

SCOPE AND SEQUENCE CHART

Title	Objectives	K to 12 Curriculum Learning Competencies
Content Standards:	The students realize that information in a written text may be selected and organized to achieve a particular purpose; determine the relationship of a written text and the context in which it was developed; and identify the requirements of composing academic writing and professional correspondence.	
Performance Standards:	The students critique a chosen sample of each pattern of development focusing on information selection, organization, and development; produce each type of academic writing and professional correspondence following the properties of well-written texts and process approach to writing; and manifest comprehension of texts found in print and on screen.	
UNIT 1		
Lesson 1 Introduction to Reading	<ul style="list-style-type: none">• Explain the meaning of reading• Appreciate the process that takes place between the reader, the text and the context• Identify and use jargons as part of vocabulary development• Peruse expository texts and determine its unique qualities	<p>The student...</p> <ul style="list-style-type: none">• describes a written text as connected discourse.• distinguishes between and among patterns of development in writing across disciplines:<ul style="list-style-type: none">a. narrationb. descriptionc. definitiond. exemplification / classificatione. comparison and contrastf. cause and effectg. problem - solutionh. persuasion• identifies the context in which a text was developed:<ul style="list-style-type: none">a. hypertextb. intertext• explains critical reading as reasoning.• determines textual evidence to validate assertions and counterclaims made about a text read.

Title	Objectives	K to 12 Curriculum Learning Competencies
Lesson 2 Reading and Writing for the Industry	<ul style="list-style-type: none"> • Recognize jargons and how they create a completely different meaning in the context of the field of business • Showcase the use of learned jargons encountered in online articles • Develop a wide vocabulary for terms related to one's field • Identify the different types of texts and how they may be encountered in the workplace • Process pieces of information from different text types to function effectively in the workplace 	<p><i>(Adapted from Learning competencies 3 & 5 of the DepEd Curriculum Guide)</i></p> <p>The student...</p> <ul style="list-style-type: none"> • distinguishes between and among patterns of development in writing. • formulates evaluative statements about a text read.

Title	Objectives	K to 12 Curriculum Learning Competencies
Lesson 3 Reading and Writing for Science	<ul style="list-style-type: none"> • Learn the meaning of academic languages • Explain the interaction that takes place between the reader, the text and the context • Identify and use jargons as part of vocabulary development • Read expository texts and determine its unique qualities 	<p><i>(Adapted from Learning competencies of the DepEd Curriculum Guide)</i></p> <p>The student...</p> <ul style="list-style-type: none"> • draws out meanings within appropriate context by definition, restatement, examples, synonyms, antonyms, Greek and Latin roots, affixes, etc. • distinguishes between and among patterns of development in writing across disciplines: <ul style="list-style-type: none"> a. narration b. description c. definition d. exemplification / classification e. comparison and contrast f. cause and effect g. problem - solution h. persuasion i. process • analyzing text features such as heading, title pictures, captions, figures, etc. • Point out relationships between and among words and sentences using linkers that show type of paragraph development or text structure. • transcodes information from linear to non-linear and vice versa. • use clear and suitable research methods (e. g. library, electronic sources, interview, etc.) • determines tone, mood, technique and purpose of the author. • identifies and explains how sentences and passages reflect not only the feelings or emotions of the speaker but also his/her personal convictions.

Title	Objectives	K to 12 Curriculum Learning Competencies
Lesson 4 Reading and Writing for the Arts and Humanities	<ul style="list-style-type: none"> • Appreciate works of arts by Filipino architects through descriptive type of texts • Read and summarize print and online articles about different works of Filipino architects to substantiate claims taken from these texts • Process pieces of information from various literary texts to experience reading not just for information but also for appreciation 	<p><i>(Adapted from Learning competencies 1, 3, 4, & 6 of the DepEd Curriculum Guide)</i></p> <p>The student...</p> <ul style="list-style-type: none"> • Explain critical reading as looking for ways of thinking and reasoning • Distinguish between and among patterns of development in writing across disciplines • Determine textual evidence to validate assertions and counterclaims made about a text read • Determines tone, mood, technique and purpose of the author. • Identifies and explains how sentences and passages reflect not only the feelings or emotions of the speaker but also his/her personal convictions. • Evaluates structural elements of the plot, the plot's development and the way in conflicts are resolved. • Determines character traits by what he/she says, does thinks and what the author says about him/her.

