ALIGNING TO THE NEW COMPETENCIES

About Rex K to 12 Pointers on Curriculum Changes

Dear Partners in Education,

Greetings of peace!

Once again, the Philippine educational landscape is experiencing great changes in the K to 12 curriculum. Hence, we at Rex Book Store present to you the **Rex K to 12 Pointers** – an exclusive annual additional teacher's resource material designed to guide teachers by giving useful suggestions on how to best address specific academic concerns using both Rex teaching and learning materials. Particularly for this issue, the focus is on how teachers can better understand curriculum crosswalks as they impact teaching and learning. Also, this new volume of the Rex K to 12 Pointers for School Year 2014–2015 focuses on how to respond to the K to 12 curriculum version transitions per subject and grade level.

Since the implementation of the K to 12 curriculum in 2011, the DepEd has released several versions of it through its official memoranda, necessitating changes in scope and sequence, and competencies per subject per grade level with each latest release. This regular updating has had more impact on some subjects more than others. For instance, the most notable changes are in the Social Studies subject in which Grade 3 now covers appreciation of one's own region, and Grades 7 to 10 now cover new topics per level. These latest developments in the curriculum pose a challenge to educators, as they must ensure strict compliance in their implementation of the K to 12 program, from the administrative down to the classroom level.

In response, Rex Book Store shares your need to address the curriculum transitions, and we are committed to provide the necessary support to adopters of Rex titles. As your trusted partner, Rex has endeavored to come up with this new edition of the Rex K to 12 Pointers, covering the K to 12 curriculum transitions per subject as they relate to Rex titles. To ensure that Rex teaching and learning materials comply with the latest K to 12 curriculum standards and competencies, the Rex K to 12 Pointers features a curriculum crosswalk. In this crosswalk, our academic specialists have identified the additional lessons and exercises required to maximize the achievement of student learning outcomes per standard in the curriculum. In addition, the output of this crosswalk has been presented through a visual tabulation of what the curriculum transitions are, and how these transitions are addressed by the teaching and learning materials provided by Rex. Thus, this edition of the Rex K to 12 Pointers serves as a guide for you, while the additional lessons may be accessed in the Rex Interactive website via www.rexinteractive.com.

We hope that through the full compliance to the latest K to 12 curriculum that this new resource material offers, you would gain the confidence and peace of mind that you need in becoming effective educators. We are one with you in aspiring toward a successful implementation of the K to 12 basic education program for the benefit of our students. May our concerted efforts be the light to others as well as the mirror that reflects it.

Sincerely,

Rex Book Store

Various online tools which make teaching and learning richer and more meaningful are just a few clicks away!

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Publisher's Note

Leaders should recognize that one of their prime obligations is to help members of their organizations feel confident and capable as they become motivated (Doll, 2009). Indeed, as principals, subject area coordinators, or classroom teachers, you are leaders in your own schools or classrooms. Part of your responsibilities as leaders is to provide assistance to your members. With the recent changes occurring in the K to 12 curriculum, leaders such as yourselves should support your members as they transition from one curriculum version to another.

The tasks of tracking changes in the curriculum, defining new competencies, and making new lessons to implement the new competencies are grueling for any teacher. But these are necessary tasks to ensure that learners won't be shortchanged by the changes happening, rather, that they reap the fulfillment of the objectives of those changes.

As your trusted partner, Rex Book Store understands the efforts and resources needed to track and implement the changes in the curriculum. Hence, it has endeavored to give you the **Rex Pointers** – a learning supplement that traces the different changes in the curriculum through a curriculum crosswalk, develops new lessons to accomplish the intentions of the competencies, and journeys with the teachers as they execute the new lessons in their classrooms. The curriculum crosswalk found in the Rex Pointers gives the teachers a view of the spiral movement of the curriculum by comparing old standards and competencies to the new ones. It identifies if there are gaps in the curriculum that should be filled to help students attain the intended learning outcomes. The Rex Pointers also contains ready-made lesson plans to address the new learning competencies, saving time for teachers in preparing their instruction. These lesson plans include combined competencies to show the integration of the topics. Finally, the Rex Pointers journeys with the teachers as they execute the new whole curriculum by providing a range of appropriate techniques and strategies.

Rex Book Store hopes that the Rex Pointers will guide teachers toward the direction of becoming true leaders of K to 12 in their schools and their classrooms. With the preparation and assistance that this material offers, teachers are assured that with Rex, "*You are booked for success.*"

Don Timothy Buhain
Chief Operating Officer, Rex Book Store, Inc.

A Primer on Curriculum Crosswalks

The Philippine K to 12 curriculum has undergone various improvements since its implementation last 2011. The improvements can either be in terms of substitution, alteration, variation, restructuring, or value orientation change (Doll, 2001). And as in all changes or improvements, their success depended on how these have been planned, communicated, and accepted. The latest of the improvements were the December 2012 and December 2013 versions released by the DepEd.

In order for schools and teachers to plan and implement these recent improvements in the curriculum, there are processes needed to track them. The simplest but most useful way of tracking them is through a curriculum crosswalk or content map. The purposes of a curriculum crosswalk are (1) to gain information about the curriculum changes; (2) to ensure spiral progression; (3) to provide provision in analyzing gaps in student learning and to fill in these gaps; and (4) to find and integrate natural curriculum connections with the nature of the discipline (Jacobs, 2009).

