			
	Day 22: Summarize various text types based on elements EN5RC-Ic2.23 -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, middle and ending)			
	Day 23: Summarize various text types based on elements EN5RC-Ic2.23 -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, middle and ending)			
	Day 24: Summarize various text types based on elements EN5RC-Ic2.23 -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, middle and ending)			
	Day 25: Summarize various text types based on elements EN5RC-Ic2.23 -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, middle and ending)			
	Day 26: Summarize various text types based on elements EN5RC-Ic2.23 -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, middle and ending)			
	Day 27: Summarize various text types based on elements EN5RC-Ic2.23 -Theme -Setting -Characters (Heroes and Villains) -Plot (beginning, middle and ending)			
OL	**Make a stand EN5OL-IIi-4**	7 Days		
	Day 28: Make a stand			
	Day 29: Make a stand			
	Day 30: Make a stand			
	Day 31: Make a stand			
	Day 32: Make a stand			
	Day 33: Make a stand			
	Day 34: Make a stand			

LC	**Provide evidence to support opinion/fact EN5LC-IIIa2.15**	6 Days	
	Day 35: Provide evidence to support opinion/fact		
	Day 36: Provide evidence to support opinion/fact		
	Day 37: Provide evidence to support opinion/fact		
	Day 38: Provide evidence to support opinion/fact		
	Day 39: Provide evidence to support opinion/fact		
	Day 40: Provide evidence to support opinion/fact		

QUARTER 4

Content Standard:			
Performance Standard:			
Domain	**MELC**	**Number of days taught**	**Remarks**
VC	**Analyze how visual and multimedia elements contribute to the meaning of a text. *EN5VC-IVd-1.7.1***	5 Days	
	Day 1: Analyze how visual and multimedia elements contribute to the meaning of a text.		
	Day 2: Analyze how visual and multimedia elements contribute to the meaning of a text.		
	Day 3: Analyze how visual and multimedia elements contribute to the meaning of a text.		
	Day 4: Analyze how visual and multimedia elements contribute to the meaning of a text.		
	Day 5: Analyze how visual and multimedia elements contribute to the meaning of a text.		
VC	**Analyze how visual and multimedia elements contribute to the meaning of a text. EN5VC-IVd-1.7.1**	5 Days	
	Day 6: Analyze how visual and multimedia elements contribute to the meaning of a text.		
	Day 7: Analyze how visual and multimedia elements contribute to the meaning of a text.		
	Day 8: Analyze how visual and multimedia elements contribute to the meaning of a text.		
	Day 9: Analyze how visual and multimedia elements contribute to the meaning of a text.		
	Day 10: Analyze how visual and multimedia elements contribute to the meaning of a text.		
WC	**Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships EN5WC-IIb-2.2.5(Cause – Effect)**	5 Days	
WC	**Day 11:** Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships		
	Day 12: Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships		
	Day 13: Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships		

	Day 14: Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships		
	Day 15: Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships		
WC	**Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships EN5WC-IIb-2.2.5 (comparison and contrast)**	5 Days	
	Day 16: Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships		
	Day 17: Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships		
	Day 18: Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships		
	Day 19: Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships		
	Day 20: Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships		
WC	**Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships EN5WC-IIb-2.2.5 (problem solution relationships)**	5 Days	
	Day 21: Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships		
	Day 22: Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships		
	Day 23: Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships		
	Day 24: Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships		
	Day 25: Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships		
	Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships EN5WC-IIb-2.2.5	5 Days	
	Day 26: Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships		
	Day 27: Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships		
	Day 28: Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships		
	Day 29: Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships		