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UNIT 2		
Content Standards:	The students realize that information in a written text may be selected and organized to achieve a particular purpose; determine the relationship of a written text and the context in which it was developed; and identify the requirements of composing academic writing and professional correspondence.	
Performance Standards:	The students critique a chosen sample of each pattern of development focusing on information selection, organization, and development; produce each type of academic writing and professional correspondence following the properties of well-written texts and process approach to writing; and manifest comprehension of texts found in print and on screen.	
Lesson 1 Introduction to Writing	<ul style="list-style-type: none"> • Explain the process of writing • Write descriptive paragraphs • Create an effective résumé • Evaluate information from websites for job application • Value writing as a an effective tool in the workplace 	The student... <ul style="list-style-type: none"> • explains how one’s purpose is a crucial consideration in academic and professional writing. • identifies the unique features of and requirements in composing texts that are useful across disciplines: <ol style="list-style-type: none"> a. article critique b. position paper c. project proposal

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Lesson 2 Writing for Business	<ul style="list-style-type: none"> • Familiarize oneself with the different stages of the communication process and recognize them in various business situations • Prove the linear, recursive, and cyclical nature of the business communication process using pragmatic approaches • Recognize the possible occurrence of the writer's block and use different strategies to overcome it • Share personal experiences on how to beat writing obstacles • Enumerate the different stages involved in the business communication process • Assess different communication situations in the workplace and their respective places in the communication process • Validate purposes for creating business messages • Create different effective business messages using the general phases of the business writing process • Use different methods in writing and revising business messages 	<p><i>(Adapted from Learning competencies 4, 7, & 8 of the DepEd Curriculum Guide)</i></p> <p>The student...</p> <ul style="list-style-type: none"> • Identifies the properties of and the processes to well-written business messages • Explains how one's purpose is a crucial consideration in writing business messages

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	<ul style="list-style-type: none"> • Formulate a partial draft for an audience-centered business message • Establish a business community inside the classroom in preparation for internal and external operational communication 	
Lesson 3 Reading and Writing for Science	<ul style="list-style-type: none"> • Demonstrate understanding of the process of writing • Recognize writing as an effective tool in a workplace • Demonstrate understanding of the distinctiveness of service-oriented professions from other professions • Utilize forms in availing the services of companies • Determine the qualities of texts employed in health-oriented professions 	The student... <ul style="list-style-type: none"> • Demonstrates an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing, expository, persuasive, or descriptive writing. • Demonstrates control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. • Produce legible work that shows accurate spelling and correct punctuation and capitalization. • Write a persuasive essay stating a position or perspective in support of a proposition or proposal. • Includes a well- defined thesis, main ideas and supporting details. • Synthesizes information from multiple sources found in different media. • Integrates quotations and citations into written texts while maintaining the flow of ideas and uses appropriate conventions for documentation.

Title	Objectives	K to 12 Curriculum Learning Competencies
Lesson 4 Reading and Writing for Service-Oriented Occupations	<ul style="list-style-type: none"> • Demonstrate an understanding of the distinction of service-oriented professions from other professions • Learn how to use forms when availing of services • Determine the qualities of the texts employed in service-oriented professions and services 	The student... <ul style="list-style-type: none"> • Identifies the unique features of and requirements in composing professional correspondence <ul style="list-style-type: none"> a. Resume b. Application for College Admission c. Application for Employment d. Various forms of Office Correspondence • Explains how one's purpose is a crucial consideration in academic and professional writing