Defining a Curriculum Crosswalk

The elements in the curriculum that have undergone major changes are the content standards, performance standards, and learning competencies. In order to track these changes and plan actions to comply with them, a curriculum crosswalk is necessary. A curriculum crosswalk refers to a process used to cross-reference or to align the learning outcomes of the courses in a pathway (Bitters and Wigner, 2009).

Why perform a curriculum crosswalk?

A curriculum crosswalk allows for gaps to be found between current standards or learning competencies and expected knowledge and skills required by the discipline. These gaps and deficiencies can then be used to develop new competencies, additional lessons, new courses, and/or new opportunities for students to gain the necessary knowledge and skills.

When should a curriculum crosswalk be done?

Ideally, a curriculum crosswalk should be done before making a course syllabus or the subject's scope and sequence. This allows for changes of curriculum or course development to be incorporated in the instruction or instructional materials being developed.

Steps in Performing a Curriculum Crosswalk

Step 1:

Identify who will be involved in the curriculum review.

❑ The proponents determine the procedures used in completing the curriculum review.

❑ Documentation and update of the curriculum review are done by the proponents.

Step 2:

Assemble all relevant standards and benchmarks.

❑ Content Standards

❑ Performance Standards

❑ Learning Competencies

Example:

GRADE 1

Domain	Learning Competencies	Quarter/ Week	LC Listening Comprehension

Listening Comprehension	• Identify connections between text listened to and personal experience DELETED
	• Make predictions about stories based on the cover or title, pictures, and details in the text DELETED
	• Use an understanding of characters, incidents and settings to make predictions MOVED TO GRADE 2 3RD QUARTER
	• Identify story to elements (characters, setting, plot, ending) in the text listened to
	• Validate ideas made after listening to a story MOVED TO GRADE 2 2ND QUARTER
	• Activate prior knowledge based on new knowledge formed MOVED TO GRADE 2 1ST QUARTER
	• Listen carefully to texts read aloud DELETED
	• Ask and answer simple questions (who, what, where, when, why, and how) about text listened to DELETED
	• Identify connections between text listened to and personal experience
	• Ask and respond to questions about informational texts listened to (environment, health, how-to's, etc.) DELETED
	• Derive meaning from repetitive language structure
	• Retell and/or reenact events from a story DELETED
	• Talk about texts identifying major points and key themes DELETED
	• Participate/engage in a read-along of texts (e.g., poems, repetitive texts) DELETED
		3rd Quarter 1–10 and 4th Quarter 1–5	EN1OL-IIIa-j- 1.1
			1. Listen to short stories/poems and note important details pertaining to
			  a. character
			  b. setting
			  c. events
			2. Give the correct sequence of three events NEW
			3. Infer the character feelings and traits NEW
			4. Identify cause and/or effect of events NEW
			5. Identify the speaker in the story or poem NEW
			6. Predict possible ending of a story read
			7. Relate story events to one's experience
			8. Discuss, illustrate, and dramatize specific events NEW
			9. Identify the problem and solution NEW
			10. Retell a story listened to

December 2012 version	**December 2013 version**

Notice that the competencies were compared line by line. This not only helps track what happened to a particular competency, but also gives an idea of the changes that happened. In the example above, some of the competencies were either retained, deleted, moved, revised, or added.

Step 3:

Analyze and crosswalk the standards and competencies.

Note deficiencies and gaps in the curriculum. This part of the curriculum crosswalk can ensure that the learning competencies are in spiral progression. Also, at this vantage, the teacher can see the gaps that the curriculum may have.

Example:

April 2013	Remarks	December 2013
1st Quarter: Living Things and Their Environment		
Content Standards: Demonstrate understanding of photosynthesis and respiration as life energy processes DELETED	In this instance, the content standards were revised to give emphasis on content. The new learning standards discuss both content as well as the process of photosynthesis, whereas the old standards just focused on the process of photosynthesis and respiration. The new content standards necessitates that there is a discussion on the plant part that procures photosynthesis and why this part provides that mechanism.	**Content Standards:** Demonstrate understanding of the structure and function of plant parts and organelles involved in photosynthesis NEW

Step 4:

Align the standards to the curriculum.

❑ After a comprehensive synopsis of standards and expectations has been developed, it must be compared to the goals and objectives of the subject area, subject scope and sequence, and the total curriculum.

❑ The most effective approach is to look at the curriculum in total and across all subject areas (vertical and horizontal alignments).

❑ This step should be able to accomplish integration, eliminate duplication, and optimize use of student time.

Step 5:

Redesign the curriculum to correct the deficiencies.

❑ Design new courses or revise current courses.

❑ Design teaching enhancements to support the standards.

❑ Both content as well as teaching and learning strategies can be modified to address the deficiencies.

Step 6:

Design assessments that verify attainment of standards.

❏ Verification of student success is essential if the curriculum is to produce student mastery of required skills.

❏ The assessment methods and tools must be developed in direct reference to the standards.