	Day 30: Write paragraphs showing cause and effect, comparison and contrast and problem solution relationships		
WC	**Write a feature article N5WC-IIIi2.2.7**	10 Days	
	Day 31: Write a feature article N5WC-IIIi2.2.7		
	Day 32: Write a feature article N5WC-IIIi2.2.7		
	Day 33: Write a feature article N5WC-IIIi2.2.7		
	Day 34: Write a feature article N5WC-IIIi2.2.7		
	Day 35: Write a feature article N5WC-IIIi2.2.7		
	Day 36: Write a feature article N5WC-IIIi2.2.7		
	Day 37: Write a feature article N5WC-IIIi2.2.7		
	Day 38: Write a feature article N5WC-IIIi2.2.7		
	Day 39: Write a feature article N5WC-IIIi2.2.7		
	Day 40: Write a feature article N5WC-IIIi2.2.7		
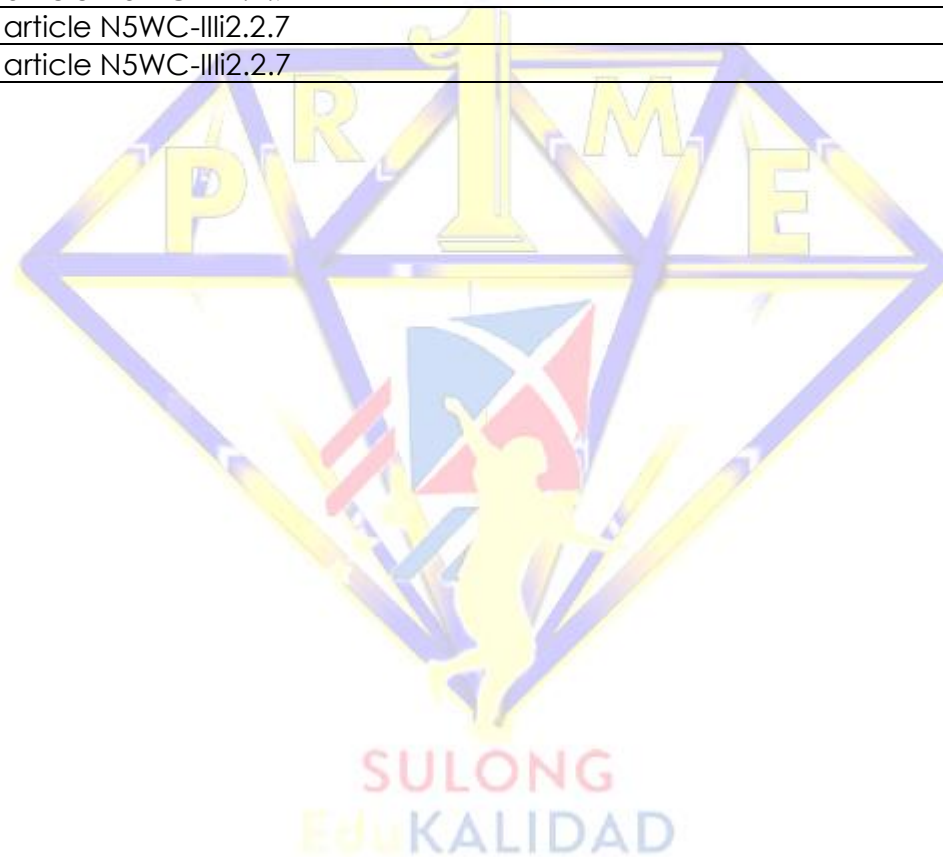
Learning Area: ENGLISH   Grade Level: 6

