

# K to 12 BASIC EDUCATION CURRICULUM

## 2<sup>nd</sup> Quarter (Continuation of Oracy)

| WEEK | Learning Competencies                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                    |                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                              |                                                                                                                                                             |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      | OL<br>Oral Language                                                                                                                                                                                                                                                                                                             | LC<br>Listening<br>Comprehension                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | PA<br>Phonological<br>Awareness | EPK<br>Book and Print<br>Knowledge                                                                                                                                                                                                                                                                                                                                                                                | AK<br>Alphabet<br>Knowledge                                                                                                                                                                                                                                        | G<br>Grammar                                                                                                                     | V<br>Vocabulary<br>Development                                                                                                                                                                                                                                                                                                                                        | A<br>Attitude                                                                                | SS<br>Study Strategy                                                                                                                                        |
| 1-5  | <p><b>EN1OL-IIa-e-1.3</b><br/>Talk about oneself and one's family</p> <ul style="list-style-type: none"> <li><b>EN1OL-IIa-b-1.3.3</b><br/>Talk about one's activities/ responsibilities at home and in school and community</li> <li><b>EN1OL-IIc-d-1.3.4</b><br/>Talk about topics of interest (likes and dislikes)</li> </ul> | <p><b>EN2LC-IIa-b-1.3</b><br/>Identify and discuss the elements of a story (theme, setting, characters, and events)</p> <p><b>EN3OL-IIa-j-1.1</b><br/>Listen to a variety of media including books, audiotapes, videos and other age-appropriate publications and a.</p> <ol style="list-style-type: none"> <li>Note important details pertaining to               <ol style="list-style-type: none"> <li>character</li> <li>settings</li> <li>events</li> </ol> </li> <li>Give the correct sequence of three events</li> <li>Infer the character feelings and traits</li> <li>Identify cause and/or</li> </ol> |                                 | <p><b>EN2BPK-IIa-3</b><br/>Recognize environmental print</p> <p><b>EN2BPK-IIb-c-4</b><br/>Recognize the common terms in English relating to part of book (e.g. cover, title page, etc.) book orientation</p> <p><b>EN2BPK-IId-e-5</b><br/>Recognize proper eye movement skills (transfer skills)</p> <ul style="list-style-type: none"> <li>left to right</li> <li>top to bottom</li> <li>return sweep</li> </ul> | <p><b>EN2AK-IIc-e-2</b><br/>Identify letters in English that are not present in Mother Tongue/ Filipino and vice-versa<br/>Identify the name and sound of each consonant</p> <p><b>EN2AK-IIa-e-3</b><br/>Give the beginning letter of the name of each picture</p> | <p><b>EN1G-IIa-e-3 Verbs</b></p> <p><b>EN1G-IIa-e-3.4</b><br/>Recognize common action words in retelling, conversation, etc.</p> | <p><b>EN1V-IIa-3</b><br/>Sort and classify familiar words into basic categories (colors, shapes, foods, etc.)</p> <p><b>EN1V-IIb-c-12.1</b><br/>Determine the meaning of words using clues (Total Physical Response through maki, pictures, body movements, context clues etc.)</p> <p><b>EN1V-IId-e-4</b><br/>Derive meaning from repetitive language structures</p> | <p><b>EN2G-IIa-e-7.4</b><br/>Perform dialogues, drama, mock interview, TV talk show etc.</p> | <p><b>EN3OL-IIa-e-1.2</b><br/>Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling and show and tell)</p> |

# K To 1 curriculum Guide English

**Ying-Ying Zheng**



## **K To 1 curriculum Guide English:**

## **K To 1curriculum Guide English** Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has be much more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**K To 1curriculum Guide English**," written by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve in to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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