In looking at the crosswalk, the teacher can identify which are the target competencies that need to be developed. Thus, the teacher can now create an assessment to accomplish these targeted competencies. It is easier to view this using the curriculum crosswalk.

One limitation is in identifying the assessment tools to be used. This limitation is addressed by the curriculum map that can be developed when using the crosswalk.

Step 7:

Develop an implementation plan.

❏ Include items such as deadlines and timelines, resources, staff/professional development, barriers, and benefits.

❏ Professional development must be provided to assist teachers in dealing with the changes.

❏ Realistic timelines for implementation must be included.

Step 8:

Evaluate the results.

❏ The implementation plan should include collection of suitable data to document the effects of the reform on student performance.

❏ The concept of continuous improvement should be adopted with the recognition that reform is an ongoing and never-ending effort.

In this Rex Pointers, steps 1 to 5 have already been provided for the teacher. Thus, teachers no longer have to do the grueling process of identifying changes and developing new lesson plans to apply these changes.

Advantages of Doing a Curriculum Crosswalk

The advantages of doing a curriculum crosswalk are the following:

1. A crosswalk is a simple and clear way to communicate the connections between curriculums. It is useful for explaining the changes in standards and competencies.

2. It is a good review tool. It can point to gaps in the standards and generate ideas/discussion on how to fill in those gaps. It is useful for writing and revising standards.

3. It supports an argument for face validity. The crosswalk can point to the extent to which a competency can cover the concept it purports to measure. This can also show the relevance of the assessment produced.

Limitations of a Crosswalk:

However, a crosswalk should <u>not</u> be used to:

1. Link standards and assessments. It is not good for calibrating standards to test content. It can only describe the content. As a result, teachers would need to conduct a more sophisticated analysis on the test items.

2. Write standards to match test content.

3. Support an argument to establish validity. At most, a crosswalk can show connections (i.e., face validity), but it lacks the analysis necessary for a validity study.

Despite the limitations, the advantages of doing a curriculum crosswalk are still immense. The output can help in developing additional lessons that teachers can use for new and revised competencies.

References:

1. Doll, Robert C. (2009). *Curriculum Improvement Decision Making and Process*. New York, USA: Allyn and Bacon.

2. Jacobs, H. and Johnson, A. (2009). *Curriculum Mapping Planner*. Virginia, USA: ASCD.

3. Ornstein, Behar-Horenstein et al. (2003). *Contemporary Issues in Curriculum, 3rd Edition*. Boston, USA: Pearson.

4. http://cte.dpi.wi.gov/files/cte/pdf/curriccrosswalk.pdf

5. www.adultedcontentstandards.ed.gov/.../Using%20Crosswalks%20for%2...

6. http://www.deped.gov.ph/ (Department of Education 2013 Curriculum Guides)

A Closer Look at the Curriculum Change:
Elementary English Curriculum
(Versions December 2012 versus March 2014):
Focused on Grade 1

The DepEd K to 12 curriculum has undergone several draft changes. The latest of the changes were on versions December 2012 and December 2013. This material from Rex will help teachers to track changes and to give readily-available lessons for competencies that are new.

The changes in the two versions involve a change in format, changes in content and performance standards, as well as learning competencies.

A.   The change in the format is shown below:

The curriculum guide for December 2012 was on a per domain basis versus the December 2013 which is tabular (all domains are shown together with the competencies). (Please refer to the boxes above.) The change encompassed not only a variation in physical format but more importantly, the December 2013 version prescribes to the teacher on a weekly basis (please refer to the boxed portion above) when a particular lesson will be discussed. In contrast, the December 2012 version gave the topic on a per quarter basis. Moreover, the tabular version shows the alignment of the different learning competencies. This makes it easier for the teacher to match the competencies of the different domains.

B.   The changes on the content standards involve the following:

The main change in the content standards is that in the 2012 curriculum version, content standards are on a per domain basis, whereas in the 2013 curriculum version, where the core learning area standards is for the whole grade level.

Oral Language: Quarter 3 (2012): Demonstrates understanding of common words used to communicate personal experiences, ideas, thoughts, actions, and feelings

Quarter 4 (2012): Demonstrates understanding of variety of literary forms and concepts of words in English for effective expression

Phonological Awareness: Quarter 3 (2012): Demonstrates understanding of sounds and their meanings for appropriate use of words

Quarter 4 (2012): Demonstrates understanding of sounds and sound patterns for production of words

Grammar: Quarter 3 (2012): Demonstrates understanding of concepts of nouns and adjectives for identification and description

Quarter 4 (2012): Demonstrates understanding of concepts of verbs, pronouns, and prepositions in meaningful messages

Vocabulary: Quarter 3 (2012): Demonstrates understanding of common English words for effective communication

Quarter 4 (2012): Demonstrates understanding of word meaning for correct usage

Listening Comprehension: Quarter 3 (2012): Demonstrates understanding of word meaning for correct usage

Quarter 4 (2012): Demonstrates understanding of the elements of literary and informational texts for effective oral expression

Core Learning Area Standards: (2013): The learner demonstrates mastery of basic skills in English language arts; communicates appropriately, fluently, and accurately orally and writes for a variety of purposes in different social and academic context at his/her level while carrying out real-life tasks necessary to cope with the demands of a functionally literate and competent local, national, and global citizen.