QUARTER 1

Domain	#	MELC	Number of days taught	Remarks
VC	1	**Identify real or make-believe, fact, or non-fact images (EN6VC-IIIa-6.2)**	5	
VC	2	**Interpret the meaning suggested in visual media through a focus on visual elements, for example, line, symbols, color, gaze, framing and social distance (EN5VC-IIIf-3.8)**	5	
VC		Describe different forms and conventions of film and moving pictures (lights, blocking, direction, characterization, acting, dialog, setting, set-up) EN6VC-Ia-5.1.1/ EN6VC-Ib-5.1.2/ EN6VC-Ic-5.1.3/ EN6VC-Id-5.1.4/ EN6VC-Ie-5.1.5/ EN6VC-If-5.1.6/ EN6VC-Ig-5.1.7/ EN6VC-Ih-5.1.8	5	
VC		Analyze the characters used in print, non-print, and digital materials (age and gender, race and nationality, attitude and behavior) EN6VC-Ii-3.3.3	5	
VC		Analyze the setting used in print, non-print and digital materials (Urban or Rural; Affluent or Poor) EN6VC-Ii-3.3.4	5	
VC		Identify the values suggested in the visual media EN6VC-IIId-7.1 Infer purpose of the visual media EN6VC-IId-3.8	5	
VC		**Make connections between information viewed and personal experiences (EN6VC-IVd-1.4)**	5	
VC		Determine images/ideas that are explicitly used to influence viewers (Stereotypes, Point of view, Propagandas) EN6VC-IVa-7.1 EN6VC-IVa-7.2 EN6VC-IVa-7.3	5	
		TOTAL	**40**	

Grade Level Standard: *The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types of materials to serve learning needs in meeting a wide range of life's purposes.*

QUARTER 2

Grade Level Standard: *The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types of materials to serve learning needs in meeting a wide range of life's purposes.*

Domain	#	MELC	Number of days taught	Remarks
RC	4	**Identify the purpose, key structural and language features of various types of informational/factual text (EN6RC-IIIa-3.2.8)** Distinguish text-types according to purpose and language features -Enumeration (EN6RC-IIa-3.2.8	5	

Domain	#	MELC	Number of days taught	Remarks
RC		Distinguish text-types according to purpose and language features -Time-order (sequence, recounts, process) (EN6RC-IIIb-3.2.9)	**5**	
RC		Distinguish text-types according to purpose and language features -Compare and Contrast EN6RC-IIIc-3.2.7	**5**	
RC		Distinguish text-types according to purpose and language features -Cause and effect EN6RC-IVa-3.2.6	**5**	
RC		Distinguish text-types according to purpose and language features -Problem and solution EN6RC-IVc-3.2.5	**5**	
LC	5	**Recognize evaluative word choices to detect biases and propaganda devices used by Speakers (EN6LC-IIIb-3.1.12)** Detect biases and propaganda devices used by speakers (EN6LC-IIIb-3.1.12)	**5**	
LC		Make a stand (EN6LC-IIId-3.1.13)	**5**	
VC	6	**Compare and contrast content of materials viewed to other sources of information (print, online and broadcast) (EN7VC-IV-c-15)**	**5**	
		TOTAL	**40**	

QUARTER 3

Grade Level Standard: The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types of materials to serve learning needs in meeting a wide range of life's purposes.				
Domain	**#**	**MELC**	**Number of days taught**	**Remarks**
LC	7	**Present a coherent, comprehensive report on differing viewpoints on an issue (EN10LC-IIId-3.18)**	**5**	
SS		Use a particular kind of sentence for a specific purpose and audience (expressing, opinion/emotions, asserting) (EN6SS-IIIa-1.8.1	**5**	
OL		Provide evidence to support opinions EN6OL-IIIa-1.27	**5**	
OL		Make a stand based on informed opinion EN6OL-IIIb-1.28	**5**	
WC		Identify the purpose and parts of an editorial EN6WC-IIIb-2.2.10 Write a 3-paragraph editorial article EN6WC-IIIb-2.2.10	**5**	
RC	8	**Evaluate narratives based on how the author developed the elements (EN6RC-Ig-2.24.1, EN6RC-Ig-2.24.2)** -Setting -Characters (Heroes and Villains)	**5**	
RC		Evaluate narratives based on how the author developed the elements: -Plot (chronological-sequential, en medias res, flashback) EN6RC-Ig-2.24.3	**5**	
RC		Evaluate narratives based on how the author developed the elements: -theme -point of view EN6RC-Ii-2.24.4 EN6RC-Ii-2.24.5	**5**	
		TOTAL	**40**	

