# K to 12 BASIC EDUCATION CURRICULUM

# 3<sup>rd</sup> Quarter: Developing Reading and Writing

WEEK	Learning Competencies										
	OL Oral Language	LC Laterang Camps down trans	RC heading Camp shore are	WC W teng/ Composition	PWR Province and third Encognition	Planty	S Spring	G Grannar	W Writing any Development	Attota	SS Study State by
1		ENGILC-III a- b-2.1 Rocal details from texts viewed featured to	text that they etails will read its should be controlled	EXEWC- TBI-1 Participate in generating index through prearting activities	ENJPW- Itta-6-5 Reed words with long a sound(long a ending in e)	ENSFITTING 1.6 Read grade 3 level texts consisting of vectors with long severi	ENDS-ITTLE- d-4 Spell words that were introduced during word necognition	EN3G-IIIa- b-4.2.1 Use denorately e porcurs (bs,/bst, beso/book	ENDV-IIIa-7 Recognite some words represented by common addresiations (e.g. Hr.	EN SA-IIIIa- 7 Identify feworte authors and stokes	(N ISS-IIIIa- L3 Get information from index and table of contents
2		ENGLE-IIII b- 2.19 identify possible solutions to gratients  ENGLE-IIII b- 4 infer print sources  ENGLE-IIII c- 6-2.5 Valcabe ideas made after Intering to a story  ENGLE-IIII a- intering to a story  ENGLE-III a story	ENCIRC-III a 2.7.1 Identify several effects beard on a given cause  ENCIRC-III a 2.11 Make inforences and draw condusions based on texts (pictures, title and contint world)  ENCIRC-III a 2.13 Distinguish fact from opinion	Elithe-3 Write at least there sentences from vertaxs familiar sources		soundwith at least 95- 100% accordacy  EN 36-312a- j-3.5.1 Road grade 3 level tools consisting of 2-sylutile worth with long yours! soundwith at least 95- 100% accordacy  EN 36-332a- j-1.10.1 Read aload from fumiliar proper and pootiny Consisting of Long vowel worth with fluency, appropriate rhythm, poone and pootiny consisting of Long vowel worth with fluency, appropriate rhythm, poone and			ENLY IIIIa- c-13.1,13.2 Give the synonyms and antonyms of somewords  ENLY IIIIa- j-25 Show understanding of long soviel secrets (A, i, o, and u) through drawing, actions, and using them in sortionors  ENLY IIIII- d-13 Ingresse sociobility through Synonyms (e.g. outs, fast) Outs, fast)	EN SLC CON- c-2.8  Take part in creative responses to stories like preparing logs, journal and other oral presentations	ENSOL- ETITIO-1-2.2 Engage in a sendry of ways to share information (e.g. role playing.) reporting, summentang, retelling and show and tell

# K To 1curriculum Guide English

**Robert R. Redfield** 

# K To 1curriculum Guide English:

**Resources in Education** ,1999-10 Research in Education .1971-12 **Nutrition and the Elderly Shirley King** Nutrition Education Printed Materials and Audiovisuals Shirley King Evans, 1990 Elementary English Evans, 1990 Elementary English Review ,1964-02 ,1974 SCC library has 1949 cur Report of Survey Findings, Assessment of Needs of Bilingual Education Programs National Consortia for Bilingual Education, 1971 **Program Quality Review** for High Schools California. State Department of Education, 1987 This document was designed to assist members of a program review team in conducting a program review and to assist school staff and parents in conducting a self study in preparation for a formal review The program review process is designed to evaluate the effects of curriculum instructional methodologies and effectiveness strategies on students guide development of an assistance plan and provide a model for a school's self study Chapter I describes the methodology and procedures to be used in a program review the determination of the quality of a school curriculum and instructional program by means of a set of standards and the means by which suggestions for increasing the effectiveness of the instructional program might be developed Chaper II describes the quality criteria and contains cautions for reviewers about the use of the criteria in diagnosing the quality of the school program Chapter III describes how the transaction between the reviewing team and the school results in an assistance plan for improving the program offered to the students Appendices list the criteria that describe a high quality school and present a guide to be used by schools in conducting a self study CB **Program Quality Review for Elementary Schools**, 1987 This document has been designed to assist members of a program review team through the process of reviewing a program The program review process has been designed for judging the effects of the curriculum instructional methods and improvement strategies on the students guiding the development of planned assistance and providing a model for the school s own self study process Chapter 1 describes the methods and procedures of program review the application of appropriate criteria for judging the schools instructional program and the development of proposals for improving the instructional program Chapter 2 describes a set of criteria for curricular quality and lists precautions for reviewers about applying these criteria to the school program Chapter 3 describes how the interaction between the review team and the school results in an assistance plan for improving the instructional program Two appendices comprise nearly two thirds of the document Appendix A The Quality Criteria for Judging the Effect of the Program on the Elementary School Student contains criteria for excellence in 12 areas language arts mathematics science history social science visual and performing arts physical education schoolwide effectiveness special needs learning environment staff development leadership and program planning Appendix B is the quide to be used by schools in conducting a self study TE Price List and Order Form for English Instructional Materials ... ,1989

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