Looking at the Content Standards of the 2012 versions and the Core Learning Area Standards of the 2013 version, note that the 2013 version is more general and involves holistic interpretation of the standards vis-a-vis the different domains. On the other hand, the 2012 Content Standards are on a per domain basis and more aimed at developing knowledge at that particular domain.

C.   The changes on the performance standards involve the following:

Oral Language: Quarter 3 (2012): Shares personal ideas, thoughts, actions, and feelings using common and appropriate words

Quarter 4 (2012): Participates actively in different oral activities

Phonological Awareness: Quarter 3 (2012): Manipulates skillfully the sounds in words to express meaning; displays sensitivity to sounds in spoken language

Quarter 4 (2012): Manipulates skillfully the speech sounds through simple meaningful guided conversations

Grammar: Quarter 3 (2012): Correctly names people, objects, places, and things through theme-based activities

Quarter 4 (2012): Constructs grammatically-correct simple sentences in theme-based conversations using verbs, pronouns, and prepositions

Vocabulary: Quarter 3 (2012): Uses basic vocabulary to independently express ideas about personal, home, school, and community experiences

Quarter 4 (2012): Correctly uses common words in speaking activities

Listening Comprehension: Quarter 3 (2012): Correctly identifies elements of literary and informational texts to relate texts with personal experiences

Quarter 4 (2012): Uses elements of literary and informational texts to sufficiently extend meaning and understanding

Key Stage Standards (2013): The learner demonstrates basic language skills using a variety of media and uses these to learn varied content.

Grade Level Standards (2013): The learner listens for comprehension, speaks clearly, and uses appropriate expressions in talking about oneself, family, and other social context interactions.

Looking at the Performance Standards of the 2012 versions and the Key Stage and Grade Level Standards of the 2013 version, note that the 2013 version is more general and involves holistic interpretation of the standards vis-a-vis the different domains. On the other hand, the 2012 performance standards are on a per domain basis and more aimed at developing skills at that particular domain.

Curriculum Crosswalk for English Grade 1

Defining Curriculum Crosswalk

There are also changes in the learning competencies. In order for the teachers to track these changes, a curriculum crosswalk is necessary. A crosswalk is a relatively simple procedure that typically involves content analysis and side-by-side comparison. The straightforwardness of crosswalks makes them useful tools for alignment; however, they are not the only tools that can be used to for alignment. In general, as done in this crosswalk, the comparison is done in a side-by-side chart.

The following are the use of a curriculum crosswalk:

a. Compare competencies to competencies (e.g., compare apples to apples). This provides an efficient way to demonstrate change. Crosswalks are often used to compare new competencies to old competencies.

Example:

GRADE 1

DOMAIN	LEARNING COMPETENCIES
Listening Comprehension	• Identify connections between text listened to and personal experience DELETED • Make predictions about stories based on the cover or title, pictures, and details in the text DELETED • Use an understanding of characters, incidents and settings to make predictions MOVED TO GRADE 2 3RD QUARTER • **Identify** story elements (characters, setting, plot, ending) from the text listened to • Validate ideas made after listening to a story MOVED TO GRADE 2 2ND QUARTER • Activate prior knowledge based on new knowledge formed MOVED TO GRADE 2 1ST QUARTER • Listen carefully to texts read aloud DELETED • Ask and answer simple questions (who, what, where, when, why, and how) about text listened to DELETED • **Identify** connections between text listened to and personal experience • Ask and respond to questions about informational texts listened to (environment, health, how-to's, etc.) DELETED • Derive meaning from repetitive language structure • Retell and/or reenact events from a story DELETED • Talk about texts identifying major points and key themes DELETED • Participate/Engage in a read-along of texts (e.g. poems, repetitive texts) DELETED

Quarter/ Week	LC Listening Comprehension
3rd Quarter 1–10 and 4th Quarter 1–5	**EN1OL-IIIa-j- 1.1** **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 NEW 3. Infer the character feelings and traits NEW 4. Identify cause and/or effect of events NEW 5. Identify the speaker in the story or poem NEW 6. Predict possible ending of a story read 7. **Relate** story events to one's experience 8. Discuss, illustrate, and dramatize specific events NEW 9. Identify the problem and solution NEW 10. Retell a story listened to

Notice that the competencies were compared line by line. This not only helps track what happened to a particular competency but also gives an idea of the change that happened. In the example above, some of the competencies were either retained, deleted, moved, revised, or added.

b. Compare learning competencies and curriculum (i.e., a part to whole comparison)

This part of the curriculum crosswalk can ensure that the learning competencies are in spiral progression. Also, at this vantage, the teacher can see the gaps that the curriculum may have. Later, as we view the whole grade 1 curriculum crosswalk, one will notice that the curriculum version 2013 emphasized more on the listening skills of the pupils. This is consistent with the DepEd vision of developing better listening skills in pupils. Also, there were changes in grammar competencies. The progression of topics will start from recognition of sentences and non-sentences rather than the usual the parts of speech pattern from noun onwards that we were used to. Another change is in the phonological awareness, where the CVC recognition was moved to the grade 3 level. On the whole, the 2013 version of the curriculum is focused on developing mastery of a topic before moving to another one.

c. Compare standards to assessments. Crosswalks are a significant way of linking standards and assessments. Although this use is valuable, it has some limitations.