Domain	#	MELC	Number of days taught	Remarks
G	9	**Compose clear and coherent sentences using appropriate grammatical structures (verb tenses, conjunctions, adverbs) (EN6G-Ig-4.4.1)** Compose clear and coherent sentences using appropriate grammatical structures: -*Subject-verb agreement* EN6G-Ih-3.9	5	Since this MELC is untaught in Grade 5 -Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement; **kinds of adjectives;** subordinate and coordinate conjunctions; and adverbs of intensity and frequency EN5G-IIa-3.9, *give more drills and exercise*
G		Compose clear and coherent sentences using appropriate grammatical structures: -tenses of verbs EN6G-Ic-3.2	5	
G		Compose clear and coherent sentences using appropriate grammatical structures: -Subordinate and coordinate conjunctions EN6G-IIh-8.3 EN6G-IIh-8.4	5	Since this MELC is untaught in Grade 5 -Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement; **kinds of adjectives;** subordinate and coordinate conjunctions; and adverbs of intensity and frequency EN5G-IIa-3.9, *give more drills and exercise*
G		Compose clear and coherent sentences using appropriate grammatical structures: -Adverbs EN6G-IIc-6.6	5	
G		Use various types and kinds of sentences for effective communication of information/ideas: Compound Sentences EN6SS-IVa-1.8	5	
G		Use various types and kinds of sentences for effective communication of information/ideas: Complex Sentences EN6SS-IVb-1.9	5	
WC	10	**Compose a persuasive essay on self-selected topic (EN6WC-IVb-2.2)**	5	
WC		Revise writing for clarity - correct spelling - appropriate punctuation marks -transition/ signal words EN6WC-IVc1.8.1,2,3	5	
		TOTAL	**40**	

Learning Area: <u>ENGLISH</u>   **Grade Level:** <u>7</u>

<u>QUARTER 1</u>

Domain	#	MELC	Number of days taught	Remarks
***Grade Level Standard:*** The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.
V	1	Supply other words or expressions that complete an analogy	*Week 1 (5)*	
VC	2	Identify the genre, purpose, intended audience and features of various viewed texts such as movie clip, trailer, newsflash, internet-based program, documentary, video	*Week 2 (5)*	More Drills and Exercises on: Compare and contrast content of materials viewed to other sources of information (print, online and broadcast) (G6, Q2)
G	3	Use the passive and active voice meaningfully in varied contexts	*Week 3 (5)*	More Drills and Exercises on: Compose clear and coherent sentences using appropriate grammatical structures (verb tenses, conjunctions, adverbs) (G6, Q4)
G	4	Use the past and past perfect tenses correctly in varied contexts	*Week 4 (5)*	More Drills and Exercises on: Compose clear and coherent sentences using appropriate grammatical structures (verb tenses, conjunctions, adverbs) (G6, Q4)
G	5	Use direct and reported speech appropriately in varied contexts	*Week 5 (5)*	More Drills and Exercises on: Compose clear and coherent sentences using appropriate grammatical structures (verb tenses, conjunctions, adverbs) (G6, Q4)
G	6	Use phrases, clauses, and sentences appropriately and meaningfully	*Week 6 (5)*	More Drills and Exercises on: Compose clear and coherent sentences using appropriate grammatical structures (verb tenses, conjunctions, adverbs) (G6, Q4)
RC	7	Use appropriate reading strategies to meet one's purpose (e.g. scanning, skimming, close reading, etc.)	*Week 7- 8 (10)*	More Drills and Exercises on: Compare and contrast content of materials viewed to other sources of information (print, online and broadcast) (G6, Q2)

Grade Level Standard: The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.

Domain	#	MELC	Number of days taught	Remarks
LC	1	Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to	Week 1	More Drills and Exercises on: Identify the purpose, key structural and language features of various types of informational/factual text (G6, Q2)
RC	2	Use a search engine to conduct a guided search on a given topic	Week 2	More Drills and Exercises on: Compare and contrast content of materials viewed to other sources of information (print, online and broadcast) (G6, Q2)
V	3	Navigate a website using essential features, e.g. using headings, links, etc.	Week 3	More Drills and Exercises on: Compare and contrast content of materials viewed to other sources of information (print, online and broadcast) (G6, Q2)
VC	4	Research a topic with support using two or three sources provided, e.g. newspapers, website, video, images, podcast, print based material	Week 4	More Drills and Exercises on: Compare and contrast content of materials viewed to other sources of information (print, online and broadcast) (G6, Q2)
OL	5	Summarize key information from a text	Week 5	More Drills and Exercises on: Present a coherent, comprehensive report on differing viewpoints on an issue (G6, Q3)
V	6	Use analogy to describe or make a point	Week 6	
RC	7	Transcode information from linear to non-linear texts and vice-versa	Week 7-8	More Drills and Exercises on: Interpret the meaning suggested in visual media through a focus on visual elements, for example, line, symbols, colour, gaze, framing and social distance (G6, Q1)

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QUARTER 3

		Grade Level Standard: The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.		
Domain	**#**	**MELC**	**Number of days taught**	**Remarks**
F	1	Use correct and appropriate multi-media resources when orally giving information, instructions, making explanations and narrating events in personal or factual recounts	Week 1	More Drills and Exercises on: Compare and contrast content of materials viewed to other sources of information (print, online and broadcast) (G6, Q2)
F	2	Use the appropriate oral language, stance and behavior when giving information, instructions, making explanations, and narrating events in factual and personal recounts	Week 2	More Drills and Exercises on: Present a coherent, comprehensive report on differing viewpoints on an issue (G6, Q3)
L	3	Explain how a selection may be influenced by culture, history, environment, or other factors	Week 3	More Drills and Exercises on: Evaluate narratives based on how the author developed the elements (G6, Q3)
VC	4	Express one's beliefs/convictions based on a material viewed	Week 4	More Drills and Exercises on: Present a coherent, comprehensive report on differing viewpoints on an issue (G6, Q3) Compare and contrast content of materials viewed to other sources of information (print, online and broadcast) (G6, Q2)
RC	5	Cite evidence to support a general statement	Week 5	More Drills and Exercises on: Identify the purpose, key structural and language features of various types of informational/factual text (G6, Q2) Identify real or make-believe, fact, or non-fact images (G6, Q1)
RC	6	React to what is asserted or expressed in a text	Week 6	More Drills and Exercises on: Make connections between information viewed and personal experiences (G6, Q1)
F	7	Raise sensible, challenging thought-provoking questions in public forums/panel discussions, etc.	Week 7-8	More Drills and Exercises on: Evaluate narratives based on how the author developed the elements (G6, Q3)

QUARTER 4

Grade Level Standard: The learner demonstrates communicative competence through his/ her understanding of Philippine Literature and other texts types for a deeper appreciation of Philippine Culture.				
Domain	**#**	**MELC**	**Number of days taught**	**Remarks**
WC	1	Distinguish features of academic writing	*Week 1*	More Drills and Exercises on: Compose a persuasive essay on self-selected topic (G6, Q4)
F	2	Employ a variety of strategies for effective interpersonal communication (interview, dialog, conversation)	*Week 2*	More Drills and Exercises on: Make connections between information viewed and personal experiences (G6, Q1)
LC	3	Determine the worth of ideas mentioned in the text listened to	*Week 3*	More Drills and Exercises on: Identify the purpose, key structural and language features of various types of informational/factual text (G6, Q2) Identify real or make-believe, fact or non-fact images (G6, Q1)
VC	4	Determine the truthfulness and accuracy of the material viewed	*Week 4*	More Drills and Exercises on: Identify real or make-believe, fact or non-fact images (G6, Q1)
L	5	Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways	*Week 5*	More Drills and Exercises on: Identify the purpose, key structural and language features of various types of informational/factual text (G6, Q2) Identify real or make-believe, fact or non-fact images (G6, Q1)
L	6	Discover literature as a tool to assert one's unique identity and to better understand other people	*Week 6*	More Drills and Exercises on: Identify the purpose, key structural and language features of various types of informational/factual text (G6, Q2) Identify real or make-believe, fact or non-fact images (G6, Q1)
L	7	Discover through Philippine literature the need to work cooperatively and responsibly in today's global village	*Week 7*	More Drills and Exercises on: Identify the purpose, key structural and language features of various types of informational/factual text (G6, Q2) Identify real or make-believe, fact or non-fact images (G6, Q1)
WC	8	Compose an informative essay	*Week 8*	More Drills and Exercises on: Compose a persuasive essay on self-selected topic (G6, Q4)