In looking at the crosswalk, the teacher can identify which are the target competencies that need to be developed. Thus, the teacher can now create an assessment to accomplish these targeted competencies. It is easier to view this using the curriculum crosswalk. The limitation is in identifying assessment tools to be used. This limitation is fulfilled by the curriculum map that can be developed using the crosswalk.

Curriculum Crosswalk for English Grade 1

A. Listening Comprehension Quarter 3

DOMAIN	LEARNING COMPETENCIES
Listening Comprehension	• Identify connections between text listened to and personal experience DELETED • Make predictions about stories based on the cover or title, pictures, and details in the text DELETED • Use an understanding of characters, incidents and settings to make predictions MOVED TO GRADE 2 3RD QUARTER • Identify story elements (characters, setting, plot, ending) from the text listened to • Validate ideas made after listening to a story MOVED TO GRADE 2 2ND QUARTER • Activate prior knowledge based on new knowledge formed MOVED TO GRADE 2 1ST QUARTER • Listen carefully to texts read aloud DELETED • Ask and answer simple questions (who, what, where, when, why, and how) about text listened to DELETED • Identify connections between text listened to and personal experience • Ask and respond to questions about informational texts listened to (environment, health, how-to's, etc.) DELETED • Derive meaning from repetitive language structure • Retell and/or reenact events from a story DELETED • Talk about texts identifying major points and key themes DELETED • Participate/Engage in a read-along of texts (e.g. poems, repetitive texts) DELETED

Quarter/Week	LC Listening Comprehension
	EN1OL-IIIa-j- 1.1 **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 NEW 3. Infer the character feelings and traits NEW 4. Identify cause and/or effect of events NEW 5. Identify the speaker in the story or poem NEW 6. Predict possible ending of a story read 7. **Relate** story events to one's experience 8. Discuss, illustrate, and dramatize specific events NEW 9. Identify the problem and solution NEW 10. Retell a story listened to
3rd Quarter 1–10 and 4th Quarter 1–5	

B. Listening Comprehension Quarter 4

GRADE 1

DOMAIN	LEARNING COMPETENCIES
Listening Comprehension	• Determine whether a story is **realistic or fantasy (changed to real or made-up)** MOVED TO GRADE 2 3RD QUARTER
	• Make predictions about stories based on the text listened to DELETED
	• Validate predictions made after listening to a story DELETED
	• Restate facts from informational texts (climate change, children's rights, traffic safety, etc.) DELETED MOVED TO GRADE 2 2ND QUARTER
	• Follow one-step directions

Quarter/Week	LC Listening Comprehension
	Listen to narrative and informational text or poem and
	EN1LC-IVa-j-2.1
	1. Note important details NEW
	EN1LC- IVa-j-3.12
	2. Give one's reaction to an event or issues NEW
4th Quarter 6–10	**EN1LC- IVa-j-2.8**
	3. Infer important details NEW
	EN1LC-IVa-j-2.7
	4. Sequence events when appropriate NEW
	EN1LC- IVa-j-1.13.2.1
	5. Listen and respond through discussions, illustrations, songs, dramatization, and art NEW

C. Oral Language Quarter 3

GRADE 1

DOMAIN	LEARNING COMPETENCIES
	• Talk about oneself and one's family
	o Talk about one's name and other personal information
	o Talk about one's environment (e.g., persons, animals, places, things, events, etc.) MOVED TO GRADE 2 1ST QUARTER
	o **Talk** about one's activities/responsibilities at home and in school and community
	o Talk about topics of interest
	o Talk about likes and dislikes
Oral Language	• Recite known verses, short poems, and rhymes
	• Use/Respond appropriately to polite expressions listened to
	• Greetings
	o Leave takings
	o Expressing gratitude and apology
	o Asking permission
	o Offering help
	• Share personal experiences, feelings, and ideas related to stories and texts listened to
	o Give directions
	o Ask simple questions
	o Speak clearly and audibly DELETED
	• Speak in full sentences DELETED

Quarter/Week	OL Oral Language
3rd Quarter 1–5	**EN1OL-IIIa-e-1.5** Use/Respond appropriately to polite expressions
	• **EN1OL-IIIa-1.5.1** greetings
	• **EN1OL-IIIb-1.5.2** leave takings
	• **EN1OL-IIIc-1.5.3** expressing gratitude and apology
	• **EN1OL-IIId-1.5.4** asking permission
	• **EN1OL-IIIe-1.5.5** offering help
	EN1OL-IIIa-b – 1.17 Talk about oneself and one's family
	EN1OL-IIIb-c 1.3.3 Talk about one's personal experiences pertaining to the family, one's pets, and personal experiences NEW
	EN1OL-IIIc – 1.17.1 Relate one's activities/responsibilities at home
	EN1OL-1Vd- 1.3.4 Talk about topics of interest (likes and dislikes)
3rd Quarter 6–10	**EN1OL-IIIa-e – 1.5** Use common expressions and polite greetings NEW
	EN1OL-IIIa-j-1.3.1 Talk about stories heard and when and where it took place
	· The characters and
	· Some important details of the story NEW
	EN1OL-IIIa-j-1.2.9 Participate in some sharing activities NEW
	· News sharing
	· Show and tell
	· "I Spy" games
	· Recite rhymes, poem