Learning Area: ENGLISH   Grade Level: 8

QUARTER 1

Domain	#	MELC	Number of days taught	Remarks
*Grade Level Standard: The learner demonstrates communicative competence through his/ her understanding of Afro-Asian Literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.*
V	1	Determine the meaning of words and expressions that reflect the local culture by noting context clues **EN8V-If-6**	5	
SS	2	Use conventions in citing sources **EN8SS-IIIg-1.6.4**	5	
G	3	Use modal verbs, nouns and adverbs appropriately	10	
G	4	Identify and use signals that indicate coherence (e.g. additive - also, moreover; causative - as a result, consequently; conditional/ concessional - otherwise, in that case, however; sequential - to begin with, in conclusion; clarifying - for instance, in fact, in addition)	10	Prior to teaching this competency, give inputs, and practice on *"Compose an informative essay"(G7, Q4)*
G	5	Use a range of verbs, adjectives and adverbs to convey emotional response or reaction to an issue to persuade	10	
			40	

QUARTER 2

Domain	#	MELC	Number of days taught	Remarks
*Grade Level Standard: The learner demonstrates communicative competence through his/ her understanding of Afro-Asian Literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.*
RC	6	Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts **EN8RC-IIe-1.2**	5	Prior to teaching this competency, give inputs, and practice *"Transcode information from linear to non-linear texts and vice-versa" (G7, Q2)*
G	7	Use opinion-marking signals to share ideas	10	Prior to teaching this competency, give inputs, and practice *"React to what is asserted or expressed in a text" (G7, Q3)*
VC	8	Compare and contrast the presentation of the same topic in different multimodal texts	10	

Domain	#		Number of days taught	
VC	9	Compare and contrast own opinions with those presented in familiar texts	*10*	
VC	10	Recognize positive and negative messages conveyed in a text	*5*	
			40	

QUARTER 3

Grade Level Standard: *The learner demonstrates communicative competence through his/ her understanding of Afro-Asian Literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.*				
Domain	**#**	**MELC**	**Number of days taught**	**Remarks**
RC	11	Examine biases (for or against) made by the author **(EN8RC-IIIg3.1.12)**	*5*	
V	12	Analyze intention of words or expressions used in propaganda techniques **(EN8V-IIIg-26)**	*9*	
LC	13	Determine various social, moral, and economic issues discussed in the text listened to **(EN8LC-IIIh-7.4)**	*5*	Prior to teaching this competency, give inputs, and practice on *"Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways" (G7, Q4)*
L	14	Analyze literature as a mirror to a shared heritage of people with diverse backgrounds	*6*	
G	15	Use appropriate cohesive devices in various types of speech.	*5*	
G	16	Use parallel structures **(EN8G-Ia-7)**	*10*	Prior to teaching this competency, give inputs, and practice on *"Use phrases, clauses, and sentences appropriately in varied contexts" (G7, Q1)*
			40	