D. Oral Language Quarter 4

DOMAIN	LEARNING COMPETENCIES
	• Listen to a variety of literary texts (poems and narratives) including informational texts (predictable texts, patterned texts, ICT-based listening texts, and other content-based texts like science, social science, MAPEH, etc.) MOVED TO GRADE 2 1ST QUARTER
Oral Language	• Participate in choral speaking and echo reading of short poems, rhymes, and stories with repeated patterns and refrains in English MOVED TO GRADE 2 3RD QUARTER
• Dramatize familiar stories, rhymes, and poems MOVED TO GRADE 2 3RD QUARTER

Quarter/Week	OL Oral Language
4th Quarter 1–5	EN1OL-IVa-j-1.3 Talk about pictures presented using appropriate local terminologies with ease and confidence NEW
4th Quarter 1–5	EN1OL-IVa-j-1.3.1 Talk about stories heard when and where it took place · The characters and · Some important details of the story NEW
4th Quarter 1–5	EN1OL-IVa-j-1.2.9 Participate in some sharing activities · News sharing · Show and tell · "I Spy" games · Recite rhymes, poem NEW
4th Quarter 6–10	EN1OL-IVf-1.17.2 Ask simple questions NEW
4th Quarter 6–10	EN1LC-IVg-h-3.6 Follow one- to two-step directions NEW
4th Quarter 6–10	EN1OL-IVi-j-1.17.1 Give one-to-two step directions NEW

E. Phonological Awareness Quarter 3 and Quarter 4

GRADE 1

Week	PA Phonological Awareness
3rd Quarter 1–5	**EN1PA-IIIa-e-2.2** Recognize rhyming words in nursery rhymes, poems, songs heard
3rd Quarter 1–5	**EN1PA-IIIa-b- 3.1** Give the number of syllables of given words NEW
4th Quarter 1–5	**EN1PA-IVa-b-2.3** Distinguish rhyming words from non-rhyming words
4th Quarter 1–5	**EN1PA-IVc-e-2.4** Supply rhyming words in response to spoken words

DOMAIN	LEARNING COMPETENCIES
Phonological Awareness	• Recognize/produce environmental sounds heard (animals, mechanical objects, musical instruments, vehicles, nature – thunder, winds, etc.) MOVED TO GRADE 2 1ST QUARTER • Distinguish sounds heard (volume – loud and soft; pitch – high and low; pace – fast and slow) DELETED • Recognize rhyming words • Identify rhyming words in nursery rhymes, songs, jingles, poems, and chants • Distinguish rhyming words from non-rhyming words • Supply rhyming words in response to spoken words • Recognize/Produce speech sounds (letter names and sounds) • Identify/Count individual words in phrases and sentences • Substitute sounds in words using onset and rhymes • Use words listened to in meaningful dialogues, etc. DELETED

F. Vocabulary Quarter 3 and Quarter 4

GRADE 1

Quarter/ Week	V Vocabulary Development
3rd Quarter 1–5	**EN1V-IIIa-e-5** Use words that are related to self, family, school, community, and concepts such as the names for colors, shapes, and numbers
4th Quarter 1–5	**EN1V-IVa-e-3** Sort and classify familiar words into basic categories (colors, shapes, foods, etc.)
4th Quarter 6–10	**EN1V-IVf-j-12.1** Give the meaning of words using clues (TPR, pictures, body movements, etc.)

DOMAIN	LEARNING COMPETENCIES
Vocabulary Development	• Differentiate English words from other languages spoken at home and in school DELETED • Ask about unfamiliar words to gain meaning DELETED • Sort and classify familiar words into basic categories (colors, shapes, foods, etc.) • Use new words learned through stories in own speech DELETED • Ask, talk about, and determine the meaning of new words DELETED • Describe familiar objects and events in both Mother Tongue and English DELETED • Derive meaning from repetitive language structures DELETED • Use words that are related to self, family, school, community, and concepts such as the names for colors, shapes, and numbers in both Mother Tongue and English DELETED • Recognize that some words have the same meanings MOVED TO GRADE 2 3RD QUARTER • Determine the meanings of words using clues (Total Physical Response through pictures, body movements, etc.)

G. Grammar Quarter 3

GRADE 1

DOMAIN	LEARNING COMPETENCIES
Grammar	• Name people, objects, things, and places (e.g. names of animals, fruits, objects in songs, stories, poems, nursery rhymes, pictures, realia, and other ICT-based materials) • Use nouns in sentences MOVED TO GRADE 2 1ST QUARTER • Recognize the use of a/an MOVED TO GRADE 2 1ST QUARTER • Use plural form of regular nouns by adding –s or –es MOVED TO GRADE 3 1ST QUARTER

Quarter/ Week	G Grammar
3rd Quarter 1–5	**EN1G-IIIa-e-1 Sentences** · **EN1G-IIIa-1.1** Recognize sentences and non-sentences NEW (From Grade 3) · **EN1G-IIIb-1.4** Recognize simple sentences NEW (From Grade 3) · **EN1G-IIIc-1.3; EN1G-IIId-1.3; EN1G-IIIe-1.3** Recognize telling and asking sentences NEW (From Grade 3)

H. Grammar Quarter 4

DOMAIN	LEARNING COMPETENCIES
Grammar	**Verbs** • Use common action words in retelling, conversation, etc. **Pronouns** • Use personal pronouns MOVED TO GRADE 2 4TH QUARTER • Use commonly used possessive pronouns MOVED TO GRADE 3 3RD QUARTER • Use demonstrative pronouns (this/these, that/those) MOVED TO GRADE 2 4TH QUARTER • Use interrogative pronouns (who, what, when, where, why) DELETED **Adjectives** • Describe people, objects, things, and places using simple adjectives (color, shape, size, height, weight, length, distance, etc.)

Quarter/ Week	G Grammar
4th Quarter 1–5	**EN1G-IVa-e-3** Verbs **EN1G-IVa-e-3.4** Recognize common action words in stories listened to
4th Quarter 6–10	**EN1G-IVf-j-5** Adjectives Recognize describing words for people, objects, things, and places (color, shape, size, height, weight, length, distance, etc.)

Sample Lesson for New Competencies in Grade 1

New Learning Competencies

1. Listening Comprehension
   a. Listen to an informational text
   b. Note important details
2. Oral Language
   a. Talk about personal experiences
   b. Give one- to two-step directions
   c. Participate in sharing activities
3. Phonemic Awareness
   a. Give the number of syllables of given words

Keeping Safe All the Time

Goals

1. Note important details
2. Talk about one's interests and experiences
3. Give directions to other people
4. Count the number of syllables in words

Key Questions

1. What is your favorite ride in an amusement park? Why is this your favorite?
2. What is special about it?
3. What do you need to remember when riding in an amusement park?

Get Hooked

Listen carefully and find out what ride in an amusement park is being talked about. Find out as well what is special about it.

Word Package

1. safe – a condition in which one is out of danger
2. slip – an action that involves moving smoothly
3. bump – an action that involves two objects hitting each other
4. track – a path where vehicles go about
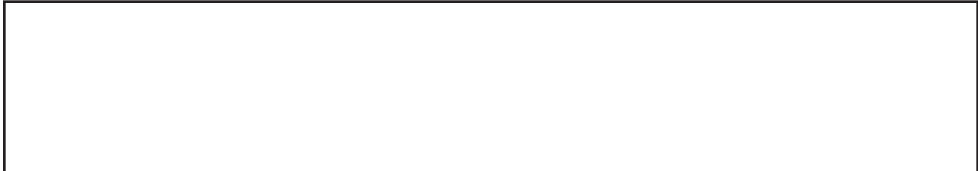
Read Aloud

A Bumpy Ride

Some amusement parks have bumper-car rides. People sit inside the small cars. They wear safety belts. People can turn the cars in different directions. The cars slip and slide around on a shiny metal floor. The cars bump into other cars. The cars bump into the wall around the track. The cars have rubber bumpers around them. The rubber bumpers keep people safe. Do you think it sounds like fun to ride in a bumper car?

Think About It
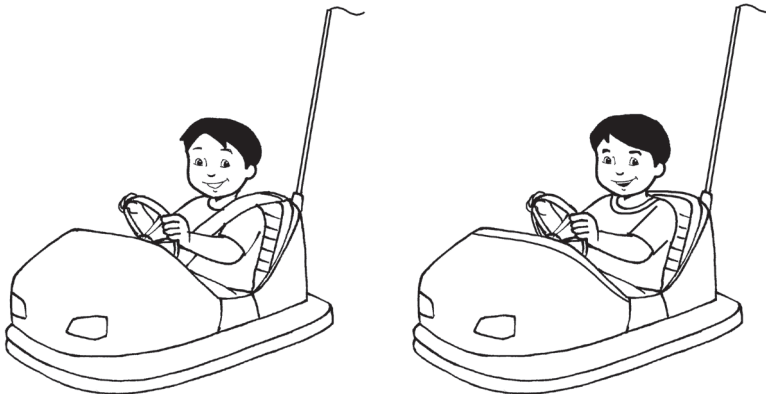
Answer the following questions:

1. What does a bumper car look like? Draw this inside a box. Identify its parts, too.

2. How do you play with a bumper car?

3. What do you enjoy the most about riding a bumper car?

Valuing

1. When you ride a bumper car or any ride in an amusement park, you should always be safe. Put a check on the picture that shows how you should sit in a bumper car.