QUARTER 4

		Grade Level Standard: *The learner demonstrates communicative competence through his/ her understanding of Afro-Asian Literature and other texts types for a deeper appreciation of Philippine Culture and those of other countries.*		
Domain	**#**	**MELC**	**Number of days taught**	**Remarks**
G	17	Use appropriate grammatical signals or expressions suitable to each pattern of idea development: general to particular • claim and counterclaim • problem-solution • cause-effect and others	7	Prior to teaching this competency, give inputs, and practice on *"Use analogy to describe or make a point" (G7, Q2)*
WC	18	Expand the content of an outline using notes from primary and secondary sources **(EN8WC-IIIc-1.1.6)**	5	Prior to teaching this competency, give inputs, and practice on *"Identify the genre, purpose, intended audience and features of various viewed texts such as movie clip, trailer, newsflash, internet-based program, documentary, video"* (G7, Q1)
RC	19	Synthesize essential information found in various sources	5	Prior to teaching this competency, give inputs, and practice on "Determine the worth of ideas mentioned in the text listened to" (G7, Q4)
WC	20	Compose effective paragraphs **(EN8WC-IIa-2.8)**	5	
WC	21	Develop paragraphs that illustrate each text type (narrative in literature, expository, explanatory, factual and personal recount, persuasive)	10	Prior to teaching this competency, give inputs, and practice on *"Discover through Philippine literature the need to work cooperatively and responsibly in today's global village"* (G7, Q4)
F	22	Deliver a self-composed speech using all the needed speech conventions	8	Prior to teaching this competency, give inputs, and practice on *"Raise sensible, challenging thought-provoking questions in public forums/panel"* (G7, Q3)
			40	

Learning Area: __ENGLISH__   **Grade Level**: __9__

QUARTER 1

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 the other countries.				
Domain	**#**	**MELC**	**Number of days taught**	**Remarks**
G	1	Express permission, obligation and prohibition using Modals **(EN9G-IIe-20)**	12	Prior to teaching this competency, give inputs and exercises first on: *Use modal verbs, nouns, and adverbs appropriately (G8, Q1)*
G	2	Use conditionals in expressing arguments	13	Prior to teaching this competency, give inputs and exercises first on: *Identify and use signals that indicate coherence (e.g., additive - also, moreover; causative - as a result, consequently; conditional/ concessional - otherwise, in that case, however; sequential - to begin with, in conclusion; clarifying - for instance, in fact, in addition) (G8, Q1)*
V	3	Employ the appropriate communicative styles for various situations (intimate, casual, conversational, consultative, frozen)	15	Prior to teaching this competency, give inputs and exercises first on: *Use appropriate cohesive devices in various types of speech (G8, Q3)*
			40	

QUARTER 2

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 the other countries.

Domain	#	MELC	Number of days taught	Remarks
RC	4	Make connections between text to particular social issues, concerns, or dispositions in life	25	Prior to teaching this competency, give inputs and exercises first on: *Use a range of verbs, adjectives and adverbs to convey emotional response or reaction to an issue to persuade* *(G8,Q1)* *Determine various social, moral, and economic issues discussed in the text listened to* *(G8, Q3)*
L	5	Analyze literature as means of understanding unchanging values in the VUCA (volatile, uncertain, complex, ambiguous) world	15	
			40	

QUARTER 3

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 the other countries.

Domain	#	MELC	Number of days taught	Remarks
LC	6	Differentiate biases from prejudices **(EN9LC-IVf-13.3)**	13	Prior to teaching this competency, give inputs and exercises first on: *Compare and contrast own opinions with those presented in familiar texts* *(G8, Q3)*
VC	7	Determine the relevance and truthfulness of the ideas presented in the material viewed	12	Prior to teaching this competency, give inputs and exercises first on:

		(EN9VC-IVa-10)		
				Recognize positive and negative messages conveyed in a text *(G8, Q2)*
LC	8	Judge the validity of the evidence listened to (EN9LC-IVh-2.15)	15	Prior to teaching this competency , give inputs and exercises first on: *Use conventions in citing sources EN8SS-IIIg-1.6.4* *(G8, Q1)* *Synthesize essential information found in various sources* *(G8, Q4)*
			40	

QUARTER 4

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 the other countries.				
Domain	**#**	**MELC**	**Number of days taught**	**Remarks**
RC	9	Judge the relevance of the worth ideas, soundness of author's reasoning, and the effectiveness of the presentation **(EN9RC-IVf-2.22)**	20	
LC	10	React to lay value judgment on critical issues that demand sound analysis and call for prompt actions	20	
			40	