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2. Aside from the seat belt, what part of the bumper car keeps you safe when you hit into another car? Color this part in the picture below.
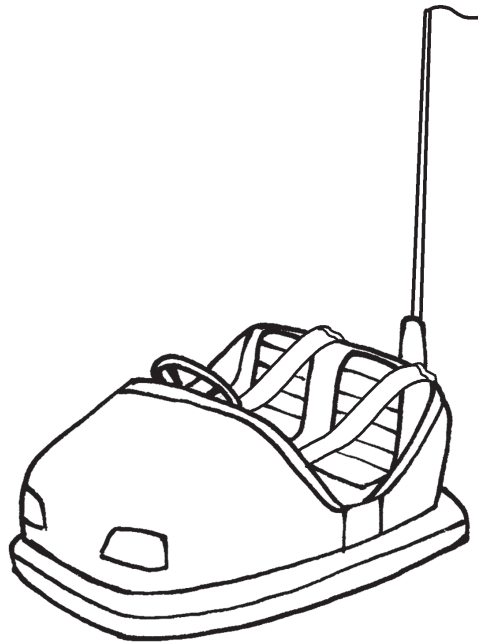
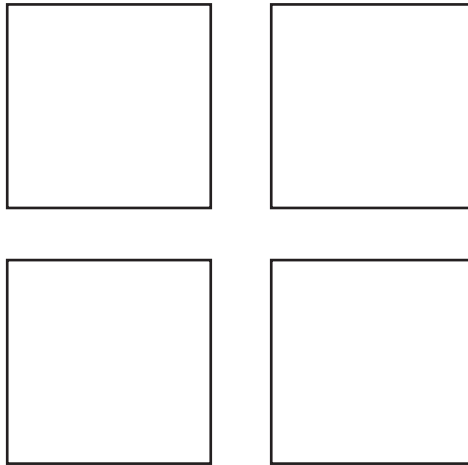3. What may happen to you if you don't follow safety rules in an amusement park?

Essential Language

1. Have you ever gotten into an accident? Share with your classmates what happened in the accident. Relate to them as well what you learned from the accident about being safe. Then, talk about what you can do to avoid those accidents.

2. Pretend that you are giving instructions to other kids who want to ride the bump cars. What will you say to them? Find a partner and practice what you will say to each other.

Learning Tasks

1. Listen to your teacher as he/she reads each item on the list. Put **J** before the item number that talks about a safety tip. If it does not, put **L**.

_____ Play with matches.

_____ Walk on the pedestrian lane only.

_____ Wear a helmet when riding a bike.

_____ Leave the house without asking for permission.

_____ Have an adult come with you when you go to a new place.

2. What other safety tips can you share with your classmates? Form a group of four members and come up with your list of things to remember to be safe. You may make your list through your drawings. Assign a leader and share your work with the class.

Say and Spell

1. Bring to school a picture of what you like the most in an amusement park.
2. Share to the class the picture. Explain why you like it.
3. Complete this sentence with the help of your teacher: My favorite part of the amusement park is the _____.

Skill Extenders

A word can have more than one part. Each part is called a *syllable*. Watch and listen as your teacher models to the class how he/she counts the parts of a word.

Count the number of syllables in the following words:

1. rides
2. ticket
3. popcorn
4. playground
5. amusement

Blog

Complete the sentences below:

The last amusement part I went to was _____.
I felt _____ then.

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Integrating Task

With a group of five members, make a poster to remind your classmates to always be safe. Design your poster through drawings, colors, and pictures.

Summative Test

I.   Safety Tips

What will you say to the kids in the following situations?

1.   A kid playing with scissors

2.   A kid running on the stairs

3.   A kid jumping on a trampoline

4.   A kid playing with a knife

5.   A kid rollerblading without a helmet

6.   A kid eating very quickly

7.   A kid crossing the street on his/her own

8.   A kid talking to a stranger

II.   Counting Syllables

Count the number of syllables in the following words:

1.   bicycle

2.   television

3.   books

4.   chocolate

5.   computer

Lesson 1: Keeping Safe All the Time

Focus: Talking about safety, counting syllables in words

A. Introduction/Preparatory Activities:

1. Introduce the words in the *Word Package* section of the lesson. Provide pictures as to help the pupils fully comprehend the meaning of the words.

2. Prepare the pupils for the reading of the text by asking them the questions in *Key Questions*. Proceed to asking them the *Get Hooked* questions.

B. Body/Developmental Activities:

1. Read the text, "A Bumpy Ride," in the *Read Aloud* section.

2. Use the questions in *Think About It* to facilitate discussion of the story.

3. Proceed to discussing the value of safety in *Valuing*.

   a. Have the pupils identify the proper way of seating in a bumper car.

   b. Ask them to color another part of the car to that makes the children safe.

   c. Let them explain what may happen to them if they don't follow the safety rules while driving in a bumper car.

4. To encourage oral language development, have the pupils share their experiences of being involved in an accident. Ask them what they learned from it and how can they prevent these accidents from happening again.

5. Have the pupils pretend that they are giving safety tips to other kids. Refer to item no. 2 in *Essential Language*.

6. Move on to the activities in *Learning Tasks* that still talk about safety.

7. Let the pupils share stories with their classmates through the *Say and Spell* activity.

8. Teach the pupils how to count the syllables. Model by clapping for every syllable.

9. Ask the class to count the syllables of the words in *Skill Extenders*.

10. Let the pupils write about their experience in an amusement park by doing the activity in *Blog*.

C. Conclusion/Evaluation:

1. Have a poster-making activity as discussed in *Integrating Task*.

2. Have the class accomplish *Summative Test*.