Learning Area: __ENGLISH__   **Grade Level**: __10__

QUARTER 1

Domain	#	MELC	Number of days taught	Remarks
Grade Level Standard:				
RC	1	Use information from news reports, speeches, informative talks, panel discussions, etc. in everyday conversations and exchanges	5	
RC	2	Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	5	
VC	3	Appraise the unity of plot, setting and characterization in a material viewed to achieve the writer's purpose	6	
VC	4	Compare and contrast the contents of the materials viewed with outside sources of information in terms of accessibility and effectiveness	6	
LC	5	Employ analytical listening in problem solving	6	Prior to teaching this competency, give inputs and practice on "Judge the validity of the evidence listened to" (G9, Q3)
LC	6	Evaluate and make judgements about a range of texts using a set of criteria e.g. comparing arguments on the same topic, critiquing a short story	6	Prior to teaching this competency, give inputs and practice on "Judge the relevance and worth of ideas, soundness of author's reasoning, and the effectiveness of the presentation" (G9, Q4)
LC	7	Evaluate spoken texts using given criteria, e.g. fluency, tone, cohesion, correctness	6	Prior to teaching this competency, give inputs and practice on "Employ the appropriate communicative styles for various situations (intimate, casual, conversational, consultative, frozen)" (G9, Q1)
		TOTAL	40	

QUARTER 2

Grade Level Standard:				
Domain	**#**	**MELC**	**Number of days taught**	**Remarks**
G	**8**	Observe the language of research, campaigns, and advocacies	*5*	Prior to teaching this competency, give inputs and practice on "Make connections between texts to particular social issues, concerns, or dispositions in real life" (G9, Q2)
WC	**9**	Identify key structural elements, e.g.: • Exposition - Statement of position, • Arguments, • Restatement of Positions and language features of an argumentative text, e.g.: • modal verbs: should, must, might, and modal adverbs: usually, probably, etc.; • attitudes expressed through evaluative language; • conjunctions or connectives to link ideas: because, therefore, on the other hand, etc.; • declarative statements; • rhetorical questions; passive voice	*5*	Prior to teaching this competency, give inputs and practice on "Use conditionals in expressing arguments" (G9, Q1)
WC	**10**	Formulate a statement of opinion or assertion	6	
WC	**11**	Formulate claims of fact, policy, and value	6	
WC	**12**	Write an exposition or discussion on a familiar issue to include key structural elements and language features	6	Prior to teaching this competency, give inputs and practice on "Make connections between texts to particular social issues, concerns, or dispositions in real life" (G9, Q2)
F	**13**	Deliver a prepared or impromptu talk on an issue employing the techniques in public speaking	6	Prior to teaching this competency, give inputs and practice on "Employ the appropriate communicative styles for various situations (intimate, casual, conversational, consultative, frozen)" (G9, Q1)
W	**14**	Compose texts which include multimodal elements	6	
		TOTAL	40	

QUARTER 3

Domain	#	MELC	Number of days taught	Remarks
		Grade Level Standard:		
WC	15	Compose an Argumentative Essay	4	
WC	16	Use a variety of informative, persuasive, and argumentative writing techniques	4	
WC	17	Compose an independent critique of chosen selection	4	
RC	18	Critique a literary selection based on the following approaches: - Structuralist/Formalist - Moralist - Marxist - Feminist - Historical - Reader- Response	28	Prior to teaching this competency, give inputs and practical exercise on "Analyze literature as a means of understanding unchanging values in the VUCA (volatile, uncertain, complex, ambiguous) world" (G9, Q2)
			40	

QUARTER 4

Domain	#	MELC	Number of days taught	Remarks
		Grade Level Standard:		
V	19	Distinguish technical terms used in research	5	
V	20	Give Technical and operational definitions	5	
V	21	Give expanded definitions of words	5	
G	22	Observe correct grammar in making definitions	5	
WC	23	Compose a research report on a relevant social issue	20	Prior to teaching this competency, provide practical exercises on "React to lay value judgment on critical issues that demand sound analysis and call for prompt actions. (G9, Q4)
			40	